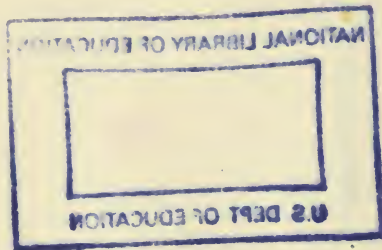


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United States. Bureau of
Education.

Report of the Commissioner
of Education made to the

REPORT

OF THE

COMMISSIONER OF EDUCATION.



ERRATA.

Page 75, last line of "Secondary Instruction," 6,662 should be 7,276.

Page 88, "Other Secondary Schools," second paragraph, first line, 2,707 should be 2,913.

Page 154, "Preparatory Departments of Colleges," first line, 294 should be 156.

Page 248, "Preparatory Departments of Colleges," first line, 1,956 should be 1,999.

Page 322, last line, 183 should be 426.

Page 448, fourth line, for 9,668, read 8,668.



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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November, 1875.

SIR: I have the honor to submit my sixth annual report. The appropriation for the Bureau for the fiscal year ending June 30, 1875, was \$35,570; the same amount was appropriated for the year ending June 30, 1876. This is entirely inadequate to the demands of the country upon the Office. No private business firm carries on the correspondence and accomplishes the tasks imposed upon this Office with so small an expenditure; yet, in spite of the lack of adequate means, the increased skill of my assistants, the improvement in methods of business, and, above all, the hearty and universal coöperation of the educators of the country, have enabled the Office to accomplish more during the year now drawing to a close than in any previous year of its history.

WORK AND NEEDS OF THE OFFICE.

Attention is invited to its special needs, and in order to render the statement more effective, I beg to recall and submit a few illustrative facts. This Office was established on the petition and at the request of the educators of the country, a few years since, "for the purpose," as detailed in the law, "of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

As a means of executing this purpose, the Commissioner is required—

- 1st. To collect statistics and information in regard to education;
- 2d. To prepare annual and special reports;
- 3d. To publish circulars of information.

It was hardly possible at that time to anticipate in detail the work that would be required in the administration of the law.

A Commissioner and three clerks were provided, and the experiment set on foot.

Subsequently, by law, the clerks were reduced to two, and for the year ending June 30, 1870, only \$6,000 were appropriated for salaries and other expenses of the Office.

At first the fear was expressed that the officers of State and city educational systems, and those charged with the care of institutions of education, might naturally be suspicious of such an office, fearing that some governmental control or supervision was contemplated.

Indeed, it is not an uncommon declaration that all Americans are educated, and know enough most certainly to direct anything in regard to education. "Why," the question is asked, "should a national office be created or sustained to consider a subject on which additional information is altogether superfluous?"

The reply to this might have been found in the fact that the Office had been created at the request of those most familiar with educational needs. No opposition from State or other educational officers has been experienced; on the contrary, the Office has been largely indebted for its usefulness and efficiency to their cordial and constant coöperation.

These officers, engaged in the various grades and phases of instruction, from that of

the Kindergarten to that of the university, freely furnish the information in their possession, sometimes at the cost of considerable effort to themselves, and with no other return than the receipt of copies of the publications of the Office and the satisfaction of having in this manner contributed to the general progress of education. Only that information is sought which is deemed important in the field of education, and which educational officers wish to give.

When the work of collecting educational statistics was begun by the Office, it was found that there was no authentic list of the colleges in the United States, or of academies, or normal schools, or schools of science, law, or medicine, or of any other class of educational institutions. The lists of nearly all grades of schools are now nearly complete. Information on all other matters relating to educational systems was equally incomplete and difficult of access.

Starting with a nomenclature that well-nigh precluded the possibility of any satisfactory comparison, either for use in our own country or elsewhere, now, year by year, purely on the voluntary principle, these institutions and systems of education, numbering in all more than 6,000, report the facts most indicative of their success or failure in terms susceptible of substantially correct inference and comparison.

The work to be provided for, therefore, is no longer a matter of conjecture. It can be seen and described.

Work of the Commissioner.—It is the work of the Commissioner to supervise and direct the business of the Office; to keep himself informed of all details in the progress of education at home and abroad; to receive the constantly increasing number of visitors seeking information on particular phases of education; to visit educational institutions and to attend educational associations, and to read and answer all communications needing his personal attention. The work of answering the large and increasing number of the class of communications just mentioned cannot be performed without the aid of one skilful and well-informed stenographic clerk, and at times two are required.

Duties of the chief clerk.—Under the chief clerk comes the general work of the Office, such as the opening, recording, and answering of the mail matter; briefing and recording of the letters received; writing and recording of letters sent; distribution of the mail to the proper sections in the Office; keeping a record of all expenditures and duplicate vouchers of the same; folding, directing, and stamping parcels or documents sent, &c. During the year 1875 more than 4,000 letters were written; 3,500 acknowledgments were made, and a large number of printed letters on routine business sent out.

The four copyists allowed by the law are engaged in this work when not detailed to copy statistics or manuscript for the several divisions preparatory to printing.

So numerous have been the interruptions in this work, caused by the various details just mentioned, that it has been impossible to keep up the permanent record of letters sent or permanent record of briefs on letters received; and the regular work of the Office has been much delayed on this account. Only press copies of letters sent have been taken, and letters received have not been recorded in books, as is usual.

The number of documents sent out during the year 1875 numbered over 7,000 bound volumes, and 95,000 pamphlets on educational subjects, published by the Office. For the discharge of these duties, though absolutely essential to the administration of the Office in answering the demands of the public, there is no force specifically provided.

This Office occupies seventeen rooms: six in the basement, four on the first floor, six on the second floor, and one on the third floor. Four rooms in the basement are occupied by furnaces, which have to be attended to in winter. Twenty-six large windows must be washed, and the wood work of at least thirteen has to be kept clean. These rooms have also to be swept, dusted, &c. For this work the law makes no present provision, and the laborer to do it is requested in my estimates.

Division of abstracts.—In the division in which the annual abstract of education in the States and Territories is made out, so great an amount of matter is received that the one clerk to whom that work is assigned is overtasked with the labor of properly condensing it. From fifty to sixty thousand pages of printed matter additional to

thousands of written returns have here to be gone over in order to prepare 400 pages of annual abstract. In addition, 200 letters conveying information drawn from these sources, and answering inquiries not answerable directly by printed documents at the command of the Office, were written in this division during the past year. Of these letters a considerable number are quite extensive discussions of the subjects treated in them. Two additional clerks of class one are needed for this work.

Statistical division.—The value of the reports of the Office largely depends on the fulness, accuracy, and systematic arrangement of the statistical material embodied in them. Hence it is necessary that the force of the statistical branch should be sufficient to do its work well and thoroughly.

While no adequate idea of the extent and variety of this work can be conveyed by a mere statement of the number of educational institutions which directly report their statistics to the Bureau, a glance at the following figures may indicate in some measure the annual increase therein since my first report was issued, in 1870:

Statement of educational institutions in correspondence with the Bureau of Education in the years named.

	1870.	1871.	1872.	1873.	1874.	1875.
States and Territories	37	37	44	48	48	48
Cities		249	325	533	127	241
Normal schools	53	65	98	114	124	140
Business colleges	26	60	53	112	126	144
Kindergärten				42	55	95
Academies		638	811	944	1,031	1,467
Preparatory schools				86	91	105
Colleges for women	33	136	175	205	209	249
Colleges	266	290	298	323	343	335
Schools of science	17	41	70	70	72	76
Schools of theology	80	94	104	140	113	123
Schools of law	28	30	37	37	38	42
Schools of medicine	63	82	87	94	99	104
Libraries, (public)	156	180	306	377	676	2,200
Museums of natural history			50	43	44	53
Museums of art				22	27	27
Art schools					26	29
Deaf and dumb asylums	34	36	37	40	40	42
Blind asylums	10	26	27	28	28	29
Orphan asylums			77	180	269	408
Reform schools	28	20	20	34	56	67
Schools for feeble-minded		8		7	9	9
Total	831	2,001	2,619	3,449	3,651	6,055

The above statement relates solely to the statistical labor on the annual report. There has been a like increase of work, not shown in the annual or special reports of the Office, in answer to special and individual demands for educational statistics. These requests come from all classes of educators and school officers and from all parts of the United States and from many foreign countries, and relate to every grade of instruction and to every class of institutions. The usefulness of the Office largely depends on its ability to meet these appeals, and is diminished by inability to do so as fully as their importance merits.

In a word, while the work of the statistical branch has increased more than fourfold since 1870, there has been no corresponding increase in its clerical force under the law. While the quantity of statistical work has necessarily increased so largely, its quality has also improved, as a comparison of the earlier with the later reports shows. As the sphere of statistics enlarges in the discussion of educational questions, the demand

for specific statements of results and experiences increases; and as the study of such knowledge becomes more thorough, all statistics are more closely and intelligently scrutinized and their conclusions challenged. To keep pace with the more rigorous requirements of the present, it is clearly necessary that the clerical force should be increased.

The law recognizing this branch of the service provides only for a statistician. I have added, by detail, a clerk of class two authorized by law. This work on no fair estimate can be performed with less than the addition of another second class clerk and two copyists.

Work of the translator.—The foreign correspondence and the documents received from foreign countries contain matters of very great interest, and this Office in the nature of the case is the only medium through which their contents become generally known among American educators. Over 32,000 pages of foreign periodicals, reports, and works on education have been examined by the translator, 500 printed pages were translated in full, as well as a large number of letters in German, French, Spanish, Italian, and other languages, in a single year. The law provides for only one translator for this work, with a salary of \$1,600.

Publications.—It will appear from the above statement that the labor of editing and proof-reading demanded annually imposes no small task upon the Office. In this connection it should be remembered that the utmost exactness is required in the very nature of these publications. Each figure put down against the name of a place or institution or individual is liable to be questioned at once.

A librarian needed.—Nothing is more essential to the efficiency of the Office than a well ordered collection of all publications upon education, whether in the form of periodicals, reports, catalogues, or treatises relating to its various phases. By purchase and exchange, during the past five years, the library has attained a growth of 4,500 volumes and thrice that number of pamphlets. It is hardly necessary to add that it needs the services of an expert, or that, without the aid of a competent librarian, two-thirds of the usefulness of the library is lost. There is in this country no other collection similar in character of equal extent. It therefore affords the only opportunity within the reach of American citizens for investigating many phases of this subject. But the law provides no librarian, and the volumes, so far, are only put on the shelves, entered in a list, and used in the current work. There is no catalogue. The character of the works and subjects treated requires a librarian of special qualifications, familiar with educational topics, and competent to classify, catalogue, and index the additions as they are received.

This would save much time in all the departments of the work that require the use of the library, and greatly increase its usefulness to the country. The working value of such a technical library depends almost wholly on its classification and the efficiency of its librarian.

The collection and publication fund.—Recurring now to the extracts from the law, it will be seen that the only relief from these embarrassments is the temporary employment, as assistants, of persons paid to collect information and statistics.

I have found that, by using the information in my possession, (thus imposing additional demands on the increased skill of my trained assistants, but involving no expense,) I have been enabled, by employing clerks at moderate pay, to accomplish much more than would be possible with the same amount of money if only experts were employed, eminent for their qualifications in the special subjects investigated; both of which courses are understood to be authorized in the appropriation for collecting and publishing information.

If we have not the best methods, in every particular, for doing the work required by law with the means provided, it is simply because we have not been able to devise them, and others have not suggested them.

It should be noticed that while in this way only could the regular work of the Office proper be performed at all, much in addition has been accomplished in the way of special investigation and the treatment of particular subjects by persons specially qualified.

"The relation of education to labor," "The value of common school education to common labor," "Ignorance and pauperism," "Ignorance and crime," and "The constitutional provisions for education made by the several States," and numerous other subjects which have been treated in this way, in the reports and circulars of the Office, may be mentioned as instances.

I should state here that putting the \$11,000 in a single item was not at my suggestion. But gentlemen in Congress overruled my specific requests, and preferred to include the whole amount of the estimates for the various details of the work in one sum.

It will be seen from these facts that experience has shown theirs to be the wiser plan, and that the Bureau has been enabled to expend this money far more effectively than if it had been limited to specific items, to be expended without any discretion on the part of the Commissioner. This will be appreciated when the character of the work is regarded; and it is seen that intelligence, accuracy, and culture are specially required.

The advisability of making the appropriation in one sum rather than in specific items, was inferred from the experience of the Department of Agriculture, where the sum of \$15,000 appropriated in this way had been found necessary.

Never before has there been manifested such a spirit of inquiry and investigation in regard to every phase of education, or such a desire for specific and accurate knowledge of our educational condition. The Office is in almost daily receipt, from university and college professors, public school officials and teachers, and eminent private citizens, of suggestions for the preparation and dissemination of documents on important educational topics of present interest, which bear witness to this spirit, to the growing usefulness of the Office, and to the expediency of increasing its efficiency. Much material for such documents—which would be of the greatest value to educators were the means afforded to prepare and place it before them—has already been gathered; and there would seem to be no question of the expediency of so increasing the Office force that such material may be made available to the educators of the country. So deeply have I felt this, and so fully have I been confirmed in this view by all educators who have looked carefully into the work; so fully have I become aware that the Office could not accomplish what is reasonably expected of it without a larger sum for these special reports—subjects of earnest, widespread inquiry—that I have asked that this amount should not only be retained but increased, and the other items specified added.

RECORDS OF EDUCATION.

No person can at any time study any phase of social science and not be impressed with the need of greater accuracy and fulness of records. The lessons of ancient and mediæval history are, on this account, largely lost to mankind. This is especially true in the field of education. Only here and there do we get glimpses of school life in ancient times; as, for example, that allusion by Aristophanes in his "Clouds," to the fixed attention and determination of youth under instruction in Athens, which Mitchell translates as follows:

No babbling then was suffered in our schools:
The scholar's test was silence. The whole group
In orderly procession sallied forth
Right onwards, without straggling, to attend
Their teacher in harmonics. Though the snow
Fell on them thick as meal, the hardy brood
Breasted the storm uncloaked. Their harps were strung
Not to ignoble strains, for they were taught
A loftier key.

Or like the following direction to pupils on the road to school in Sparta:

When they were on the public roads to walk along in silence, not to look around in any direction, but to keep their eyes on what was before their feet. You would hear no more the sound of a voice from them than from stone statues. You would have as much difficulty in turning their eyes as if they were made of brass.

Thus, in literature, and occasionally on memorials, are found expressions descriptive of the principles and methods employed in caring for the young among those ancients who rose to eminence and live in history. The passages of this character in ancient literature have never been brought together and made available for general use. Although a collection of such references would necessarily be unsatisfactory from its incompleteness, the high character of the intellectual life to which some ancient states attained suggests the great value such a work would have.

How invaluable to us would be the essential facts in the child's family, school, and social life, which have determined the character and career of the adult among the Egyptians, the Hebrews, the Assyrians, the Chinese, the Greeks, and the Romans.

If we were living only for the lessons to be communicated to a remote future by our experience, full records would be due. But more than this, the current life of a republic cannot be guided aright without them. Nor is it sufficient to place the facts within the reach of the student only. There must be present to the minds of all citizens the fulness and correctness of view which guard each against misconduct and misgovernment, and inspire all with a choice and appreciation of what is good for themselves and their country, and a disposition to preserve and defend it.

RECORDS IMPROVED BY THE CENTENNIAL CELEBRATION.

The centennial commemorations are quickening the historical spirit. Anniversaries of battles or other important events in our national history are increasing in frequency. Orations and newspapers are full of history. We may expect histories, national and local, already published, to be revised; and records of families, societies, churches, institutions, towns, and states to be searched out, studied, and published. Amid all this, it would be most anomalous, as well as perverse of the relation of facts to individual and public weal, were the quarter of a million of teachers now engaged in training the nine millions of youth in the schools of the land to be forgotten and ignored. What could more certainly foreshadow a century of darkness and evil?

There is among the workers in the educational field a clear appreciation of the truth that the value of generalization respecting education depends upon the correctness and fulness with which all essential details are embraced. Institutions and localities enter into the work with a lively sense of the fact that they, in each case, are part of the whole, and seek to discharge their responsibility with the same fidelity which they expect from this Office in working up the general results.

All who attempt to compare 1776 with 1876 in matters pertaining to the intellectual and moral training of youth are made deeply sensible of the paucity of our records. Till recently there has been little opportunity for studying, year by year, our educational condition as a nation. The best effort of an institution or system, whether of a city or State, reached little beyond itself or the circle of those directly interested. Now, each may be studied as a part of a whole.

Fortunately, the approaching Centennial Exhibition is international, and we shall be called upon to compare ourselves, not with each other only, but with the rest of the world.

Our fathers, in their Declaration of Independence, "out of a decent respect to the opinions of mankind," submitted the facts in their case "to a candid world." Now that a century has passed, we, their children, invite the world to gather at the city where their declaration was made, to put to test the results of our experiment. Those engaged in the pursuit of art, science, education, manufactures, &c., will assemble to learn the lessons there taught relating to their several callings.

Other nations will come, but not merely to study what we have to present; they will show us their triumphs, in art, science, and education, and challenge ours. Attention will not be limited to the present; the past will come in for its share of consideration. It will be a study of cause and effect; of all the main forces which are shaping civilization. However much the instructors of the young in these United States may congratulate themselves upon their opportunities and the results of their labors, they are as yet prepared to furnish but little of the exact and detailed history of their profession. How

meagre is all that the fathers of 1776 have left of this record, thus greatly reducing the value of all comparisons between their period and ours! Shall we leave the students of our history at the close of the coming century in similar embarrassment? Rather should it be our especial endeavor to bring up to date all educational history so fully and correctly that no revision may be required in the future, either near or remote. The Office has especially addressed itself to this end. Gathering information from all available sources, it has sought, for the benefit of our descendants, to bring it within reach of those undertaking this task.

When we have traced the educational causes in the past to their personal, social, civil, and religious effects, we shall have the best clew to the future that human experience can furnish us in this field of inquiry.

LEARNING THE LESSON OF OUR OWN EDUCATIONAL EXPERIENCE.

In order to a correct appreciation of the lessons of our educational history, we need to study the contributions made thereto by the early colonists—the Spaniards and Portuguese, the English Churchmen at Jamestown, the English Puritans and Pilgrims in Massachusetts, the English Catholics in Maryland, the English Quakers in Pennsylvania, the Dutch in New York, and the Swedes on the Delaware. We need to trace the condition of instruction in its different methods and forms through the several nations that contributed most to our early settlements. The period of discovery and settlement was one of increasing activity of the intellectual forces, as is evidenced by the invention of printing, the multiplication of books, the increase in the facilities of commerce, the discoveries in geography, and the multiplication of the forms of industry, and articles of trade and comfort.

The great attainments made in civilization in the Iberian peninsula, from which important colonies came to sections now embraced in the United States, would lead us to look for large contributions from that quarter. From A. D. 912 to A. D. 976, the struggles for education and progress in science were specially marked. Medicine, natural science, mathematics, and astronomy were favorite studies.

The library of Albakem II was said to contain 400,000 volumes. Education in all grades received encouragement. Abderrahman established high schools for girls which were taught by female teachers. In Andalusia, it has been affirmed that it was difficult to find a person who could not read and write. Albakem is said to have established at his own expense 27 schools in Cordova, where the children of indigent parents were instructed free of charge. But the expulsion of the Jews, the introduction of the inquisition, and the internal struggles which followed, witnessed a general decadence before any contributions were made from Spain to our civilization. Schools had closed, the attendance upon the universities had diminished, and education was almost entirely in the control of the church, and was directed toward its ends as then and there understood by church leaders. These seemed to have no idea of the duty of enlightening the entire people, and education was limited in all its higher benefits to the priesthood organizations controlled by the church and the wealthy families. There are, therefore, few traces of culture or efforts at teaching, and books were rare among the early Spaniards in America, while the priesthood was most active in striving for the diffusion of their religious tenets among the natives.

Very different were the educational ideas and practices of the Swedes who settled on the Delaware.* The art of printing was introduced in Sweden in 1432.

* The Swedes who came over (even the very first) all brought their ministers with them.

May 31, 1693, the Swedes in America wrote a letter to John Thelin, postmaster at Gottenburg, Sweden, in which the following occurs:

"Further, it is our humble desire that you would be pleased to send us 3 books of sermons, 12 Bibles 42 psalm-books, 100 tracts, 200 catechisms, and 200 primers."

In 1696 a much larger number of books was sent from Sweden to America; among the rest, 400 primers and 500 catechisms.—(Swedish Annals, by Rev. John Curtis Clay, Philadelphia, 1835.)

Extract from Instructions given to John Printz, governor of New Sweden, Stockholm, August 15, 1642, "to urge instruction and virtuous education of youth and children." In 1693 the total number of Swedes on the Delaware was 945.—(History of the Original Settlements on the Delaware, &c., by Benjamin Ferris, Wilmington, 1846.)

Charles X, between 1604 and 1611, established a great many popular schools, especially in Wörmland, the central portion of Sweden. Gustavus Adolphus (1611-1632) decreed that the bishops should direct the work of royal schools and seminaries where needful in the kingdom, and what course of education was most desirable to be given, how good teachers might be obtained, and that one general method of instruction be introduced.*

Schmidt quotes an old chronicler as affirming in 1637 that "there was not in this province a single peasant's child unable to read and write." Queen Christina, in 1640, decreed that a school should be established in every town of the Swedish dominions. These schools, called "Pedagogia," were originally primary schools, each with an *a b c* class, but were in course of time either abolished or became higher schools.†

The distinctive ideas and practices in regard to education among the settlers in New Amsterdam‡ or on the Hudson were no less gratifying. The struggles over the principles of the Reformation in their mother country were an immense stimulus to thought on both sides, while the appeal to the word of God made more and more necessary a knowledge of letters. Here, as elsewhere in that period, the first steps are obscure; but we find the preacher always a teacher, and the school springing up by the church. In 1575, William established the University of Leyden as a reward of the unshaken perseverance of the city, and, as the letter of foundation says, "in order that not through the lack of good education of youth in the provinces of Holland and Zealand, all morality, science, and learning should be lost, thus decreasing the honor of God and injuring the commonwealth." Ten years later the University of Frankfort was established. So great was the zeal for learning that, in the midst of war, schools were founded at Groningen, Utrecht, Harderwijk, Deventer, and Amsterdam. Schools were known as higher and lower schools, Latin schools, public schools, or great and small schools. The records of the reform ecclesiastical authorities show the deep interest taken by these organizations. In 1574 one of these resolves "that good schools are very necessary; wicked schools do a great deal of harm; that the servants of the church shall determine when schools shall be established; the schoolmaster of these schools shall receive a fixed salary; the schoolmaster shall sign a pledge to submit to the discipline of the church and to teach children the catechism and all other knowledge which is useful to them."

Early after the union of Utrecht in 1579, it was resolved "that the inhabitants of towns and villages should within six weeks find good and competent schoolmasters; and that such towns and villages as should neglect to do this should be bound to receive the schoolmasters that were sent them, (1582,) and that as far as possible a sufficient annual salary shall be paid such schoolmasters," (1584.)

The states of Holland and Friesland showed no less zeal in the cause of education, as is seen from the resolutions of 1581 and 1589. As early as March, 1581, they discussed the school question, and, in the month of December following, it was resolved to order the appointment of schoolmasters. All, either men or women, before keeping school or teaching children, were to pass an examination to show that they were competent. In the Zealand school law of 1583, education is called "the foundation of the commonwealth," so that "for the building up of a good republic and for the general well-being of the country, it is of no little importance to educate young people from their infancy in the fear of God and all useful knowledge." The preliminary order regulating education became a law in 1590. One paragraph prescribed specially that no one, either man or woman, should be allowed to teach Latin, Greek, German, French, or any other language, without having been previously examined as to competency before the magistrate. The province of Utrecht was specially careful on these several points. Perhaps the fullest school law is that of 1612. Its first article affirms that "the authorities of the city and all the towns of Utrecht shall have special care that the public or primary schools are supplied with good teachers, and that they must give good instruction." In the province of Gelderland, in 1693, a law enacted

* History of the Swedes by E. G. Geijer, translated by J. H. Turner, London, 1845.

† Schmidt's Educational Encyclopedia, Vol. VIII, Gotha, 1270.

‡ History of Education and Instruction in the Netherlands, by D. Buddingh. The Hague, 1842.

that "no schoolmaster should be appointed unless he had been examined by the clergyman in the catechism, and God's Word, and primary knowledge, and is found to have a good moral character."

The Netherlands not only sent emigrants directly to America, taking their own institutions with them, but the founders of New England, who landed on Plymouth Rock, while they were English by birth, had, during the period of their residence in the Netherlands, been taking lessons of their Dutch brethren.

The charter of the West India Company of the Netherlands, with which the work of colonization commenced, bound itself to maintain good and fit preachers, schoolmasters, and comforters of the sick. In the contract made with Rev. Gideon Shaets, when engaged as minister of Reusselaerwick, he was "to use all proper zeal there to bring both heathens and their children in the Christian religion, to pay attention to the office of schoolmaster for old and young." Again we find in another colony, that of New Austel, that Evart Paetersen was approved, after examination before the classis as schoolmaster and *zieken-trooster*, to read God's word and lead in singing.

In 1633, Adam Roelansen is mentioned as the first schoolmaster at New Amsterdam. The first direct mention that we find in the history of this colony of a public tax for the support of schools occurs in the proposed articles for the colonization and trade of New Netherlands, 1638. "Each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of schoolmasters." As an evidence of the value set upon education, it should be noted that in 1642 it was common in marriage contracts for the parties to promise to bring up their children decently, according to their ability; to keep them at school; to let them learn reading, writing, and a good trade. A record of expense in 1644 mentions a schoolmaster who should also act as precentor and sexton, at 360 florins a year.

In 1647, Governor Stuyvesant calls the attention of the council to the state of public education, to the want of proper combinations, and the absence of a school during the last three months, (evidently of public schools, for private schools had already been established.) We find in numerous instances the civil authorities of these Dutch colonies acknowledging (1) the duty of educating the young, (2) the care for the qualification of the teacher, (3) provision for the payment of his services, and (4) the provision of the school-house. When in 1653 municipal privileges were granted to New Amsterdam, the support of schools was included. In the following year, in connection with the grant of municipal privileges to Dutch towns on Long Island, a superior district court was organized, with general authority to establish schools, giving clear evidence of the purpose of the people, although we have no knowledge that schools were established.

In the spring of 1656, the first survey of New Amsterdam, or New York, was made, and it was ascertained that there were 120 houses, and 1,000 souls, and the number of children attending public schools having greatly increased, further accommodations were allowed.

In compliance with the request of the colonies, the West India Company sent, in 1659, Alexander Carolus Curtius, a Latin schoolmaster, to open an academy. He was paid a salary from the city treasury, and allowed the use of a house and garden, and permitted to charge 6 guilders per quarter for each scholar.* Curtius became very

* The following singular agreement, cited from Thompson's History of Long Island, vol. I, pp. 285-286, made between the town of Flatbush and Johannes Van Eckkelen, accepted schoolmaster and chorister, is in many respects curious and interesting:

ART. 1. The school shall begin again at 8 o'clock, and go out at 11; shall begin again at 1 o'clock and end at 4. The bell shall be rung before the school commences.

ART. 2. When school begins, one of the children shall read the morning prayer as it stands in the catechism, and close with the prayer before dinner; and in the afternoon, the same. The evening school shall begin with the Lord's Prayer, and close by singing a psalm.

ART. 3. He shall instruct the children in the common prayers; and the questions and answers of the catechism, on Wednesdays and Saturdays, to enable them to say them better on Sunday in the church.

ART. 4. He shall be required to keep his school nine months in succession, from September to June, one year with another; and shall always be present himself.

ART. 5. He shall be chorister of the church, keep the church clean, ring the bell three times before

unpopular, but under his successor, Tutch, this high school, or academy, gained such reputation that children were sent to it from Virginia, Fort Orange, and the Delaware. It may be set down that, in the colony, elementary instruction was furnished at the public expense, free; that the public, as we have seen, aided, by furnishing salary and house for the high school, while tuition was also charged. In other parts of New Netherlands, the colonies regulated the qualifications of the teacher and shared in the support, allowing tuition to be charged.*

The foregoing action on the part of the governor and council seems to have fully settled and confirmed the policy of the Dutch administration in regard to free public schools supported solely by taxation, and which, but for the reconquest by the English, might, perhaps, have continued without interruption to this day. (Annals of Public Education in New York, pp. 60 and 61.) Prior to 1700, the license to teach school had uniformly been issued by the authority of the colonial officers, but, after 1700, the municipal officers began to issue these licenses.

The first indication of school legislation by the colony of New York bears date November 27, 1702, though there is no evidence that it resulted in any school.

The free school act of 1702 expired by limitation in 1709, and there appears but little, if any, colonial action in behalf of education from that time forward, till the revolutionary war. The Society for the Propagation of the Gospel in Foreign Parts, however, contributed a number of schoolmasters. The so-called Trinity School of New York City, it is believed, traces its origin to this society.

In 1732 a public school to teach Latin, Greek, and mathematics was established in the city of New York.

the people assemble, and read a chapter of the Bible in the church between the second and third ringing of the bell; after the third ringing, he shall read the ten commandments, and the twelve articles of our faith, and then set the psalm. In the afternoon, after the third ringing of the bell, he shall read a short chapter, or one of the psalms of David, as the congregation are assembling; afterwards he shall again sing a psalm or hymn.

ART. 6. When the minister shall preach at Brooklyn or Utrecht, he shall be bound to read twice before the congregation, from the book used for the purpose. He shall hear the children recite the questions and answers out of the catechism on Sunday, and instruct them therein.

ART. 7. He shall provide a basin of water for the administration of Holy Baptism, and furnish the minister with the name of the child to be baptized, for which he shall receive twelve stivers in wampum for every baptism, from the parents or sponsors. He shall furnish bread and wine for the communion, at the charge of the church. He shall also serve as messenger for the consistory.

ART. 8. He shall give the funeral invitations, dig the grave, and toll the bell; and for which he shall receive, for persons of fifteen years of age and upwards, twelve guilders; and for persons under fifteen, eight guilders; and if he shall cross the river to New York, he shall have four guilders more.

The school money.—1st. He shall receive, for a speller or reader, three guilders a quarter; and for a writer, four guilders, for the day school. In the evening, four guilders for a speller or reader, and five guilders for a writer, per quarter.

2d. The residue of his salary shall be four hundred guilders in wheat, (of wampum value,) deliverable at Brooklyn Ferry, with the dwelling, pasturage, and meadow appertaining to the school.

Done and agreed upon in consistory, under the inspection of the honorable constable and overseers, this 8th day of October, 1682. Signed by Casper Van Zuren and the consistory.

I agree to the above articles, and promise to observe them.

JOHANNES VAN ECKKELEN.

*The following action of the governor and council, during the temporary reoccupancy of the government of the province by the Dutch, indicates the purpose of the Dutch administration as regards the support of public schools.

At a council held in Fort William Hendrick, May 24, 1674, was considered a petition from the schout and magistrates of the town of Bergen, complaining that some of the inhabitants of their dependent hamlets "obstinately refuse to pay their quota to the support of the preceptor and schoolmaster;" concerning which it was ordered that the schout "proceed to immediate execution against all unwilling debtors."

At a council held June 15, 1674, there was presented a petition from the inhabitants of Mingagquy and Pemrephogh, "requesting to be excused from contributing to the support of the schoolmaster at Bergen." In answer to this petition, the council issued the following: " * * * it is after due inquiry resolved and ordered, that the inhabitants of Pemrephogh and Mingagquy shall promptly pay their share for the support aforesaid, on pain of proceeding against them with immediate execution."

The opinions and practices prevalent in regard to education in England up to the time of English immigration to these shores are obscure or ill-defined. There was no general acknowledgment of the duty of universal education.

Oxford and Cambridge were chartered early in the thirteenth century. Eton was founded by Henry VI in 1440. During his reign and that of Elizabeth, many grammar schools were established; Rugby, by Lawrence, sheriff, in 1567, and Harrow, by John Lyon, in 1571. Nearly 2,000 parochial charity schools are said to have been founded, by the Society for the Promotion of Christian Knowledge, from 1693 to 1741. There was action, first, by the church; second, by the state; third, by the family; fourth, in large personal benefactions to education. The result is, first, family training here excellent, there indifferent, and again entirely wanting; second, church or parochial instruction; and, third, the magnificent work of the great foundations of various grades already mentioned, from which has come the perpetual flow of cultured minds that have given skill to English industry, scope to English commerce, learning to English statesmanship, and eminence to her literature and science. But with all this there was a noted limitation of culture to the few, no knowledge of even letters among the great masses, and no general belief in the idea of the obligation of the state to assume the universal education of its subjects. Taking the English colonists out of this condition of things at home and visiting them in Virginia, New England, Maryland, and Pennsylvania, we find their home ideas and practices undergoing certain modifications, and no two colonies, though coming from the same source, starting out on the work of education on exactly the same methods or precisely the same principles. There is more general accord in the characteristics exhibited in Virginia, Maryland, and Pennsylvania, at least so far as acknowledging in terms the importance of educating the young, and the action by the church and family, but in which there is wanting a comprehensive scheme, put in force by the civil power, embracing every child.

The earliest historical fragments relating to the settlement of Virginia at Jamestown indicate interest in education. Fifteen thousand acres were appropriated at the instance of Sir Edwin Sandys, president of the company, toward the endowment of a college at Henrico for the colonists and Indians. In 1619 collections in the churches of England amounted to £1,500 sterling. In 1621, persons homeward bound on the *Royal James*, from East India, gave over £70 toward founding a free school in Virginia, to be called the East India School.

Other benefactions followed, and Mr. George Thorpe came over as superintendent of the college, or East India School, which was situated at Charlotte. In 1621, carpenters were sent to erect buildings, and Rev. Patrick Copeland was placed at its head. But in March, 1622, the massacre followed, when Thorpe and nearly 350 men, women, and children were barbarously slain, and the efforts for the school terminated. The next movement of a general and public character was that of Rev. James Blair, D. D., which resulted in the establishment of the College of William and Mary.

In the Maryland settlement there were earnest friends of education, but they struggled against circumstances which rendered the full realization of the fruits of their efforts impossible. In April, 1671, thirty-seven years after the arrival of Lord Baltimore, the upper house of the assembly passed an act for the establishment of a school or college. This act was returned from the lower house with an amendment to the effect that the tutors or schoolmasters may be qualified according to the Reformed Church of England, or that there be two schoolmasters, one for Catholic and the other for the Protestant children, which was so unsatisfactory that twenty-three years elapsed before any further attempt at legislation was made.

In 1694 an effort was commenced which in seven years resulted in the establishment of a school near the site of the State House. It will be seen that the people began to rely almost entirely upon the private tuition of their children.

William Penn found the Swedes and their school already on the Delaware. His ideas were well expressed in his declaration, "That which makes a good constitution must keep it, viz, men of wisdom and virtue, qualities that, because they descend not

with worldly inheritance, must be carefully propagated by virtuous education of youth, for which spare no cost; for by such parsimony all that is saved is lost."

The reliance of the Quaker upon the inner light for guidance in life necessarily made the training of the young to act in accordance with that light of paramount importance. Education was confined chiefly to the family and the day school; but history with hardly a dissenting voice accords to the English colonists of New England the credit of having developed those forms of action in reference to the education of children containing more distinct features to be adopted in the systems of the country than any others.

In Luther's robust treatment of the issues of his day, he placed great stress upon home government, the duty of the family, the duty of the church to children, criticizing the mistakes of the period as he understood them; and in his address to magistrates he brings up with conspicuous force the duty of the state to guarantee the care of the young. He observed: "Beloved rulers, if we find it necessary to expend such large sums as we do yearly upon artillery, roads, bridges, dikes, and a thousand other things of the sort in order that a city may be assured of continued order, peace, and tranquillity, ought we not to expend on the poor suffering youth therein at least enough to provide them with a schoolmaster?" We have seen how these remarkable words of Luther were wrought into the family, the church, and the state in Holland. Here the Pilgrims met them. They had left their homes for conscience' sake; for the sake of certain beliefs in which they differed from their neighbors. These opinions bore upon the destiny of the human soul. They were most concerned about God and mankind. Man created in the image of his God received for his descendants equal privileges. Each human soul was of infinite value, and all were guaranteed in their very nature equality of privileges. The state, the church, the family, the order of Providence, existed in their judgment to give to each soul an opportunity of eternal blessedness. Their Bible was the divine guide to that end. Nothing was more natural, therefore, than that they should seek the best way for the training of their children. They were themselves to a remarkable degree educated. They all were especially taught in the divine word and the idea of correct conduct, and an unusual proportion of their men were educated in the schools and universities of England. They were willing to find new things. It cannot be doubted that they got important suggestions in matters of education from Holland, but they did not imitate blindly. They adapted their action to their circumstances.

Sixteen years after the settlement of Boston, the colony of Massachusetts Bay appropriated £400 for the establishment of Harvard College, in which also the element of private benefactions appeared. In 1642 it was ordered "that the officers of every town should have a vigilant eye over their brethren that none of them should suffer so much barbarism in any of their families as not to endeavor to teach by themselves or others their children and apprentices perfectly to read the English tongue and knowledge of the capital laws." Here is civil action to secure universal education. Soon after they enacted, "To the end that learning may not be buried in the graves of our fathers, that every township increased to the number of fifty householders should bind one to teach the children;" and soon further, "that any town increased to one hundred families shall set up a grammar school, where youths can be fitted for the university." In case of neglect the penalty was affixed. Here is a philosophical recognition of the subdivision of instruction into elementary, secondary, and superior. The whole State or colony through its legislative power provides the method and makes the duty obligatory upon the town to sustain elementary and secondary instruction, while the State itself makes appropriation and requires proper aid for the university. The whole property is taxed for all the children in the different grades. It is not amiss here to note the wide effect of this action.

Maine, as is well known, was a part of Massachusetts until it became a State.

The methods of the colonies of Connecticut were closely in harmony with those of the Bay; and Roger Williams, though escaping to Rhode Island, did not leave behind

the excellencies of the institutions already founded ; so that it is simply a statement of the truth to affirm that this action of Massachusetts colony substantially shaped the educational institutions of New England.

CONDITION OF EDUCATION AT THE TIME OF THE DECLARATION OF INDEPENDENCE.

Previously American institutions had been affected by (1) foreign legislation, (2) by continued immigration, and (3) general interchange of communication. Hereafter the power of direct legislation ceases. The effect of the Old World upon the New is to be that of one nation upon another, or of several upon each other : first, by immigration ; second, by intercommunication.

What influence may have come from the Spanish peninsula at this period is sufficiently indicated by the following extract from a report made to the King by the minister of state, Marquis de Asinada. He affirms, " In the whole kingdom there is not a professorship of law, of natural sciences, of anatomy, and of botany. We have no good map of Spain and its provinces, and no man who could draw such a map, and we are obliged to use the very imperfect maps of Spain which we receive from the Netherlands and other provinces ; so that we, to our great disgrace, do not know the right location and true distances of our cities."

Though Sweden had contributed such valuable ideas to the settlements on the Delaware, they had not fulfilled the expectations of progress.

In England, methods and administration had made little progress, and had certainly in no way kept pace with her literature and commerce. The sun of the Dutch republic was to set in darkness as that of the American republic arose.

The Huguenots, or French Pilgrims, escaping from persecution at home, brought most valuable contributions ; so also the Scotch, who came bringing ideas, customs, and schools, so deeply impressed by the influence of John Knox.

Reviewing the period which elapsed between the time the colonists left their old for their new homes, to the date of the opening of the war with the mother country, and looking into the details of the condition of intelligence and the instrumentalities for education, it would be interesting to bring out fully the fragmentary records which remain. A careful study will, I think, leave the impression that, though the religious sentiments of the people made the interests of the Church prominent in education ; though the interest in civil affairs encouraged the study of politics and statesmanship, so that at an early date it was declared in England that more copies of Blackstone were sold in the colonies than at home ; though generally in the colonies there was felt a deep sense of the parental obligation to train up the child in the way he should go, and the home was made specially active to this end, and though there was a large number, comparatively speaking, eminent for their cultured minds, yet I think the most careful survey will leave the impression that the progress of educational improvement did not on the average keep pace with the increase of population, and that the intelligence of the generation at the opening of the War of Independence, so far as dependent upon books and schools, would not average so high as the intelligence of the first colonists. It should be remembered that church and state were substantially united in colonial action south of the Hudson.

The struggle for separation being the most severe in Virginia, and not ended until some time after the period of Independence, this union of church and state had no small effect upon the ideas and customs that prevailed in regard to training the young.

The changes in what remained of the Spanish colonies require no note. In Virginia, the successful establishment of William and Mary College exercised a most salutary influence in training the sons of the higher classes. The first building was planned by the great architect, Christopher Wren. The first commencement, in 1700, was a noted event. Several planters came in their coaches, others in sloops, from New York, Pennsylvania, and Maryland. Even Indians had the curiosity to visit Williamsburg. The College of William and Mary sent forth, together with many others prominent in the revolutionary movement, Peyton Randolph, Edmund Randolph, John Marshall, Thomas Jefferson, James Monroe, and John Tyler, governor of Virginia.

The Society for the Propagation of the Gospel was specially active in furnishing teachers in Virginia as elsewhere. The ignorance of the lowest classes was as extreme as in England. This was specially true of the several colonies in which the institutions more exactly accorded with those at home. In Maryland a statement signed by twenty-one clergymen in 1714 affirms that the case of schools is very bad. In 1717, there was an effort made to establish a school in every county. Taxes were to be levied chiefly upon furs, tobacco, and liquors; and in one law the following sources were specified: "For every Irish papist servant and every negro imported into the provinces, there were required to be paid 20 shillings each," in addition to what was paid before, to go to the establishment of such schools. Most meritorious efforts were made by individuals to found schools. Large benefactions were bestowed in lands and otherwise. In 1750, a charity work school was founded near Easton, in Talbot County, the first manual labor school in the State. In 1754, an order of the council requiring an oath of schoolmasters brought out some curious facts. For instance, in Prince George's County there were 13 teachers, one the rector of the parish, one register of wills, four convicted servants, and three indented servants. In 1763, a project to establish the college was revived without success, and among the items of revenue was to be a tax from 3 shillings to 20 shillings on bachelors. Amid these difficulties instruction was widely conducted by tutors in private families, or for the children of adjacent families. Sometimes the teachers were men of eminence and graduates of the best European universities. There was no absolute security against their ignorance, their incompetency or immorality, as is seen by an advertisement in the Maryland Gazette, of February 28, 1771:

"Ran away: a servant man from Dorchester County, who had followed the occupation of a schoolmaster; much given to drink and gambling."

And again in the same paper in February 17, 1774:

"To be sold, a schoolmaster and indented servant who has got two years to serve. Signed John Hammond, near Annapolis."

To which the following N. B. was added: "He is sold for no fault any more than we are done with him. He can learn bookkeeping, and is an excellent good scholar."

As an illustration of the pains and difficulties those encountered who sought culture for their children, I wish to instance the community at Dorchester, S. C. An act of the assembly was secured in 1724 for the establishment of a free school in the parish of St. George; and this act was transmitted to Great Britain for royal assent, some of the leading men of the colonies affirming that "the chief source of irreligion and immorality here is the want of schools; and we may justly be apprehensive that if our children continue longer to be deprived of being instructed, Christianity will of course decay insensibly, and we shall have a generation of our own as ignorant as the native Indians."

In 1776 there were 11 colleges that are still in existence. Harvard College, founded in 1638, had graduated 2,567 students. The College of William and Mary, founded in 1693, had graduated 496 students. Yale College, whose foundation dates back to 1701, had graduated, in 1776, 1,405 students. The College of New Jersey, founded in 1746, numbered its graduates up to the time of the Revolution at 567. Washington and Lee College, founded in 1749, had graduated 30; Columbia College, founded in 1754, had graduated 124; Brown University, founded in 1764, had sent out 54 graduates; Dartmouth College, founded in 1769, had graduated 43, and Rutgers, founded in 1770, numbered 13 graduates. The University of Pennsylvania was founded in 1747. Hampden Sidney College was founded in 1775.

Of the academies existing at that time there are at present nine: The Latin Grammar School, Boston, founded in 1635; the Hopkins Grammar School, New Haven, founded in 1660; Germantown Academy, 1760; Durham Academy, Byfield, Mass., 1763; Columbia Grammar School, New York, 1763; University Grammar School, Providence, 1764; Rutgers College Grammar School, 1770; Charlotte Hall School, Maryland, 1774; and Kingston Academy, 1774.

Before 1800 a dozen more colleges were founded that are still in existence, and also 23 academies.

The existence of 29 libraries in 1776 has been traced, containing 3,682 volumes.

In January, 1776, there were published the following newspapers in the thirteen colonies: In Massachusetts, 7; New Hampshire, 1; Rhode Island, 2; Connecticut, 4; New York, 4; Pennsylvania, 9—of these 2 were German and one German and English—Maryland, 2; Virginia, 2; North Carolina, 2; South Carolina, 3; Georgia, 1. There were no daily newspapers. In 1800 it is believed that 150 newspapers were published in the United States. In 1704 the Boston News-Letter, the first newspaper in the colony, was published by John Campbell, bookseller and postmaster.*

With reference to the development of principles and methods among ourselves, we must confess that the century has not been one of uninterrupted and universal progress. Unnatural parents, indifferent citizens and rulers, incompetent teachers, selfishness, vice, and crime, have here and there at times done effective work.

We cannot read the declaration of Washington, of Adams, of Jefferson, of Hamilton, and of others, their eminent compeers, without a profound impression of their thorough appreciation of the duty of education, and their conviction that the perpetuity of the blessings they sought for their country depended upon its success. We can never forget Washington's admonition to promote as an object of primary importance institutions for the general diffusion of knowledge. "In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened." Jefferson sought for Virginia a system of education that should embrace, first, elementary schools; second, colleges; third, an ultimate grade for teaching the sciences in their highest degree. Though failing in part, he succeeded in the establishment of a university, which he cherished as one of the greatest honors to his name; while Hamilton, in addition to his emphatic words, was one of the first to participate in the organization of the board of regents for the State of New York, as a part of a scheme for the universal education of the people of New York.

The first great national educational act that we shall meet in the beginning of the century now closing, and the one that overshadows all others, is found in the ordinances of the Confederate Congress of 1785 to 1787. Liberty was decreed for that vast territory north of the Ohio River, the duty of education was enforced, and from the public domain sections were given for elementary and superior instruction, thus, in some measure, providing the means for the end proposed. On these acts, we may say, the history of the country turns as on a hinge. Had slavery gone into this territory and education been excluded, this last experiment in the interest of man as such, irrespective of all distinctions, free from all adventitious circumstances, would perhaps have proved a failure. The War of Independence had dealt harshly with education. The young men had been called to the field, as well as the old.† The seven years of conflict had deprived many of those who survived of all other culture save that of the march, the camp, and the battle in defence of their country. The most marked efforts observable in the early years of the century were put forth in the form and in the direction of existing instrumentalities. Before the close of the eighteenth century 23 colleges were founded, 37 academies were established, and 49 libraries, containing between 75,000 and 80,000 volumes. Slavery, which had generally existed in the country, in the more Northern States never succeeded

* It was continued by different publishers until 1776, or 72 years. It was the only paper published in Boston during the siege. In 1719 the Boston Gazette was published, and 1721 the New England Courant, by James Franklin.

† G. W. Nesmith, LL. D., an aged and eminent lawyer and friend of education, of Franklin, N. H., the well known confidential friend of Daniel Webster, furnishes the following interesting items in regard to a schoolmaster who served in the war of Independence: Daniel Parkinson, born in Ireland in 1741, landed in New York, graduated from Princeton College in 1765, went to New Hampshire and became a teacher; in 1765 enlisted in Colonel Stark's regiment and was promoted to quartermaster. His meritorious services were well known. After the war he resumed teaching, and died in Canterbury in 1820, a short time before his death preparing his own epitaph, which may still be seen on a slate head-stone and reads as follows:

"*Hibernia me genuit. America nutrit. Nassau Hall educavit. Docui, militavi, atque manibus laboravi. Sic cursum meum finivi. Nunc terra me occupavit, et quieto in pulvere dormio, quasi in gremio materno meo. Huc ades, amice mi! Aspice, et memento, ut moriendum quoque certe sit tibi. Ergo vale et cave.*"

in overcoming the belief that education is the duty and privilege of all men, and, on the more sterile soils, it gradually began to disappear. In the warmer climate and on the fertile soils of the South it was more profitable, and, gaining larger sway, soon began to be sensitive at the approach of intelligence to the slave. Facts and sentiments, however, remained much the same until between 1830 and 1840, when the series of State constitutional conventions occurred in which the guarantees of slavery secured stronger expression in the several constitutions, and then followed in a few decades the series of legislative enactments forbidding instruction to the slave and exerting the power of the state to keep him in darkness. While there were in these States individuals who struggled for the universal education of the white population, they labored at a disadvantage; and although here and there, in spite of untold adverse circumstances, systems of elementary instruction and schools of some efficiency were established, generally educational schemes were partially started, lacked efficiency, and resulted in schools known as pauper schools; those who had wealth relying upon instruction in the family, in the private or incorporated academy, in the college and university, for the education of their children. This supremacy of the influence of slavery seeking to strengthen and guard itself, became sensitive to any thought or action in the national councils which might, according to the judgment of its friends, in any way imperil its existence and progress. Therefore, for this period education was rarely broached in Congress, and this coöperative influence, save in the carrying out of the policy of land grants, was substantially shut off.

But while in the Southern States the educators were being put to disadvantage, in some of the Northern States a revival of education was beginning, destined to create a new era. There was a struggle to know the facts. Especially in New York and Massachusetts was it sought to secure reports from towns and cities. The national census in 1840 for the first time recognized the items of intelligence.* Something more than action by the church or the family, or legislation by the State, was seen to be necessary. That great force among us represented by voluntary organizations was brought into requisition. The subject of education was discussed in conventions and in the press. The Lancasterian impulse, which had so profoundly moved in behalf of the lower classes in England, reached to our shores, and Lancaster himself died among us, I regret to say, in poverty, and few even of our teachers know his resting place.

Light was sought from the experience of other peoples. The ideas and methods adopted in some German states had attracted attention. Prussia, that had been so terribly crushed, was seen to be rising in its rank among the nations. The secret was discovered to be education, taking to itself something of the military form, according to the ideas of the times. Every child was to be educated; every man was to be a soldier. Notable visits to Europe were made by Americans. Three reports, that by Mann, that by Bache, and that by Stowe, the one first published by Massachusetts, the other by Girard College, and the last by Ohio, have been much quoted. Another visit, however, which did not result in a report so often mentioned in our literature, yet one that had great effect upon the history of education in the country, was that of Dr. Henry Barnard, of Connecticut, especially as it enlarged his own views, and added important elements to their character and adaptation in his long course of educational labor. Not only did our own great reformers in education study foreign countries, and our teachers visit them, but our schools and colleges steadily drew on them for instructors. Germany furnished us many teachers. A marked change manifested itself in the organization of education. State supervision was inaugurated. Gideon Hawley became State superintendent of common schools for New York in 1813; Hon. Horace Mann, secretary of the board of education, Massachusetts, in 1837. Now the idea of State supervision is embodied in the educational administration of every State in the Union, some of them guarding it by the requirements of the constitution. And this idea has

*The items inquiring in regard to intelligence were inserted in the schedules by the Secretary of State on the suggestion of Hon. Henry Barnard, the first Commissioner of the United States Bureau of Education.

sought to perfect itself by adding here county supervision, there city supervision, and there town.

A second important element which manifested itself was the care for the qualification of teachers. The first State normal school was opened by Father Pierce, in Lexington, Mass., with three pupils. The normal school has been supplemented by teachers' institutes.

A third element to be noted is the attention to educational literature, school journals, and works on the philosophy and methods of education. Whatever literature we have on the subject of education has almost entirely sprung up in the last forty years.

A fourth important change is the introduction of high schools, organized, supported, and directed by civil action, which is in a certain sense going back to the original grammar school of the Massachusetts colonial education act, that had been allowed to pass measurably into desuetude, trusting to supply its place by the tuition of the academy.

Another element was the introduction of State colleges or universities. This, too, is only a return to the method adopted by Massachusetts in the establishment of Harvard College.

Another element is the introduction of technical, industrial, and scientific education. This has received an immense impulse from the act of Congress donating lands for the establishment of colleges of agriculture and the mechanic arts, the passage of which is largely due to the persistent efforts of Hon. Justin S. Morrill, of Vermont.

Still another element is the enlargement of the sphere of woman in education. Here the change is no less than a revolution, whether we consider the instruction she receives or the work she does in educational literature, or as instructor or officer.

In recounting these special elements contributive to the greater efficiency of education, we should not omit the private benefactions of our citizens to this cause.

Another and most effective element in the progress of education among us is the preparation of educational information, particularly of statistics, for use in the guidance of teachers and officers, institutions and systems. In towns, States, and the nation, we can be more certain what we are doing and what we are not doing, what we do well and what we do ill, what corrections are needed and how they are to be applied.

M. Buisson, an impartial and very competent judge, in a report to the French minister of public instruction on the educational features of the exhibition at Vienna, in 1873, observes that "the United States Bureau of Education commenced a few years ago the organization of educational statistics for the entire Union. Not one country in Europe has offered such complete and carefully prepared reports. America shows that all difficulties in preparing statistical works can be overcome by uniformity in the system."

Slavery, too, having been abolished, the slave has become both teacher and pupil. The barriers set up by slavery against universal intelligence are passing away. Statutes do not prohibit but enforce the education of colored children; the nation by the terms of the Constitution has committed its fortunes to universal male suffrage, and all national interests are now bound up with universal intelligence. Other interests, religious and patriotic, commercial and industrial, will see this fact more and more, and from sheer selfishness, if from no other motive, seek to devise the best educational measures. Constitutions may be amended, statutes enacted, officers changed, agencies for the promotion of intelligence abolished, funds perverted or cut off, teachers' salaries reduced, schools closed on the demand of ignorance, but universal education is the watchword of the party which, notwithstanding temporary drawbacks, must ultimately and completely triumph.

The voice of our country's history declares to any in these extremities, let no one despair, let no one doubt; all the success of ignorance will be temporary.

Education that a century ago in so many places was compelled to hide its head in the monastery, or under the shadow of the church, or could go only where there was wealth and was not considered in the reckoning of national forces, now is coming to the front in every progressive nation. True, the term is not always used to des-

ignite the same idea in all its fulness and robustness, naturally including every force and circumstance that unfolds, informs, nourishes, trains, directs, and strengthens the entire man from the cradle to the grave, and is, when normal and true, adapted to lift him up and draw him toward the divine and perfect, and to bring forward those customs and institutions coöperating to this result.

Considering the space in this report possible for such allusions to the past, and their necessary brevity and imperfection, the desire for completeness has constantly suggested that it would be better to omit than insert them in this unsatisfactory shape; but a sense of their possible good in any form has prevailed. Those who have time for research can omit them, or use them only as hints and complete the studies suggested by them, and thus, fully informed of the past in education, come to the examination of the condition of education in 1875.*

The provisions made for the education of the deaf and dumb and the blind, for the feeble-minded and for the reformatories for juvenile offenders are of comparatively recent origin.

SUMMARIES OF INFORMATION REPORTED TO THE BUREAU FOR THE YEAR 1875.

The plan of collecting and presenting this information is substantially the same as in previous years. The brief space already given for showing the growth of educational systems and institutions will necessarily exclude much matter usually presented in connection with the summaries drawn from the several tables in the appendix.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1870, 1871, 1872, 1873, 1874, and 1875.

	1870.			1871.			1872.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	.....	.....	.....	19, 448	1, 417, 172	.....	23, 194	1, 215, 897	
Normal schools.....	53	178	1, 023	65	445	10, 922	98	773	11, 778
Business colleges.....	26	154	5, 824	60	168	6, 460	53	263	8, 451
Academies.....	.....	.....	.....	638	3, 171	80, 227	811	4, 501	98, 929
Preparatory schools <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scientific and agricultural schools.....	17	144	1, 413	41	303	3, 303	70	724	5, 395
Colleges for women.....	33	378	5, 337	136	1, 163	12, 841	175	1, 617	11, 288
Colleges.....	266	2, 823	49, 163	290	2, 962	49, 827	298	3, 040	45, 617
Theological schools.....	80	339	3, 254	94	369	3, 204	104	435	3, 351
Medical schools <i>b</i>	63	588	6, 943	82	750	7, 045	87	726	5, 995
Law schools.....	28	99	1, 653	39	129	1, 722	37	151	1, 976

a From 1870-'72, inclusive, this class of schools was included in the table of academies.

b Including schools of pharmacy and dentistry.

c In 177 cities.

* The abstracts for 1875 contained in the appendix were prepared in the abstract division: chief, Dr. A. Shiras; assistants, Mrs. J. A. Holmes and Mrs. E. H. Disbrow. They begin for each State with a statement of the constitutional and legal provisions of education in each State, with the hope that in the future all changes can be noted and the history of administration brought out, so that the continuation of these reports will furnish a complete outline history of education in each State and Territory. I hope also to include the progress of judicial decision in regard to education. The accomplishment of this purpose will depend upon the coöperation of school officers, so far so generously accorded in all parts of the country.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1870, 1871, 1872, 1873, 1874, and 1875—Concluded.

	1873.			1874.			1875.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	.....	27, 726	1, 564, 663	.....	16, 438	976, 837	(c)	22, 152	1, 180, 820
Normal schools.....	114	887	16, 620	124	966	24, 405	137	1, 031	29, 105
Business colleges.....	112	514	22, 397	126	577	25, 892	131	594	26, 109
Academies.....	944	5, 058	118, 570	1, 031	5, 466	98, 179	1, 143	6, 081	108, 235
Preparatory schools <i>a</i>	86	690	12, 487	91	697	11, 414	102	746	12, 954
Scientific and agricultural schools.....	70	747	8, 950	72	609	7, 244	74	758	7, 157
Colleges for women.....	205	2, 120	24, 613	209	2, 285	23, 445	222	2, 405	23, 795
Colleges.....	323	3, 106	52, 053	343	3, 783	56, 692	355	3, 999	58, 894
Theological schools.....	110	573	3, 838	113	579	4, 356	123	615	5, 234
Medical schools <i>b</i>	94	1, 148	8, 681	99	1, 121	9, 095	106	1, 172	9, 971
Law schools.....	37	158	2, 112	33	181	2, 585	43	224	2, 677

a From 1870-72, inclusive, this class of schools was included in the table of academies.

b Including schools of pharmacy and dentistry.

c In 177 cities.

So far as relates to the several classes of institutions embraced in the above summary, it can be seen at a glance how the character of the information has improved from year to year.

STATE SYSTEMS OF PUBLIC INSTRUCTION.

The diversity of ages embraced in the school censuses of the States and Territories as seen in the following table, introduces an element of uncertainty in all comparisons respecting the enrolment and the ratio of attendance in the public schools. A school census in all the States, substantially uniform in respect to ages of youth embraced therein, seems therefore eminently desirable, and it is hoped that efforts may be made to secure it.

Table showing the ages embraced in the school population of the several States and Territories.

States and Territories.	School age.	States and Territories.	School age.
Connecticut.....	4-16	Virginia.....	5-21
Utah.....	4-16	Colorado.....	5-21
Oregon.....	4-20	Dakota.....	5-21
Wisconsin.....	4-20	Idaho.....	5-21
Maine.....	4-21	South Carolina.....	6-16
New Hampshire.....	4-21	Indian.....	6-16
Montana.....	4-21	District of Columbia.....	6-17
Washington.....	4-21	Georgia.....	6-18
Massachusetts.....	5-15	Nevada.....	6-18
Rhode Island.....	5-15	Tennessee.....	6-18
California.....	5-17	Texas.....	6-18
New Jersey.....	5-18	Kentucky.....	6-20
Michigan.....	5-20	Arkansas.....	6-21
Vermont.....	5-20	Florida.....	6-21
Wyoming.....	5-20	Illinois.....	6-21
Alabama.....	5-21	Indiana.....	6-21
Delaware.....	5-21	Louisiana.....	6-21
Iowa.....	5-21	Maryland.....	6-21
Kansas.....	5-21	North Carolina.....	6-21
Minnesota.....	5-21	Ohio.....	6-21
Mississippi.....	5-21	Pennsylvania.....	6-21
Missouri.....	5-21	West Virginia.....	6-21
Nebraska.....	5-21	Arizona.....	6-21
New York.....	5-21	New Mexico.....	7-18

TABLE I.—PART 1.—Summary (A) of school age, population, enrolment, attendance, &c.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama.....	5-21	406, 270	.....	147, 340	110, 253	86. 5
Arkansas.....	6-21	184, 692	.....	73, 878	42, 680	.....
California.....	5-17	171, 563	.....	130, 930	78, 027	149
Connecticut.....	4-16	134, 976	112, 480	120, 189	68, 993	176
Delaware.....	5-21	.....	.....	19, 881	.....	140
Florida.....	6-21	94, 522	.....	32, 371	28, 306	132
Georgia.....	6-18	394, 037	.....	156, 394	96, 680	.....
Illinois.....	6-21	958, 003	.....	685, 676	.....	.....
Indiana.....	6-21	667, 711	.....	502, 362	300, 743	120
Iowa.....	5-21	533, 903	341, 713	384, 012	.....	136
Kansas.....	5-21	199, 986	129, 331	142, 606	85, 580	102
Kentucky <i>b</i>	6-20	437, 100	.....	228, 000	159, 000	100
Louisiana.....	6-21	274, 688	.....	74, 846	.....	.....
Maine.....	4-21	221, 477	.....	157, 323	100, 641	117
Maryland.....	5-20	276, 120	.....	142, 992	69, 259	187

a This is the legal school age. The school tax is distributed in proportion to the population between 5 and 20, and the school population reported is between the latter ages.

b The statistics are for white schools only.

c The legal school age is from 6 to 21.

TABLE I.—PART 1.—Summary (A) of school age, population, enrolment, attendance, &c.—Concluded.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Massachusetts	5-15	294,708	.....	302,118	216,861	177
Michigan	5-20	448,784	.....	343,619	200,000	133
Minnesota	5-21	218,641	.....	130,280	71,292	120
Mississippi	5-21	318,459	.....	168,217	106,894	140
Missouri	5-21	738,431	.....	394,780	192,904	99
Nebraska	5-21	80,122	.....	55,423	.....	96
Nevada	6-18	6,315	.....	4,811	2,884	.....
New Hampshire	4-21	76,272	a55,865	68,751	48,288	100
New Jersey	5-18	312,694	.....	191,731	98,089	194
New York	5-21	1,583,064	.....	1,059,238	531,835	176
North Carolina	6-21	348,603	.....	146,737	97,830	50
Ohio	6-21	1,017,726	757,138	712,129	435,349	140
Oregon	4-20	44,661	.....	21,513	.....	105.5
Pennsylvania	6-21	b1,200,000	.....	890,073	551,848	151
Rhode Island	5-15	53,316	c48,321	38,554	26,163	178
South Carolina	6-16	239,264	239,264	110,416	.....	100
Tennessee	6-18	426,612	.....	199,058	136,805	100
Texas	6-18	313,061	.....	c184,705	c125,224	78
Vermont	5-20	89,541	.....	78,139	50,023	111
Virginia	5-21	482,789	307,230	184,486	103,927	112
West Virginia	6-21	179,897	.....	115,300	79,002	92.5
Wisconsin	4-20	461,829	.....	279,854	.....	d149
Total .....	.....	13,889,837	1,991,342	8,678,737	4,215,380	.....
Arizona	6-21	2,508	.....	568	419	180
Colorado	5-21	23,275	.....	12,552	7,343	116
Dakota	5-21	8,343	.....	4,428	.....	.....
District of Columbia	6-17	31,671	29,133	18,785	13,494	191
Idaho	5-21	4,020	.....	3,270	.....	.....
Montana	4-21	3,822	2,250	2,215	1,710	92
New Mexico	7-18	.....	.....	5,151	.....	132
Utah	4-16	35,696	29,747	19,273	13,462	440
Washington	4-21	8,350	.....	6,699	.....	70
Wyoming	5-20	.....	.....	1,222	.....	.....
Indian	6-16	.....	.....	3,754	.....	.....
Total .....	.....	117,685	61,130	77,922	36,423	.....
Grand total .....	.....	14,007,522	2,052,472	8,756,659	4,251,803	.....

a The number enrolled in public schools.

c Estimated.

b In 1873.

d In the country; in 26 cities it was 195 days.

A glance at these figures impresses one, first, with the magnitude of the interest involved; secondly, with an idea of the very different opportunities for education furnished by the different States and Territories. Only one State, Delaware, and three Territories, the Indian, New Mexico, and Wyoming, do not report their school population. In the other thirty-six States and eight Territories, there were 14,007,522 children

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by their several laws entitled to instruction. All the States, either by actual count, or by estimate, report the pupils enrolled in the public school system, giving a total of 8,756,659. The following named States and Territories cannot report the average attendance in their schools, a truer measure of the educational work of the year, viz: Delaware, Illinois, Iowa, Louisiana, Nebraska, Oregon, South Carolina, and Wisconsin, and the Indian Territory, and that of Wyoming, Washington, New Mexico, Idaho, and Dakota. Texas can only estimate this item. The States of Connecticut, Iowa, Kansas, Ohio, South Carolina, and Virginia, and the District of Columbia, Montana, and Utah, are able to give the school population between 6 and 16 years of age. Rhode Island gives it by estimate, and New Hampshire by the number enrolled in the public schools. It is believed that all the States and Territories, however diverse the provisions of their laws in other respects, will soon be able to draw this line and show their school population, the enrolment in public and private schools, and the average daily attendance between 6 and 16. This result obtained and taken in connection with the additional column, the average duration of schools in days, will furnish an invaluable basis for just comparisons of the work accomplished under the several systems. Only Arkansas, Georgia, Illinois, Louisiana, Nevada, and Dakota, Idaho, Wyoming, and Indian Territories, are unable to report the duration of their schools. This is a most important fact in the showing of the work done under any system, and we may be assured that the determination of the friends of education to have the school business well done, will make sure of this item everywhere at an early date. The comparison between New Jersey, the highest reported, in which the average number of days taught equals 194, and North Carolina, the lowest reported, in which the average number of days taught equals only 50, is full of significance.

TABLE I.—PART I.—Summary (B) of school age, population, enrolment, attendance, &c.

States and Territories	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	5-21	406,270	*234,389	147,340	110,253	86.5
Arkansas	6-21	184,692	*133,519	73,873	42,680	-----
California	5-17	171,563	*154,406	130,930	78,027	149
Connecticut	4-16	134,976	112,480	120,189	68,993	176
Delaware	5-21	-----	-----	19,881	-----	140
Florida	6-21	94,522	*70,891	32,371	23,306	132
Georgia	6-18	394,037	*354,633	156,394	96,680	-----
Illinois	6-21	958,003	*718,502	685,676	-----	-----
Indiana	6-21	667,711	*500,783	502,362	300,743	120
Iowa	5-21	533,903	341,713	334,012	-----	136
Kansas	5-21	199,986	129,331	142,606	85,580	102
Kentucky <i>a</i>	6-20	437,100	*349,680	223,000	159,000	100
Louisiana	6-21	274,688	*206,016	74,846	-----	-----
Maine	4-21	221,477	*143,960	157,323	100,641	117
Maryland	5-20 ^b	276,120	*207,090	142,992	69,259	187
Massachusetts	5-15	294,708	*294,708	302,118	216,861	177
Michigan	5-20	448,784	*336,588	343,619	200,000	133
Minnesota	5-21	218,641	*153,048	130,280	71,292	120
Mississippi	5-21	318,459	*222,921	168,217	106,894	144
Missouri	5-21	738,431	*516,901	394,780	192,904	99
Nebraska	5-21	80,122	*56,085	55,423	-----	96
Nevada	6-18	6,315	*5,683	4,811	2,884	-----

* Estimated by the Bureau.

a These statistics are for white schools only.

b The legal school age is from 16 to 21.

TABLE I.—PART 1.—Summary (B) of school age, population, &c.—Concluded.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
New Hampshire.....	4-21	76,272	a55,865	68,751	48,288	100
New Jersey.....	5-18	312,694	*265,790	191,731	93,089	194
New York.....	5-21	1,583,064	*1,108,144	1,059,238	531,835	176
North Carolina.....	6-21	348,603	*261,452	146,737	97,830	50
Ohio.....	6-21	1,017,726	757,138	712,129	435,349	140
Oregon.....	4-20	44,661	*31,262	21,518	.....	105.5
Pennsylvania.....	6-21	b1,200,000	*900,000	890,073	551,848	151
Rhode Island.....	5-15	53,316	c48,321	38,554	26,163	178
South Carolina.....	6-16	230,264	239,264	110,416	.....	100
Tennessee.....	6-18	426,612	*383,950	199,058	136,805	100
Texas.....	6-18	313,061	*281,754	c184,705	c125,224	78
Vermont.....	5-20	89,541	*67,155	78,139	50,023	111
Virginia.....	5-21	482,789	307,230	184,486	103,927	112
West Virginia.....	6-21	179,897	*134,922	115,300	79,002	92.5
Wisconsin.....	4-20	461,829	*323,280	279,854	.....	d149
Total.....	.....	13,889,837	10,463,854	8,678,737	4,215,380	.....
Arizona.....	6-21	2,508	*1,881	568	419	180
Colorado.....	5-21	23,275	*16,292	12,552	7,343	116
Dakota.....	5-21	8,343	*5,840	4,428	.....	.....
District of Columbia.....	6-17	31,671	29,133	18,785	13,494	191
Idaho.....	5-21	4,020	*2,814	3,270	.....	.....
Montana.....	4-21	3,822	2,250	2,215	1,710	92
New Mexico.....	7-18	.....	.....	5,151	.....	132
Utah.....	4-16	35,696	29,747	19,278	13,462	140
Washington.....	4-21	8,350	*5,427	6,699	.....	70
Wyoming.....	5-20	.....	.....	1,222	.....	.....
Indian.....	6-16	.....	.....	3,754	.....	.....
Total.....	.....	117,685	93,384	77,922	36,428	.....
Grand total.....	.....	14,007,522	10,557,238	8,756,659	4,251,808	.....

* Estimated by the Bureau.

b In 1873.

c Estimated.

a Number enrolled in public schools.

d In the country; in 26 cities it was 195 days.

Having given the facts as furnished, for the purpose of aiding many inquirers, the Bureau, using the ratio of the several States that report their school population between 6 and 16 to the whole school population of those several States and other data, has inserted here the estimates for the several States and Territories of the school population between 6 and 16. These figures will not only aid the investigation mentioned, but serve to illustrate the importance of this line of comparison. These extended generalizations bring out with great clearness the importance of including all facts not only in public schools, but in connection with all other instruction afforded.

TABLE I.—PART I.—Summary (C) of the number of teachers employed in the public schools, and the average salary of teachers per month, in the respective States and Territories.

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Alabama	2,702	1,297	(\$27 20)	
Arkansas	1,582	740		
California	1,033	1,660	\$84 93	\$68 01
Connecticut	721	2,324	70 05	37 35
Delaware	(430)		(28 00)	
Florida	(796)		50 00	30 00
Georgia				
Illinois	9,288	12,330	48 21	33 32
Indiana	7,670	5,463	65 00	40 00
Iowa	6,500	11,645	36 68	28 33
Kansas	2,484	2,899	33 98	27 25
Kentucky	4,236	1,732	(49 40)	
Louisiana	797	760	37 00	37 00
Maine	1,984	4,475	37 00	18 00
Maryland	1,129	1,594	41 73	41 73
Massachusetts	1,169	8,047	88 37	35 35
Michigan	3,285	9,182	51 29	28 19
Minnesota	1,372	1,591	41 36	28 91
Mississippi	2,989	1,979	55 47	55 47
Missouri	5,904	3,747	38 00	29 50
Nebraska	1,504	1,587	38 60	33 10
Nevada	35	80	(100 56)	
New Hampshire	503	3,166	42 61	25 54
New Jersey	946	2,307	67 65	37 75
New York	7,428	22,585		
North Carolina	(2,690)		30 00	25 00
Ohio	12,306	10,186	60 00	44 00
Oregon	496	457	51 45	45 50
Pennsylvania	8,585	11,295	41 07	34 09
Rhode Island	195	861	58 18	46 17
South Carolina	1,773	1,082	31 64	29 21
Tennessee	3,125	21,040	30 85	30 85
Texas	(64,030)		(53 00)	
Vermont	667	3,739	45 62	25 65
Virginia	2,711	1,551	33 52	28 71
West Virginia	2,677	784	35 03	30 77
Wisconsin	(9,451)		c43 50	c27 13
Total number of teachers	(247,423)			
Arizona	6	8	100 00	100 00
Colorado	172	205	60 00	48 00
Dakota	54	154	35 00	25 00
District of Columbia	22	271	113 00	75 00
Idaho			55 00	55 00
Montana	43	56	65 00	58 00
New Mexico	132	15		
Utah	220	238	47 00	23 00
Washington	(220)			

a There are also 45 teachers, sex not reported. b Estimated. c In the country. In the cities the average salaries are—males, \$109; females, \$39.40.

TABLE I.—PART I.—*Summary (C) of teachers in the public schools, &c.—Concluded.*

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Wyoming	7	16	.....	.....
Indian .....	.....	.....	.....	.....
Total number of teachers	(1, 839)		.....	.....
• Grand total	(249, 262)		.....	.....

The State of Georgia, and the Indian Territory, and Idaho are unable to report the number of teachers employed in public schools. Texas gives only an estimate. All the other States and Territories except Delaware, Florida, North Carolina, Texas, and Wisconsin, and the Territory of Washington, are able to report both the number of men and women teachers in their public schools. The total number of teachers reported in the public schools is 249,262. But, large as this number is, it is 100,000 short of the number required to teach the entire school population reported, allowing 40 scholars on the average to the teacher. No figures are more indicative of woman's triumph in spheres outside of the family. It will be noticed that in the Southern States more men are employed than women; that in the Northern Central States, the number of women is greater than the number of men, while the excess of women teachers is much the greatest in New England, especially in Massachusetts, where some are already beginning to think the interests of education have suffered by the too exclusive surrender of the work of instruction to one sex. In Massachusetts it will be noticed that there are 1,169 men and 8,047 women teachers. It will be observed that some of the States, Alabama, Delaware, Kentucky, Nevada, and Texas, report the payment of the same salaries for the same work to men and women teachers.

Statement showing monthly compensation of teachers in public schools.

States and Territories.	Male.	Female.	States and Territories.	Male.	Female.
District of Columbia	\$113 00	\$75 00	Vermont	\$45 62	\$25 65
Nevada	(100 56)		Wisconsin	43 50	27 13
Arizona	100 00	100 00	New Hampshire	42 61	25 54
Massachusetts	88 37	35 35	Maryland	41 73	41 73
California	84 93	68 01	Minnesota	41 36	28 91
Connecticut	70 05	37 35	Pennsylvania	41 07	34 00
New Jersey	67 65	37 75	Nebraska	38 60	33 10
Montana	65 00	57 00	Missouri	38 00	29 50
Indiana	65 00	40 00	Louisiana	37 00	37 00
Colorado	60 00	48 00	Maine	37 00	18 00
Ohio	60 00	44 00	Iowa	36 68	28 33
Rhode Island	58 18	46 17	West Virginia	35 03	30 77
Mississippi	55 47	55 47	Dakota	35 00	25 00
Idaho	55 00	55 00	Kansas	33 98	27 25
Texas	(53 00)		Virginia	33 52	28 71
Oregon	51 45	45 50	South Carolina	31 64	29 21
Michigan	51 29	28 19	Tennessee	30 85	30 85
Florida	50 00	30 00	North Carolina	30 00	25 00
Kentucky	(49 40)		Delaware	(28 00)	
Illinois	48 21	33 32	Alabama	(27 20)	
Utah	47 00	23 00			

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The fact that the District of Columbia gives the highest average in the preceding table, is due to the limited number of country schools; the teachers are nearly all in city schools, and, therefore, their compensation should be brought into comparison with that paid in other cities.

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &c.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama.....	\$553, 014	\$100	\$34, 187	\$489, 492	.....	\$523, 779	.....
Arkansas.....	789, 536	54, 912	24, 100	259, 747	.....	a 750, 000	\$355, 000
California.....	3, 390, 359	465, 955	43, 622	1, 810, 479	\$381, 803	2, 701, 863	5, 068, 678
Connecticut.....	1, 592, 749	220, 942	20, 000	1, 057, 242	254, 399	1, 552, 583	.....
Delaware.....	192, 735	.....	.....	.....	.....	.....	.....
Florida.....	188, 952	.....	15, 600	.....	.....	15, 600	.....
Georgia.....	435, 319	.....	.....	.....	.....	.....	.....
Illinois.....	7, 860, 553	1, 090, 574	.....	5, 326, 780	971, 854	7, 389, 208	.....
Indiana.....	5, 041, 517	700, 000	50, 000	2, 830, 747	949, 457	4, 530, 204	10, 870, 338
Iowa.....	5, 035, 498	1, 114, 683	(b)	2, 598, 440	892, 626	4, 605, 749	8, 617, 956
Kansas.....	1, 042, 298	182, 886	34, 100	689, 907	113, 205	1, 020, 101	4, 140, 090
Kentucky.....	1, 438, 146	111, 406	.....	.....	.....	1, 559, 452	c1, 624, 000
Louisiana.....	699, 665	60, 182	24, 000	573, 144	42, 339	699, 665	896, 100
Maine.....	1, 313, 303	110, 725	29, 668	1, 046, 766	126, 144	1, 313, 303	3, 019, 549
Maryland.....	1, 376, 046	d272, 539	25, 440	1, 035, 755	307, 313	1, 641, 047	.....
Massachusetts.....	6, 410, 514	1, 533, 142	.....	.....	.....	7, 000, 000	e20, 856, 777
Michigan.....	4, 173, 551	571, 109	.....	1, 950, 928	994, 745	3, 516, 782	9, 355, 894
Minnesota.....	1, 861, 158	208, 030	.....	702, 662	247, 755	1, 158, 447	2, 808, 156
Mississippi.....	1, 110, 248	55, 000	48, 650	856, 950	80, 000	1, 040, 600	1, 000, 000
Missouri.....	3, 013, 595	.....	.....	.....	.....	.....	6, 771, 163
Nebraska.....	292, 475	f327, 406	18, 916	414, 827	167, 039	922, 188	1, 848, 239
Nevada.....	146, 181	22, 723	.....	83, 548	18, 030	124, 301	121, 011
New Hampshire.....	621, 649	264, 244	.....	424, 889	g53, 721	742, 854	2, 252, 000
New Jersey.....	2, 311, 465	549, 619	28, 770	1, 731, 816	30, 780	2, 340, 985	6, 287, 267
New York.....	11, 601, 256	2, 181, 927	.....	7, 849, 667	1, 569, 662	11, 601, 256	29, 928, 626
North Carolina.....	h 403, 794	25, 100	.....	158, 129	8, 445	h 191, 674	.....
Ohio.....	8, 711, 411	1, 313, 515	158, 773	4, 787, 964	1, 391, 704	7, 651, 956	19, 876, 504
Oregon.....	86, 673	3, 125	2, 000	.....	.....	5, 125	350, 000
Pennsylvania.....	8, 798, 816	2, 059, 465	106, 050	4, 640, 825	2, 557, 587	9, 363, 927	24, 260, 789
Rhode Island.....	761, 796	275, 835	11, 681	383, 284	77, 059	i 747, 859	2, 360, 017
South Carolina.....	489, 542	22, 222	.....	360, 685	34, 554	426, 461	313, 289
Tennessee.....	k 740, 316	44, 406	19, 385	582, 918	42, 420	l 703, 358	.....
Texas.....	244, 879	60, 081	9, 233	630, 334	26, 588	726, 236	.....
Vermont.....	516, 252	89, 789	12, 643	440, 526	82, 089	625, 057	1, 339, 864
Virginia.....	1, 215, 353	97, 278	48, 668	726, 300	151, 150	1, 023, 396	757, 181
West Virginia.....	753, 477	123, 844	2, 500	541, 359	47, 457	715, 160	1, 605, 627
Wisconsin.....	2, 308, 187	371, 496	50, 000	1, 350, 284	241, 777	2, 014, 157	4, 979, 169
Total.....	87, 527, 278	14, 584, 260	817, 986	46, 346, 004	11, 861, 709	80, 950, 333	171, 669, 284

a Items not all reported. b Included in teachers' salaries. c Value of school-houses.
d Includes repairs in part. e Sites and buildings only. f Includes debts. g Estimated.
h In 1873. i \$16,784 was expended for evening schools, (not included.)
k Includes \$14,918 from sources not reported. l Includes \$14,229 from sources not reported.

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &c.—Concluded.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Arizona	23, 759	.....	.....	.....	.....	24, 151	20, 000
Colorado	254, 679	76, 215	7, 500	102, 723	31, 815	218, 313	474, 003
Dakota.....	32, 602	9, 985	.....	13, 046	4, 572	32, 603	24, 926
Dist. of Columbia ..	517, 610	61, 123	9, 520	209, 368	86, 563	366, 579	1, 114, 162
Idaho .....	.....	.....	0	.....	.....	.....	.....
Montana	31, 821	28, 726	4, 500	33, 921	.....	67, 147	60, 000
New Mexico	25, 473	.....	.....	15, 432	3, 458	18, 890	.....
Utah.....	130, 799	49, 563	3, 450	130, 800	.....	133, 818	432, 665
Washington .....	.....	.....	.....	54, 720	.....	54, 720	.....
Wyoming .....	.....	.....	.....	16, 400	.....	16, 400	22, 500
Indian	99, 929	.....	.....	.....	.....	.....	.....
Total.....	1, 121, 672	225, 617	24, 970	531, 470	126, 413	982, 621	2, 164, 261
Grand total ..	88, 618, 950	14, 809, 877	342, 956	46, 927, 474	11, 988, 122	81, 932, 954	173, 833, 545

a Value of school-houses.

In this summary is shown the large financial business transacted in connection with education in the country, representing a total income for the public schools of \$88,648,950, and a total expenditure of \$14,809,877 on account of buildings, furniture, libraries, and apparatus, \$342,959 for supervision; for teachers' salaries, \$47,927,474; for miscellaneous items, \$11,988,122, and a grand total expenditure of \$81,932,954, as far as can be reported; the total valuation of school property employed in this work is reported at \$173,833,545. It will be noted that North Carolina has been unable to give school income for 1874 and 1875, and that Idaho, Washington, and Wyoming do not give it for 1875. The States of Delaware, Florida, Georgia, and Missouri, and the Territories of Idaho, New Mexico, Washington, Wyoming, and the Indian Territory, cannot give the expenditure for buildings; Delaware, Georgia, Illinois, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New York, North Carolina, South Carolina, and the Territories of Arizona, Dakota, Idaho, New Mexico, Washington, Wyoming, and the Indian Territory, do not report the amount paid for supervision; and Delaware, Florida, Georgia, Kentucky, Massachusetts, Missouri, Oregon, and the Territories of Arizona and Idaho, and the Indian Territory, do not report the amount paid to teachers; while neither Delaware, Georgia, Missouri, nor Idaho, nor the Indian Territory, report the total expenditures; and Alabama, Connecticut, Florida, Georgia, Illinois, Maryland, North Carolina, Tennessee, Texas, the Indian Territory, and the Territories of Idaho, New Mexico, and Washington, neither report nor estimate the money value of sites, buildings, and other school property. This is the business of dollars and cents in which all are expected to keep an account for themselves or their employers. Can educators do their work well and do less? It should at this point be remembered that Delaware has had a State superintendent for only a single year, and that there are not a few communities that select their school officers with the notion that anybody knows enough to manage schools. The absurdity and evil consequences of this opinion become conspicuous from a glance at these generalizations,

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if in view of no other consideration. But what shall we say of those who believe that these figures should not be collated, and school work thus corrected and stimulated throughout the land?

TABLE I.—PART 2.—Summary (B) of per capita expenditure.

States and Territories.	Expenditure in the year <i>per capita</i> of the school population.	Expenditure in the year <i>per capita</i> of pupils enrolled in public schools.	Expenditure in the year <i>per capita</i> of average attendance in public schools.	Expenditure in the year <i>per capita</i> of population between 6 and 16.	Expenditure in the year <i>per capita</i> of population between 6 and 16, including interest on the value of all school property.
Massachusetts	\$22 00	\$20 00	\$30 00	.....	.....
Connecticut	11 80	12 92	22 50	\$13 80	.....
District of Columbia	11 57	19 51	27 16	12 58	\$14 87
Arizona	9 62	42 41	57 66	.....	.....
Colorado	9 38	17 39	29 73	.....	.....
Rhode Island	9 37	12 96	19 09	10 34	15 22
Montana	8 42	14 36	18 60	13 96	15 00
Nebraska	7 76	11 42	.....	.....	.....
Ohio	7 76	10 57	17 29	8 06	9 94
Vermont	7 04	8 89	12 60	10 02	11 11
Indiana	6 78	9 01	15 06	.....	.....
Iowa	6 75	9 38	15 99	10 53	13 67
Michigan	6 67	11 97	14 97	.....	.....
New Hampshire	6 57	7 31	10 41	8 81	11 25
New Jersey	5 85	9 55	17 97	.....	.....
Minnesota	5 74	9 29	16 98	.....	.....
Maine	5 41	7 68	12 01	.....	.....
Utah	5 15	9 53	13 69	6 18	7 63
Maryland	5 01	9 68	19 99	.....	.....
Kansas	4 28	5 93	9 99	6 61	9 67
Arkansas	4 06	10 15	17 57	.....	.....
Dakota	3 92	7 36	.....	.....	.....
Wisconsin	3 64	6 05	.....	.....	.....
West Virginia	2 92	4 68	7 19	.....	.....
Mississippi	2 84	5 38	6 83	.....	.....
Louisiana	2 45	9 40	.....	.....	.....
Florida	1 99	5 83	6 69	.....	.....
Virginia	1 93	5 05	8 96	3 03	3 15
South Carolina	1 78	3 86	.....	1 78	.....
Tennessee	1 64	3 53	5 14	.....	.....
Georgia	1 10	2 78	4 50	.....	.....
California .....	.....	17 09	25 82	a15 75	a18 70
Delaware .....	.....	.....	9 64	.....	.....

a Per capita of population between 5 and 17.

It will be observed that Massachusetts expends \$22, the highest sum, *per capita* to the school population, and Georgia \$1.10, the lowest; that Arizona expends the most, or \$42.41 *per capita* of pupils enrolled in the public schools, and Georgia, again, the least, \$2.78. Here again it is seen that if we could fill out the two columns on the basis of population between 6 and 16, we should have a more satisfactory ground of comparison.

GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for 1871, 1872, 1873, 1874, and 1875, as collected by the United States Bureau of Education.

	Year.	Number report- ing.		In States.	In Terri- tories.
		States.	Territo- ries.		
School population.....	1871	29	.....	9,632,969	.....
	1872	37	7	12,740,751	88,097
	1873	37	11	13,324,797	134,128
	1874	37	11	13,735,672	139,378
	1875	36	8	13,889,837	117,685
Number enrolled in public schools.....	1871	28	.....	6,393,085	.....
	1872	34	7	7,327,415	52,241
	1873	35	10	7,865,628	69,968
	1874	34	11	8,030,772	69,209
Number in daily attendance.....	1875	37	11	8,678,737	77,922
	1871	25	.....	3,661,739	.....
	1872	28	4	4,081,569	28,056
	1873	31	5	4,166,062	33,677
Number of pupils in private schools.....	1874	30	4	4,483,075	33,489
	1875	29	5	4,215,380	36,428
	1871	14	.....	328,170	.....
	1872	18	5	356,691	7,592
Total number of teachers.....	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
Number of male teachers.....	1871	26	.....	180,635	.....
	1872	33	7	216,062	1,177
	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
Number of female teachers.....	1875	36	9	247,423	1,839
	1871	24	.....	66,949	.....
	1872	30	6	81,135	374
	1873	28	5	75,321	529
Public school income.....	1874	28	7	87,395	499
	1875	31	8	97,796	656
	1871	24	.....	108,743	.....
	1872	30	6	123,547	633
Public school expenditures.....	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1871	30	.....	\$64,594,919	.....
Permanent school fund.....	1872	35	6	71,988,718	\$641,551
	1873	35	10	80,081,583	844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
Public school expenditures.....	1871	24	.....	61,179,220	.....
	1872	31	6	70,035,925	856,056
	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
Permanent school fund.....	1875	34	9	80,950,333	982,621
	1871	19	.....	41,466,854	.....
	1872	31	1	65,850,572	64,385
	1873	28	1	77,870,887	137,507
Permanent school fund.....	1874	28	.....	75,251,008	.....
	1875	28	3	81,486,158	323,236

In the above table we have summaries as reported by the Bureau for the last six years on ten items relating to public education throughout the country. They are worthy the attentive study of friends of education. Any one in possession of these facts stands on vantage ground in any study of our social or educational systems. To understand their full import we need follow them through the several reports to the last details, but, without elaboration, they carry their encouragement and admonition to every teacher and school officer in the country.

SUMMARY OF EDUCATIONAL CONDITION IN THE STATES AND TERRITORIES FOR 1875.

NEW ENGLAND STATES.

Maine, from some cause unexplained, shows a decline in both her school population and the enrolment and attendance in the public schools. There was, from 1874 to 1875, a decrease of 3,742 in the number of scholars between 4 and 21; of 4,637 in the number registered in summer schools; of 1,990 in the number registered in winter schools; and in the average attendance on the two a mean decrease of 3,269. In the estimated value of school property, also, there is a reported decrease of \$59,762, although there were 104 new school-houses built in 1875, at a cost of \$110,725. To offset this, however, there appear to have been 70 more teachers employed in the less attended summer schools than in 1874, and in the winter schools 164 more; while in the whole amount expended for schools, free high schools not included, there was an increase of \$91,684—facts that imply fuller teaching and better support of schools, notwithstanding diminished numbers in them. Two Kindergärten show 45 children in attendance. The normal schools report 543 students and 34 graduates.

In 157 free high schools there were, for the year, 13,469 pupils, which number, with 1,249 in academies and preparatory schools or departments, gives 14,718 in secondary schools, besides 267 in business colleges, 71 in women's collegiate classes, 335 in regular collegiate classes, 115 in agricultural college classes, 65 in theological, and 97 in medical.

New Hampshire reports a decrease, from 1873 to 1875, of 1,123 in the number enrolled in public schools, and of 154 in the number of teachers for them; but an increase of 1,529 in the average attendance on public instruction, of \$120,611 in the income for sustaining it, and of \$243,537 in the expenditure upon it. One Kindergarten appears, with 14 attendants. In the State Normal School were 270 pupils, of whom 34 graduated. In secondary schools 10,514 students were reported, about one-half of them pursuing higher branches of study; while in Dartmouth College classes were 337, in her three schools of science, 113, and in her medical school, 84. The returns from the colleges for women are imperfect. In one business college were 333 students.

In *Vermont*, a comparison of the return for 1875 with the figures for 1874 shows an increase of 3,036 in the number of children of school age, and of 407 in the number enrolled in public schools, with an apparent decrease of 10,549* in the average daily attendance, of 396 in the number of teachers employed, and of \$60,002.71 in expenditure for school purposes. The pupils in her normal schools in 1875 numbered 482; the graduates from them, 96. In 26 secondary schools 2,657 pupils were reported, 769 of them in higher studies, with no report from the State high schools. In regular collegiate classes appear 184 students; in women's college classes, 52; in agricultural college classes, 20; in those of the State medical school, 62.

In *Massachusetts*—except in the wages of teachers, which were in some places reduced—we find an advance along the whole line: 2,227 more persons of school age, 5,093 more enrolled in public schools, 6,613 more in average attendance, and 8,299 more over the school age attending the schools; all which is additional to 16,368 in evening schools and 16,650 in private schools. The number of public schools, too, increased by 126; the number of teachers by 501; the receipts for school purposes by \$105,312.42; the expenditures on them, exclusive of those for erecting and repairing school houses, by

* This is the difference between the 50,023 reported total average attendance in 1874 and 39,474 reported for 1875; but in the former number may possibly have been included the attendance in private schools as well as public.

\$134,018.80. Ten Kindergärten report 167 pup^{ts}. In five State normal schools there were 923 students, of whom 184 graduated, while in the normal art school 188 received instruction. In 63 incorporated academies were 7,594 pupils; and if the same ratio of attendance be allowed for 208 high schools reported, we get 25,064 more in these, making, with 2,426 in preparatory schools and preparatory departments of colleges, 36,642 in institutions for secondary training, not including 826 in business colleges. Then in regular collegiate classes were 1,618 students; in kindred classes for young women, 759, in the agricultural college, free institute of science, and institute of technology, 530; in theological studies, 326; in legal, the same number; in medical, 496; in charitable and reformatory schools, 1,952.

Rhode Island presents like encouraging statistics, showing, (if the same elements enter into the reports for 1874 and 1875,) an increase of 9,516 in school population; of 3,607 in the number enrolled in public schools; of 2,739 in average attendance; of 226 in the number of teachers employed, with a most gratifying augmentation of their monthly wages; while the receipts for the schools are \$16,027 in advance of the preceding year and the expenditures upon them \$73,792.21 in advance. The State Normal School had during the year 159 pupils, 26 of whom had previously taught. In secondary schools—the information in respect to which is exceedingly imperfect—there appear to have been about 2,000 pupils; in business colleges, 605; in regular collegiate classes, 255; in the State reformatory school, 197.

Connecticut holds nobly on her way, presenting an increase of 4,441 in the number enrolled in public schools, and of 4,334 in the number enrolled in schools of all kinds; though her school population was only 620 greater than in January, 1873. The percentage of enrolment in schools of all kinds reached, as respects school population, the extraordinary figure of 95.65, leaving only a percentage of 4.35 not enrolled in any school. Her receipts for public schools were \$70,458 in advance of those for the school year 1873-'74; her expenditures upon them, \$220,131 in advance. With six fewer public schools, there were yet forty new school houses erected, and 19 more than in the previous year reported to be in fair or good condition. Two Kindergärten report 92 children in attendance. The State Normal School had 175 pupils for the year and graduated 50. In the high schools of Hartford and New Haven—the only ones from which there are any clear statistics—were 937 pupils; in other secondary schools reported, 2,272. In the three colleges were 908 collegiate students; in Sheffield Scientific School, 224 besides; in theological schools, 155; in the Yale Law School, 84; in the medical school, 42; in charitable, industrial, and reform schools, 1,097.

MIDDLE STATES.

In *New York* we find, notwithstanding a decrease of 13,772 in school population, an enrolment of 14,874 more in public schools than in 1873-'74, with an increase of 16,610 in the average attendance; an increase also of 391 in the number of teachers, with a slight advance in wages paid them; the expenditures for schools (less the amount on hand) being \$512,274, in advance of 1874, and the value of school property \$712,477 in advance. In the normal departments of her eight State Normal Schools, and in that for the city of New York, were 4,021 students,* of whom 394 graduated; in teachers' classes in academies were 2,944. Respecting secondary schools information is less definite; but in the academies and union schools reporting to the regents, and in the various classes of secondary institutions reporting to this Bureau, there appear to have been 62,393 pupils, of whom perhaps 20,000 may be safely held to have prosecuted classical or higher English studies, besides 2,919 in business colleges. Then in regular college classes were reported to this Bureau 3,171; in other classes for superior instruction of women 1,179; in schools of science, 876; in schools of theology, 1,010; in schools of law, 678; in schools of medicine, 2,390; in special schools, 17,101.

New Jersey reports an increase of 14,694 in the number of children of school age (5-18) of 5,339 in the enrolment in the public schools, and of 5,907 in the enrolment in private schools. She has increased by 51 the number of her female teachers, diminishing by

*The statistics of the normal schools and teachers' classes are, for 1873-'74; covered by the reports of the State superintendent and regents of the university, available when the abstract was made out.

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14 the number of males, the wages of male teachers going up \$1.88 per month, those of females only 25 cents per month. She has 46 more school buildings, with a larger proportion reported good or very good, and rates the increase in the value of her school property at \$286,535; while the total amount raised for maintaining her schools, exclusive of that for building school-houses, goes \$71,436 beyond that raised in 1873-74. In 12 Kindergarten schools were 510 pupils; in the State Normal School, 269; in the only city high school reported, that at Newark, 450 pupils; in other secondary institutions, 3,173, besides 706 in business colleges; in institutions for superior instruction of young women, 290; in regular collegiate classes, 718; in scientific schools of high grade, 192; in schools of theology, 294; in charitable and reformatory schools, 475.

Pennsylvania takes no annual census of her school population, and consequently cannot tell how great may be her advance from year to year in this respect nor how near she may come to overtaking this advance by the increased enrolment in her schools. She reports, however, an increase of 39,299 in the number of public school pupils, of 8,822 in the average attendance on her schools, of 553 in the roll of teachers, of 39 in the number of graded schools, and of \$541,941 in expenditure for all school purposes, including cost of buildings, fuel, and contingencies, but not including a specially increased expenditure of \$77,324 in Pittsburgh, nor \$509,508 expended on normal schools and soldiers' orphan schools. Four Kindergärten report 88 pupils. Another State normal school, organized in 1875, brings up the number of these schools to 10, including the one in Philadelphia, the number of strictly normal students in all reaching 3,930, the number of graduates, including in these 135 in Philadelphia, 299. As far as can be judged from a collation of various reports, there were in every sort of secondary schools about 29,211 pupils, including 1,647 in business colleges. In the collegiate departments of institutions for superior instruction of young women appear 497 students; in those of the other colleges, 2,105; in scientific departments, 442; in schools of theology, 603; in schools of law, 65; in schools of medicine, 1,708; in charitable and reformatory schools, 4,707.

Delaware, now in line with other States in the possession of a new school law, a State board of education and State superintendent of free schools, presents for the first time distinct statistics of her educational condition, showing 19,881 enrolled in 369 public schools, under 430 teachers, the average salary of these teachers being \$28.28 a month, and the income for the support of free schools, \$192,735. In secondary schools 608 students are reported, and in her one college 41 collegiate and 34 scientific students.

In *Maryland*, as is said by the board of education, "the symptoms, on the whole, show healthy life and vigorous growth." A comparison of the statistics of 1874-75 with those for the preceding year indicates that, without any reported increase of school population, there has been an augmentation of 7,118 in the enrolment in public schools, of 4,091 in average attendance, of 44 in the number of schools, of 34 in the number of teachers, of \$37,148 in receipts for school purposes, and of \$178,257 in expenditure on these, the expenditure for teachers' wages going considerably beyond the proportion of increase in their number, and indicating a gratifying augmentation of average pay. Three Kindergarten schools report 61 pupils. The State Normal School, now housed in an elegant new building, had 197 students on its roll; another, meant to train art and music teachers, had 25; a normal class connected with the Baltimore school system, 147. In high schools, academies, and preparatory schools or colleges were 5,922 pupils; in classes for superior instruction of young women, 384. In regular college classes, 558 students are reported; in scientific schools, 386; in theological, 366; in legal, 59; in medical, 380; in special, 1,114.

SOUTHERN STATES.*

Virginia, numbering 45,963 more in her school population, has enrolled, out of these, 10,611 more in her public schools, and secured an average attendance of 5,070 greater

*The trustees of the Peabody fund expend yearly on an average about \$100,000 upon public schools in designated States. The effect of this aid is greatly increased by the educational efforts of the agent, Dr. Sears, and the conditions upon which it is bestowed.

than in 1873-'74; has increased by 300 the number of her teachers, and by 283 the number of her schools, retaining the same number of graded ones; has built 292 new school-houses, augmenting by \$74,681 the value of her school property; and has, according to special returns from her State superintendent, increased her receipts for schools, including unexpended balances, by \$210,364, her expenditures on them by \$18,406. It is not claimed that the school system here has reached perfection, but the superintendent says that under it three times as many children are gathered into schools as ever were before the adoption of it. No State normal school for whites exists, but in the Hampton Institute for colored youth, to some extent aided by the State, 243 students are under training, and of 39 graduates in 1875, 36 engaged in teaching. In two other normal schools for colored people were 268 pupils. In the only public high school reported were 237 students; in other secondary schools, 1,740, including 47 in a business college. In institutions for superior instruction of young women, 1,112 students were reported, 674 in collegiate studies. College and university classes contained 1,263; collegiate scientific schools, 479; theological schools, 181; legal, 110; medical, 87; special, 171.

West Virginia has done herself credit by increasing her school enrolment and average attendance considerably beyond the increase in her school population, the figures being: increased number of children of school age, 6,435; increased enrolment, 6,944; increased average attendance, 10,705. She has added also 219 to the number of her teachers, \$65,167 to the value of her school property, and \$11,539 to her receipts for schools, diminishing by \$16,504 her expenditure upon them. Her five normal schools had in them 557 students, of whom 85 graduated. Her schools for secondary instruction, no public high schools appearing, enrolled 1,021 students; her institutions for superior instruction of young women, 110, of whom 50 were collegiate; her three colleges, 215 in their collegiate classes.

North Carolina presents in 1875 her report of public schools for 1873-'74, exhibiting a school population of 369,960, an enrolment in her schools of 174,083, a gain in the former of 21,357, in the latter of 27,346 on 1872-'73. Then, too, she shows a gain of 709 in the number of her schools, and of 785 in the number of teachers in them; of \$57,575 in her receipts for public schools, and of \$105,919 in expenditures for their support.

In teachers' institutes and normal schools, about 600 were under training in 1874-'75; in secondary schools of different kinds, excluding public high schools, 2,076;* in institutions for superior instruction of young women, 580, of whom 250 were collegiate; in the collegiate classes of the newly opened State university and five colleges, 433; in the agricultural and mechanical department of the university, 10; in schools of theology, 71; in a school of law, 16; in special schools, 342.

In *South Carolina* the increase of enrolment, 9,697, has gone beyond the increase of school population, which was 9,162. The increase in school attendance was 5,678; that in the number of teachers, 223; that of the schools, 227, of which number, 118 had new school-houses. The income for schools rose \$10,775 above that for 1873-'74, while the expenditures on them dropped \$5,038 below the figures of the year before. The State normal school, imperfectly sustained, had in it 39 pupils; the secondary schools, 3,946; the schools for superior instruction of young women, 406, of whom 366 were in collegiate studies. The State university and five colleges numbered 357 in collegiate classes; the agricultural and mechanical college, 35; two schools of theology, 90 students; one of law, 24; one of medicine, 63.

Georgia,† with a school population reported the same as in 1874, claims to have en-

* On page 322 of the abstract, last line, there is an error of 243 in the figures for preparatory students of colleges, from one college reporting these quite late.

† Hon. Gustavus J. Orr, the State superintendent of public instruction for Georgia, has written and published in the Constitution newspaper a series of articles giving from his point of view the arguments in favor of universal education.

The friends of education in the South would find the newspaper press a most successful medium for conveying to a great number of people better ideas of education, of the injury and shame of ignorance, and the benefits of right instruction.

rolled in her public schools 47,976 more pupils, and to have secured an average attendance of 29,532 more than in that year, the attendance at private elementary schools diminishing by 294, and that at private high schools increasing by 422. An imperfect enumeration of normal pupils shows 334 in two institutions, with probably at least one-third as many more elsewhere. In different secondary institutions appear to have been, for 1874-'75, about 7,276 pupils,* besides 215 in a business college. In fifteen institutions for superior instruction of young women, were 1,364 students, of whom 894 were in collegiate studies; while in the State university and five colleges, were 536 collegiate students; in scientific institutions, 332; in theological classes, 70; in legal, 14; in medical, 256; in special, 252.

In *Florida*, from the imperfection of the returns for 1874, fourteen counties having failed then to make reports, comparison with the statistics of 1875 is difficult; but there appears to have been an augmentation of 11,175 in the enrolment of pupils in public schools and of 12,409 in the average daily attendance on these, 206 more teachers, and receipts \$85,078 greater in 1875 than in 1874. The returns respecting secondary schools, imperfect in statistics, show only 520 pupils in such schools, probably not a third of the whole number, while as to superior, scientific, and special instruction information is wholly wanting.

Turning to *Alabama*,† we find, from the great imperfection of returns for 1873-'74 no basis of comparison between that year and 1874-'75, except in the matter of receipts and expenditures for public schools, those for the latter year being \$159,962 in excess in the line of receipts, and \$153,136 in excess in the line of expenditures. Comparing 1874-'75 with 1872-'73, we get an increase of 1,337 in the number of schools taught, of 1,311 in the number of teachers employed, of 41,347 in enrolment of pupils, and of 36,426 in average attendance, with a most refreshing improvement in the specification of the grades of schools and of the students pursuing in them different lines of study. In 1875, there were in three State normal schools and in five supported by societies, 659 students, of whom 533 are believed to be colored. Of the number of pupils in the 218 State high schools no report is made. In other secondary schools appear 495, with perhaps 131 additional; in institutions for superior instruction of young women, 946, of whom 623 were in collegiate studies. In the collegiate classes of the university and one college were 143 students; in the agricultural and mechanical college, 55, besides 33 in preparatory classes; in one school of theology, 14; in the law school of the university, 4; in the Medical College of Alabama, 50; in special schools, 202.

In *Mississippi* the report for 1875 indicates, notwithstanding a diminution of 31,354 in the number of children of school age, an enrolment of 15,432 more in the public schools; the average attendance, however, running down to 2,842 less than in 1874. The receipts for school purposes show an advance of \$180,376, the expenditures going \$197,997 beyond those of the preceding year. The two State normal schools for colored students had in them 351. In the absence of information respecting public high schools, only 1,292 pupils in secondary schools can be reported; 186 of them in preparatory schools of regular colleges, and 100 in a business college. In six chartered colleges for females, were 386 students; in the State university and two colleges, 177 collegiate undergraduates; in the two agricultural colleges, 22, besides 39 in preparatory classes; in one school of theology, 15 students; in two special schools, 94.

* Erroneously stated on p. 75 of abstract, last line in "Secondary Instruction," to be 6,662, from omitting 514 pupils in the high schools of Atlanta and Savannah.

† Alexander Hogg, M. A., superintendent city schools, Montgomery, Ala., has prepared and published an essay on practical education, in which he "sets forth the importance and value of physics, chemistry, geology, geography, and the study of human nature, notices the fundamental relation of mathematics, and dwells upon art and science."

"The great industrial problem to be solved by our statesmen, our educators, is this: How can we make the most of our natural resources, which, however varied and vast, are but the basis of our wealth? How can we manage to consume in home industries the larger part of our raw material, adding to its value by the magic touch of taste—of skill? This problem can only be solved by the teachers, by education for definite industrial purposes."

Louisiana appears nearly stationary, her school population being reported the same as in 1874, the enrolment in her public schools increased by only 537, that in both public and private diminished by 55; the State school receipts running \$89,403 below those of the preceding year, and the expenditures going \$25,946 above; the number of schools 7 less, the number of teachers 63 more. Increased efficiency is said, however, to have been attained through the organization of teachers' institutes. In public high schools only 582 pupils are reported; in other secondary schools, 1,397, including 363 in business colleges. In one woman's college were 45 students, 20 of them collegiate; in the collegiate classes of the university and three regular colleges were 62; in the State agricultural college, 68, besides 22 preparatory; while in a school of theology 15 students were reported; in one of law, 36; in three of medicine, 163; in special schools, 493.

In *Texas*, where the educational authorities had to contend against many discouragements during 1874-'75, only 97 counties out of 139 reported the statistics of the schools kept in them. There is no provision yet for the training of teachers for the State schools, nor any indication given of the existence of high schools under the State system. In other secondary schools 2,516 pupils are reported. In colleges for women were 536 students; in the collegiate classes of seven other reporting colleges, 635; in one school of theology, 12; in two medical schools, 36; and in two special schools, 99.

Arkansas, just starting afresh after a virtual suspension of her schools for 1874, begins with a new constitutional provision restricting taxation for free schools within somewhat narrow limits, and a new school law, which substitutes county examiners for circuit superintendents. She reports for 1875 an enrolment of 73,878 in her schools out of an estimated school population of 184,692; an average daily attendance in the schools of 42,680; a teaching corps of 2,322; receipts for schools amounting to \$789,536, and expenditures upon them of \$750,000. In the normal department of the State Industrial University, 53 students were being trained as teachers for the schools for whites; in another institution, sustained by a society, 156 were in training for the ones for colored children. Of public high school pupils no sufficient statistics are in hand, but in other secondary schools 632 are reported. In one female college 95 students are indicated, but whether collegiate or preparatory appears doubtful; in two other colleges and the university appear 74 collegiates; in two special schools, 104 pupils.

Tennessee, still struggling with great difficulties, appears, from comparison of the reports for 1874 and 1875, to have fallen behind her former self, her school population increasing by 6,228, but her school enrolment dropping from 258,577 to 199,058; the average attendance, from 161,089 to 136,805; the number of teachers, from 5,551 to 4,210; the receipts for schools, from \$998,459 to \$740,316, and the expenditures on them from \$997,376 to \$703,358. These things are to some extent explained in the report, but not sufficiently to remove the impression of a painful falling off. The school law has, however, been somewhat improved, the important element of State normal school instruction has been introduced, and some energetic superintendents have exerted themselves to train more fully the teachers of their counties, while additional normal instruction for colored teachers is being provided for by the Society of Friends. Of public high schools there is the customary lack of information; but in other secondary schools reporting to this Bureau appear 6,212, including 346 in business colleges. Seventeen institutions for superior instruction of young women report 1,467 students, 1,016 of them in collegiate studies; while in nineteen colleges and universities were 1,389 collegiates; in the agricultural college 44 students; in three schools of theology, 93; in three of law, 90; in two of medicine, 218; in special schools, 242.

In *Kentucky*, by careful sifting of figures, there appears to be an increase of 71,208 in the school population, by including for the first time the colored youth; a school enrollment increased by 36,888; an average attendance increased by 44,397; a corps of teachers greater by 1,957; school-houses numbering 1,876 more, with \$909,265 advance in the value of school property. Receipts, \$1,438,146, and expenditures, \$1,559,452, seem also to be much increased, but there is no sure basis for comparison. The increase at

all points is due in some degree to the establishment of schools for colored children, these reaching to 340 in the year 1874-'75. There is yet no State normal school, but 140 normal pupils in two institutions, and 29 graduates from the city normal school at Louisville. In five public high schools were at least 889 pupils; in other secondary schools, 3,550. In institutions for superior instruction of young women were 637 students, apparently all in collegiate studies; in the State University and 13 colleges, 865 collegiates; in the State agricultural college, 140, with 40 preparatory; in schools of theology, 115; in schools of law, 20; in schools of medicine, 604; in special schools, 380.

NORTHWESTERN LAKE STATES.

Ohio, one of the great leaders of the West, presents for 1874-'75, through her new superintendent, an increase of 31,779 in the number of children of school age, of 4,186 in school enrolment, of 5,719 in average attendance in public schools, of 117 in the number of teachers, of 146 in the number of school-houses, of \$1,046,918 in the value of these and their grounds, of \$410,817 in her absolute receipts for schools, and of \$98,792 in her total expenditures upon them. In private schools there appears to have been a decrease of 2,414 in the number of pupils and of 54 in the number of teachers; but the returns from these are greatly less complete, than those from public schools. Two Kindergärten report 33 pupils; eight normal schools, 3,154, of whom 530 graduated; four city training schools, 168, of whom 75 graduated. In public high schools, 27,348 pupils were reported, including 3,136 colored; in other secondary schools, including business colleges, 10,143; making 37,491 in academic studies. In thirteen colleges for women (so called) were 1,064 students, 847 of them collegiate; in thirty regular colleges, 2,432 collegiates; in three schools of science, 382 students; in thirteen schools of theology, 384; in two schools of law, 61; in twelve of medicine, 1,142; in eighteen special schools, 3,298.

Michigan, augmenting her school population by 12,090 in 1874-'75, has more than equalled this increase by an additional enrolment of 16,113 in her schools, securing an average attendance of 30,000 beyond that of 1873-'74; has employed 191 more teachers; increased by \$1,250,003 the value of her school property; raised \$78,775 more for the support of schools; and expended \$462,163 more on them. Three Kindergärten report an attendance of 50 pupils. The State normal school enrolled 409 pupils in its normal classes and graduated 51. In public high schools 3,545 pupils were reported; in other secondary schools, 3,308; making 6,853, including 1,369 in business colleges. In two institutions for superior instruction of young women were 202 students, 156 of them collegiate; in the university and eight colleges, 756 collegiates; in the agricultural college, 156 students; in two schools of theology, 31; in one of law, 321; in five schools of medicine, 528; in nine special schools, 1,100.

In *Indiana*, Mr. Smart, successor to Mr. Hopkins, reports an advance of 12,997 in school population and a school enrolment going beyond this by reaching 13,318 above that of 1873-'74; an increase of 128 in the number of teachers, of 178 in the number of school-houses, of \$854,944 in the value of school property, and of \$2,830,189 in the receipts for schools, the only disappointing item being a decrease of 10,529 in average attendance. One Kindergarten school reports 25 attendants. Returns from normal schools show 2,555 pupils for 1874-'75, without classification of the strictly normal ones, except at the State normal school, where were 217, of whom 9 graduated. In public high schools at least 13,342 young persons were under training; in other secondary schools, 4,186, including 1,040 in business colleges. Two colleges for women had 115 students; nineteen other colleges, 1,533 in their collegiate classes. Two schools of science failed to report the number in their halls, but in one school of theology were 21; in one of law, 40; in three of medicine, 213; in nine special schools, 1,423.

From *Illinois* the new State superintendent, Mr. Etter, had the pleasure of returning an increased enrolment of 13,901 out of a school population 19,125 greater than in 1873-'74, (an advance of 489 in the number of teachers, and of 17 in the number of school-houses,) but the pain of showing a decrease of \$33,037 in the receipts for schools

and of \$476,473 in the expenditures for them. Only two Kindergarten schools appear, with 109 children. The State Normal University and five other normal schools taught 1,141 normal pupils and graduated 105. Allowing 30 pupils each to 116 public high schools reported, there must have been in them 3,480 youths, who, with 2,632 in business colleges, 2,785 in private academies, and 3,183 under secondary training elsewhere, make 12,080 academic students. Six institutions for superior instruction of young women report 348 collegiate students, with 200 unclassified; 24 colleges and universities, 1,696 collegiates; two schools of science, 413; while 486 students were engaged in theological studies in thirteen seminaries; 183 in legal ones in four law schools; 576 in medical ones in six schools of medicine; and 1,619 in ten special schools.

Wisconsin, quietly and steadily advancing, has increased her school population by 8,668; her school enrolment by 2,967; the number of her teachers by 119; the number of her school-houses by 147; her receipts for schools by \$508,154, and the expenditures upon them by \$170,290. Five Kindergarten schools have been established in the State and report an attendance of 290 children. Of the four State normal schools, three report 606 normal pupils. The attendance in public high schools is not given; but in other secondary schools of various kinds 4,783 academic students were reported, including 1,313 in business colleges. Three colleges for women report 228 pupils in collegiate studies; the university and nine other colleges, 749. In the scientific department of the university were 15 students; in two theological schools, 295; in one law school, 25; in seven special schools, 1,061.

Minnesota, with only 356 more children of school age in 1875 than in 1874, still succeeded in enrolling 1,278 more in her schools, added 194 more names to her list of teachers, raised for her school work \$606,998 beyond 1874, and expended on that work \$2,905 more. One Kindergarten reports 10 to 20 children; the three State normal schools, 688 students in normal departments and 70 graduates during the year. Different secondary schools make return of 1,542 academic students in 14 institutions. In two colleges for women were 149 students, 69 of them collegiate; in the University of the State and two colleges, 183 collegiate. The agricultural department of the university reports 7 students; three schools of theology, 77, and three special schools, 245.

MISSOURI RIVER STATES.

In *Missouri*, chief of this tier of States, the energetic superintendent is able to report an enrolment in the schools increased 23,340 from 1873 to 1875, out of a school population increased 32,614, with a school income augmented \$895,933 in the same time. The average attendance in the schools appears to have diminished 17,788, notwithstanding the increased enrolment, the number of teachers also becoming 25 less, and the valuation of school property \$3,343 less. The Kindergarten in St. Louis, increased to 11, report 150 pupils; the city normal school, 254; one of the State normal schools, 72 in its normal department; two others, 572 unclassified; the Lincoln Institute, for training colored teachers, an average attendance of 150 since its commencement. In two city high schools, 16 academic schools, four business colleges and the preparatory classes of nineteen other colleges, we find 4,652 secondary students. Eight institutions for superior instruction of young women report an attendance of 507, of whom 362 were in collegiate studies, the students in collegiate classes of seventeen other colleges numbering, as far as reported, 897. The kindred classes of the agricultural department of the University of Missouri, and of two other scientific schools, had in them 115; while in three schools of theology were 292; in two of law, 86; in nine of medicine, 429; in two State special schools and five orphan schools, 1,016.

Kansas, suffering greatly from a locust plague which has seriously discouraged immigration, has only advanced by 976 the number of children of school age; but has increased by 7,008 her school enrolment, by 8,194 the average attendance in State schools, by 340 the number of her teachers, and by \$110,308 the estimated value of school property; showing, however, the effect of lessened prosperity by a decrease of \$824,605 in receipts for school purposes, and of \$303,897 in the expenditures for these.

One of her normal schools reports for 1875 a total of 250 normal pupils, with 12 graduates; two others report 473 enrolled attendants, not saying whether all are normal students or not. In her public high schools, still few and far between, 513 attendants are returned, with 196 in two business colleges, 93 in two academic schools, and 279 in preparatory schools of colleges; in all 1,081. One woman's college had 96 enrolled, while only three of eight much crippled colleges and universities report the collegiate attendance, amounting in the three to 139. The popularity of agricultural instruction, on the other hand, is shown by an enrolment of 237 students in the agricultural department of the university. The State schools for the blind and for the deaf and dumb report 140 pupils on their lists.

Iowa, not feeling as much as Kansas the effect of the locust flight, and having the advantage of a double river front, reports for 1875 a school population greater by 27,558 than in 1874; an enrolment in public schools 18,887 fuller; a force of teachers larger by 1,152; an income for school purposes \$203,210 more complete, and an expenditure for schools \$175,970 beyond that of the preceding year. The average attendance on the schools shows a decrease of 1,736; but the worth of her school property (according to the figures of her valued State superintendent, Abernethy, whom she is to lose) advanced \$345,021. She still depends on normal classes in six colleges for training teachers for her schools, in the continued lack of a State normal school. In different secondary institutions, including eight business colleges, 8,246 youth pursued academic studies. In fifteen out of eighteen colleges, including the State university, 796 collegiate students were reported; and in similar classes of the agricultural department of the university, 306. Three schools of theology made return of 37 students; three law schools of 136; three medical of 278; seven special schools of 991.

Nebraska, a greater sufferer in some parts during 1875 than either Iowa or Kansas, still increased by 7,131 her school population, by 7,705 the enrolment in her schools, by 256 the number of her teachers, by \$314,313 the value of her school property, and by \$45,388 the expenditure upon her schools, though the income available for another year diminished by \$542,120. Her State normal school is reported to have had an attendance of only 81 normal pupils; but in it and the State university preparatory classes were 300 secondary students; in other secondary institutions, including a business college, 295. The university and two colleges had but 46 collegiate students; the State agricultural college, 18; one school of theology, 2 attendants; two special schools, 51.

. STATES ON THE PACIFIC SLOPE.*

California, the natural chief of these States, exhibits increase at all points, in school affairs, if not as much as might be hoped for from her great advantages, there being from 1874 to 1875 an advance in school population of 12,136; in school enrolment, of 13,060; in average attendance of 7,237; in the number of teachers, of 222; in the income for schools, of \$1,337,755; in expenditure upon them, of \$623,491; in the value of school property, of \$623,538. Her State normal school had, for the year 1874-'75, an average enrolment of 237, and graduated 45. Her public schools of higher grade taught 3,253 pupils; twenty-three other secondary schools, including four business colleges and seven preparatory departments of true colleges, taught 2,702, making 5,955. Two colleges for women had 296 students, about half of them collegiate; the university and seven colleges, 775 in collegiate classes; the agricultural and mechanical department of the university, 154. Two schools of theology taught 15 students; three of medicine, 79; seventeen special schools, 2,950.

Nevada, making biennial reports, sends none for 1874-'75, and the few materials gathered from sources within reach amount to little as indications of her educational condition, except the fact that her State university has its foundations laid at Elko, and that 31 students are in training in a preparatory school for college studies.

In *Oregon* the statistics furnished indicate progress in everything but the income for

* Mrs. S. B. Cooper has rendered special aid in collecting information in regard to California, and Rev. G. H. Atkinson, D. D., in regard to Oregon and Washington Territory.

school purposes, this dropping from \$204,760 to \$86,673, a decrease of \$118,087. The school population increased 3,763; the school enrolment, 838; the number of teachers, 93; the value of school property, \$17,236. In ten secondary schools reporting were 1,143 pupils; in one institution for superior instruction of young women, 144; in the collegiate classes of four colleges, 166; in the agricultural college of the State, 150, besides 75 preparatory students; in a medical school, 23; in three special schools, 75.

THE TERRITORIES.

The following tabulated statement with respect to these exhibits at a glance their relative condition as to public schools, school population, and attendance:

Territory.	1873-'74.			1874-'75.		
	Schools.	School population.	Enrolment.	Schools.	School population.	Enrolment.
Arizona	11	2,584	343	11	2,508	560
Colorado	*302	19,309	9,995	230	23,274	11,832
Dakota .....	.....	6,312	4,006	172	8,343	4,423
District of Columbia.....	*253	31,671	17,839	*274	31,671	18,785
Idaho	53	4,010	2,030	53	4,020	3,270
Montana.....	*97	3,758	1,935	*96	3,851	2,215
New Mexico.....	128	23,000	5,420	138	.....	5,151
Utah.....	*260	33,997	17,849	*296	35,696	19,278
Washington	225	11,937	7,592	219	8,350	6,699
Wyoming.....	10	1,100	1,000	13	.....	1,222
Indian Territory.....	70	.....	.....	.....	.....	13,754

* School rooms, exclusive of those used for recitation only.

† For the statistics of private schools I am indebted to Mr. T. C. Grey.

‡ This is the return respecting enrolment in public schools. In a table prepared under the auspices of the Indian Bureau, 4,400 Indian and half-breed children are said to be in schools maintained by the Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles in the Indian Territory; 4,734 in schools maintained by the United States Government, and 412 in schools maintained by various religious denominations.

CITY SCHOOLS.

One hundred and seventy-seven cities have reported the above items in regard to their educational management with considerable fulness. I do not think any similar number of cities in any other country can report their educational condition so accurately, so much in detail. They present a study in city school management of rare value. In this summary are seen some of our triumphs and some of our greatest deficiencies in education. It shows with alarming emphasis how much remains to be done in some of our greatest centres of population before all the children of school age are brought under the elevating influence of instruction.

TABLE II.—Summary of school statistics of

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	
1	Mobile, Ala*	45,000	5-21	18,044	15	.....	100	172	.....	.....
2	Los Angeles, Cal*	13,000	6-21	2,411	0	953	18	189	974	761
3	San Francisco, Cal.	234,000	5-17	41,029	63	27,163	499	212	31,128	21,014
4	San José, Cal.	14,000	5-21	.....	8	1,600	33	198	2,958	1,302
5	Stockton, Cal*	16,000	5-17	1,966	8	.....	33	200	1,568	.....
6	Greenwich, Conn.	8,000	4-16	1,937	19	2,300	25	200	1,546	696
7	Hartford, Conn*	37,180	4-16	9,620	.....	.....	131	.....	6,800	5,224
8	Meriden, Conn*	12,000	5-16	2,925	12	1,980	34	200	1,022	909
9	New Britain, Conn.	11,000	4-16	3,022	10	2,200	31	196	2,522	2,000
10	New Haven, Conn.	58,566	4-16	12,836	.....	8,581	209	200	11,490	7,066
11	Norwalk, Conn.	14,000	4-16	3,896	12	2,452	46	201	2,445	1,707
12	Stamford, Conn.	11,000	4-16	2,469	16	.....	31	195	1,734	955
13	Wilmington, Del.	40,000	6-21	.....	19	5,142	103	196	6,288	3,612
14	Atlanta, Ga.	32,000	6-18	10,362	10	2,800	56	199	3,627	2,378
15	Augusta, Ga.	18,000	6-18	4,910	19	2,900	38	205	2,912	2,350
16	Columbus, Ga.	8,648	6-18	2,455	3	.....	18	.....	1,153	816
17	Macon, Ga.	15,000	6-18	3,442	9	1,240	30	180	1,723	.....
18	Savannah, Ga.	29,000	6-18	6,919	9	2,850	59	186	3,577	3,219
19	Alton, Ill.	12,000	6-21	2,995	6	1,100	21	200	1,334	967
20	Belleville, Ill.	12,000	6-21	4,467	5	1,700	36	198	1,675	.....
21	Bloomington, Ill.	22,000	6-21	6,579	9	1,906	55	177	3,216	2,250
22	Chicago, Ill.	425,000	6-21	102,555	48	35,695	750	199	49,121	32,999
23	Decatur, Ill.	10,000	5-21	2,595	6	1,882	29	178	1,878	1,345
24	Galesburgh, Ill*	13,000	6-21	3,572	7	1,750	29	185	2,166	1,333
25	Jacksonville, Ill.	12,000	6-21	3,683	7	1,580	34	183	1,679	1,147
26	Joliet, Ill.	15,731	6-21	3,870	10	1,682	42	198	2,141	1,824
27	Peoria, Ill.	30,639	6-21	12,060	10	3,162	67	192	3,211	2,955
28	Quincy, Ill.	30,000	6-21	.....	10	2,500	47	195	3,250	1,951
29	Rock Island, Ill.	12,000	6-21	3,321	5	1,884	37	180	1,884	1,246
30	Evansville, Ind*	35,000	6-21	12,326	11	4,411	90	183	4,411	3,545
31	Fort Wayne, Ind.	24,600	6-21	8,620	13	3,304	69	190	3,368	2,134
32	Indianapolis, Ind.	100,000	6-21	20,723	22	7,907	180	192	11,013	7,210
33	Jeffersonville, Ind.	10,000	6-21	2,441	5	.....	24	182	1,000	.....
34	Logansport, Ind.	15,000	6-21	3,622	7	1,440	30	177	1,695	975
35	Madison, Ind.	12,000	6-21	4,629	7	.....	36	220	1,412	1,200
36	Richmond, Ind.	29,445	6-21	.....	6	1,783	38	178	1,458	1,258
37	South Bend, Ind*	10,000	6-21	3,236	.....	1,450	27	158	1,281	1,170
38	Terre Haute, Ind.	20,000	6-21	6,598	.....	.....	198	1/2	3,647	.....
39	Burlington, Iowa.	25,000	5-21	5,933	10	3,900	65	195	3,027	2,135
40	Davenport, Iowa*	24,000	5-21	.....	9	3,852	91	196	4,109	3,013
41	Des Moines, (W. side,) Ia.	10,000	5-21	2,848	4	1,855	23	186	1,831	1,170
42	Dubuque, Iowa.	24,000	5-21	8,379	9	3,077	64	196	2,863	2,449

* From Report of Commissioner of Education for 1874.

a United States Census of 1870.

cities containing 7,500 inhabitants and over.

Pupils.		Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrolment in public schools.		Number.
Estimated enrolment in private schools.	Permanent improvements.					Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.		
11	12	13	14	15	16	17	18	19	20		
		\$82,000		\$56,000	\$3,448	\$53,000	\$56,448	\$15 25	\$8 57	1	
306	\$10,000,000	60,900	1	22,785	1,625	15,037	19,406	19 80	3 62	2	
6,094	300,000,000	2,367,000	2.6	790,181	30,762	467,639	700,147	24 70	7 15	3	
575		134,000		74,846	15,237	24,930	53,325	19 14	10 10	4	
	6,000,000	140,853	3.5	71,802	3,088	29,204	52,563			5	
250	4,500,000	13,350	4	14,500		13,099	14,024	18 82	1 32	6	
		1,070,500		189,872		96,773	122,364			7	
		145,000		37,242	23,690	22,700	56,270			8	
100	6,000,000	87,950	20	32,947	774	19,059	27,457	10 00	3 00	9	
1,500	77,124,217	497,400	15	188,185	1,200	129,186	169,332	19 00	5 18	10	
186	12,000,000	132,000	4.5	46,125	350	24,505	42,457	14 00		11	
500	67,761,513		2.5	22,307			22,307			12	
				82,305	15,111	40,494	80,927	11 55	7 22	13	
200	18,000,000	88,200	2.5	40,788	6	37,500	49,463	15 21	4 46	14	
300	23,524,757	76,500		12,000	2,460		12,000			15	
700		24,000		9,624	290	8,813	9,684			16	
200	8,000,000	34,650	2	29,891	100	17,235	21,042	18 92	2 69	17	
300	14,000,000	84,000		56,409	305	43,225	57,423	15 12	1 89	18	
420	12,000,000	69,000	5.25	22,451	2,380	9,238	22,408	11 62	2 63	19	
560	5,800,203	104,600	10	29,300	867	17,772	32,140	11 25	8 37	20	
600	10,000,000	220,471		76,765	859	25,587	70,114	17 16	4 51	21	
20,000	450,000,000	2,602,788	1.83	680,349	152,638	567,656	859,303	17 20	4 21	22	
100	6,944,000	101,251	11	48,035	1,335	15,266	32,786	12 74	3 68	23	
	6,000,000		6.1	52,187	4,278		25,627			24	
500	5,597,551	169,200	9.6	42,247	4,511	19,475	34,028	18 54	4 00	25	
657		65,400		24,925	2,842		26,000	(17.90)		26	
2,040	24,015,408	168,680	2.5	64,131	993	34,280	64,131	14 10	5 24	27	
	19,000,000	234,500	2.5	47,206	3,273	24,196	44,892	13 42	4 32	28	
689	6,400,000	100,300	6.5	27,316	1,031	14,908	23,588	13 24	4 34	29	
	24,850,120			162,215	62,000	36,800	113,100	11 28	2 99	30	
2,000	13,250,000	190,000	4.1	91,032	20,174	32,202	69,902	17 80	5 49	31	
1,500	80,000,000	801,339		304,728	61,889	112,054	260,145	16 91	6 75	32	
350	4,000,000	62,000		15,319	1,659		7,085			33	
700	66,669,310	189,500	3.5		84,789	10,575	99,474	12 69	2 37	34	
2,000	6,500,000	60,000	3.5							35	
906				35,585	4,994	16,574	28,862	14 60	4 36	36	
	11,463,480	154,500	5.1	28,000			28,000			37	
435	612,827,675	167,550	4.4	85,788	11,512	37,532	69,563	15 66	3 60	38	
1,500	11,000,000	163,000	11	74,100	11,906	31,000	56,400	16 41	4 56	39	
	16,000,000	263,300	23	120,345	46,655	40,321	110,653	17 96	3 74	40	
300	6,698,432	217,400	14	59,510	24,228	18,017	72,636	16 51	7 19	41	
1,705	9,275,655	173,000		58,340	6,923	31,724	55,655	12 54	4 75	42	

b Assessed valuation.

TABLE II.—Summary of school

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
43	Keokuk, Iowa*	13,000	5-21	4,876	9	2,325	49	190	2,369	1,860
44	Atchison, Kans.	10,927	5-21	3,001	5	.....	19	170	1,428	.....
45	Covington, Ky.	30,000	6-20	10,182	5	3,360	58	212	3,513	2,531
46	Lexington, Ky.	15,000	6-20	5,115	9	.....	30	190	1,523	1,246
47	Louisville, Ky.	120,000	6-20	44,827	26	.....	317	201	17,593	11,551
48	Newport, Ky.	18,000	6-20	.....	5	.....	42	218	2,545	1,880
49	New Orleans, La.*	195,000	6-21	70,093	73	.....	442	187	25,215	17,193
50	Lewiston, Me.	21,000	4-21	6,479	.....	3,100	68	188	3,467	2,173
51	Portland, Me.	36,000	4-21	10,101	.....	5,695	111	210	5,290	4,268
52	Baltimore, Md.	302,839	6-18	77,737	125	.....	706	180	45,565	24,920
53	Adams, Mass.	d15,600	5-15	3,322	18	2,740	53	190	3,178	1,939
54	Boston, Mass.	d341,919	5-15	60,255	148	56,111	1,296	237	53,390	43,362
55	Fall River, Mass.	45,000	5-15	9,100	29	6,283	151	195	9,062	4,505
56	Fitchburgh, Mass.	13,000	5-15	2,357	18	3,060	58	190	2,673	1,850
57	Haverhill, Mass.	d14,628	5-15	2,598	28	2,700	81	196	2,898	2,457
58	Holyoke, Mass.	15,750	5-15	3,231	17	1,976	46	197	2,083	1,196
59	Lawrence, Mass.	35,000	5-15	5,648	22	4,185	112	194	5,631	3,550
60	Lowell, Mass.	49,677	5-15	6,944	34	6,528	133	237	8,025	5,031
61	Lynn, Mass.*	30,500	5-15	7,373	32	.....	158	248	5,072	4,300
62	Marlborough, Mass.	8,355	5-15	2,018	11	1,750	38	195	2,040	.....
63	Newburyport, Mass.	13,000	5-15	2,603	18	2,044	55	251	2,292	1,838
64	Newton, Mass.	16,500	5-15	2,845	17	3,108	88	194	3,094	2,347
65	Pittsfield, Mass.	12,255	5-15	2,384	25	3,098	59	189	2,109	1,464
66	Salem, Mass.	26,000	5-15	4,688	18	1,561	99	192	4,513	3,124
67	Springfield, Mass.	31,026	5-15	5,668	29	5,774	147	198	6,094	4,144
68	Taunton, Mass.	20,429	5-15	3,846	17	3,311	87	200	4,068	2,713
69	Woburn, Mass.	10,000	5-15	2,200	14	2,300	51	200	1,977	1,498
70	Worcester, Mass.	d49,317	5-15	8,000	34	8,822	182	199½	9,636	6,588
71	Bay City, Mich.	16,000	5-20	3,988	14	2,424	37	192	2,579	1,476
72	Detroit, Mich.	110,000	5-21	34,593	26	11,131	221	195*	13,739	8,760
73	East Saginaw, Mich.	17,000	5-20	5,120	10	2,919	50	194	3,264	2,143
74	Grand Rapids, Mich.	29,400	5-20	8,400	13	4,210	73	194	5,154	2,989
75	Saginaw, Mich.	10,080	5-20	2,789	6	1,526	34	195	1,788	1,009
76	Minneapolis, Minn.	26,000	5-21	.....	7	3,072	57	195	3,393	.....
77	St. Paul, Minn.	33,600	5-21	15,114	14	3,625	87	198	4,941	.....
78	Vicksburgh, Miss.	13,000	5-18	3,000	4	1,018	25	190	1,400	1,050
79	Hannibal, Mo.	12,000	5-20	3,138	6	1,575	27	173	1,888	1,231
80	Kansas City, Mo.	40,000	5-21	8,144	.....	.....	60	198	4,262	2,643
81	St. Joseph, Mo.	28,000	5-21	6,859	16	2,802	53	198	3,485	2,239

* From Report of Commissioner of Education for 1874.

a The legal school age for colored children is from 6 to 16.

b Assessed valuation.

statistics of cities, &c.—Continued.

Pupils.		Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrolment in public schools.		Number.
Estimated enrolment in private schools.	Permanent improvements.					Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.		
11	12	13	14	15	16	17	18	19	20		
100	\$2,000,000	\$160,500	9	\$46,000	.....	\$30,000	\$33,835	.....	.....	43
325	2,385,396	78,260	8	18,280	\$143	8,820	18,275	\$10 98	\$1 39	44	
1,500	15,000,000	231,000	2.5	86,615	.....	37,267	73,011	(23.11)	.....	45
.....	65,143,610	34,500	3.5	16,895	.....	14,130	16,983	.....	.....	46
.....	75,024,649	847,300	4.5	279,919	14,681	c230,906	269,263	19 99	2 05	47	
.....	67,000,000	149,000	3	52,957	.....	24,657	52,518	13 42	.....	48
14,235	d130,913,356	686,950	2.25	290,368	30,000	375,595	516,053	22 22	6 04	49	
.....	11,873,558	178,700	3.62	38,010	.....	24,779	43,043	12 32	7 48	50
1,337	45,000,000	297,300	2.62	101,081	50	59,150	83,155	13 51	4 77	51	
.....	231,242,513	1,485,150	2.1	633,631	147,352	401,719	701,182	16 12	6 10	52	
.....	66,679,320	181,550	3.83	.....	.....	24,675	31,822	12 72	3 68	53
.....	793,767,900	7,900,200	.....	2,081,043	393,086	1,217,009	2,081,043	26 30	10 55	54
600	51,401,467	1,223,000	1.85	111,000	54,893	54,153	146,897	12 54	7 87	55	
0	b12,518,742	207,239	2.9	37,221	8,024	31,572	53,037	19 41	6 30	56	
38	13,000,000	284,500	5.05	54,000	.....	41,148	54,123	18 16	5 23	57
1,400	18,488,000	150,510	2.48	30,193	1,517	17,286	27,553	18 82	7 12	58	
1,200	30,000,000	266,000	3.9	90,799	20,023	54,359	90,697	16 58	3 36	59	
550	59,000,000	437,200	.65	140,894	38,133	93,432	164,872	17 24	6 16	60	
300	.....	452,800	.....	107,920	1,901	81,038	106,755	18 84	.....	61
.....	.....	59,000	.....	24,139	820	16,650	23,358	.....	.....	62
320	d8,044,913	105,100	.....	29,473	.....	25,036	32,204	.....	.....	63
.....	28,081,445	438,900	3.5	126,525	25,900	67,701	125,320	27 00	.....	64
100	b8,392,127	125,000	3.09	27,507	.....	27,730	28,863	.....	.....	65
764	27,515,400	313,500	3.2	87,193	8,500	61,057	95,693	20 34	7 57	66	
375	b39,524,572	554,483	3.4	139,800	32,235	90,668	155,045	22 41	6 91	67	
216	25,000,000	186,000	2.54	60,189	9,341	37,626	60,189	14 60	4 13	68	
100	8,756,893	175,000	4.11	45,121	8,400	28,254	45,121	20 06	4 45	69	
1,200	65,689,441	899,316	3.11	153,210	9,233	110,345	153,210	17 25	4 60	70	
580	8,750,000	120,000	25.7	54,448	16,773	18,300	51,177	13 62	3 61	71	
*4,000	92,582,100	735,192	.....	277,329	72,581	c120,376	239,697	e12 68	.....	72
200	9,770,874	160,000	12.1	48,497	4,316	25,391	44,322	13 24	7 45	73	
1,046	30,000,000	342,500	7.13	111,059	36,575	37,461	104,152	12 37	5 08	74	
300	5,671,665	135,000	15	44,488	250	17,400	33,321	19 22	4 62	75	
1,000	26,020,000	191,000	2.2	83,049	9,200	36,727	64,856	18 40	4 50	76	
2,500	.....	300,000	.....	.....	27,000	52,700	108,600	21 00	.....	77
400	6,000,000	30,000	3.5	22,000	.....	15,693	23,016	16 80	3 87	78
300	5,000,000	44,700	6	21,726	1,630	14,478	20,636	11 76	2 60	79	
.....	66,900,000	200,000	10	77,686	7,299	42,850	87,023	16 21	4 87	80	
805	12,000,000	117,896	7	61,484	.....	35,989	61,397	16 96	6 06	81

c Includes cost of supervision.

d State census of 1875.

e Per capita of average number belonging.

TABLE II.—Summary of school

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number on-rolled.	Average daily attendance.
									1	2	3	4	5	6	7	8	9	10
82	St. Louis, Mo	450,000	5-21	153,123	52	35,020	821	196	41,692	27,082
83	Omaha, Nebr	20,000	5-21	4,138	10	1,741	42	191	2,486	1,507
84	Manchester, N. H.	25,000	5-15	5,200	22	3,335	73	190	2,618	2,295
85	Nashua, N. H.	12,600	4-17	2,754	17	2,780	54	192	2,354	1,731
86	Camden, N. J.	36,000	5-18	9,000	.....	.....	100	230	5,000	4,500
87	Elizabeth, N. J.	25,000	5-18	7,145	13	2,513	48	201	2,720	2,168
88	Jersey City, N. J.	^b 116,853	5-18	38,068	20	11,133	263	199	18,827	9,583
89	Newark, N. J.	120,000	5-18	35,125	25	12,400	230	206	18,197	10,940
90	New Brunswick, N. J.	18,000	5-18	5,075	6	2,004	41	206	2,395	1,562
91	Orange, N. J.	10,500	5-18	3,151	4	1,100	29	200	1,515	954
92	Paterson, N. J.	39,000	5-18	14,028	10	5,470	100	214	5,733	4,378
93	Trenton, N. J. *	25,000	5-18	8,332	10	2,300	50	190	2,500	2,129
94	Albany, N. Y. *	^c 76,216	.....	.....	25	8,831	.....	.....	12,460	7,095
95	Auburn, N. Y.	20,000	5-21	5,021	9	2,744	46	190	2,419	1,664
96	Binghamton, N. Y.	16,000	5-21	5,059	8	2,481	53	205	2,686	1,880
97	Buffalo, N. Y.	150,000	5-21	42,000	50	18,000	414	201	21,200	12,560
98	Cohoes, N. Y.	20,000	5-21	9,607	8	1,650	32	199	3,175	1,239
99	Elmira, N. Y.	23,000	5-21	5,884	7	4,200	78	196	4,167	3,088
100	Ithaca, N. Y.	10,058	5-21	2,589	9	1,497	31	193	^d 1,403	1,259
101	Kingston, N. Y. *	22,000	5-21	2,658	.....	.....	26	215	1,800	.....
102	Lockport, N. Y. *	13,500	5-21	3,945	8	.....	41	202	3,053	1,538
103	Long Island City, N. Y. .	15,735	5-21	4,874	4	2,000	38	204	3,152	1,766
104	Newburgh, N. Y.	17,400	5-21	5,765	6	2,557	51	201	2,348	1,887
105	New York, N. Y.	1,200,000	4-21	.....	126	151,818	3,257	203	157,298	119,700
106	Ogdensburgh, N. Y.	10,370	5-21	4,159	.....	.....	.....	206	1,690	.....
107	Oswego, N. Y.	22,455	5-21	8,845	14	4,322	71	196	4,134	2,770
108	Poughkeepsie, N. Y.	20,000	5-21	6,077	9	.....	58	196	3,859	2,150
109	Rochester, N. Y.	^b 83,578	5-21	36,532	23	10,228	214	195	12,103	7,344
110	Rome, N. Y.	12,000	5-21	3,216	7	1,500	27	194	2,001	1,103
111	Saratoga Springs, N. Y. .	9,000	5-21	2,600	8	1,800	27	190	1,713	900
112	Schenectady, N. Y.	12,900	5-21	4,431	8	1,744	34	202	2,155	1,371
113	Syracuse, N. Y.	54,099	5-21	16,552	45	8,230	204	197	7,409	5,981
114	Troy, N. Y.	50,000	5-21	17,720	19	7,220	140	200	7,925	5,050
115	Utica, N. Y.	32,500	5-21	10,409	18	4,086	83	196	4,711	3,072
116	Watertown, N. Y.	10,500	5-21	3,031	9	2,073	43	182	2,032	1,409
117	Yonkers, N. Y.*	20,000	5-21	6,326	7	1,500	47	200	2,840	1,600
118	Wilmington, N. C.*	18,000	6-21	4,000	6	1,000	20	156	1,252	700
119	Akron, Ohio	16,000	6-21	3,809	14	2,091	41	194	2,318	1,755

* From Report of Commissioner of Education for 1874.

a Assessed valuation.

b Census of 1875.

c United States Census of 1870.

d Present enrolment.

statistics of cities, &c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrolment in public schools.		Number.
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
22,654	\$250,499,490	\$2,385,736	4	\$1,183,720	\$64,009	\$479,850	\$1,171,093	\$19 28	\$8 15	82
389	21,000,000	413,900	7	96,072	1,411	29,573	66,556	22 07	10 79	83
1,311	21,000,000	260,000	3.5	52,610	707	39,436	52,517	17 97	5 39	84
145	26,334,632	213,600	.....	32,966	.....	24,128	32,257	13 94	4 75	85
4,000	25,000,000	410,000	4	152,273	59,850	45,749	138,059	10 36	5 91	86
2,300	30,000,000	116,500	1.5	46,177	1,512	28,953	42,552	13 51	5 41	87
7,530	120,041,488	697,100	3.7	235,150	1,000	152,717	262,310	20 55	6 71	88
7,056	158,435,565	855,000	2	209,677	2,200	122,980	261,616	14 15	4 82	89
1,234	14,000,000	137,300	3.9	33,993	5,356	17,610	38,993	12 81	3 44	90
750	25,100,000	100,000	.....	23,325	398	12,925	22,901	17 95	5 77	91
1,200	33,588,000	226,700	1.8	94,957	19,997	53,755	94,957	13 09	4 41	92
1,000	23,000,000	130,500	2	51,892	30,546	26,000	62,428	12 21	2 76	93
.....	.....	.....	.....	343,005	30,493	115,130	186,985	.....	.....	94
1,300	13,650,000	131,000	1.95	50,401	2,642	23,219	35,777	14 85	5 05	95
510	12,527,000	222,000	16	50,503	10,839	26,851	46,311	17 52	3 64	96
10,000	112,000,000	1,091,000	2	312,000	61,925	.....	312,000	.....	.....	97
435	10,819,257	113,000	7.5	64,092	5,379	20,022	33,963	16 16	6 91	98
145	14,000,000	326,000	.....	161,116	47,502	39,651	118,396	14 70	8 25	99
125	5,500,000	39,500	6.4	33,079	17,601	10,640	32,443	10 82	4 27	100
150	23,936,901	.....	.....	34,566	.....	.....	40,000	.....	.....	101
358	10,000,000	109,300	6.25	48,996	2,654	21,218	30,807	14 57	3 73	102
322	20,000,000	49,000	7.5	36,993	1,448	26,700	36,993	16 42	4 53	103
1,121	25,000,000	156,000	7.1	51,625	6,440	27,603	46,557	15 58	5 67	104
75,000	21,100,943,699	10,575,000	2.5	3,653,000	294,489	22,482,817	23,371,094	22 41	6 23	105
1,265	6,182,775	56,414	.....	23,287	121	9,253	15,078	.....	.....	106
1,685	27,001,720	146,791	7	75,154	15,225	36,354	70,194	13 12	6 71	107
650	16,500,000	117,900	4.9	42,627	276	24,791	35,797	11 53	5 77	108
5,902	61,351,700	526,500	25	324,383	75,409	109,253	235,036	16 03	6 65	109
495	4,840,596	61,600	11	29,122	10,306	12,117	29,123	12 43	3 03	110
300	15,223,691	55,500	15	43,719	8,791	12,265	25,987	15 63	2 44	111
500	.....	72,000	.....	27,707	5,503	13,871	27,708	11 57	4 61	112
1,525	37,277,019	1,157,000	9.4	202,410	25,996	88,387	146,192	15 11	7 65	113
2,500	48,000,000	120,000	5.5	141,029	19,099	73,088	121,112	14 93	5 27	114
1,000	39,887,000	416,970	7.1	108,183	21,585	42,463	78,718	14 66	3 96	115
180	20,000,000	89,631	2.6	33,722	8,944	17,998	36,996	13 47	6 23	116
700	30,000,000	157,950	7	66,094	8,322	42,705	63,379	27 00	6 78	117
.....	.....	11,200	8	.....	.....	.....	.....	.....	.....	118
450	18,861,582	163,000	6	64,216	23,144	24,169	57,489	15 19	3 00	119

e Includes repairs.

f Includes cost of supervision.

g Includes \$102,112 for corporate schools.

h State census of 1875.

TABLE II.—Summary of school

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
120	Canton, Ohio	11,500	6-21	3,155	6	1,355	34	194	1,690	1,066
121	Chillicothe, Ohio	12,000	6-21	3,344	4	1,650	41	185	1,790	1,296
122	Cincinnati, Ohio	270,000	6-21	88,842	40	27,457	612	204	30,877	23,604
123	Cleveland, Ohio	140,341	6-21	44,363	36	16,368	316	192	20,011	13,301
124	Columbus, Ohio	42,707	6-21	12,198	24	.....	139	190	7,151	5,155
125	Dayton, Ohio	33,400	6-21	11,253	11	5,098	103	197	5,512	3,611
126	Hamilton, Ohio	13,000	6-21	5,451	5	1,708	30	194	1,631	1,202
127	Mansfield, Ohio	12,000	6-21	2,800	5	1,860	30	180	1,782	.....
128	Newark, Ohio	12,000	6-21	3,384	6	.....	34	185	1,454	1,186
129	Portsmouth, Ohio	14,000	6-21	4,242	6	2,108	36	198	2,032	1,437
130	Sandusky, Ohio	16,000	6-21	6,363	12	2,250	42	195	2,469	1,838
131	Springfield, Ohio	18,000	6-21	4,536	6	.....	43	197	2,145	1,913
132	Steubenville, Ohio	14,000	6-21	4,732	6	1,700	34	197	2,181	1,666
133	Toledo, Ohio	54,000	6-21	14,541	22	6,344	126	198	7,094	4,632
134	Zanesville, Ohio	18,000	6-21	5,370	19	2,800	68	196	3,063	2,160
135	Portland, Oregon	12,500	4-20	3,256	6	416	29	208	1,450	1,280
136	Allegheny, Pa	70,000	6-18	.....	18	8,500	172	.....	11,981	.....
137	Allentown, Pa	18,000	6-21	.....	8	3,500	59	.....	3,612	2,283
138	Altoona, Pa	15,000	6-21	2,855	27	.....	40	172	2,105	1,768
139	Carbondale, Pa*	10,000	6-21	3,500	7	.....	20	156	1,263	987
140	Chester, Pa	14,000	6-21	3,300	13	1,875	37	186	1,875	.....
141	Danville, Pa	8,200	6-21	.....	8	.....	28	154	1,400	940
142	Erie, Pa	27,000	6-21	8,402	15	3,190	79	195	4,250	2,550
143	Harrisburgh, Pa	30,000	6-21	.....	23	5,011	91	204	4,886	2,865
144	Lancaster, Pa	25,000	6-21	4,200	22	3,150	59	197	3,114	2,348
145	Norristown, Pa	14,000	6-21	.....	5	2,160	38	201	2,401	1,569
146	Philadelphia, Pa	750,000	.....	.....	.....	.....	1,878	.....	95,552	82,975
147	Pittsburgh, Pa	130,000	6-21	.....	53	25,000	416	198	17,510	14,903
148	Reading, Pa*	42,000	6-18	.....	.....	.....	122	220	6,457	4,582
149	Titusville, Pa	10,000	6-21	2,600	4	1,308	25	196	1,652	1,085
150	Wilkesbarre, (3d dist.,) Pa .....	.....	6-21	.....	3	1,367	26	189	1,583	1,040
151	Williamsport, Pa	18,000	6-21	.....	16	.....	57	156	3,263	2,501
152	York, Pa	13,000	6-21	2,600	9	2,160	42	179	2,288	1,866
153	Newport, R. I.	14,000	5-16	2,800	9	2,001	55	194	2,072	1,593
154	Providence, R. I.	c100,675	5-16	19,177	.....	.....	277	194	.....	.....
155	Warwick, R. I.	11,614	4-16	.....	.....	.....	28	196	1,644	1,197
156	Woonsocket, R. I.	14,000	5-16	3,236	11	1,295	25	197	1,567	988
157	Chattanooga, Tenn	12,000	6-18	2,286	.....	.....	23	195	1,674	.....
158	Knoxville, Tenn	d3,682	6-18	1,992	3	840	20	200	840	609
159	Nashville, Tenn	28,000	6-18	8,950	8	3,620	71	195	3,998	2,851

* From Report of Commissioner of Education for 1874.

a Assessed valuation.

b Includes cost of supervision.

statistics of cities, &c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrolment in public schools.		Number.
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
540	\$2,000,000	\$75,300	5.5	\$37,942	\$2,895	\$16,591	\$28,154	\$17.25	\$5.23	120
411	6,000,000	150,000	6	61,867	5,050	18,930	48,358	17.10	6.87	121
16,454	260,000,000	1,880,000	3	820,623	47,748	420,234	650,676	21.10	3.64	122
9,260	219,915,831	1,384,742	4.5	497,173	60,990	211,411	350,038	16.93	5.37	123
1,561	40,000,000	535,643	5.1	263,743	35,271	81,229	170,224	17.32	4.26	124
1,703	26,300,000	326,500	5.5	173,099	14,971	72,826	126,251	20.84	8.66	125
716	6,805,098	150,300	6.25	59,623	3,962	18,923	47,308	17.41	5.60	126
300	15,000,000	171,000	5	25,000	100	14,295	23,713	.....	.....	127
200	10,000,000	80,000	7	42,244	15,182	12,539	32,909	12.08	2.55	128
232	5,762,193	158,500	5.5	38,298	576	18,041	36,196	13.80	6.93	129
2,000	10,800,000	140,290	7	65,492	24,966	17,077	52,443	10.64	3.86	130
500	29,277,377	187,571	4.5	65,999	29,915	22,798	67,055	15.70	7.20	131
360	6,000,000	165,150	5.25	62,442	700	17,623	39,996	11.33	4.93	132
2,500	.....	.....	7	222,333	19,537	70,465	178,292	16.02	7.21	133
400	10,000,000	172,000	5	49,077	809	34,611	48,558	18.09	4.39	134
573	15,258,525	72,100	3.5	53,170	317	24,831	48,586	20.10	3.10	135
3,300	256,562,571	962,808	4	359,025	128,185	89,971	335,692	14.16	.....	136
400	211,000,000	490,000	4.5	54,000	.....	26,181	26,181	.....	.....	137
750	6,300,000	61,000	12	26,781	3,383	15,672	23,609	9.43	2.01	138
100	3,750,000	22,700	.....	12,301	3,450	6,960	11,156	7.36	45	139
200	9,186,717	100,451	5	40,221	10,109	15,386	39,916	11.35	9.94	140
.....	.....	92,000	10	.....	.....	.....	.....	.....	.....	141
1,300	22,439,977	298,500	5	96,046	23,768	30,822	77,369	12.90	5.43	142
450	17,459,565	384,291	13	81,474	8,476	44,838	91,040	16.20	4.75	143
400	212,000,000	143,000	4	87,217	39,021	24,637	71,957	4.92	1.66	144
260	7,371,389	102,057	7.5	41,932	14,147	16,975	41,779	11.60	5.50	145
.....	.....	5,286,405	.....	1,669,686	73,910	51,029,902	1,634,653	.....	.....	146
.....	176,000,000	2,000,000	1.75	751,533	116,806	263,995	678,983	17.71	8.40	147
1,200	.....	358,000	10	119,201	22,862	49,421	119,202	10.88	4.37	148
200	6,200,000	103,400	15	44,316	.....	13,259	35,762	14.54	6.47	149
600	11,000,000	138,000	14	39,568	24,225	16,096	48,822	15.47	6.24	150
425	12,000,000	142,000	13	57,267	1,000	22,520	56,260	.....	.....	151
250	9,000,000	125,000	3	32,605	4,476	17,943	34,544	10.35	8.22	152
592	30,000,000	197,006	1	40,500	4,818	25,714	40,354	16.70	4.80	153
.....	121,954,700	1,000,000	.....	398,988	166,116	179,463	393,545	.....	.....	154
200	210,621,300	.....	.....	11,509	.....	11,210	11,510	9.35	.....	155
750	211,497,562	137,000	1.3	19,693	.....	14,431	20,177	14.95	5.26	156
225	4,216,432	16,700	.....	16,481	1,040	13,722	18,006	18.34	2.09	157
500	6,000,000	26,880	2	20,637	8,900	8,000	20,500	14.54	4.68	158
500	20,298,637	162,300	4	64,947	0	49,325	64,917	19.23	3.41	159

c By census.

d United States Census of 1870.

TABLE II.—*Summary of school*

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
160	Houston, Tex	25,000	6-18	6,551	.....	.....	50	85	2,955	.....
161	Rutland, Vt	7,500	5-20	1,514	6	.....	17	188	.....	.....
162	Alexandria, Va.....	14,000	5-21	4,447	4	1,050	18	191	929	824
163	Lynchburgh, Va	14,000	5-21	4,093	7	1,100	28	193	1,486	873
164	Norfolk, Va	26,000	5-21	6,244	6	1,160	24	185	1,522	915
165	Petersburgh, Va.....	20,000	5-21	6,758	8	1,920	29	.....	2,168	1,280
166	Portsmouth, Va	11,000	5-21	3,399	3	.....	13	203	837	393
167	Richmond, Va.....	72,500	5-21	20,754	13	5,024	111	206	5,069	4,297
168	Wheeling, W. Va.....	26,266	6-21	9,015	9	3,570	68	199	4,099	2,444
169	Fond du Lac, Wis.....	16,000	4-20	5,993	16	2,796	47	196	3,096	1,916
170	Janesville, Wis.....	68,789	4-20	3,571	5	1,482	30	195	1,750	.....
171	La Crosse, Wis.....	12,000	4-20	3,538	.....	.....	32	200	1,401	1,313
172	Madison, Wis	10,000	5-20	3,766	8	1,600	30	180	2,234	.....
173	Milwaukee, Wis.....	100,775	4-20	33,919	20	.....	190	197	12,745	7,548
174	Racine, Wis.....	13,300	4-20	4,449	7	1,850	36	199	2,181	1,464
175	Denver, Colo	20,000	5-21	3,000	.....	1,443	31	190	2,100	1,509
176	Georgetown, D. C.(d) ..	103,000	6-17	19,489	47	9,645	173	191	11,241	8,520
177	Washington, D. C.(d) ..									
	Total.....	8,804,654	.....	1,736,430	2,642	804,066	22,152	.....	1,180,880	799,146

a Assessed valuation.*b* United States Census of 1870.

statistics of cities, &c.—Concluded.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of enrolment in public schools.		Number.
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
.....	a\$8,000,000	.....	2	\$20,019	.....	.....	.....	.....	.....	160
400	4,000,000	\$31,000	4	10,725	.....	\$2,244	\$10,669	.....	.....	161
852	4,160,000	49,400	2.7	14,369	\$1,271	7,300	13,579	\$9 12	\$2 88	162
416	8,000,000	43,000	2	19,116	250	14,296	18,696	17 43	3 70	163
1,475	a13,458,421	50,000	.....	19,794	1,329	13,560	18,419	15 43	32	164
600	a8,108,000	69,500	1.85	44,209	19,165	14,287	38,695	12 33	2 92	165
850	3,012,115	12,500	2	9,792	.....	6,200	9,006	16 70	6 00	166
4,194	42,018,077	215,000	.....	70,044	5 337	42,518	70,044	13 83	2 81	167
1,000	30,000,000	185,000	3.5	72,897	20,275	34,254	65,065	11 76	3 31	168
.....	6,500,000	118,756	6.5	52,706	2,462	18,929	46,420	10 66	3 57	169
500	4,000,000	108,500	4	18,999	0	10,350	17,020	9 11	3 97	170
2,390	3,320,000	65,700	.....	34,255	76,400	18,000	100,850	14 31	4 30	171
500	.....	106,800	4	29,845	523	12,763	27,882	.....	.....	172
9,269	a52,585,664	448,035	1.85	217,657	586	129,805	157,645	17 19	3 67	173
1,000	10,000,000	69,500	6.4	30,695	10,194	17,187	36,965	12 42	2 16	174
350	25,000,000	196,500	6	59,000	26,000	22,048	62,018	14 61	9 25	175
6,837	88,500,000	801,452	3.7	454,906	58,885	126,302	e503,978	15 60	7 20	176 177
318,096	7,122,490,928	74,231,211	.....	25,693,424	3,421,024	13,732,848	24,416,426	.....	.....

c City census of 1875.

d These statistics are for white schools only.

e Includes \$80,818 for colored schools.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of schools, instructors, and pupils, reported to the Bureau for the years 1870, 1871, 1872, 1873, 1874, and 1875.

	1870	1871.	1872.	1873.	1874.	1875.
Number of institutions	53	65	98	113	124	137.
Number of instructors.....	178	445	773	887	966	1,031
Number of students	10,028	10,922	11,778	16,620	24,405	29,105

The increase from year to year in the number of teachers under training made apparent by this summary, is full of encouragement; yet all that is accomplished is but a small fraction of what is necessary to furnish well trained teachers to all our schools. It is to be regretted that in some quarters the normal school work is so feeble and has had so limited opportunity to demonstrate its benefits, that legislation treats its demands with indifference or opposition. These figures should be studied in connection with those already given which show the school population to be educated and the amount of money involved in carrying on the public schools.

TABLE III.—Summary of statistics of normal schools.

States.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.
Alabama	2	7	199	0	0	0	0	0	0	2	11	163
Arkansas	1	2	58							a1	3	153
California	1	10	b390									
Connecticut	1	8	175									
Delaware										2	19	240
Georgia										2	3	334
Illinois	2	25	c603	2	13	320	1	5	164	3	13	292
Indiana	1			1	2	100				3	22	1,671
Iowa							1	10	142	2	7	88
Kansas	3	20	d994									
Kentucky							1			2	13	140
Louisiana										4	6	109
Maine	4	19	543									
Maryland	2	13	453							1	8	25
Massachusetts	6	62	1,189				1	8	76			
Michigan	1	13	411									
Minnesota	3	24	782									
Mississippi	2	9	351									
Missouri	5	50	1,407				1	14	254	2	8	210
Nebraska	1	7	282									
New Hampshire	1	9	155									
New Jersey	1	10	269									
New York	8	116	3,233				1	32	925			
North Carolina										e4	15	397
Ohio							1	9	78	11	74	3,170
Oregon										1		4
Pennsylvania	f10	121	3,869							2	4	143
Rhode Island	1	19	159									
South Carolina	1	4	39							1	10	436
Tennessee	1	5								6	30	1,056
Vermont	3	22	422									
Virginia	1	18	243							1	5	103
West Virginia	5	24	560							1	6	174
Wisconsin	3	35	g847							2	18	180
District of Columbia							1	3	20	2	7	144
Utah										1	1	76
Total	70	652	17,693	3	15	420	8	81	1,659	56	283	9,325

a Receives some aid from the city.

b Also 390 in training school.

c There are also 206 preparatory students and 373 in the model schools.

d Also 86 in a model school.

e One of these schools is temporarily suspended.

f One school is not yet open.

g Also 215 in a model school.

This summary indicates that States maintain 70 normal schools, with 650 instructors, and 17,698 students; counties, 3, with 15 instructors and 422 students; cities, 8 normal schools with 81 instructors and 1,659 students; and all other agencies, 56 normal schools, with 283 teachers and 9,328 students. We see what diverse policy prevails in the different States and territories in respect to this branch of instruction.

TABLE III.—Summary of statistics of normal schools—Continued.

States.	Number of schools in each State.	Number of instructors.	Number of students.			Graduates in the last year.		Volumes in libraries.	
			Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.	Whole number.	Average annual increase.
Alabama	4	18	367	218	149	.....	.....	500	.....
Arkansas	2	5	216	99	117	10	8	.....	.....
California	1	10	a390	.....	.....	46	44	1,379	200
Connecticut	1	8	175	24	151	50	40	1,000	.....
Delaware	2	19	240	169	71	.....	15	650	39
Georgia	2	3	334	194	140	.....	.....	.....	.....
Illinois	8	56	a1,379	410	502	134	99	8,803	100
Indiana	5	24	1,771	1,032	739	26	25	3,000	800
Iowa	3	17	230	108	122	17	13	1,100	50
Kansas	3	20	994	545	449	37	35	640	50
Kentucky	3	13	140	75	65	.....	.....	500	.....
Louisiana	4	6	109	5	104	28	15	65	5
Maine	4	19	548	177	371	34	32	1,850	.....
Maryland	3	21	478	132	346	25	24	3,320	.....
Massachusetts	7	70	1,265	160	1,105	261	88	14,659	250
Michigan	1	13	411	222	189	60	54	1,400	50
Minnesota	3	24	782	223	559	66	61	1,228	50
Mississippi	2	9	351	213	138	39	39	762	70
Missouri	8	72	1,871	930	941	224	164	4,971	50
Nebraska	1	7	282	120	162	4	4	500	50
New Hampshire	1	9	155	44	111	33	30	416	20
New Jersey	1	10	269	39	230	44	40	.....	.....
New York	9	148	a4,158	917	2,697	365	195	13,463	28
North Carolina	4	15	397	211	186	.....	.....	1,300	.....
Ohio	12	83	3,248	2,191	1,057	141	83	8,634	234
Oregon	1	.....	4	4	.....	.....	.....	.....	.....
Pennsylvania	12	125	4,017	2,383	1,634	166	147	11,730	525
Rhode Island	1	19	159	10	149	33	27	600	20
South Carolina	2	14	a475	7	32	15	.....	500	.....
Tennessee	7	35	a1,056	480	486	18	11	1,700	.....
Vermont	3	22	482	180	302	96	30	1,300	.....
Virginia	2	23	351	190	161	57	36	500	.....
West Virginia	6	30	734	424	310	89	60	2,925	120
Wisconsin	5	53	1,027	473	554	51	45	6,508	50
District of Columbia	3	10	164	69	95	27	27	200	.....
Utah	1	1	76	46	30	.....	4	.....	.....
Total	b137	1,031	a29,105	12,724	14,454	2,196	1,495	96,103	2,761

a Sex not reported in all cases.

b From four of these schools no statistics have been received.

In this table we have the distribution of the normal schools among the several States, the number of students of both sexes; the number of graduates in the last year; the number who engaged in teaching, and the aids possessed by these institutions in the way of libraries.

TABLE III.—Summary of statistics of normal schools—Concluded.

States.	Number of schools in which drawing is taught.	Number of collections of models, casts, apparatus, &c., for free-hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Alabama.....	3	.....	4	2	2	2	1	1	2	3
Arkansas.....	2	1	2	2	1	.....	0	.....	2	2
California.....	1	0	1	0	1	1	1	1	1	1
Connecticut.....	1	1	1	0	1	1	1	0	0	1
Delaware.....	1	1	2	2	1	1	1	0	1	2
Georgia.....	0	0	2	1	0	1	0	0	0	1
Illinois.....	6	1	8	3	4	6	6	.....	5	8
Indiana.....	3	1	4	2	1	2	1	.....	3	3
Iowa.....	2	1	1	1	3	3	2	.....	2	3
Kansas.....	3	1	2	0	2	2	1	1	3	3
Kentucky.....	0	0	2	2	1	1	.....	.....	1	2
Louisiana.....	1	0	2	1	0	0	0	0	1	2
Maine.....	4	2	3	1	4	3	2	1	3	4
Maryland.....	3	2	2	2	2	2	1	1	3	3
Massachusetts.....	7	6	6	.....	5	5	4	1	2	7
Michigan.....	1	0	1	0	1	1	1	0	1	1
Minnesota.....	3	2	3	.....	3	2	1	1	3	2
Mississippi.....	0	0	2	2	1	1	0	0	0	2
Missouri.....	8	4	8	3	3	6	5	0	3	8
Nebraska.....	1	0	1	1	1	1	0	0	1	1
New Hampshire.....	1	0	1	1	1	1	1	1	1	1
New Jersey.....	1	1	1	1	1	1	0	1	1	1
New York.....	9	4	9	2	9	9	7	3	9	9
North Carolina.....	2	1	3	2	.....	1	1	.....	1	2
Ohio.....	8	4	10	10	9	9	4	1	4	9
Oregon.....	1	.....	1	1	1	1	1	0	1	1
Pennsylvania.....	10	5	10	9	6	9	4	3	9	9
Rhode Island.....	1	1	1	0	1	1	1	0	0	1
South Carolina.....	2	1	2	0	.....	.....	.....	0	0	2
Tennessee.....	5	1	5	4	2	3	3	.....	4	5
Vermont.....	3	0	2	2	2	3	2	1	2	3
Virginia.....	1	0	2	2	1	1	.....	0	1	2
West Virginia.....	2	.....	5	5	1	3	.....	2	2	6
Wisconsin.....	5	2	5	3	4	4	5	2	4	5
District of Columbia.....	3	2	2	1	1	2	2	1	2	3
Utah.....	0	.....	0	0	.....	.....	.....	.....	.....	.....
Total.....	104	45	116	68	76	89	59	22	78	118

Here are presented some interesting special facts in regard to our normal schools which it was not possible to include in the previous tables. The deficiency of the several institutions in these particulars demands the most careful attention from the friends of education. This is an interesting showing of these particulars, yet we cannot describe here how unwillingly some and how liberally others of these appropria-

tions have been made. When twenty times this amount is bestowed and wisely expended on the training of teachers in the several States and Territories many of our most serious school problems will be solved and some of the most threatening evils of ignorance will be averted without further trouble.

Name of school.	Appropriation, 1875.	Appropriation per capita of pupils in the past year. <i>a</i>
State Normal School, Florence, Ala.....	\$3,000 00	.....
Lincoln Normal University, Marion, Ala.....	4,000 00	\$6 00
State Normal School, San José, Cal.....	17,500 00	70 00
State Normal School, New Britain, Conn.....	12,000 00	.....
Southern Illinois Normal University, Carbondale, Ill.....	15,000 00	37 20
Cook County Normal School, Englewood, Ill.....	b15,000 00	.....
State Normal University, Normal, Ill.....	28,957 00	37 21
Peoria County Normal School, Peoria, Ill.....	b4,900 00	.....
Eastern Iowa Normal School, Grandview, Iowa.....	c2,300 00	.....
Kansas State Normal School, Concordia, Kans.....	d5,812 00	28 57
State Normal School, Emporia, Kans.....	12,440 00	28 00
Leavenworth State Normal School, Leavenworth, Kans.....	6,500 00	15 47
Eastern State Normal School, Castine, Me.....	7,562 00	26 85
State Normal School, Farmington, Me.....	6,737 00	28 79
Normal department of Maine Central Institute, Pittsfield, Me.....	600 00	25 00
Normal department of Oak Grove Seminary, Vassalboro', Me.....	600 00	25 00
Maryland State Normal School, Baltimore, Md.....	14,000 00	50 52
State Normal School, Bridgewater, Mass.....	13,000 00	62 00
Framingham State Normal School, Framingham, Mass.....	15,000 00	70 00
State Normal School, Salem, Mass.....	13,000 00	41 53
Westfield State Normal School, Westfield, Mass.....	14,000 00	.....
Michigan State Normal School, Ypsilanti, Mich.....	17,200 00	.....
State Normal School, Mankato, Minn.....	10,000 00	35 00
State Normal School, St. Cloud, Minn.....	9,000 00	56 00
First State Normal School, Winona, Minn.....	12,000 00	30 00
Mississippi State Normal School, Holly Springs, Miss.....	4,500 00	50 00
Tougaloo University and State Normal School, Tougaloo, Miss.....	4,500 00	20 00
Southeast Missouri State Normal School, Cape Girardeau, Mo.....	10,000 00	30 70
Normal department of Lincoln Institute, Jefferson City, Mo.....	5,000 00	52 08
North Missouri State Normal School, Kirksville, Mo.....	10,000 00	14 14
Normal School, St. Louis, Mo.....	c15,656 00	.....
State Normal School, District No. 2, Warrensburg, Mo.....	10,000 00	24 51
Nebraska State Normal School, Peru, Nebr.....	12,000 00	30 00
New Hampshire State Normal School, Plymouth, N. H.....	e5,600 00	.....
State Normal School, Trenton, N. J.....	15,000 00	55 00
New York State Normal School, Albany, N. Y.....	18,000 00	.....
State Normal School, Buffalo, N. Y.....	18,000 00	100 00
State Normal and Training School, Cortland, N. Y.....	18,000 00	.....
State Normal and Training School, Fredonia, N. Y.....	20,832 00	22 90
State Normal and Training School, Geneseo, N. Y.....	18,000 00	51 88
Female Normal College, New York, N. Y.....	c85,000 00	.....
Oswego State Normal and Training School, Oswego, N. Y.....	19,700 00	48 52
State Normal and Training School, Potsdam, N. Y.....	18,000 00	.....
Northwestern State Normal School, Edinboro', Pa.....	.....	5 20
Keystone State Normal School, Kutztown, Pa.....	11,500 00	3 00

a Exclusive of appropriations for permanent objects.

c City appropriation. *d* \$500 of this were from the city.

b County appropriation.

e \$600 of this were from the city.

Name of school.	Appropriation, 1875.	Appropriation per capita of pupils in the past year. <i>a</i>
Central Normal School Association, Lock Haven, Pa	\$5,000 00	.....
State Normal School, Millersville, Pa.....	18,000 00	\$6 50
Westchester State Normal School, Westchester, Pa .....	.....	16 00
Rhode Island State Normal School, Providence, R. I.....	10,000 00	46 87
State Normal School, Columbia, S. C.....	10,000 00	.....
State Normal School, Castleton, Vt.....	1,500 00	15 00
Johnson Normal School, Johnson, Vt.....	1,500 00	.....
State Normal School, Randolph, Vt.....	1,500 00	24 00
Hampton Normal and Agricultural Institute, Hampton, Va	10,339 00	42 55
Fairmount State Normal School, Fairmount, W. Va	1,500 00	9 97
Glenville State Normal School, Glenville, W. Va.....	1,500 00	15 00
Marshall College, State Normal School, Huntington, W. Va.....	1,500 00	17 44
Shepherd College, Shepherdstown, W. Va	1,500 00	9 37
West Liberty State Normal School, West Liberty, W. Va	1,500 00	.....
State Normal School, Oshkosh, Wis.....	17,782 00	27 75
Wisconsin State Normal School, Platteville, Wis	17,338 00	.....
Washington Normal School, Washington, D. C	2,000 00	.....
St. George Normal School, St. George, Utah.....	200 00	.....

a Exclusive of appropriation for permanent objects.

b City appropriation.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, as reported to this Bureau from 1870 to 1875:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	26	60	53	112	126	131
Number of instructors.....	154	168	263	514	577	594
Number of students	5,824	6,460	8,451	22,397	25,892	26,109

TABLE IV.—*Summary of commercial colleges.*

States and Territories.	Number of schools.	Number of instructors.	Number of students—			Number of volumes in libraries.	Average annual increase.
			Total.	In day school.	In evening school.		
California	4	34	1,054	803	251	600	.....
Georgia	2	6	223	188	35	.....	.....
Illinois	15	56	a2,770	2,290	575	2,850	410
Indiana	8	34	1,850	1,409	441	1,200	.....
Iowa	9	37	a2,039	1,475	199	527	55
Kansas	2	4	a295	187	137	86	.....
Kentucky	2	8	362	270	92	.....	.....
Louisiana	2	13	363	280	83	520	.....
Maine	2	5	367	292	75	.....	.....
Maryland	1	8	.....	.....	.....	.....	.....
Massachusetts	5	28	1,281	830	200	.....	.....
Michigan	9	32	a1,467	1,162	322	1,650	40
Minnesota	1	6	213	186	27	136	18
Mississippi	1	8	100	100	0	800	25
Missouri	6	48	1,202	721	306	1,385	.....
Nebraska	1	3	a75	60	35	.....	.....
New Hampshire	1	2	333	.....	.....	.....	.....
New Jersey	3	20	493	323	170	600	50
New York	19	91	4,402	2,857	640	2,390	175
North Carolina	1	1	12	12	.....	.....	.....
Ohio	13	50	3,019	2,464	555	2,115	25
Oregon	1	1	64	64	.....	.....	.....
Pennsylvania	10	38	1,647	823	278	120	.....
Rhode Island	2	19	605	405	200	3,120	.....
Tennessee	2	6	346	75	28	584	.....
Virginia	1	1	47	25	22	506	.....
Wisconsin	7	31	1,333	813	220	510	10
District of Columbia	1	4	147	93	54	.....	.....
Total	131	594	b26,109	18,207	4,945	19,699	808

a Some students are in both day and evening schools.

b The students in day and evening schools are not reported separately in all cases.

However severe the financial depression of the year, these institutions, generally directed by private individuals and supported by tuition fees, show considerable increase. It is charged in some quarters that they do inferior work; again, I am desired not to recognize them in the report. A considerable number are, however, it is believed, institutions of great merit and doing a thoroughly excellent work. Certainly the field is too important to be poorly worked, and I am confident that this gathering of the facts year by year will aid in time in securing some proper recognition of the instruction given in these institutions; when this just recognition comes, the public will deal with all shams as they deserve. Our public school systems will not do their whole duty until they supply the demand which this instruction is intended to meet. This is a kind of training which cannot be carried on properly without abundant apparatus and means of illustration. A teacher to furnish a business school thoroughly in this respect requires a fortune in his own right.

Kindergärten—number of institutions, instructors, and pupils for 1873, 1874, and 1875.

	1873.	1874.	1875.
Number of institutions.....	42	55	95
Number of instructors.....	73	125	216
Number of pupils.....	1, 252	1, 636	2, 809

TABLE V.—*Summary of Kindergärten.*

States and Territories.	Number of schools.	Number of teachers.	Number of pupils.
California.....	1	2	15
Connecticut.....	2	6	92
Illinois.....	5	8	109
Indiana.....	1	1	25
Kentucky.....	2	4	53
Maine.....	2	2	45
Maryland.....	3	5	91
Massachusetts.....	12	20	204
Michigan.....	3	5	80
Minnesota.....	1	1	18
Missouri.....	12	51	496
New Hampshire.....	1	1	14
New Jersey.....	13	28	505
New York.....	16	33	424
Ohio.....	4	6	78
Pennsylvania.....	4	10	83
Wisconsin.....	5	17	290
District of Columbia.....	7	15	157
Washington Territory.....	1	1	25
Total.....	95	216	2, 809

The increase in the number of these very interesting institutions is extremely gratifying. Miss E. P. Peabody, the great expounder of Fröbel's principles and methods, is finding many warm and able coadjutors in various parts of the country. Eminent educators, who at first doubted or opposed, are now cordial supporters. They see in Fröbel's Kindergarten a promise of aid in correcting the evils so long common in dealing with the earliest years of human life. No school officer, no mother, no teacher, should be satisfied without this simple but charming method of instruction for the child. I am surprised that the managers of a single orphan asylum should suffer their children to be deprived of its benefits.

Following is a comparative summary of the number of institutions for secondary instruction making returns from 1871 to 1875, inclusive:

TABLE VI.—SECONDARY INSTRUCTION.

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions.....		638	811	944	1, 031	1, 143
Number of instructors.....		3, 171	4, 501	5, 058	5, 466	6, 081
Number of students.....		80, 227	98, 929	118, 570	98, 179	108, 235

The country has a much more distinct idea of these institutions than five years ago; as a consequence, secondary instruction, long so feeble, is greatly increasing in strength. One would push it in the direction of academies; another exclusively in the direction of high schools; another would have them only preparatory to the college course; again, one would truncate the system of public schools below this grade; another would permit high schools in the graded systems, but require tuition from the sons of the wealthy, and introduce the invidious distinction based on the wealth of the parent, which the prevailing spirit of our institutions so sedulously seeks to avoid. Yet limited to no one form of organization, but giving free play to all, the great body of intelligent people in the country are growing in their disposition to make more of this grade of instruction; and while they patronize the academy or private school or preparatory school, under whatever auspices of church or society it may be founded, it is manifest that the predominating tendency in all centres of population is toward the graded system which is crowned by the high school, which gives a good course of secondary instruction fitting for the college course, so called, or for active life, as the pupil may determine. The increasing disposition of college officers to connect their college curriculum more closely with the high school course is having a most salutary effect upon all grades of instruction—superior, secondary, and elementary. It gives to the whole unity and compactness, and, as a consequence, accords to each in its sphere greater consideration. Have not learning, science, and education a unity of methods and aims? Why should not all the adherents of each be in accord and render each other mutual support?

The opponents of the public high school should consider the fact that a republic like ours would be impossible with the forty-four millions of the present or the four hundred millions of the future without it and that the grade of intelligence and virtue required in such a republic could be secured by no public system limited to elementary instruction, whatever scope might be given to institutions of higher grades separated from civil administration. Whoever wants to sink the ship of state can do it effectually if he can knock the high school out of the system of public instruction. Recognizing this, the people, from the first, have put the provisions for the high school in the bond. State judiciaries find the general course of legislation on the subject constitutional. It is specially unfortunate that in different localities the grade of instruction is so dependent upon an occasional term, taught by any one who happens to be seeking such employment. Would it not be worth the while of such localities to inquire whether their interests do not demand a permanent organization by which a provision of this grade for instruction can be made constant and receive proper safeguards?

The report of State Superintendent Briggs, of Michigan, for 1873-'74, contained an important decision of Judge Cooley, in the supreme court of the State, confirmatory of a previous one of Judge Brown, in favor of the right of the school board at Kalamazoo to establish and maintain a high school for instruction in branches beyond the ordinary grades in grammar schools. And as this was meant to be a test case for the State, as to the general right to have such schools—as the ruling is, moreover, further confirmed by the decidedly expressed opinion of Chancellor Hammond, of Iowa, to much the same effect—it may be taken as, for the time, practically ending, at the West, the long debated question as to the right of high schools to a place in both State and city systems of instruction, a thing generally admitted at the East. Henceforth, then, these links between the teaching in the lower public schools and the advanced instruction given in the colleges are likely to take a conceded place in our school systems, with only occasional questionings respecting the proportion of the school funds to be spent on them and the extent to which the studies in them may be pushed. And if the friends of high schools are discreet enough to avoid any needless excitement of such questionings, conducting the schools with as moderate expense as is consistent with effective thoroughness and allowing a generous flexibility with reference to the studies in their course, there can hardly be a doubt as to their eventual very general establishment. Already they have in Michigan and Indiana a recognized position as the proper feeders of the freshman classes in the universities of these two States, and

several other of the Western States are making movements in the same direction; while generally throughout the eastern ones the public high school is supplying a demand which it is beyond the power of the endowed or tuition schools, generally known as academies, to meet. Academies, that have attained a reputation for great thoroughness, will survive and flourish, and others will be established. Still others may continue, through an alliance with the State and city systems, such as has been effected in New York and Maine, and is being attempted now in Texas. But unless some new and now unlooked for hinderance should arise, the public high school, from its greater openness and cheapness, and from the likelihood of full equipment and firm permanence which comes out of public wealth that lies behind it, must become the ordinary means of preparation alike for the more elevated walks of business and for the advanced culture of the scientific school or university. In proportion as it does become such, there ought to be full information given respecting the number of the pupils trained in it, the ratio of these that proceed to graduation, the course of study pursued within its walls, and the extent to which this course of study may be prosecuted. On these points there has been improvement in the last two years, in the reports of both State and city superintendents of instruction. But in many cases there is room for large improvement still. A glance at the abstracts from reports of secondary training for the greater portion of our States and Territories will show in how very few of these is there any definite general information respecting either the number of the public high schools, the attendance on them, or the studies prosecuted in them. Further light in these directions would be warmly welcomed, and would greatly help to round out a report which, fairly complete as to the lower and higher stages of instruction, is still deficient in the information needed as to this important link between the two

TABLE VI.—PART I.—

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama.....	3	6	.....	212	205	7	152	81	15
California.....	3	33	3	890	880	10	665	175	100
Connecticut.....	10	21	12	369	364	5	263	106	61
Delaware.....	2	12	2	191	169	22	121	100	40
Georgia.....	10	13	.....	463	457	6	329	210	8
Illinois.....	4	16	5	189	185	4	102	53	64
Indiana.....	2	9	.....	331	331	.....	81	16	23
Kentucky.....	4	11	.....	227	227	.....	152	138	34
Louisiana.....	5	17	1	591	582	9	469	34	272
Maine.....	1	1	1	37	37	.....	31	8	5
Maryland.....	20	71	6	1,007	1,000	7	626	373	298
Massachusetts.....	8	21	7	229	229	.....	138	90	34
Minnesota.....	1	9	.....	105	105	.....	83	22	18
Mississippi.....	5	12	.....	228	228	.....	114	50	9
Missouri.....	4	19	3	400	400	.....	361	81	107
New Hampshire.....	1	2	.....	12	12	.....	4	8	8
New Jersey.....	9	38	10	624	624	.....	403	195	63
New York.....	44	210	49	3,882	3,862	20	2,653	983	854
North Carolina.....	11	26	2	642	637	5	381	310	74
Ohio.....	7	35	1	476	476	.....	455	39	362
Oregon.....	2	9	1	145	145	.....	90	37	26
Pennsylvania.....	24	131	39	2,136	2,132	4	1,448	543	516
South Carolina.....	1	1	.....	27	27	.....	27	2	.....
Tennessee.....	4	9	.....	301	301	.....	228	109	2
Texas.....	1	10	0	310	310	.....	310	.....	220
Vermont.....	3	7	2	116	112	4	94	61	15
Virginia.....	13	32	6	669	655	14	362	258	123
West Virginia.....	1	2	.....	32	32	.....	25	6	7
Wisconsin.....	1	16	.....	245	245	.....	140	140	150
District of Columbia.....	9	23	1	539	539	.....	539	213	134
Indian Territory.....	1	2	1	60	60	.....	60	.....	.....
New Mexico.....	1	6	0	108	108	0	90	6	19
Total, Part 1.....	215	830	152	15,793	15,676	117	10,996	4,447	3,661
Total, Part 2.....	311	510	1,943	22,375	457	21,918	15,334	2,542	7,211
Total, Part 3.....	617	1,239	1,407	270,067	36,972	31,601	43,613	9,201	8,157
Grand total.....	1,143	2,579	3,502	2,108,235	53,111	53,636	69,943	16,190	19,029

a The number of each sex of 1,488

Schools for boys.

Number of students.				Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in libraries.	Average annual increase.	Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
10	6			1	1	1	900		\$30,000			
37	15	11	2	3	2	2	2,200	40	131,000			\$26,000
35	15	7	2	7	6	7	1,400	15	169,000	\$50,000	\$2,800	24,700
32	27	2	3	2	1	1	500		50,000			7,600
156	52	10	6	2	1		3,350		55,500	6,000	450	7,884
83	13	18	7	3	3	3	1,250	50	90,000			26,800
13	6			0	1	1	500		25,000			4,175
27	13	12	4	1			190		26,300		603	12,451
24	89	36	26	2	5	3	1,730	250	70,000			4,500
4	2	0	1	1		1	2,270		50,000	0	0	1,300
149	80	41	26	12	6	6	18,250	250	404,200	650,000	40,800	83,100
72	21	7	7	7	5	5	3,300	25	243,600			64,150
22	10	3		0	1	1	450	25	100,000	0	0	34,000
25	23	6			1	1			32,000		60	4,400
16	27	14	4	3	2	1	2,300		84,000	20,000	1,200	21,150
8	0			1	1	1	150		2,500			3,000
137	55	39	20	5	3	6	7,500	140	286,000	10,000	1,000	60,350
562	139	83	54	33	22	24	21,681	350	1,219,000	17,000	1,160	284,600
185	31	27	8	2	3		5,700	175	106,000	7,500	450	13,250
30	31	24	8	4	2	4	5,000	500	203,500			16,700
35	60	15		0	2	2	3,700	20	36,000			1,300
246	124	39	15	21	12	10	16,715	295	3,517,000	100,000	182,060	124,380
94	15	17		1	1				14,000			10,142
		(10)		1	1	1	1,200					
31	4	2		2	3	3	3,400	25	68,000	0	0	16,000
72	19	39	4	3	3	3	2,150	100	114,000	350	35	32,312
3	0	0	0	1	0	0			40,000		500	1,000
61	23	22	10		1	1	7,000					
				0			380		\$1,000			7,700
				0			1,000		12,000		8,000	
5	0	8	0	0	1	1	600		18,000	0	0	7,560
2,174	900	492	207	121	91	89	114,816	2,260	7,268,600	890,850	239,118	905,514
98	38	25	23	274	259	273	122,885	1,645	6,175,605	35,550	4,735	893,390
4,019	1,841	877	353	323	372	383	266,316	5,329	12,193,362	2,315,543	214,239	1,040,927
6,291	2,779	1,394	583	718	722	745	504,017	9,234	25,637,567	3,241,943	458,092	2,841,331

of these is not reported

Of the 1,143 institutions of this grade, it will be observed that 215 are exclusively for boys, 311 for girls, and 617 for girls and boys together. In those for boys there are 830 men and 152 women instructors; in those for girls, 510 men and 1,943 women instructors; in those for girls and boys, there are 1,239 men and 1,407 women teachers. Of the 103,235 students, the sex of 1,488 is not reported. The remaining number is nearly equally divided between the sexes, 53,111 being boys and 53,636 being girls. Sixty-nine thousand nine hundred and forty-three are reported in the English course; 16,190 in the classical; 19,029 in modern languages. Preparing for the classical course in college there are 2,174 in the schools for boys; 98 in the girls' schools, 4,019 in the mixed schools, or a total of 6,291. Preparing for the scientific course in colleges there are 900 in the boys' schools, 38 in the girls' schools, and 1,841 in the so-called mixed schools, or a total of 2,779. In 718 of these institutions drawing is taught, in 722 vocal music, and in 745 instrumental music. They have 504,017 volumes in libraries. The value of grounds, buildings, and apparatus is reported as \$25,637,567, the amount of productive funds as only \$3,241,943. Here is where wealth may find ample room to confer its aid, to bestow its benefactions. The income from tuition is reported at \$2,841,831.

TABLE VI.—PART 2.—Schools for girls.

States and Territories.	Number of schools.	Instructors.		Number of students.									
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama	1	2	2	85	20	65	75	10	.....	5	5	1	.....
California	12	27	102	1,482	40	1,442	1,018	62	461	3	25	.....	15
Connecticut	13	19	69	722	10	712	427	51	193	3	.....	.....	.....
Delaware.....	1	1	4	30	.....	30	30	10	30	.....	.....	.....	.....
Florida.....	2	.....	22	353	.....	353	353	40	153	.....	.....	.....	.....
Georgia.....	3	1	9	113	4	109	113	33	36	5	.....	5	.....
Illinois.....	8	21	91	1,235	21	1,214	527	108	218	.....	.....	.....	.....
Indiana.....	3	.....	20	580	30	550	530	35	46	.....	.....	.....	.....
Iowa.....	1	0	4	70	20	50	.....	.....	.....	.....	.....	.....	.....
Kansas.....	1	.....	17	76	.....	76	50	.....	8	0	0	0	0
Kentucky.....	12	16	77	976	23	943	835	92	219	2	.....	.....	.....
Louisiana.....	6	9	35	312	0	312	302	45	210	.....	.....	.....	.....
Maine.....	4	3	16	146	6	140	146	55	113	.....	.....	.....	.....
Maryland.....	14	31	92	772	4	768	490	176	335	.....	.....	.....	.....
Massachusetts.....	18	27	101	993	12	981	505	84	405	9	.....	2	.....
Michigan.....	2	2	12	160	.....	160	140	.....	30	.....	.....	.....	.....
Minnesota.....	3	2	15	170	.....	170	170	6	18	2	.....	.....	.....
Mississippi.....	3	2	10	146	.....	146	140	16	.....	10	.....	.....	.....
Missouri.....	3	8	19	320	7	313	140	40	95	.....	.....	.....	.....
Nebraska.....	1	1	6	70	10	60	.....	.....	.....	.....	.....	.....	.....
New Hampshire...	3	5	12	92	.....	92	72	15	31	2	.....	.....	.....
New Jersey.....	12	22	60	460	16	444	245	12	139	6	.....	.....	.....
New York.....	64	163	443	4,764	116	4,648	3,343	697	2,069	8	.....	2	.....
North Carolina...	4	8	16	285	9	276	266	50	53	.....	.....	.....	.....
Ohio.....	8	2	58	1,236	4	1,232	310	79	62	2	.....	1	.....
Pennsylvania.....	33	51	215	1,870	37	1,833	1,234	323	767	.....	.....	.....	7
Rhode Island.....	2	7	7	27	.....	27	20	12	25	.....	.....	.....	.....
South Carolina...	4	3	10	204	8	196	204	56	11	.....	.....	.....	.....
Tennessee.....	13	17	53	869	15	854	586	114	141	11	7	10	.....
Texas.....	4	4	24	287	.....	287	237	22	84	.....	.....	.....	.....
Vermont.....	4	2	20	208	.....	208	190	37	59	1	.....	.....	.....
Virginia.....	10	9	55	609	21	588	490	103	100	29	1	2	.....
West Virginia....	3	1	6	96	.....	96	96	2	7	.....	.....	.....	.....
Wisconsin.....	5	7	61	717	.....	717	617	48	521	.....	.....	.....	1
Dist. of Columbia..	25	23	138	1,258	10	1,248	1,108	107	551	.....	.....	.....	.....
Colorado.....	2	1	17	196	.....	196	188	2	16	.....	.....	.....	.....
Indian Ter.....	2	2	5	137	4	133	137	.....	.....	.....	.....	2	.....
New Mexico.....	1	.....	12	180	.....	180	.....	.....	.....	.....	.....	.....	.....
Washington.....	1	1	5	69	5	64	.....	.....	.....	0	0	0	0
Total part 2...	311	510	1,943	22,375	457	21,918	15,334	2,542	7,211	98	38	25	23

TABLE VI.—PART 2.—*Schools for girls*—Concluded.

States and Territories.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in libraries.	Average annual increase.	Property, income, &c.			
						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	0	1	1			\$2,000			\$1,500
California.....	12	12	12	6,700	160	313,000	\$5,000	\$500	114,220
Connecticut.....	11	11	12	3,975		244,000			21,340
Delaware.....	1	1	1	1,000					
Florida.....	2	2	2	900					3,313
Georgia.....	2	3	3			16,000			5,600
Illinois.....	6	8	8	4,000		520,000			64,500
Indiana.....	2	1	3	500		55,000			6,500
Iowa.....	1	1	1			10,000		510	1,200
Kansas.....	1	1	1	0		30,000			4,000
Kentucky.....	10	12	11	7,400	262	423,150		2,150	50,906
Louisiana.....	6	6	6	3,000	62	58,100			24,200
Maine.....	3	4	4	900		84,000			5,000
Maryland.....	14	11	11	3,600		239,600			75,861
Massachusetts.....	18	13	14	3,075	50	125,000	50		34,064
Michigan.....	2	2	2	500	25				2,500
Minnesota.....	3	2	3	175	20	78,000			8,275
Mississippi.....	2	3	2	600		39,000			2,200
Missouri.....	2	3	3	1,500	100	13,500			27,900
Nebraska.....	1	1	1	1,500		15,000			8,000
New Hampshire.....	2	2	3	100		45,000			750
New Jersey.....	12	10	10	2,250	80	200,250			27,240
New York.....	61	54	58	24,954	265	1,736,905	30,500	1,575	157,575
North Carolina.....	3	3	4	400	6	78,500			8,500
Ohio.....	7	6	7	5,800	100	130,000			26,750
Pennsylvania.....	32	24	21	17,550	300	580,800			112,570
Rhode Island.....	2	2	2	500		1,000			
South Carolina.....		3	4	700		37,000			6,200
Tennessee.....	9	13	13	8,200		125,500			33,100
Texas.....	3	4	4	921		10,000			5,500
Vermont.....	4	3	4	2,500		10,000			3,000
Virginia.....	7	8	10	1,900		92,800			14,984
West Virginia.....	2	3	3	3,700		110,000			1,591
Wisconsin.....	5	5	5	5,250	115	235,000			14,551
District of Columbia.....	22	10	10	7,825	50	351,000			2,000
Colorado.....	2	2	2	900	50	78,000			16,500
Indian Ter.....		1	1	60		75,000			
New Mexico.....	1	1	1						
Washington.....	1	1	1	50		8,500	0	0	3,500
Total part 2.....	274	259	273	122,885	1,645	6,175,605	35,550	4,735	295,390

TABLE VI.—PART 3.—Schools for boys and girls.

States and Territories.	Number of schools.		Number of students.										
	Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	
Alabama	4	7	11	470	245	225	467	40	25	29	.....	6	.....
Arkansas	5	8	5	449	248	201	386	58	10	10	5	3	.....
California	7	13	16	799	394	405	675	104	157	27	40	5	17
Connecticut	20	23	27	942	529	413	560	203	86	74	9	14	4
Delaware.....	9	14	14	514	288	226	361	81	50	31	8	3	5
Florida.....	3	4	4	167	94	73	159	39	13	12	.....	0	0
Georgia	12	20	17	1,007	539	468	873	290	71	119	25	31	11
Illinois	16	39	39	2,539	1,261	1,278	1,437	317	573	169	69	39	19
Indiana	10	16	25	1,750	927	823	453	74	43	19	17	16	9
Iowa	26	56	52	a3,548	1,733	1,540	2,228	403	183	260	124	91	13
Kansas.....	2	4	1	122	56	66	16	3	2	3	.....	.....	.....
Kentucky.....	25	41	52	b2,335	1,175	1,111	1,555	358	316	191	105	26	4
Louisiana.....	2	7	10	296	157	139	296	19	155	19	0	1	0
Maine	27	46	40	c2,420	1,163	1,157	1,504	363	272	155	25	23	4
Maryland.....	8	32	15	1,336	904	432	1,242	94	985	53	6	12	.....
Massachusetts...	30	50	61	2,612	1,333	1,279	1,553	580	437	159	33	44	14
Michigan.....	2	5	5	269	151	118	217	7	251	1	.....	.....	.....
Minnesota.....	8	8	21	826	430	396	705	49	209	18	8	3	.....
Mississippi.....	8	10	17	962	501	461	464	60	26	56	15	18	2
Missouri.....	11	18	33	c827	390	337	510	73	41	75	51	4	.....
New Hampshire.	31	59	57	d3,340	1,765	1,513	2,297	630	286	190	40	24	20
New Jersey.....	26	66	76	e2,314	1,248	875	1,313	364	321	157	69	19	16
New York.....	125	308	410	f19,451	10,490	8,720	11,350	1,876	1,862	842	328	190	71
North Carolina..	16	20	19	900	502	398	607	162	76	74	50	15	9
Ohio	32	64	60	3,216	1,678	1,538	1,607	484	315	120	108	27	5
Oregon.....	2	3	7	265	127	138	66	39	6	2	.....	5	2
Pennsylvania...	37	103	92	4,455	2,620	1,835	2,761	753	403	228	104	45	22
Rhode Island....	3	11	7	269	164	105	154	130	46	32	.....	7	1
South Carolina..	4	6	10	532	229	303	449	59	.....	11	4	7	.....
Tennessee.....	46	69	55	g4,278	2,270	1,838	2,875	575	144	397	403	129	75
Texas.....	8	17	12	1,166	601	565	1,106	129	163	103	90	10	15
Vermont.....	26	48	55	h2,617	1,191	1,126	1,548	591	96	278	39	31	5
Virginia.....	5	8	2	347	220	127	229	40	15	30	20	12	3
West Virginia...	4	.....	25	777	285	492	777	.....	421	.....	.....	.....	.....
Wisconsin.....	6	23	23	965	571	394	82	118	56	34	31	17	7
Dist. of Columbia	3	.....	7	95	58	37	95	.....	15	.....	.....	.....	.....
New Mexico.....	1	1	2	58	29	29	55	3	0	3	0	.....	.....
Utah.....	6	9	22	808	402	406	581	33	27	38	15	.....	.....
Washington.....	1	3	1	24	10	14	.....	.....	.....	.....	.....	.....	.....
Total part 3...	617	1,239	1,407	i70,067	36,978	31,601	43,613	9,201	8,157	4,019	1,841	877	353

a The number of each sex of 275 of these is not reported. b The number of each sex of 49 of these is not reported. c The number of each sex of 100 of these is not reported. d The number of each sex of 62 of these is not reported. e The number of each sex of 191 of these is not reported. f The number of each sex of 241 of these is not reported. g The number of each sex of 170 of these is not reported. h The number of each sex of 300 of these is not reported. i The number of each sex of 1,488 of these is not reported.

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TABLE VI.—PART 3.—Schools for boys and girls—Concluded.

States and Territories.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in library.	Average annual increase.	Property, income, &c.			
						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	1	2	2	4,000	20	\$13,500	.....	.....	\$5,200
Arkansas.....	1	3	3	.....	.....	26,000	.....	.....	6,554
California.....	6	6	4	1,087	40	59,200	\$20,000	\$2,000	19,550
Connecticut.....	10	10	12	4,400	390	187,500	101,500	7,820	20,963
Delaware.....	4	4	5	925	.....	61,000	6,200	300	11,050
Florida.....	.....	1	.....	1,050	.....	9,500	.....	.....	1,600
Georgia.....	6	6	7	2,440	309	105,600	16,200	1,800	40,450
Illinois.....	12	13	14	5,340	110	636,500	37,100	3,350	34,021
Indiana.....	3	6	5	6,650	13	115,000	45,800	6,450	17,739
Iowa.....	12	15	19	4,611	149	257,832	98,000	6,540	35,031
Kansas.....	1	2	1	100	.....	11,500	.....	.....	75
Kentucky.....	8	18	19	3,460	.....	196,500	4,000	180	46,313
Louisiana.....	0	1	1	2,000	100	35,000	0	0	10,000
Maine.....	10	14	13	8,248	100	317,750	143,267	7,511	18,751
Maryland.....	4	4	4	4,300	70	190,000	4,000	.....	16,925
Massachusetts...	22	16	11	15,654	438	\$11,100	\$21,513	\$2,439	\$9,831
Michigan.....	1	1	1	710	10	40,000	7,000	700	7,425
Minnesota.....	4	6	5	1,333	.....	88,500	8,000	800	9,290
Mississippi.....	2	3	6	.....	.....	52,200	2,000	.....	5,300
Missouri.....	5	8	9	3,750	12	166,000	6,000	.....	6,870
New Hampshire..	14	18	16	14,162	106	401,400	187,344	11,433	30,434
New Jersey.....	19	20	20	16,549	100	722,635	182,000	11,790	86,328
New York.....	91	79	90	111,437	2,304	4,462,521	450,769	83,365	243,269
North Carolina..	6	7	8	5,700	3	56,300	10,000	600	14,050
Ohio.....	10	20	18	5,802	100	480,639	117,550	10,505	33,378
Oregon.....	2	2	2	1,250	.....	28,000	300	36	3,982
Pennsylvania...	24	26	27	19,454	375	745,935	2,500	200	84,700
Rhode Island....	3	1	0	3,500	75	710,000	135,000	8,300	45,054
South Carolina...	2	2	1	1,700	.....	51,000	.....	.....	700
Tennessee.....	10	25	24	5,197	120	253,900	17,300	1,230	46,137
Texas.....	4	4	5	969	.....	55,000	.....	.....	13,699
Vermont.....	14	12	18	5,812	185	442,500	68,200	3,937	25,008
Virginia.....	0	1	1	.....	.....	13,550	5,000	300	3,050
West Virginia...	1	2	2	1,000	.....	73,000	.....	.....	5,560
Wisconsin.....	4	5	4	2,273	150	153,300	11,000	1,650	18,990
Dist. of Columbia.	2	2	2	.....	.....	.....	.....	.....	.....
New Mexico.....	0	0	0	0	.....	5,500	0	0	800
Utah.....	4	6	3	800	50	23,000	.....	.....	11,900
Washington.....	1	1	1	150	.....	45,000	8,000	1,000	1,500
Total part 3....	323	372	383	266,316	5,329	12,193,362	2,315,543	214,239	1,040,927

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. Prior to 1873 these schools were not separated from those for secondary instruction. The following is a comparative statement of the statistics of these schools as reported to the Bureau for 1873, 1874, and 1875:

	1873.	1874.	1875.
Number of institutions	86	91	102
Number of instructors	690	697	746
Number of students	12, 487	11, 414	12, 954

These preparatory schools are another class also doing the work of secondary instruction, but having special reference to the preparation of students for admission to our colleges. In some cases they are a part of the college organization.

TABLE VIII.—*Preparatory schools.*

States and Territories.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama	1	12	15		216		
California	5	34	53	74	283	24	8
Connecticut	6	57	427	51	586	57	20
Georgia	1	2	4	2	80	2	1
Illinois	2	23	109	40	88	15	
Iowa	2	8	a78		26		
Maine	7	34	263	22	484	36	1
Maryland	2	16	19	2	284	2	
Massachusetts	23	152	1, 194	120	b1, 247	164	52
New Hampshire	5	40	406	4	333	70	2
New Jersey	5	31	166	32	124	31	16
New York	17	167	563	218	1, 769	104	53
Ohio	3	24	327	50	479	51	49
Pennsylvania	7	49	119	47	751	25	11
Rhode Island	5	45	230	24	538	16	3
South Carolina	2	6	11		198		
Texas	1	3	10	20	240		
Vermont	2	18	65	17	116	13	4
Virginia	3	9	57	23	46	20	3
Wisconsin	2	12	36	32	116	13	3
Colorado	1	4	6	8	6	2	
Total	c102	746	a4, 153	786	b8, 010	645	226

a Includes 60 students in Burlington Collegiate Institute, unclassified.

b Includes 349 students, unclassified.

c The table contains the names of 6 schools from which no statistics have been received.

TABLE VII.—*Preparatory schools*—Concluded.

States and Territories.	Libraries.		Property, income, &c.			
	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	300	.....	.....	0	0	.....
California.....	5,497	520	208,000	.....	.....	13,300
Connecticut.....	6,900	240	410,000	100,000	6,642	12,443
Georgia.....	.....	.....	10,000	.....	.....	2,100
Illinois.....	4,600	100	120,000	.....	.....	.....
Iowa.....	2,300	.....	170,000	12,500	1,250	3,150
Maine.....	3,240	75	99,000	10,000	600	9,050
Maryland.....	3,000	.....	73,000	.....	.....	1,000
Massachusetts.....	22,250	145	1,097,500	366,700	23,950	149,001
New Hampshire.....	5,325	71	299,000	173,000	11,500	11,500
New Jersey.....	2,030	.....	256,000	.....	.....	6,852
New York.....	14,214	455	1,217,757	200,393	15,610	72,986
Ohio.....	500	50	50,000	.....	.....	19,700
Pennsylvania.....	3,200	340	354,000	60,000	4,200	35,228
Rhode Island.....	4,500	125	246,000	100,000	7,000	23,469
South Carolina.....	882	.....	40,000	.....	.....	210
Texas.....	1,200	.....	.....	.....	.....	.....
Vermont.....	1,400	.....	32,000	40,000	2,000	2,000
Virginia.....	1,050	25	33,000	.....	.....	8,200
Wisconsin.....	1,500	.....	80,000	.....	.....	7,500
Colorado.....	2,000	50	20,000	.....	.....	1,000
Total.....	86,488	2,196	4,815,257	1,062,593	72,782	383,989

It will be noticed that there are in these preparatory schools 4,158 reported preparing for a classical course in college, and 786 for the scientific course. These, increased by the number in the other secondary institutions reported preparing for these courses in college, give 10,449 for the classical and 3,565 for the scientific, or a total of 14,014. The income of these preparatory schools is also chiefly from tuition. They are greatly in need of endowments.

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior education of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils, from 1870 to 1875, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions.....	33	136	175	205	209	222
Number of instructors.....	378	1,163	1,617	2,120	2,285	2,405
Number of students.....	5,337	12,841	11,238	24,613	23,445	23,795

Connected with these institutions are some of the marked features of our educational progress. The demand which creates them is significant. The manner of supporting them, though not always the best, we believe is steadily improving.

TABLE VIII.—*Superior instruction of women.*

States.	Number of institutions.	Corps of instruction.			Preparatory department.		Collegiate department.	
		Total.	Male.	Female.	Instructors.	Students.	Number of students in regular course.	Number of students in special or partial course.
Alabama.....	11	83	19	64	11	278	562	71
California.....	2	43	4	39	.....	130	50	.....
Connecticut.....	5	45	12	33	1	50	.....	.....
Georgia.....	20	117	44	73	15	611	1,066	32
Illinois.....	8	104	13	91	10	300	380	151
Indiana.....	3	19	5	14	3	60	104	.....
Iowa.....	2	25	2	23	.....	.....	.....	.....
Kentucky.....	18	127	38	89	23	502	864	21
Louisiana.....	1	4	1	3	.....	25	20	.....
Maine.....	1	14	9	5	.....	.....	.....	.....
Maryland.....	6	56	11	45	2	66	227	4
Massachusetts.....	10	171	57	114	2	332	688	21
Michigan.....	2	17	2	15	2	46	129	18
Minnesota.....	2	16	4	12	.....	2	69	.....
Mississippi.....	7	44	13	31	10	318	405	15
Missouri.....	11	<i>a</i> 88	17	68	5	297	463	5
New Hampshire.....	3	26	4	22	3	135	41	23
New Jersey.....	4	49	16	33	1	54	81	7
New York.....	17	256	51	205	70	1,155	529	93
North Carolina.....	9	97	26	71	5	122	414	47
Ohio.....	13	137	36	101	2	210	710	137
Oregon.....	1	10	.....	10	.....	.....	.....	.....
Pennsylvania.....	17	225	66	159	9	508	365	122
South Carolina.....	4	35	13	22	3	87	335	29
Tennessee.....	17	<i>b</i> 119	38	74	16	451	916	104
Texas.....	9	54	17	37	4	209	321	4
Vermont.....	1	8	4	4	.....	34	52	.....
Virginia.....	13	138	56	82	17	249	585	81
West Virginia.....	2	22	3	19	.....	60	.....	.....
Wisconsin.....	3	38	4	34	4	125	216	6
Total.....	222	<i>c</i> 2,187	585	1,592	218	6,416	9,592	991

a Includes 3, sex not reported.*b* Includes 7, sex not reported.*c* Includes 10, sex not reported.

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TABLE VIII.—*Superior instruction of women—Concluded.*

States.	Collegiate department.		Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
	Number of post-graduate students.	Total number of students in collegiate department.		Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	22	787	10	11,875	100	\$486,500	\$3,000	\$300	\$62,335
California.....	1	200	1	2,600	.....	20,000	.....	.....	8,000
Connecticut.....	1	275	.....	5,800	200	240,000	.....	.....	.....
Georgia.....	11	1,211	17	13,750	150	437,000	.....	.....	73,627
Illinois.....	3	734	6	12,398	235	512,000	4,000	380	92,360
Indiana.....	4	182	2	1,500	.....	115,000	.....	.....	14,953
Iowa.....	.....	238	2	1,400	.....	25,000	.....	.....	.....
Kentucky.....	6	1,321	14	8,200	105	540,000	.....	.....	89,210
Louisiana.....	.....	20	1	300	.....	30,000	20,000	1,600	3,500
Maine.....	.....	180	1	4,500	50	150,000	50,000	5,000	8,000
Maryland.....	.....	384	2	9,253	.....	196,000	20,000	800	22,500
Massachusetts.....	4	1,033	1	31,650	275	1,365,000	400,000	31,000	155,836
Michigan.....	9	156	1	1,000	63	100,000	0	0	15,000
Minnesota.....	.....	149	1	600	.....	25,000	.....	.....	3,500
Mississippi.....	2	422	7	3,700	60	255,000	.....	.....	38,162
Missouri.....	11	669	9	4,100	75	307,500	20,000	1,200	62,430
New Hampshire.....	17	177	2	1,910	15	145,000	161,120	14,150	5,525
New Jersey.....	3	326	2	4,000	.....	345,000	.....	.....	26,000
New York.....	19	1,661	4	31,041	450	2,119,200	40,400	2,524	135,172
North Carolina.....	5	745	6	5,300	.....	317,000	5,500	.....	15,000
Ohio.....	7	1,235	6	12,600	150	910,000	.....	.....	60,657
Oregon.....	.....	120	.....	.....	.....	20,000	.....	.....	.....
Pennsylvania.....	10	1,189	7	25,145	425	795,000	41,950	2,675	104,495
South Carolina.....	2	406	4	1,000	25	100,000	.....	.....	15,900
Tennessee.....	28	1,467	17	12,230	230	389,000	500	.....	82,150
Texas.....	1	536	6	1,800	.....	137,500	6,000	600	21,500
Vermont.....	.....	166	.....	.....	.....	60,000	.....	.....	3,500
Virginia.....	8	1,112	11	7,150	100	458,400	.....	.....	49,400
West Virginia.....	.....	50	1	600	.....	30,000	.....	.....	.....
Wisconsin.....	6	228	3	1,621	.....	155,000	6,200	470	24,000
Total.....	180	17,379	144	217,023	2,708	10,805,100	778,670	60,699	1,198,712

a Classification not reported in all cases.

This table presents, in a considerable detail, the capacity and workings of these institutions for the superior instruction of women. Looking down the column of productive funds, it will be seen how feebly they are endowed. Observing the number of volumes in their libraries, we find how inadequately they are furnished with aids for research. The State of New York has the largest amount invested in grounds, buildings, and apparatus, the amount reported so invested being \$2,119,200. Massachusetts is next in this particular, reporting \$1,365,000, and is immediately to open two other important institutions of this character, the Smith College at Northampton, Mass., and Wellesley College at Wellesley, Mass.

Degrees conferred by institutions for the superior instruction of women.

States.	No. of degrees.	States.	No. of degrees.
Alabama	25	Nebraska	
Arkansas		Nevada	
California		New Hampshire	
Connecticut		New Jersey	12
Delaware		New York	
Florida		North Carolina	11
Georgia	49	Ohio	60
Illinois	14	Oregon	
Indiana	5	Pennsylvania	54
Iowa		Rhode Island	
Kansas		South Carolina	43
Kentucky	21	Tennessee	141
Louisiana	7	Texas	3
Maine		Vermont	
Maryland	13	Virginia	1
Massachusetts		West Virginia	
Michigan		Wisconsin	3
Minnesota	5		
Mississippi	23	Total	490
Missouri			

By this statement of degrees reported, it appears that out of the 17,379 in attendance upon the collegiate departments of these institutions only 490 were graduated or given diplomas. This fact should be considered in all its bearings by the friends of woman's education.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1870 to 1875, inclusive.

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	266	290	296	323	343	355
Number of instructors	2,823	2,962	3,040	3,106	3,783	3,999
Number of students	49,163	49,827	45,617	52,053	56,692	58,894

In connection with these instructive summaries in regard to colleges and universities in the United States, the following quotations, having reference to Harvard College, the oldest and most renowned in the country, though dry in themselves, assume special interest, and are eminently fit to be recalled as we approach the close of the first century of our nation's history.

"The court agreed to give £400 towards a school or college, whereof £200 to be paid the next year, and £200 when the work is finished, and the next court to appoint where and what building."—(Records of Massachusetts Colony, vol. I. Proceedings of October 23, 1636.)

"The college is ordered to be at Newtown."—(Records of Massachusetts Colony, vol. I. Proceedings of November 15, 1637.)

"For the college, the governor, Mr. Winthrop, the deputy, Mr. Dudley, the treasurer, Mr. Bellingham, Mr. Humfrey, Mr. Herlakenden, M MStaughton, Mr. Cotton, Mr. Wilson, Mr. Dampont, Mr. Wells, Mr. Sheopard, and Mr. Peters, these or the greater part

of them, whereof Mr. Winthrop, Mr. Dudley, or Mr. Bellingham, to be always one, to take order for a college at Newtown."—(Vol. I. Proceedings of November 20, 1637.)

"It is ordered, that the college agreed upon formerly to be built at Cambridge shall be called Harvard College."—(Vol. I. Proceedings of March 13, 1638-9.)

"The ferry between Boston and Charlestown is granted to the college."—(Vol. I. Proceedings of October 7, 1640.)

"It was ordered that a letter should be sent to Mr. Humfrey to send in the £100 which is in his hand to further the college.

"Mr. Endecot, Mr. Downing, and Mr. Hawthorne are to dispose of the house which Mr. Peters bought, as they can, and return the money for the college."—(Vol. I. Proceedings of June 6, 1639.)

Gradual elevation of standard.—The elevation of the standard for admission referred to in the report for 1873, as proposed by several of the leading colleges, has gone gradually forward in 1874 and 1875. Thus Yale, since 1874, has required the candidates for admission to her course to be prepared in algebra up to the table of logarithms, instead of merely to quadratic equations, as before. The University of Michigan has added to its previous requirements, which were substantially equivalent to those of Yale, a considerable knowledge of important matters in composition and rhetoric; in physical, political, and ancient geography; a full acquaintance with Olney's Complete School Algebra and the first two parts of his geometry, including plane, spherical, and solid; with an outline of Roman history down to the battle of Actium, and of the history of the United States to the close of the revolutionary war, as well as the chief points of Greek history. Harvard in 1874 added to her demands a reasonable knowledge of English composition, and in 1875 the elements of French or German, while in 1876 the rudiments of botany, physics, chemistry, and astronomy are also to be required. Brown also proposes to raise considerably her standard of admission for that year. These advances in the terms on which students may enter college classes—not confined to the institutions mentioned, but only prominent in them—imply a correspondent advance throughout the course, prepares for it, and naturally lead to it.

More freedom in study.—A gradual increase of liberty of choice as to the studies that shall be pursued is another noticeable feature in the colleges. The old inflexible curriculum, from the Procrustean rigidity of which no one could be allowed to vary, is now rarely found. Where it exists in some department of an institution it is generally either flanked by correlated courses, any one of which may be prosecuted by a student, or is to be held to only up to a certain stated point, beyond which some measure of election is allowed as respects the studies to be followed. In southern colleges, where certain schools go to make up a full collegiate course, an almost entire freedom of choice exists as to the schools to be attended, the only restriction being that the student must exhibit proficiency in the studies of a given number in order to secure a specified degree. In western colleges, different parallel courses, any one of which may be pursued, offer the same freedom. In eastern institutions, scientific and other schools, standing beside the colleges, often give a like liberty of choice, while into the college curriculum itself it enters more and more. At Harvard, for example, an effort has been on foot to get into the freshman year all the required studies of the course, and such progress has been made in this direction that the president, in his report for 1874-75 of the sophomore, junior, and senior years, says, "Apart from exercises in writing there now remain in those years but a few fragments of required work, namely, bits of rhetoric, history, philosophy, and political economy." By certain anticipatory examinations, too, in studies of the freshman year, a freedom from further attention to these studies is secured, with liberty to devote the time thus gained to electives not in the ordinary course. And where Harvard leads in these directions other colleges are pretty sure to follow.

Intercollegiate contests.—Correspondent with these efforts on the part of collegiate authorities to elevate their standards and increase the freedom of their youthful charge,

is a matter set on foot by college students for the promotion of literary and oratoric culture among themselves. This is a holding of intercollegiate contests in oratory, involving comparisons of excellence in thought, composition, and delivery. The first of these contests occurred at Galesburg, Ill., February 27, 1874, under the auspices of the Adelphi Society, of Knox College, the representatives of five colleges, in Illinois, Wisconsin, and Iowa, competing for two prizes offered. The first prize here was assigned to Mr. T. B. Egbert, of the Chicago University, the second to Mr. G. T. Foster, of Beloit College, Wisconsin. The same day a permanent organization, with a view to annual contests of this kind among the western colleges, was formed, and under it, in May, 1875, representatives from the colleges of six States held a second competitive exhibition, at Indianapolis, Mr. M. J. Coultas, of Illinois, taking the first prize, and Mr. T. M. Graydon, of Iowa, the second.

A kindred association, aiming at improvement, not in oratory only, but in essay writing also, was formed among the students of some eastern colleges, and prizes of considerable value offered for excellence in either of these lines. The initial contest of this association was held at the Academy of Music in New York, January 7, 1875, eleven representatives, from Cornell, Lafayette, Princeton, Rutgers, and Williams Colleges, and the University of the City of New York, participating. Dr. John Hall presided, a brilliant audience was present, and six men of high literary distinction acted as judges of the excellence attained. Mr. John C. Tomlinson, of the New York University, was awarded the first prize in oratory for an oration on "The Cid," Walter D. Edmonds, of Williams College, taking the second; while in essays the successful contestants were Mr. Allen Marquand, of Princeton, and Mr. George H. Fitch, of Cornell, the former treating quite effectively the case of "Simeon Stylites." It was subsequently arranged that a wider field should be covered in the future, a competitive examination in mathematics preceding the contest in essay writing and in oratory, the place being again the city of New York, and the time for the public exercise the 4th of January, 1876. At that time Hamilton College took the first prize for oratory, in the person of Mr. Julian M. Elliot, while Cornell carried off the lion's share throughout, taking the second place in oratory, and the first in essay writing, in mathematics, and in Greek.

It may well be hoped, as Dr. Hall said, at the first of these exhibitions in New York, that out of such healthy literary rivalry between the colleges will come "wider and more comprehensive efforts on fields of exact study and culture, by which the intelligence of the country as well as the standard of the colleges will be advanced."

TABLE IX.—Universities

States and Territories.	Number of colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting students by classes.	Number not reporting.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number four years.	Number three years.	Number two years.	Number over four years.
Alabama	4	4	0	0	2	1	1	0	1	2			1
Arkansas	4	4	0	3	1			3	1	2	1		
California	13	13	0	2	8	1	2	2	3	8			2
Connecticut	3	3	0		3			0		3			
Delaware	1	1	0		1			0		1			
Georgia	6	6	0		6			1	1	4			1
Illinois	26	24	2	2	23	1		7	1	23			2
Indiana	19	16	3		19			3		12			7
Iowa	18	16	2	3	14	1		2		18			
Kansas	6	6	0	1	3		2	2	2	3	1		
Kentucky	14	14	0		13	1		3		9			5
Louisiana	6	6	0	2	4			2	1	4			1
Maine	3	3	0		3			0		3			
Maryland	8	8	0		6		2	2	1	5			2
Massachusetts	7	7	0		7			1		6			1
Michigan	8	8	0		8			1		7	1		
Minnesota	3	3	0		3			0		2			1
Mississippi	4	4	0		3	1		0	1	3			
Missouri	20	18	2	2	17	1		6	1	17			2
Nebraska	3	3	0		3			0		3			
Nevada	1	0	1	1				1	1				
New Hampshire	1	1	0		1			0		1			
New Jersey	4	4	0		4			0		2	1		1
New York	26	22	4	2	24			3	2	22			2
North Carolina	7	7	0	1	6			1	1	5			1
Ohio	33	33	0	2	30		1	7	2	28			3
Oregon	6	6	0	2	4			1		5			1
Pennsylvania	29	28	1	1	26	1	1	7	4	21			4
Rhode Island	1	1	0		1			0		1			
South Carolina	6	6	0		6			1		6			
Tennessee	21	21	0	1	19	1		7	2	18			1
Texas	12	9	3	4	7		1	2	1	10			1
Vermont	3	3	0		3			0		3			
Virginia	8	8	0		8			0	3	3			2
West Virginia	3	3	0		3			0		3			
Wisconsin	10	9	1	1	9			0		9			1
District of Columbia	4	4	0		4			0		4			
Colorado	2	2	0	1	1			2		2			
Utah	1	1	0	1				0	1				
Washington	1	0	1		1			0	1				
Total	355	335	20	32	304	9	10	67	31	278	4	0	42

and colleges.

States and Territories.	Number of colleges.		Preparatory department.					Number of students unclassified.	Collegiate department.						
			Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.		Number of graduate students.
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.				Male.	Female.	Male.	Female.	
Alabama.....	4	1	25	25	.....	15	10	131	45	148	.....	.....	.....	.....	.....
Arkansas.....	4	.....	a243	142	75	23	.....	.....	16	62	.....	.....	.....	.....	.....
California.....	13	11	a295	578	207	176	378	675	168	764	167	46	91	47	11
Connecticut.....	3	.....	.....	.....	.....	.....	.....	.....	57	847	827	6	14	.....	61
Delaware.....	1	0	0	0	0	0	0	.....	7	40	.....	.....	.....	.....	1
Georgia.....	6	1	188	174	14	60	25	.....	46	523	200	12	54	.....	5
Illinois.....	26	45	a3,103	1,924	737	657	650	150	297	1,663	586	116	329	163	37
Indiana.....	19	50	1,840	1,434	406	839	316	95	139	1,529	741	120	342	121	4
Iowa.....	18	52	2,939	1,800	1,139	640	462	200	151	725	336	152	121	101	4
Kansas.....	6	5	279	151	128	55	84	.....	36	138	20	6	36	26	1
Kentucky.....	14	13	825	659	166	235	207	166	93	862	174	16	48	60	3
Louisiana.....	6	3	294	196	98	44	82	.....	42	62	46	5	3	.....	1
Maine.....	3	2	48	45	3	43	5	.....	30	335	274	11	50	.....	.....
Maryland.....	8	37	359	347	12	195	97	.....	88	558	205	35	.....	.....	.....
Massachusetts.....	7	5	205	205	.....	205	.....	.....	127	1,558	1,507	20	22	9	60
Michigan.....	8	21	1,410	737	673	177	193	.....	94	741	314	73	188	97	15
Minnesota.....	3	3	303	206	97	96	123	.....	41	183	91	3	70	5	.....
Mississippi.....	4	6	186	151	35	78	17	75	25	177	64	6	14	9	4
Missouri.....	20	47	1,956	1,535	401	694	143	271	204	890	222	71	121	57	7
Nebraska.....	3	1	a260	154	44	73	58	.....	21	46	18	11	10	1	.....
Nevada.....	1	1	31	15	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	1	0	0	0	0	0	0	.....	37	357	281	.....	76	.....	0
New Jersey.....	4	3	93	93	.....	42	38	.....	51	712	613	.....	99	.....	6
New York.....	26	75	2,830	2,299	531	1,456	612	.....	411	3,122	1,528	352	660	105	60
North Carolina.....	7	.....	a426	274	69	168	130	.....	50	433	*264	.....	84	.....	.....
Ohio.....	33	58	3,415	2,411	1,004	1,203	640	106	241	2,409	1,317	177	447	394	23
Oregon.....	6	10	761	429	332	45	97	.....	29	160	50	27	48	41	.....
Pennsylvania.....	29	45	a1,727	1,484	218	674	346	310	309	2,087	1,257	51	409	42	20
Rhode Island.....	1	0	0	0	0	0	0	.....	15	255	255	.....	.....	.....	0
South Carolina.....	6	4	322	322	.....	224	6	.....	36	357	290	.....	67	.....	.....
Tennessee.....	21	34	1,442	1,176	266	553	335	186	137	1,354	482	83	71	7	35
Texas.....	12	24	1,080	646	434	224	343	.....	62	635	293	140	54	53	.....
Vermont.....	3	.....	10	10	.....	.....	7	.....	22	184	115	9	13	6	.....
Virginia.....	8	5	158	158	.....	40	25	.....	75	1,259	290	.....	.....	.....	4
West Virginia.....	3	3	148	141	7	32	30	.....	24	205	125	.....	75	.....	.....
Wisconsin.....	10	35	1,359	1,007	352	327	338	.....	98	742	413	38	160	108	7
Dist. of Columbia.....	4	9	304	304	.....	117	74	.....	45	147	97	.....	2	.....	.....
Colorado.....	2	.....	52	31	21	22	9	.....	7	17	6	3	5	3	.....
Utah.....	1	4	291	172	119	.....	.....	.....	4	.....	.....	.....	.....	.....	.....
Washington.....	1	.....	.....	.....	.....	.....	.....	.....	3	56	.....	.....	.....	.....	.....
Total.....	355	613	a29,807	21,455	7,604	9,432	5,880	2,365	3,326	26,353	13,526	1,529	3,783	1,455	369
Number of colleges reporting.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Sex not reported in all cases.

LXXXII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE IX.—Universities and colleges—Concluded.

Volumes in libraries.			Property, income, &c.					
Number in college libraries.	Average annual increase.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
12,000	300	2,300	\$405,000	\$320,000	\$26,000	\$55,500		
400	.....	.....	96,000	21,500	2,150	5,100		
39,325	45	7,280	1,524,745	844,900	236,015	150,463	\$84,800	
122,000	.....	19,000	1,233,760	985,839	68,496	68,008		\$60,000
6,000	50	1,200	75,000	83,000	5,000	1,000	3,000	0
25,300	.....	10,600	555,600	543,000	41,500	19,000	8,000	300
98,552	76	13,991	2,817,400	1,562,000	114,193	105,730		55,500
64,025	400	20,292	1,392,500	1,037,000	75,960	39,523	23,000	40,750
35,095	510	7,619	960,548	737,585	62,145	48,554	23,000	38,032
7,558	236	150	425,000	50,500	5,533	13,242	18,201	
35,350	274	10,150	761,000	768,000	32,272	60,877	278	100,000
18,700	200	2,350	355,555	138,000	.....	14,849		
33,545	1,100	17,150	648,850	520,500	33,400	36,000	0	85,060
40,500	275	5,205	410,000	3,000,000	190,000	57,788	25,000	
243,534	9,290	28,000	4,025,000	2,276,234	161,057	191,035		681,258
39,300	.....	2,075	640,250	586,426	47,377	39,076	83,150	85,000
14,175	622	983	190,877	319,537	16,899	4,560	19,000	3,000
7,797	.....	3,655	374,000	48,000	4,400	6,000	28,000	
68,025	1,600	9,520	1,206,850	696,000	114,447	144,680		75,000
3,150	200	200	181,000	33,785	2,478	8,614	20,000	
.....
30,000	700	27,000	160,000	350,000	21,000	15,000	0	100,000
42,714	1,100	16,700	1,608,400	1,252,405	77,750	24,987		92,185
221,132	3,565	19,700	6,545,332	8,877,018	563,152	338,313	193,987	420,392
24,700	350	32,300	450,000	330,450	7,200	30,930	7,500	
101,907	2,425	56,558	2,807,512	1,875,145	142,185	78,002	21,730	218,662
7,881	.....	500	195,861	163,349	15,494	13,232	5,000	67,000
123,643	2,742	66,055	4,401,000	2,034,300	148,180	231,588		72,000
45,000	1,000	0	1,500,000	642,555	43,043	31,265	0	57,725
50,500	200	9,750	784,000	484,000	26,600	7,498	41,050	48,600
33,620	775	6,600	1,327,500	948,200	55,387	60,590	125	24,000
12,400	280	4,161	390,600	129,000	3,500	53,540	420	31,200
28,521	450	4,400	274,400	209,250	13,981	9,200		64,500
83,580	1,250	33,600	672,000	393,000	25,780	38,878	20,000	92,485
8,080	.....	3,150	286,000	180,000	11,410	5,873	22,477	0
37,470	1,930	4,643	943,125	762,107	53,332	123,377	17,303	15,000
47,750	.....	3,100	420,000	.....	.....	529		
.....	.....	.....	30,000	.....	.....	.....	.....	.....
2,394	94	.....	1,500	.....	.....	3,671	2,500	.....
500	.....	.....	.....	.....	.....	.....	.....	.....
1,806,173	32,039	449,937	41,076,105	33,252,585	2,453,336	2,136,062	667,521	2,527,649
.....
288	97	159	321	189	181	254	29	65

a Includes \$1,000,000, total valuation of the property of Tufts College.

This table brings into a single conspicuous view leading generalizations drawn from a large number of details found in the statistics given elsewhere in reference to these institutions. Here we see whether they have or have not preparatory departments, students in the collegiate course, graduates, students, productive funds, apparatus libraries, or aid from the State. Three hundred and fifty-five institutions are reported. Those having preparatory courses have in them 613 instructors and 29,807 students. In collegiate departments there are reported 3,386 instructors, and 26,353 students. Among the whole there are 369 graduate students. Of these, 61 are in Connecticut, 37 in Illinois, 60 in Massachusetts, 15 in Michigan, 60 in New York, 35 in Tennessee, 23 in Ohio, and 20 in Pennsylvania. These institutions report \$41,076,105 invested in buildings and apparatus; \$33,252,585 in permanent funds. Their receipts from tuition fees, \$2,136,062; their receipts from State aid, \$667,521. They report in college libraries 1,806,173 volumes; in society libraries, 449,937 volumes. These institutions are in a special sense American. The church, the state, and private individuals have made them the object of their large benefactions to education. On them has been concentrated from the earliest times the labors of our ablest educators. They have imparted eminence to our scholarship, literature, science, and statesmanship. They have been centres of learning, honesty, patriotism, and piety. As a nation we owe them for the past a debt of gratitude that future generations alone can repay. Those at work in them, and those studying in them, profoundly know best their great needs. They should have more funds with less trammel; more students, larger and better libraries, more and better apparatus; especially should they be held responsible to revise and improve their methods of instruction. It should not be true of any professor in college that his methods are inferior to those of a well trained elementary teacher. Friends and managers of these institutions would do well to see to it that a public sentiment is created which will not permit a millionaire to die without making some suitable gift to some institution of this grade.

LXXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

Statistical summary of number of students in institutions for superior instruction, (not including students in preparatory departments.)

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama.....	148	55	787	990
Arkansas.....	62	11		73
California.....	775	154	200	1,129
Connecticut.....	908	224	275	1,407
Delaware.....	41	34		75
Florida.....				
Georgia.....	533	87	1,211	1,831
Illinois.....	1,700	413	734	2,847
Indiana.....	1,533	1	182	1,716
Iowa.....	729	306	238	1,273
Kansas.....	139	237		376
Kentucky.....	865	140	1,321	2,326
Louisiana.....	63	68	20	151
Maine.....	335	115	180	630
Maryland.....	558	386	384	1,328
Massachusetts.....	1,618	540	1,033	3,191
Michigan.....	756	156	156	1,068
Minnesota.....	183	7	149	339
Mississippi.....	181	32	422	635
Missouri.....	897	115	669	1,681
Nebraska.....	46	18		64
Nevada.....				
New Hampshire.....	357	113	177	647
New Jersey.....	718	192	326	1,236
New York.....	3,182	876	1,661	5,719
North Carolina.....	433	10	745	1,188
Ohio.....	2,432	382	1,235	4,049
Oregon.....	166	150	120	436
Pennsylvania.....	2,107	442	1,189	3,738
Rhode Island.....	255			255
South Carolina.....	357	35	406	798
Tennessee.....	1,389	44	1,467	2,900
Texas.....	635		536	1,171
Vermont.....	184	20	166	370
Virginia.....	1,263	687	1,112	3,062
West Virginia.....	205		50	255
Wisconsin.....	749	15	228	992
District of Columbia.....	147			147
Colorado.....	17	45		62
Utah.....				
Washington.....	56			56
Total.....	26,722	6,110	17,379	50,211

In connection with the statistics of superior instruction is presented the following summary of students in classical and scientific preparatory courses:

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies, (Table VI.)	In preparatory schools, (Table VII.)	In universities and colleges, (Table IX.)	In academies, (Table VI.)	In preparatory schools, (Table VII.)	In universities and colleges, (Table IX.)	In preparatory departments of scientific schools, (Table X.)	
Alabama.....	44	15	15	11	.....	10	33	122
Arkansas.....	10	.....	23	5	.....	.....	.....	38
California.....	67	53	176	80	74	378	.....	625
Connecticut.....	112	427	.....	24	51	.....	0	614
Delaware.....	63	.....	0	35	.....	0	0	98
Florida.....	12	.....	.....	.....	.....	.....	.....	12
Georgia.....	250	4	60	77	2	25	245	693
Illinois.....	252	109	657	82	40	650	134	1,924
Indiana.....	32	.....	539	23	.....	316	.....	1,210
Iowa.....	260	78	640	124	.....	462	29	1,593
Kansas.....	3	.....	55	.....	.....	84	.....	142
Kentucky.....	220	.....	235	118	.....	207	40	820
Louisiana.....	43	.....	44	89	.....	82	22	220
Maine.....	159	263	43	27	22	5	.....	519
Maryland.....	202	19	195	56	2	97	.....	601
Massachusetts.....	240	1,194	205	54	120	.....	.....	1,813
Michigan.....	1	.....	177	.....	.....	193	.....	371
Minnesota.....	42	.....	96	18	.....	123	.....	279
Mississippi.....	91	.....	78	38	.....	17	39	263
Missouri.....	91	.....	694	78	.....	143	224	1,230
Nebraska.....	.....	.....	73	.....	.....	58	15	146
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	200	406	0	40	4	0	.....	650
New Jersey.....	300	166	42	124	32	38	.....	702
New York.....	1,412	563	1,456	467	218	612	56	4,724
North Carolina.....	259	.....	168	81	.....	130	.....	638
Ohio.....	152	327	1,203	139	50	640	.....	2,511
Oregon.....	37	.....	45	60	.....	97	75	314
Pennsylvania.....	474	119	674	228	47	346	95	1,983
Rhode Island.....	32	230	0	.....	24	0	.....	256
South Carolina.....	11	11	224	4	.....	6	.....	256
Tennessee.....	502	.....	553	425	.....	335	.....	1,815
Texas.....	103	10	224	90	20	343	.....	790
Vermont.....	310	65	.....	43	17	7	.....	442
Virginia.....	131	57	40	40	23	25	35	351
West Virginia.....	3	.....	32	.....	.....	30	.....	65
Wisconsin.....	34	36	327	31	32	338	.....	798
District of Columbia.....	61	.....	117	23	.....	74	.....	275
Colorado.....	.....	6	22	.....	8	9	5	50
New Mexico.....	8	.....	.....	.....	.....	.....	.....	8
Utah.....	38	.....	.....	15	.....	.....	.....	53
Total.....	6,291	4,158	9,432	2,779	736	5,880	1,047	30,373

LXXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

Summary of college entrance examinations in 1875.

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in—					
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
				Latin.	Greek.	Mathematics.	History and geog-raphy.					
University of California	Oakland, Cal	175	94	4	10	22	a11	0	0	0	0	8
California College.....	Vacaville, Cal	20	0	12	6	20	20	0	0	0	0	0
Trinity College	Hartford, Conn	29	8	15	8	17	14			1		
Delaware College.....	Newark, Del.....	16	12	0	0	1	0	0	0	1	1	1
Illinois Wesleyan Uni- versity.	Bloomington, Ill	72	0	35	12	0	0	20	5	0	0	0
Carthage College	Carthage, Ill	80	75	0	0	5	0	0	0	0	0	0
Shurtleff College	Upper Alton, Ill	26	6	6	5	8		3	3	4		7
Concordia College.....	Fort Wayne, Ind	70	30									
Indiana Asbury Uni- versity.	Greencastle, Ind.....	480	460	16	12	15	12					
Northwestern Chri s- tian University.	Irvington, Ind	120	80	4	6	2	8	6	1			
Central University of Iowa.	Pella, Iowa.....	41	31	1	3			5	6	5		5
Tabor College.....	Tabor, Iowa.....	10	9	0	1	0	0	0	0	0	0	0
University of Kansas..	Lawrence, Kans	43	30	7	4	2	4	5	0	0	2	3
Bowdoin College	Brunswick, Me	35	19	2	3	7	1	4	4			4
Bates College	Lewiston, Me	30	20	3	5	3	0	2	2	1	0	3
St. Charles College.....	Ellicott City, Md.....	150	63									
Amherst College.....	Amherst, Mass.....	94	18	38	34	47	26					5
Harvard College	Cambridge, Mass	316	98	97	110	120	49					38
Tufts College	College Hill, Mass	31	3	9	6	11	5	3	3	0	0	3
Williams College	Williamstown, Mass ..	64	19	16	17	11	15					4
University of Michigan	Ann Arbor, Mich	140	70									
Hope College	Holland City, Mich	8	6		2							
Kalamazoo College.....	Kalamazoo, Mich	5	4			1						
Carleton College	Northfield, Minn.....	7	3	2	1	2	4	0	0	0	0	0
St. Louis University ..	St. Louis, Mo.....	36	30									6
Washington University	St. Louis, Mo.....	10	3	1	3	2	0	2	2	2	0	2
Rutgers College.....	New Brunswick, N. J ..	70	42	1	3	15	12	2	3	5	4	5
St. Stephen's College...	Annandale, N. Y.....	17	13	0	1	2	0	1	1	1	0	1
St. Lawrence Univer- sity.	Canton, N. Y.....	23	17	0	0	1	0	0	0	5	2	5
Hobart College	Geneva, N. Y	7	1	4	4	0	0	2	0	0	0	0
Madison University.	Hamilton, N. Y	30	21	4	3	4	1					
College of the City of New York.	New York, N. Y.....	625	461							33	6	125
College of St. Francis Xavier.	New York, N. Y.....	73	27	1	4	3	1	37	37	3	1	37
Columbia College	New York, N. Y.....	68	20	7	7	20	16	18	16	18	15	18
Davidson College	Davidson College, N. C	26	12	4	7	3	3	5	5	5	3	6
Trinity College	Trinity College, N. C..	49	22	19	5	8	0	8				
German Wallace Col- lege.	Berea, Ohio	24	24	0	0	0	0	0	0	0	0	0
St. Xavier College	Cincinnati, Ohio	300	260	4	4	6	0	14	14	16	12	10
Kenyon College.....	Gambier, Ohio	17		8	4	6	5	0	0	0	0	0

a Twenty-six were conditioned in grammar.

Summary of college entrance examinations in 1875—Concluded.

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in—					
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
				Latin.	Greek.	Mathematics.	History and geog. raphy,					
Western Reserve College.	Hudson, Ohio.....	36	16	9	10	4	.....	2	4	0	0	2
Marietta College.....	Marietta, Ohio	26	12	8	5	7	0	1	1	0	0	1
Oberlin College.....	Oberlin, Ohio	47	15	9	10	7	15	3	4	1	.....	3
Urbana University....	Urbana, Ohio	9	5	3	.....	2	.....	.....	.....	.....	.....	.....
Corvallis College.....	Corvallis, Oreg.....	155	.....	60	6	100	100	0	0	0	0	0
Lebanon Valley College	Annville, Pa.....	12	7	3	2	0	.....	.....	.....	.....	.....	.....
Pennsylvania College..	Gettysburg, Pa	29	22	4	5	5	0	1	1	1	0	2
Thiel College.....	Greenville, Pa	13	3	3	3	1	.....	2	4	4	.....	6
Haverford College.....	Haverford College, Pa	11	7	2	2	.....	.....	2	2	.....	.....	2
Westminster College...	New Wilmington, Pa .	19	14	2	3	.....	.....	2	2	.....	1	2
Villanova College.....	Villanova P. O., Pa...	112	70	20	20	10	.....	8	8	4	.....	12
Washington and Jefferson College.	Washington, Pa	52	18	4	7	11	.....	.....	1	1	.....	10
Brown University.....	Providence, R. I	64	21	17	11	14	.....	5	7	10	.....	5
College of Charleston..	Charleston, S. C.....	12	12	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of South Carolina.	Columbia, S. C.....	73	51	7	.....	10	.....	12	.....	12	.....	.....
Erskine College.....	Due West, S. C.....	26	24	.....	.....	2	.....	.....	.....	.....	.....	.....
Newberry College.....	Walhalla, S. C.....	13	8	.....	2	2	.....	6	6	6	.....	6
Greeneville and Tusculum College.	Greeneville, Tenn ...	102	90	4	0	6	2	3	0	5	0	1
Southwestern Baptist University.	Jackson, Tenn.....	56	.....	43	33	49	26	0	0	0	0	0
East Tennessee University.	Knoxville, Tenn.....	.....	41	2	9	6	4	.....	.....	.....	.....	.....
Mosheim Male and Female Institute.	Mosheim, Tenn.....	50	10	15	12	40	5	.....	.....	.....	.....	.....
University of Vermont and State Agricultural College.	Burlington, Vt.....	23	21	3	3	0	1	1	1	0	0	1
Middlebury College....	Middlebury, Vt.....	12	8	2	2	1	0	2	2	0	0	2
Hampden Sidney College.	Hampden Sidney, Va.	83	82	.....	.....	.....	.....	1	1	1	.....	1
William and Mary College.	Williamsburg, Va ...	43	0	30	10	37	0	3	.....	6	0	3
West Va. University...	Morgantown, W. Va ..	11	7	1	0	2	0	1	0	0	0	1
Beloit College.....	Beloit, Wis	36	15	5	6	16	3	.....	.....	.....	.....	1
University of Wisconsin	Madison, Wis.....	91	63	10	3	8	1	3	0	6	0	7
St. John's College.....	Prairie du Chien, Wis.	180	0	100	12	180	180	0	0	0	0	0
Ripon College.....	Ripon, Wis	11	4	3	1	a1	1	0	0	0	0	0
Northwestern University.	Watertown, Wis.....	15	13	.....	.....	.....	.....	2	2	.....	.....	2
National Deaf-Mute College.	Washington, D. C.....	7	5	0	0	2	0	0	0	0	0	0
Total.....	.....	4,876	2,775	689	472	887	545	197	148	157	47	366

a One was conditioned in German.

It will be noted that out of the 4,876 candidates here reported for admission to colleges, 2,775 were admitted without conditions; more were conditioned in Greek than Latin, and more in mathematics than in any other subject; while 545 were conditioned in history and geography. It is unfortunate that our English is not included in these examinations. The manner of conducting these examinations has much to do with the sympathy and coöperation of the preparatory school and college.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office, in each year from 1870 to 1875, inclusive. The numbers under 1873, 1874, and 1875 include the National Military and Naval Academies.

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	17	41	70	70	72	74
Number of instructors	144	303	724	749	609	758
Number of students	1,413	3,303	5,395	8,950	7,244	7,157

TABLE X.—PART 1.—*Schools of science.*

States.	Number.	Preparatory department.			Scientific department.			Number of State scholarships.	Number of other free scholarships.	
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.			Number of graduate students.
Alabama.....	1	1	33	.....	6	50	5	0	42	20
Arkansas.....	1	1	.....	.....	9	8	3	0	219	.....
California.....	1	.....	.....	.....	39	139	15	.....	0	0
Connecticut.....	1	0	0	0	30	187	10	27	27	1
Delaware.....	1	0	0	0	7	33	.....	1	30	.....
Florida.....	<i>a</i> ⁰	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	2	.....	(245)	.....	9	86	.....	1	219	.....
Illinois.....	1	0	0	0	28	332	.....	3	0	0
Indiana.....	1	.....	.....	.....	8	.....	.....	1	.....	.....
Iowa.....	1	4	20	9	17	273	33	.....	0	0
Kansas.....	1	.....	.....	.....	15	237	.....	.....	0	0
Kentucky.....	1	1	40	.....	7	140	.....	0	300	0
Louisiana.....	1	1	22	.....	5	55	13	0	.....	0
Maine.....	1	0	0	0	7	110	5	.....	.....	.....
Maryland.....	1	0	0	0	6	47	17	0	30	0
Massachusetts.....	2	.....	.....	.....	45	246	120	27	0	7
Michigan.....	1	0	0	0	13	140	11	5	0	0
Minnesota.....	1	.....	.....	.....	14	7	.....	.....	.....	.....
Mississippi.....	2	2	39	.....	6	32	.....	.....	.....	65
Missouri.....	2	.....	18	.....	19	18	65	.....	.....	.....
Nebraska.....	1	.....	15	.....	3	18	.....	.....	.....	.....
Nevada.....	1	(<i>b</i>)	(<i>b</i>)	(<i>b</i>)	.....	.....	.....	.....	.....	.....
New Hampshire.....	1	.....	.....	.....	14	29	0	0	12	30
New Jersey.....	1	.....	.....	.....	11	44	2	0	40	0
New York.....	1	0	0	0	34	187	.....	.....	0	.....
North Carolina.....	1	.....	.....	.....	(<i>b</i>)	10	.....	.....	.....	.....
Ohio.....	1	0	0	0	11	100	.....	0	.....	.....
Oregon.....	1	1	50	25	4	150	.....	.....	60	.....
Pennsylvania.....	1	2	74	16	0	54	5	1	0	1
Rhode Island.....	1	.....	.....	.....	(<i>b</i>)	(<i>b</i>)	.....	0	30	.....
South Carolina.....	1	.....	.....	.....	2	35	.....	.....	.....	.....
Tennessee.....	1	(<i>b</i>)	.....	.....	(<i>b</i>)	44	.....	.....	.....	.....
Texas.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont.....	1	0	0	0	7	19	1	0	0	17
Virginia.....	2	3	14	21	24	430	.....	3	100	.....
West Virginia.....	1	(<i>b</i>)	.....	.....	(<i>b</i>)	.....	.....	.....	.....	.....
Wisconsin.....	1	.....	.....	.....	6	15	0	0	0	0
Total.....	41	16	(641)	.....	415	3,275	305	69	1,109	141
U. S. Military Acad'y.....	1	.....	.....	.....	45	307	.....	.....	.....	.....
U. S. Naval Academy.....	1	0	0	0	63	322	0	0	0	.....
Grand total.....	43	16	(641)	.....	523	3,904	305	69	1,109	141

a Not yet established.*b* Reported with classical department. (See Table IX.)

TABLE X.—PART 1.—*Schools of science*—Concluded.

States.	Libraries.			Property, income, &c.				
	Number of volumes.	Average annual increase.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama	1,720	260	2,500	\$100,000	\$250,300	\$16,224	\$600	\$0
Arkansas	300	53	.....	140,000	130,000	10,400	2,000	.....
California	(a)	.....	.....	(a)	(a)	(a)	0	(a)
Connecticut	5,000	.....	0	.....	280,123	17,000	.....	.....
Delaware	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)
Florida .....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	1,000	.....	.....	120,000	288,000	20,500	350	5,000
Illinois	10,600	500	.....	359,411	319,000	29,410	6,743	7,500
Indiana	800	.....	.....	300,000	360,000	21,000	0	60,000
Iowa	3,540	.....	0	400,000	500,000	40,000	0	0
Kansas	3,000	.....	150	117,591	225,691	19,799	0	13,675
Kentucky .....	.....	.....	200	250,000	165,000	9,900	2,600	0
Louisiana	300	.....	0	25,000	196,200	13,754	0	0
Maine	2,200	500	.....	100,000	134,400	8,264	.....	12,500
Maryland	0	.....	1,500	100,000	.....	6,000	.....	6,000
Massachusetts	4,500	100	300	250,000	500,000	32,500	3,000	0
Michigan	3,700	.....	500	231,407	231,377	16,196	0	28,602
Minnesota	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)
Mississippi	50	.....	.....	28,905	198,150	15,852	.....	15,000
Missouri	1,478	370	200	35,000	.....	7,000	.....	5,000
Nebraska	150	.....	.....	(a)	(a)	(a)	(a)	(a)
Nevada .....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1,300	50	146	100,000	110,000	6,600	180	5,000
New Jersey	(a)	.....	.....	68,000	116,000	6,960	1,200	0
New York	(a)	.....	.....	(a)	30,000	2,100	(a)	(a)
North Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	1,000	.....	200	500,000	500,000	30,000	0	0
Oregon .....	.....	.....	.....	5,000	.....	.....	2,000	5,000
Pennsylvania	1,800	.....	1,400	532,000	500,000	30,000	0	0
Rhode Island	(a)	.....	.....	(a)	50,000	.....	.....	.....
South Carolina .....	.....	.....	.....	.....	191,800	111,508	.....	5,000
Tennessee	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)
Texas .....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	(a)	.....	(a)	(a)	(a)	(a)	855	0
Virginia	1,289	21	.....	233,795	306,087	33,008	500	.....
West Virginia	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)
Total	43,727	1,854	7,096	3,942,109	5,591,128	403,975	70,093	168,277
U. S. Military Acad'y.	25,000	.....	.....	.....	.....	.....	.....	.....
U. S. Naval Academy.	17,678	900	0	3,000,000	0	0	0	0
Grand total	86,405	2,754	7,096	6,942,109	5,591,128	403,975	70,093	168,277

a Reported with classical department. (See Table IX.)

b College farm for experimental purposes.

c Interest annually due on State bonds; only \$5,000 were received during the year.

TABLE X.—PART 2.—*Schools of science.*

States.	Preparatory department.				Scientific department.				Number of State scholarships.	Number of other free scholarships.
	Number.	Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
Illinois.....	1	1	77	57	4	8	70		8	0
Indiana.....	a1									
Maine.....	b1									
Massachusetts.....	3				30	137	8	2	20	7
Missouri.....	1	7	206		12	30	2			
New Hampshire.....	2	0	0	0	21	83	1	0		1
New Jersey.....	2	4			20	139	1	6		32
New York.....	4		56		53	336	32	14		
Ohio.....	3				1	282				
Oregon.....	b1									
Pennsylvania.....	6	1	5		32	293	86	3		47
Virginia.....	4				25	250		4	50	51
Colorado.....	2		5		8	42	3			
Total.....	31	13	349	57	206	1,600	203	29	78	138

States.	Libraries.			Property, income, &c.				
	Number of volumes.	Average annual increase.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Illinois.....	500			\$25,000	\$30,000	\$1,200	\$1,950	£0
Indiana.....					186,000			
Maine.....								
Massachusetts.....	2,800	80		250,000	401,733	45,766	5,520	
Missouri.....								
New Hampshire.....	2,000		1,200	10,000	155,000	10,000	5,312	0
New Jersey.....	5,000	200		650,000	700,000	54,000	6,700	
New York.....	11,998			76,000	25,000		38,000	
Ohio.....	100			20,000			400	
Oregon.....								
Pennsylvania.....	31,000			450,000	80,000	5,000	15,000	
Virginia.....	5,000	500	500	330,000	40,000	2,200	17,000	15,000
Colorado.....	100			9,030			200	5,000
Total.....	53,498	780	1,700	1,820,030	1,617,733	118,166	90,172	20,000

a Buildings not completed; classes not yet organized.

b Reported with classical department. (See Table IX.)

In studying this table, it should be observed how many items have been reported with the classical departments. Many blanks may thus be filled. So far as these institutions depend upon the grant made by Congress to establish colleges of agriculture and

mechanic arts, it would seem desirable that the conduct and manner of keeping accounts should enable its officers to present separately an exact statement, annually, with regard to the disposition and results of that grant. Could anything less meet their legal responsibility? They still need large funds; without them they can hardly attain their highest success; but what can be a better ground for securing more than clear and satisfactory evidence of the judgment with which the grants already made have been administered? There is a growing disposition to secure to these institutions abundant endowment; the great industries of the country, when clear sighted, will demand it.

Another agricultural college.—The report of the congressional Committee on Education and Labor, presented to the House in January, 1875, with reference to the agricultural colleges, bore fruit before the year was out. North Carolina—especially charged by the committee with bad faith to the Government in suffering the funds of her agricultural college to lie locked up in State securities, on which no interest was paid—in September, 1875, revived her university, and with it the long-dormant agricultural department. Ten students entered on its course of three years, in which the usual studies of such institutions are to be prosecuted. And doubtless other years will bring in successive classes, to be trained for a scientific and profitable development of the resources of that fine, but hitherto neglected, State.

The scientific schools in general.—The reports for the year indicate fair progress in most of the established scientific schools, including in these the agricultural colleges. All seem, at least, to hold their ground. Some have increased their apparatus and other means of illustration and of work. Several have added considerably to their lists of students. A few have been favored with considerable additions to their funds. Thus the Toledo University of Arts and Trades has had \$2,000 given it to aid in founding a school of design for the instruction of its students. The mechanical department at Cornell University rejoices in an endowment of \$30,000 from Hon. Hiram Sibley, of Rochester, for the support of the Sibley College of Mechanic Arts. The John C. Green School, Princeton, has received as a bequest from its liberal founder another \$100,000 to endow a department of civil engineering. The Towne Scientific School of the University of Pennsylvania gets an assured \$300,000 from the estate of the late John H. Towne for a general endowment, with a prospect of \$600,000 to \$700,000 more, and from Asa Whitney, esq., \$50,000 to endow a Whitney professorship of dynamical engineering. And the Rose Polytechnic Institute at Terre Haute, Ind., reports the near completion of the building meant for it, which will enable it to enter fully on its work in 1876.

Summer instruction in science.—Good service was done during the summer of 1875, by professors connected with the scientific departments of Harvard, Cornell, and other colleges, in the institution of summer schools of science for the benefit of teachers and such others as could not well attend the winter schools. Harvard had three such in operation: one in chemistry, at Cambridge, under Prof. J. P. Cooke; one in botany, partly at Cambridge and partly at the sea-shore, under Assistant Professors Goodale and Farlow; and one in geology, at a camp near Cumberland Gap, in the mountains of Kentucky. Cornell, represented by Professors Comstock, Barnard, and Wilder, with the efficient aid of Dr. Wm. K. Brooks, Professor Alphonso Wood, the botanist, and others, had one at Cleveland, Ohio, called "The Kirtland School of Natural History," because the Kirtland Society of Natural Science, in Cleveland, looked after the expenses; one at Peoria, Ill., and one at Normal, in the same State, called, respectively, "The Peoria" and "Normal Summer Schools of Natural History." Each of these three was designed to give instruction in geology, botany, and zoölogy, and to illustrate the proper methods of studying such sciences. The idea carried out, with reference to this last, was that of Agassiz, that observation and analysis are the great doors to certain knowledge. Hence, while lectures were given daily on the sciences pursued, and every effort made to impart needed information on all points respecting them, reliance was especially based on careful study of specimens that illustrated each

particular line. The earths and rocks and minerals examined were subjected to the test not of the eye and hand alone, but of the microscope, the chemical bath, and the retort. Plants were analyzed from root and stalk to capsule, flower, and seed. And land and water animals were observed alike in their great general characteristic features and in their internal organizations, which only a thorough anatomy would show. The result was a hearty enthusiasm in the study on the part of all concerned, a great enlargement of existing knowledge, and the impartation of an insight into the means of improvement in that knowledge which may result in almost any measure of advance desired.

So great was the encouragement in nearly all these summer schools, that others in the same or other lines have been projected for the vacation months of 1876, though for most teachers the great school of that year must be the Centennial Exposition in Philadelphia.

SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1870 to 1875, inclusive, with the number of professors and number of students :

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions.....	80	94	104	110	113	123
Number of instructors.....	339	369	435	573	579	615
Number of students	3,254	3,204	3,351	3,838	4,356	5,234

TABLE XI.—*Statistical summary of theological seminaries.*

Denomination.	Number of seminaries.	Number of professors.	Number of students.
Roman Catholic.....	13	124	1,319
Presbyterian.....	16	80	655
Baptist.....	15	66	733
Protestant Episcopal.....	15	63	311
Lutheran.....	14	49	443
Congregational.....	8	54	334
Methodist Episcopal.....	8	73	372
Christian.....	3	5	91
Reformed.....	3	8	60
United Presbyterian.....	3	13	84
Cumberland Presbyterian.....	2	6	105
Free Baptist.....	2	8	49
Methodist Episcopal (South).....	2	7	63
Reformed (Dutch).....	2	9	52
Universalist.....	2	11	51
Unsectarian.....	2	10	366
African Methodist Episcopal.....	1	5	22
Mennonite.....	1	3	16
Methodist.....	1	3	.....
Moravian.....	1	3	33
New Jerusalem.....	1	2	2
Union Evangelical.....	1	3	25
Unitarian.....	1	7	10
United Brethren.....	1	3	24
Total.....	123	615	5,234

TABLE XI.—Summary of schools of theology.

States and Territories.	Number in each State.		Students.				Libraries.		Property, income, &c.			
	Corps of instruction.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
Alabama	1	2	14									
California	2	11	2	15	2	2	6,860	150	\$50,000	\$130,000	\$6,000	
Connecticut	3	20	8	154	1	120	52	25,000		247,544	15,000	
Georgia	1	2	0	70	0	0	0	375	9,000	0	0	
Illinois	13	57	15	481	5	42	72	43,160	650	512,000	860,750	69,975
Indiana	1	6		21						100,000		
Iowa	4	8	3 $\frac{1}{2}$	37	1	3	5,891	500	155,000	55,000	1,500	
Kentucky	5	14		115	18	5	11,654		14,000	184,900	12,548	
Louisiana	1	1		15								
Maine	2	9	5	62	3	21	22	17,300	375	80,000	170,000	10,000
Maryland	5	50		366	6	6	42,000	700	162,000	3,100	212	
Massachusetts	7	53	11	297	9	188	90	69,300	1,800	559,639	1,209,043	87,743
Michigan	2	8	2	31	6	4	1,000	100		2,000	130	
Minnesota	3	17		67	10	3	17	6,781	200	121,000		
Mississippi	1	4	0	15	0	0	1			5,000	0	0
Missouri	4	26	2	292			23	4,800		40,000	40,000	2,500
Nebraska	1	5	0	2		1	0	800				
New Jersey	4	33	11	289	5	188	65	64,054	994	930,000	990,000	66,000
New York	13	66	24	1,001	9	306	157	90,858	1,705	1,627,000	2,122,991	130,003
North Carolina	4	12	1	71			2	1,900		30,000		
Ohio	14	66	11	371	13	97	63	53,577	662	674,000	523,450	34,512
Pennsylvania	16	73	22	589	14	145	89	96,783	1,927	774,476	1,327,823	83,596
South Carolina	2	11		88	2	35	51	23,884	419	65,000	160,000	9,000
Tennessee	3	11	1	93		2	5	3,000		15,000	18,000	1,800
Texas	1	2		12	0	0						
Virginia	5	15	4	181		65	35	22,400	675	200,000	346,000	20,000
Wisconsin	2	18	1	295		7		6,000		70,000	25,000	2,000
District of Columbia	2	7		117			13	1,800	20	35,000		
Colorado	1	3		2		1	5			10,000		
Total	123	615	123 $\frac{1}{2}$	5,163	71	1,254	782	599,177	10,277	6,268,115	8,415,601	552,519

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1875, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	23	30	37	37	38	43
Number of instructors	99	129	151	158	181	224
Number of students	1,653	1,722	1,976	2,174	2,585	2,677

TABLE XII.—*Schools of law.*

States.	Number in each State. Corps of instruction.		Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	2	4	4	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	1	13	84	.....	18	8,000	1,500	.....	.....	.....	.....
Georgia	1	3	14	.....	12	600	.....	.....	.....	.....	.....
Illinois	4	47	183	37	36	2,000	75	.....	.....	\$4,000	\$6,000
Indiana	1	3	40	.....	18	700	75	.....	.....	.....	.....
Iowa	3	25	136	25	72	2,123	100	.....	.....	.....	5,620
Kentucky	2	7	20	.....	.....	2,000	.....	.....	.....	.....	.....
Louisiana	1	4	36	.....	7	.....	.....	\$15,000	.....	.....	2,000
Maryland	1	3	59	24	14	0	0	.....	\$0	0	3,000
Massachusetts	2	22	326	179	89	17,100	1,000	.....	47,701	11,845	17,820
Michigan	1	5	321	.....	159	3,500	.....	.....	.....	.....	.....
Missouri	2	15	86	69	26	4,000	.....	.....	500	50	3,500
New York	4	12	678	255	124	10,300	50	.....	.....	.....	3,500
North Carolina	2	1	16	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	3	10	61	18	36	988	.....	.....	.....	.....	2,853
Pennsylvania	2	15	66	3	.....	400	.....	.....	.....	.....	630
South Carolina	1	1	24	3	6	.....	.....	.....	.....	.....	.....
Tennessee	3	9	90	1	55	.....	.....	10,000	.....	.....	.....
Virginia	2	4	110	.....	20	.....	.....	.....	.....	.....	.....
Wisconsin	1	7	25	8	36	300	.....	.....	.....	.....	1,050
District of Columbia	4	13	298	1	95	300	.....	20,000	10,000	1,800	6,971
Total	43	224	2,677	623	823	52,311	2,800	45,000	58,201	17,695	52,944

TABLE XII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1870 to 1875, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	63	82	87	94	99	106
Number of instructors	588	750	726	1,148	1,121	1,172
Number of students	6,943	7,045	5,995	8,681	9,095	9,971

The following extract from a report made to the French minister of public instruction a few years since deserves special attention:

"The time required for medical studies is nominally three years, but is in reality reduced to two; for the student must spend the third year in following the civil practice of some physician in good standing, and must bring proof, by a certificate from his preceptor, that he has complied with this formality. Besides this, the year is limited to the winter session of four months. During the course of his studies the student is

not subjected to any examination. To be admitted to the degree of doctor he must be 21 years of age, and transmit to the dean of the faculty a thesis written by himself. If the thesis is considered satisfactory, the student is examined by each professor separately. The examination is not public, and is often given during a *tête-à-tête* at the residence of the professor. When all the students have been interrogated in this way, the faculty assemble, and confer on all those that have received less than three black balls the diploma of doctor. The number of candidates rejected is insignificant."

A good step well taken.—While the professional schools in general have gone on in their accustomed way, doing good work with fair fidelity, those of three prominent institutions have set an example of a most desirable advance. The Boston University, since 1874, has required from candidates for admission to its schools of theology, medicine, and law either a collegiate degree, or such examination as shall satisfy the faculty that there is an educational preparation for profitable entrance on the studies of these schools; and then, to its honor, carries them through a three-years' course in each. The University of Michigan, after some years of previous debate upon the matter, takes now the same stand with reference to admission to both its medical and dental colleges, and requires three years of study from its students in these lines in order to a certificate of graduation. And Harvard—not wont to fall behind in such reforms, while often leading—announces that from and after the beginning of the academic year 1877-'78, all candidates for the degree of Bachelor of Laws or Doctor of Medicine, who have not a collegiate diploma, must submit to an entrance examination and give evidence of some academic training. The faculty of the dental school, too, with the approval of the corporation, decided in February, 1875, that the course of instruction in the school should be enlarged; that instruction should be given throughout the academic year; that the standard of the degree should be raised, and that every candidate for it must have spent at least one continuous year in this school. President Eliot, speaking of these changes, says, justly, "The university, in taking this action, is only doing its duty to the learned professions of law and medicine, which have been for fifty years in process of degradation, through the barbarous practice of admitting to them persons wholly destitute of academic culture."

It is refreshing to find institutions so well established as these three taking unitedly so desirable a stand. And it is greatly to be hoped that other professional schools throughout the country will follow, in this particular, the lead of these; for, as President Angell truly urges, if they alone take this action, they may shut the ignorant out of their halls, but cannot shut them out of the professions.

The training school for nurses of Bellevue Hospital, New York.—In their annual report for 1876, the managers claim that "the experiment begun in May, 1873, has proved a success, and that the hope then expressed, of training respectable, intelligent women into educated, skilful nurses, has grown into a reality." The school opened with but five pupils. The course of training requires two years, and few of the applicants were willing to give so much time to the acquisition of a profession. This, one of the most serious of the early difficulties, no longer exists. As the object of the school came gradually to be understood throughout the country, applications from women, deliberately choosing this profession, and desiring to learn it thoroughly, were more numerous than could be accepted. At the date of the report there were forty pupils in the school, and others waiting for vacancies to enter. During the year more than two hundred applications for admission have been received. In May, 1875, the first class of six was graduated. A second class of seven passed their medical and surgical examination, and was graduated January 31, 1876. From this time forth the school hopes to send out, every six months, a class of trained women, who will either establish themselves in private nursing or be added by the training school (as nurses) to its corps of pupils who, during their second year, are sent out to private cases. That one of the announced aims of the founders of the training school, *i. e.*, the improvement of nursing generally throughout the country, has been accomplished, would seem to be established by the fact that the managers are constantly in receipt of communications from other cities asking for advice and help, and that trained women from the school at Bellevue have already been sent to act as head nurses in hospitals in Boston, Brooklyn, and New York.

TABLE XIII.—Schools of medicine.

States.	Number in each State.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. Regular.											
Alabama.....	2	14	50	.....	36	500	.....	\$175,000	.....	.....	.....
California.....	2	25	39	1	27	.....	.....	75,000	\$0	\$0	\$4,000
Connecticut.....	1	9	42	13	14	2,200	.....	200,000	25,000	.....	.....
Georgia.....	3	37	216	.....	42	9,300	.....	15,000	0	0	7,000
Illinois.....	3	59	374	11	134	50	.....	49,000	.....	.....	7,968
Indiana.....	3	35	213	.....	33	500	25	9,500	10,000	2,000	10,500
Iowa.....	2	24	275	.....	105	.....	.....	75,000	.....	.....	9,000
Kentucky.....	5	49	568	.....	57	11,000	.....	18,500	.....	.....	14,900
Louisiana.....	2	19	154	2	53	3,500	.....	135,000	0	0	16,555
Maine.....	1	8	97	9	15	4,000	.....	25,000	2,500	150	5,297
Maryland.....	3	35	254	2	119	.....	.....	125,000	.....	.....	15,000
Massachusetts.....	1	35	192	78	.....	2,000	.....	.....	48,184	4,309	35,023
Michigan.....	2	26	411	17	111	1,500	.....	40,000	.....	.....	6,237
Missouri.....	4	36	396	20	136	1,230	25	111,200	1,000	100	24,575
New Hampshire.....	1	10	84	18	25	1,000	100	40,000	0	0	6,000
New York.....	9	162	1,739	106	549	8,600	.....	435,750	9,332	.....	55,575
Ohio.....	7	81	788	6	315	7,900	130	291,000	.....	.....	10,000
Oregon.....	1	8	23	3	7	50	.....	.....	.....	.....	2,000
Pennsylvania.....	3	44	1,057	.....	182	3,000	.....	120,000	64,250	4,612	43,195
South Carolina.....	2	8	63	.....	20	.....	.....	15,000	.....	.....	150
Tennessee.....	1	12	210	.....	.....	.....	.....	250,000	.....	.....	.....
Texas.....	1	7	23	.....	8	60	.....	500	.....	.....	3,190
Vermont.....	1	12	62	5	30	0	.....	15,500	0	0	4,200
Virginia.....	2	19	87	.....	37	1,000	.....	60,000	.....	1,500	5,000
Dist. of Columbia.....	3	35	111	.....	27	.....	.....	77,000	.....	.....	5,000
Total.....	65	899	7,518	291	2,082	57,390	280	2,457,950	160,263	12,671	296,050
2. Eclectic.											
Georgia.....	1	7	30	.....	16	500	.....	10,000	0	0	2,500
Illinois.....	1	12	80	25	23	500	100	100,000	.....	.....	5,000
New York.....	1	10	100	20	29	400	.....	26,000	0	0	3,000
Ohio.....	1	7	188	.....	68	.....	.....	80,000	0	0	14,923
Total.....	4	36	398	45	141	1,400	100	216,000	.....	.....	25,423
3. Homœopathic.											
Illinois.....	1	14	92	.....	.....	0	.....	60,000	.....	.....	6,500
Massachusetts.....	1	27	170	.....	30	1,500	200	150,000	50,000	2,500	6,000
Michigan.....	1	2	24	.....	.....	.....	.....	.....	.....	.....	.....
Missouri.....	3	22	19	37	16	.....	.....	400	.....	.....	2,600
New York.....	2	35	165	1	47	200	.....	145,000	10,000	600	14,929
Ohio.....	2	23	54	8	23	480	120	75,000	.....	.....	3,500
Pennsylvania.....	1	13	140	12	52	2,000	.....	50,000	.....	.....	9,545
Total.....	11	136	664	58	168	4,180	320	480,400	60,000	3,100	43,074

a Value of buildings and apparatus.

TABLE XIII.—Schools of medicine—Concluded.

States.	Number in each State.	Students.				Libraries.		Property, income, &c.			
		Corps of instruction.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees
II. DENTAL.											
Louisiana.....	1	7	9	0	1	0	.....	\$500	\$0	\$0	\$550
Maryland.....	2	20	66	25	27	1,000	.....	10,000	.....	.....	10,500
Massachusetts.....	2	20	59	7	19	163	.....	20,000	.....	.....	7,433
Michigan.....	1	7	19	10	.....	.....	.....	.....	.....	.....	.....
Missouri.....	1	12	14	.....	6	300	50	1,000	.....	.....	1,500
New York.....	1	11	66	2	16	.....	.....	4,000	0	0	6,471
Ohio.....	1	8	28	10	6	50	.....	20,000	.....	.....	3,000
Pennsylvania.....	2	41	195	8	68	.....	.....	12,500	.....	.....	19,784
Texas.....	1	9	13	3	8	.....	.....	.....	.....	.....	.....
Total.....	12	135	469	65	151	1,513	50	68,000	.....	.....	49,238
III. PHARMACEUTICAL.											
California.....	1	4	40	.....	5	100	.....	1,000	.....	.....	500
Illinois.....	1	5	30	.....	9	2,500	250	15,000	0	0	2,000
Iowa.....	1	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky.....	1	3	36	.....	4	30	3	.....	1,350	80	1,690
Maryland.....	1	3	60	.....	14	330	.....	5,000	.....	.....	.....
Massachusetts.....	1	3	75	.....	6	850	50	8,000	2,500	175	3,975
Michigan.....	1	11	74	2	18	.....	.....	.....	.....	.....	.....
Missouri.....	1	3	.....	.....	.....	100	.....	500	.....	.....	1,500
New York.....	1	5	170	0	38	1,200	70	4,000	19,700	1,400	9,151
Ohio.....	2	7	84	.....	21	100	.....	1,000	.....	.....	2,700
Pennsylvania.....	1	3	316	.....	80	2,350	.....	76,000	16,000	1,520	.....
Tennessee.....	1	6	8	.....	8	.....	.....	750	.....	.....	500
District of Columbia	1	3	26	.....	5	200	.....	500	0	0	1,200
Total.....	14	56	922	2	208	7,760	373	111,750	39,550	3,205	23,306
TOTALS.											
Regular.....	65	809	7,518	291	2,082	57,390	280	2,457,950	160,266	12,671	296,050
Eclectic.....	4	36	398	45	141	1,400	100	216,000	.....	.....	25,428
Homœopathic.....	11	136	664	58	168	4,180	320	480,400	60,000	3,100	43,074
Dental.....	12	135	469	65	151	1,513	50	68,000	.....	.....	49,238
Pharmaceutical.....	14	56	922	2	208	7,760	373	111,750	39,550	3,205	23,306
Grand total..	106	1,172	9,971	461	2,750	72,243	1,123	3,334,100	259,816	18,976	437,096

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In this table of the appendix will be found the statistics of examinations of candidates for admission to the United States Military and Naval Academies for the year 1875.

TABLE XV.—DEGREES.

The table of the appendix shows the number and kind of degrees conferred in course and *honoris causâ* by the universities, colleges, and professional schools in 1875. The following summary exhibits the number of degrees of each kind conferred by institutions in the several States, and the total of the same for all the States and the District of Columbia :

Classification of degrees.—The number of degrees of all classes conferred in course was 7,577; honorary, 393. These were distributed as follows: In letters, 2,558 in course, 146 honorary; in science, 785 in course, 11 honorary; in philosophy, 173 in course, 20 honorary; in art, 1 in course, 4 honorary; in theology, in course 158, honorary, 138; in medicine, 2,666 in course, 7 honorary; in law, 841 in course, 68 honorary.

TABLE XV.—Statistical summary of all degrees conferred.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL	7,577	393	2,558	146	785	11	173	20	1	4	158	138	2,666	7	841	68
Total in classical and scientific colleges.....	5,023	333	2,409	146	750	11	167	20	1	4	93	138	781	2	727	68
Total in colleges for women.....	490	.....	449	.....	35	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total in professional schools.....	2,064	5	.....	.....	.....	.....	.....	.....	.....	.....	65	.....	1,885	5	114	.....
ALABAMA	81	3	39	.....	4	.....	2	.....	.....	.....	.....	2	36	.....	.....	1
Classical and scientific colleges.....	20	3	14	.....	4	.....	2	.....	.....	.....	.....	2	.....	.....	.....	1
Colleges for women	25	.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36	.....	.....	.....
ARKANSAS	8	3	5	.....	.....	.....	3	.....	.....	.....	.....	3	.....	.....	.....	.....
Classical and scientific colleges.....	8	3	5	.....	.....	.....	3	.....	.....	.....	.....	3	.....	.....	.....	.....
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
CALIFORNIA	98	3	32	1	15	.....	17	1	.....	.....	2	1	32	.....	.....	.....
Classical and scientific colleges.....	91	3	32	1	15	.....	17	1	.....	.....	.....	1	27	.....	.....	.....
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	5	.....	.....	.....
CONNECTICUT	251	20	127	14	4	.....	55	.....	.....	.....	34	3	14	.....	17	3
Classical and scientific colleges.....	251	20	127	14	4	.....	55	.....	.....	.....	34	3	14	.....	17	3
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DELAWARE	10	1	6	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Classical and scientific colleges.....	10	1	6	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Includes 95 degrees not specified.

b Includes 4 degrees not specified.

c The number of graduates reported in schools of theology was 558, but in most cases diplomas only were conferred.

TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
FLORIDA																
Classical and scientific colleges																
Colleges for women																
Professional schools																
GEORGIA	176	2	99	1	9	1					1	49		12		
Classical and scientific colleges	105	2	50	1	9	1					1	33		12		
Colleges for women	49		49													
Professional schools	16											16				
ILLINOIS	462	17	133	3	63	9				29	13	165		63	1	
Classical and scientific colleges	270	17	119	3	63	9				2	13	40		37	1	
Colleges for women	14		14													
Professional schools	178									27		125		26		
INDIANA	d153	e13	35	7	27	1					1	34		13	2	
Classical and scientific colleges	d115	e13	33	7	27	1					1	1		13	2	
Colleges for women	5		5													
Professional schools	33											33				
IOWA	356	10	89	3	81	1	9	1			5	105		72		
Classical and scientific colleges	270	10	89	3	81	1	9	1			5	19		72		
Colleges for women																
Professional schools	86											86				
KANSAS	9	1	5		4											1
Classical and scientific colleges	9	1	5		4											1
Colleges for women																
Professional schools																
KENTUCKY	150	10	78	6	6						5	3	61		1	
Classical and scientific colleges	125	10	57	6	6						5	3	57		1	
Colleges for women	21		21													
Professional schools	4											4				
LOUISIANA	72		11										54		7	
Classical and scientific colleges	52		4										41		7	
Colleges for women	7		7													
Professional schools	13											13				
MAINE	126	14	85	4	26						5	15		5		
Classical and scientific colleges	126	14	85	4	26						5	15		5		
Colleges for women																
Professional schools																

d Includes 35 degrees not specified.

e Includes 3 degrees not specified.

TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MARYLAND.....	205	4	26	1	2							2	160		14	1
Classical and scientific colleges.	18	4	13	1	2							2				1
Colleges for women.....	13		13													
Professional schools.....	174												160		14	
MASSACHUSETTS.....	492	9	231	1	74		5	1			35		55		92	7
Classical and scientific colleges.	469	9	231	1	74		5	1			32		35		92	7
Colleges for women.....																
Professional schools.....	23										3		20			
MICHIGAN.....	503	8	109	5	81		23	1			2	1	129		159	1
Classical and scientific colleges.	474	8	109	5	81		23	1			2	1	100		159	1
Colleges for women.....																
Professional schools.....	29												29			
MINNESOTA.....	27		15		8						4					
Classical and scientific colleges	18		13		5											
Colleges for women.....	5		2		3											
Professional schools.....	4										4					
MISSISSIPPI.....	45	1	42		3											1
Classical and scientific colleges.	22	1	19		3											1
Colleges for women.....	23		23													
Professional schools.....																
MISSOURI.....	246	3	45		16		1					3	158		26	
Classical and scientific colleges.	94	3	45		16		1					3	6		26	
Colleges for women.....																
Professional schools.....	152												152			
NEBRASKA.....	1				1											
Classical and scientific colleges.	1				1											
Colleges for women.....																
Professional schools.....																
NEVADA.....																
Classical and scientific colleges.																
Colleges for women.....																
Professional schools.....																
NEW HAMPSHIRE.....	39	19		12	14							3	25	1		3
Classical and scientific colleges.	39	19		12	14							3	25	1		3
Colleges for women.....																
Professional schools.....																
NEW JERSEY.....	112	20	65	6	29	1		1			18	6				6
Classical and scientific colleges.	82	20	53	6	29	1		1			6					6
Colleges for women.....	12		12													
Professional schools.....	18										18					

e Includes 3 degrees not specified.

TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
NEW YORK	f1,144	34	264	12	82	1	8	.....	1	3	11	643	4	124	5	
Classical and scientific colleges.	f753	30	264	12	82	1	8	.....	1	2	11	253	..	124	5	
Colleges for women																
Professional schools.....	391	4	.....	.....	.....	.....	.....	.....	.....	1	.....	390	4	.....	.....	.....
NORTH CAROLINA	67	5	66	1	1	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
Classical and scientific colleges.	56	5	55	1	1	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
Colleges for women	11	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
OHIO.....	g894	h41	351	10	86	2	.....	.....	1	11	17	399	1	36	9	
Classical and scientific colleges.	g430	h40	318	10	59	2	.....	.....	1	11	17	31	.....	9		
Colleges for women	60	.....	33	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	404	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	368	1	36	.....	.....
OREGON.....	24	.....	1	.....	16	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	.....
Classical and scientific colleges.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
PENNSYLVANIA	i827	53	358	16	56	.....	12	8	1	2	10	23	382	.....	4	
Classical and scientific colleges.	i381	53	315	16	51	.....	6	8	1	2	.....	23	.....	4		
Colleges for women	54	.....	43	.....	5	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	392	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	382	.....	.....	.....	.....
RHODE ISLAND	70	9	70	5	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	2
Classical and scientific colleges.	70	9	70	5	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	2
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SOUTH CAROLINA.....	k107	5	63	2	.....	.....	.....	.....	.....	.....	2	20	.....	6	1	
Classical and scientific colleges.	k44	5	20	2	.....	.....	.....	.....	.....	.....	2	.....	.....	6	1	
Colleges for women	43	.....	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	.....
TENNESSEE.....	293	32	213	14	12	.....	.....	2	.....	5	11	8	.....	55	5	
Classical and scientific colleges.	144	32	72	14	12	.....	.....	2	.....	5	11	.....	.....	55	5	
Colleges for women	141	.....	141	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....
TEXAS	40	4	17	.....	.....	.....	.....	7	.....	.....	.....	2	16	.....	.....	.....
Classical and scientific colleges.	21	4	14	.....	.....	.....	7	.....	.....	.....	2	.....	.....	.....	.....	2
Colleges for women	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	.....	.....	.....	.....

f Includes 20 degrees not specified.

g Includes 11 degrees not specified.

h Includes 1 degree not specified.

i Includes 8 degrees not specified.

k Includes 18 degrees not specified.

TABLE XV.—Statistical summary of all degrees conferred—Concluded.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
VERMONT	66	15	29	5	7	.....	3	.....	.....	4	30	1	.....	2
Classical and scientific colleges.	66	15	29	5	7	.....	3	.....	.....	4	30	1	.....	2
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VIRGINIA	137	14	49	5	30	.....	1	.....	.....	7	37	.....	20	2
Classical and scientific colleges.	119	14	48	5	30	.....	1	.....	.....	7	20	.....	20	2
Colleges for women	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	.....	.....	.....
WEST VIRGINIA	24	6	19	5	5	.....	1	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	24	6	19	5	5	.....	1	.....	.....	.....	.....	.....	.....	.....
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
WISCONSIN.....	135	12	61	4	23	6	15	.....	.....	2	.....	.....	36	.....
Classical and scientific colleges.	132	12	58	4	23	6	15	.....	.....	2	.....	.....	36	.....
Colleges for women	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA.....	133	7	17	3	.....	.....	1	.....	.....	1	32	.....	84	2
Classical and scientific colleges	90	7	17	3	.....	.....	1	.....	.....	1	27	.....	46	2
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	38	.....

Institutions and degrees.—The number of institutions of the several classes embraced in the summary, with the number of degrees conferred by each class, is as follows: Universities and colleges of the liberal arts, 238; degrees conferred in course, 3,262; *honoris causá*, 393. Colleges of agriculture and the mechanic arts and schools of science, 20; degrees conferred in course, 160. Colleges, &c., for the superior instruction of women, 61; degrees conferred in course, 490; *honoris causá*, none. Total number of degrees conferred on women in institutions embraced in Tables VIII and IX of the appendix, 821; *honoris causá*, none. Schools and departments of theology, 63; degrees* and diplomas conferred in course, 651. Schools and departments of law, 26; degrees conferred in course, 841. Schools and departments of medicine and pharmacy, 82; degrees conferred in course, 2,666.

It is impossible to indicate here the courses of study upon the completion of which these degrees or diplomas are conferred. The great difference existing between these courses appears from year to year in other parts of these annual reports, and may be found for any year by consulting the several catalogues. The material is abundant for a treatise of no small size upon the degrees annually given by these institutions in the United States. This table has special value in showing how far the various courses of study offered to students in these institutions are completed. Taken in connection with the exhibit of the students admitted and in attendance, it shows how large a number fall out by the way. It should quicken among the friends of learning a public sentiment which will encourage and demand more thorough training before the duties are assumed or the honors enjoyed which these degrees confer.

*The number of degrees was 158.

TABLE XVI.—LIBRARIES.

The Special Report on Public Libraries in the United States which was announced in my last annual report as in preparation by this office is well advanced toward completion, and will soon be published and ready for distribution. The Centennial Commission having recognized the importance of libraries as a part of the educational representation at the International Exhibition at Philadelphia, and having designated them as a separate class, the original plan of the work was considerably enlarged, with a view of presenting as full a survey as time and means would permit of all classes of public libraries, from the time of the establishment of the first public library in the colonies to the present. It is believed that the additional historical and statistical matter which it has thus been possible to include will add much to the usefulness and permanent value of the work, and fully compensate for the consequent delay in its publication. The report will be issued in two parts: Part I will comprise the history and statistics of the several classes of public libraries, with essays and discussions on the more important questions of library economy and management, by eminent librarians and others interested in enhancing the usefulness of libraries; Part II constitutes a practical treatise on cataloguing, entitled "Rules for a Dictionary Catalogue," prepared expressly for the report by Mr. Charles A. Cutter, librarian of the Boston Athenæum.

It is deemed proper to present here an outline of the report, with some statistics drawn from the tables showing the growth of public libraries in the country during the last one hundred years.

Outline of the Special Report on Public Libraries.—The first chapter consists of an historical survey of American public or semi-public libraries, which were established in the colonial period down to the Revolution. It has been prepared after thorough investigation, and affords a striking contrast between the literary resources of the country a century ago and those of the present, and will be read with interest by all students of our history.

Libraries are next treated of as adjuncts of common schools; the history and fortunes of common school libraries in each State where they have been established are described, and the causes pointed out which in some of the States have operated to impair their usefulness as factors in the school systems.

Separate chapters are devoted to the libraries of colleges and professional schools— theological, law, medical, and scientific—the development of each class being traced, and individual sketches given of the principal collegiate and theological libraries in the country.

The history of the origin and growth of prison and reformatory libraries in the United States is sketched; their present number, means of support, regulations, character, and extent of use described, and facts presented which testify to their importance as auxiliaries in the moral and intellectual improvement of the unfortunate, and in the reclamation of the vicious and criminal.

The institution of professorships of books and reading in our colleges, for the systematic and scientific instruction of students in the art and methods of reading and in the choice and valuation of books, is discussed, and the creation of such professorships advocated as in accordance with the spirit of the present educational movement.

A chapter is given to the libraries of the General Government, the history and condition of the Library of Congress, or National Library, being fully described by its librarian, Mr. A. R. Spofford, and sketches presented of the libraries of the several Executive Departments, and of the system of libraries of military posts, national homes for disabled volunteer soldiers, and the American Seamen's Friend Society, followed by an outline of legislation respecting copyrights and duties on books imported for public use, the distribution of public documents, and exchange of publications with foreign governments, and a description of the Smithsonian system of foreign and domestic exchanges.

An interesting chapter on historical societies is next presented, treating of their

origin, history, and present condition, educational influence and aims, and including sketches of the libraries, publications, and work of individual societies.

Free public libraries, established under general laws and sustained by town or municipal taxation, are then considered, the relations of the citizen and the State and of special communities and classes to them discussed, and a description given of their history and development in each of the States in which such libraries have been formed.

A chapter is devoted to the discussion of the educational and industrial benefits which would undoubtedly result from the establishment of art museums in connection with our public libraries, on the plan of such museums in many of the free libraries in Great Britain.

Next in order will be found contributions by librarians of wide experience on leading topics relating to the economy and administration of public libraries. These are eminently practical in their bearings, and will, it is hoped, meet the frequent applications to this Office for information on many of the subjects discussed, and lead to the establishment of libraries in communities not at present enjoying these means of cultivation and intellectual improvement.

The following are the subjects treated of in this part of the report: (1) Library buildings, with plans and descriptions for a library of one million volumes' capacity; (2) The organization and management of public libraries; (3) College library administration; (4) Library catalogues, comprising an essay on the subject, by Mr. C. A. Cutter, of the Boston Athenæum, and a chronological table of printed catalogues of American libraries, followed by descriptions of the plan of indexing and arranging a library, devised by Mr. Melvil Dewey, and in use in Amherst College Library, and of the catalogues of the Brooklyn Mercantile and New York Apprentices' Libraries, which are now in press, and an outline of the system of classification adopted in the Public School Library of St. Louis; (5) Indexing periodical and miscellaneous literature; (6) Binding and preservation of books; (7) Periodical literature and society publications; (8) Works of reference for libraries; (9) Library memoranda; (10) Titles of books; (11) Book indexes; (12) Library bibliography.

Following the subject of library reports and statistics will be found a chapter comprising sketches, prepared in the main by resident librarians, of the more important libraries of Baltimore, Boston, Brooklyn, Charleston, Chicago, Cincinnati, New York, Philadelphia, St. Louis, and San Francisco. The paper on the libraries of Charleston also notices other important libraries in the Southern States, and that on the libraries of San Francisco is followed by notices of several flourishing libraries in other places on the Pacific coast.

Library reports and statistics.—Under this head will be presented (1) a table of public or semi-public libraries in the country in the years 1776, 1800, and 1876; (2) a table showing the number and extent of public libraries, which now contain 10,000 volumes or more, in the years 1836, 1846, 1856, 1857-'58, 1863, 1874, and 1875; (3) a table showing the increase in the number of public libraries during the last one hundred years, by periods of twenty-five years each, and the number of volumes they contained in 1875; (4) a table of libraries graded according to number of volumes, showing the number of libraries in each State and Territory numbering 500 volumes and upward, classified by sizes; (5) a summary table of all public libraries in the United States numbering 300 volumes and upward, by classes and States; besides tables respecting library funds, circulation of books, &c., &c.

Growth of public libraries.—The remarkable growth of public libraries in the country is strikingly illustrated by the following items gathered from the table already mentioned: In 1776 there were, so far as known, 29 public or semi-public libraries in the thirteen American colonies, numbering in the aggregate 45,623 volumes; in 1800 the number had increased to 49, numbering in all about 80,000 volumes; now there are, including students' society libraries in colleges, 3,682 public libraries, numbering in the aggregate 12,276,964 volumes.

It is to be noted that the above totals do not include (except in a few instances,

which do not materially modify the figures given) the libraries of common schools, which contain so far as reported, a total of 1,365,407 * volumes, nor the libraries of churches and Sunday schools.†

It appears from the table showing the number of public libraries established in the country during the last one hundred years, by periods of twenty-five years each, that 20 libraries were established between 1775 and 1800; 179 between 1800 and 1825; 551 between 1825 and 1850; and 2,240 between 1850 and 1875. The date of organization of more than 600 libraries which furnished statistics was not given; but it is safe to assume that most of these were established within the last twenty-five years.

Gifts and benefactions to libraries.—An effort was made to ascertain the amount of gifts and bequests by individuals to public libraries in the last one hundred years. The returns were very incomplete, but about \$15,000,000 of such gifts and bequests were reported, mostly from the Eastern and Middle States. It is estimated that the total amount of benefactions to libraries by individuals in the period named would not fall short of \$30,000,000, not including the value of a great number of private collections of books which have been dedicated to the public.

Illustrations of library buildings.—The report will contain illustrations of the Loganian Library, the first building in the country devoted to the uses of a public library; of the Redwood Library at Newport, R. I., built between 1743-'50; of the Wellesley College Library, (interior,) at Wellesley, Mass.; of the new library building of the College of New Jersey; of the Public Library at Concord, Mass.; of the Roxbury Branch of the Boston Public Library; of the Public Library at Northampton, Mass.; of the Public Library at Worcester, Mass.; of the Cornell Library at Ithaca, N. Y.; of the Boston Public Library, (exterior); of Bates Hall and the Reading Room for Periodicals of the Boston Public Library; of the exterior and interior of the Cincinnati Public Library; of the Lenox Library at New York, recently completed; of the Library Company of Philadelphia; of the Ridgway Library at Philadelphia, now approaching completion; and of the Apprentices' Library at Philadelphia.

The following is the table of contents of Part I of the report:

Letter of the Commissioner of Education to the Secretary of the Interior. Introduction: Chapter I, Public libraries a hundred years ago, Horace E. Scudder; II, School and asylum libraries, editors; III, College libraries, editors; IV, Theological libraries in the United States—part 1, a librarian; 2, Prof. John S. Sumner, S. J.; 3, editors; V, Law libraries, Stephen B. Griswold, LL. B.; VI, Medical libraries in the United States, J. S. Billings, assistant surgeon, U. S. A.; VII, Scientific libraries in the United States, Prof. Theodore Gill, M. D., Ph. D.; VIII, Libraries in prisons and reformatories, editors; IX, Professorships of books and reading—part 1, F. B. Perkins; 2, William Mathews, A. M.; X, Libraries of the General Government, editors; XI, Copyright, distribution, exchanges, and duties, editors; XII, State and territorial libraries, Henry A. Homes, LL. D.; XIII, Historical societies in the United States—part 1, Henry A. Homes, LL. D.; 2, W. I. Fletcher; 3, editors; XIV, Young men's mercantile libraries, F. B. Perkins; XV, Young Men's Christian Associations, Cephas Brainerd; XVI, Free libraries, J. P. Quincy; XVII, Public libraries in manufacturing communities, W. I. Fletcher; XVIII, Public libraries and the young, W. I. Fletcher; XIX, How to make town libraries successful, F. B. Perkins; XX, Reading in popular libraries, Justin Winsor; XXI, Art museums and their connection with public libraries, Prof. H. S. Frieze, LL. D.; XXII, Free town libraries, editors; XXIII, Free reading rooms, W. C. Todd; XXIV, Library buildings, Justin Winsor; XXV, The organization and management of public libraries, William F. Poole; XXVI, College library administration, Prof. Otis H. Robinson; XXVII, Library catalogues, C. A. Cutter; XXVIII, Catalogues

* The reports of the State superintendents of public instruction of California, Connecticut, and New Jersey do not give the number of volumes in school libraries, consequently the school libraries of those States are not included in the above total for this class.

† According to the United States census of 1870, the church and Sunday school libraries of the country contained in the aggregate about 10,000,000 volumes.

and cataloguing—part 1, Melvil Dewey ; 2, S. B. Noyes ; 3, Jacob Schwartz ; 4, John J. Bailey ; XXIX, On indexing periodical and miscellaneous literature, Prof. Otis H. Robinson ; XXX, Binding and preservation of books, A. R. Spofford ; XXXI, Periodical literature and society publications, A. R. Spofford ; XXXII, Works of reference for libraries, A. R. Spofford ; XXXIII, Library memoranda, Justin Winsor ; XXXIV, Titles of books, Prof. Otis H. Robinson ; XXXV, Book indexes, F. B. Perkins ; XXXVI, Library bibliography, A. R. Spofford ; XXXVII, Library reports and statistics, editors ; XXXVIII, Public libraries of ten principal cities, several contributors ; XXXIX, General statistics of all public libraries in the United States, editors ; Index.

Rules for a Dictionary Catalogue.—Part II of the report, entitled “ Rules for a Dictionary Catalogue,” is designed especially for the use of librarians and cataloguers, and will be published in a separate volume.

The pages of the general statistical table of libraries included in the special library report having been preserved, it is deemed expedient to reproduce them in this my annual report, in order to give the information they embody a wider circulation than would otherwise be possible.

In preparing the table it was found advisable to combine in most instances the society libraries of each college and to make but one entry for all, so that the number of libraries is apparently though not really reduced from 3,632 to 3,647, a difference of 35. The omissions in the table are as follows : 653 libraries do not report the date of organization ; 2,172 libraries do not report the average annual increase of books ; 2,940 do not report the extent of yearly use of the library ; 1,960 do not report whether they have a permanent fund or not ; 2,852 do not report a yearly income ; 2,913 do not report the yearly expenditure for books, periodicals, and binding ; and 3,039 do not report the amount paid yearly for salaries and incidental expenses. The totals given below do not include the statistics of eight libraries embraced in the table from which reports were received after the summary was completed.

The following is a summary of the table :

Total number of volumes.....	12, 276, 964
Total yearly additions, (1,510 libraries reporting).....	434, 339
Total yearly use of books, (742 libraries reporting).....	8, 879, 869
Total amount of permanent fund, (1,722 libraries reporting).....	\$6, 105, 581
Total amount of yearly income, (830 libraries reporting).....	1, 303, 756
Total yearly expenditures for books, periodicals, and binding, (769 libraries reporting).....	562, 407
Total yearly expenditures for salaries and incidental expenses, (643 libraries reporting).....	632, 165

The number of pamphlets reported was over 1,500,000. It should be stated, however, that a large proportion of the libraries made no return of this item.

TABLE XVII.—MUSEUMS OF NATURAL HISTORY.

Forty-four of these important aids to culture are reported. A just balancing of studies, or proper use of Kindergarten methods in modifying the present abstract method of instruction, would greatly increase the demand upon these museums and the disposition on the part of persons of wealth to endow them. The establishment of zoölogical gardens by many of the larger cities is an important step, calculated to add new interest and value to the study of natural history. Those at Cincinnati have made excellent progress. The zoölogical garden at Philadelphia, now undoubtedly the best in the United States, will attract the attention of multitudes in attendance upon the International Centennial Exhibition and greatly increase the interest in these collections among the people throughout the country.*

* The board of directors, in their report of April 27, 1876, observe : “ The anticipations of the directors in regard to the increase in the number of visitors at the society’s garden have been fully realized. From the 1st of March, 1875, to the 1st of March, 1876, the very large number of 419,776 persons have passed through the gates ; an increase of 63,972 over the preceding year. The very great

RELATION OF ART TO EDUCATION.

In Table XVIII, Part 1, will be found a list of the art museums and art collections of colleges, historical societies, &c., in the United States. A careful analysis of these collections was given in my last annual report, pages xciii-xcvii. The collections remain substantially as then reported.

In Table XVIII, Part 2, a list of the institutions affording instruction in art is given. An abstract of the statistics of these schools was also given in my last report.

The subject of the introduction of the systematic study of drawing into the public schools of the United States, with especial reference to its bearing upon industry, which was brought prominently before the educators of the country by the legislation of the State of Massachusetts in 1870, and subsequently by that of the State of New York, continues to attract attention.

In several of the States there is a movement toward legislation upon the subject similar to that of the States named. Besides, in some single cities and towns the systematic study of drawing has been successfully introduced as a required study in the public schools for a sufficient length of time to test its feasibility, and with highly satisfactory results. An examination of the following abstracts of the several State reports will show that the introduction of this study is rapidly extending and becoming quite general. In several of the State and city reports much space is given to its consideration, though in the limited space of this report it is impossible to do more than note the fact that drawing is taught in individual cities and towns. A marked increase of interest in all matters pertaining to art education is shown throughout the country; several already possessing museums of art are making valuable additions to them, and others are forming them, while some instruction in the history of art is now given in most of the higher institutions of learning. The value of art loan exhibitions is more generally recognized. Such exhibitions are beginning to form a regular feature in most of the larger cities, and it is to be hoped that they may be adopted by smaller cities and villages. The wealth of any community in art treasures, scattered as they are among many owners, is never realized until an effort is made to concentrate them in one collection. This was notably demonstrated in England at the time of the Manchester art loan exhibition in 1857, and similar surprise has been felt at every loan exhibition in this country.

The coming Centennial Exhibition at Philadelphia may be confidently relied on both to increase the general information upon the possible application of art to industries, and to demonstrate in the case of Great Britain, Russia, and other countries the great results to be obtained by systematic, intelligent art training. The direct relation between the systematic instruction of children and youth in elementary drawing and the

attractions of the garden and its collection, added to its immediate proximity to the main railroad approaches of our city, have caused its availability as a resort for excursions from adjacent counties to become generally recognized. To add to the accommodation of this class of visitors, a place of deposit for packages, bundles, &c., has been provided, and a handsome restaurant, under the society's control, has been erected. It is expected that a siding and station will shortly be erected on the junction railroad, directly at the southern entrance, so that excursionists can be landed directly at our gates." Dr. William Camac, secretary, remarks, in a private note, that "the success of our garden is unparalleled in the history of similar institutions, and shows how much such a resort was needed. The urgent demand of the public for the immediate opening of the garden in its very infancy, and the strain upon the managers to keep up with the increasing patronage by affording additional attractions and preparing the necessarily costly buildings to accommodate the rapidly accumulating stock, have rendered it almost impossible to give that attention to the scientific and educational features, which, after all, should be the main object of such an institution. We will, however, in a short time, I trust, be able to issue periodically a scientific journal, devoted to the announcement of matters of zoölogical interest, as noted in the garden and elsewhere, and to inaugurate a series of popular lectures on the same subject. In listening to conversation held at times by visitors, apparently otherwise well-informed people, I have been amazed at the ignorance displayed by them, not only as to the habits of the various animals, but as to their very existence. Many of these persons, I was glad to find, who came at first to be only amused, returned, and, buying a guide book, made a careful tour of the garden, and studied zoölogy and geography at the same time, gaining thus a degree of practical information which no extended course of reading could ever impart."

manufactures of a country can there be studied. If the collections there demonstrate the existence of such a connection, the economic question as to the value of the study of drawing will probably be affirmatively settled.

In Boston, it is expected that the new art museum will be ready to open in 1876. In Philadelphia, the Pennsylvania Academy expects to take possession of its new building and to reopen its art schools, so long closed while the new palace of art has been in process of construction. A new institution, modelled after the famous South Kensington Art Schools and Museum, is planned in Philadelphia, to succeed the great Centennial Exhibition, just as South Kensington was the outcome of the first World's Fair in Hyde Park. This project is in the hands of enthusiastic public spirited citizens of Philadelphia, and its success may be considered as certain. In New York, a beginning has been made in Central Park toward the permanent building that is to be the home of the Metropolitan Museum, which, it is to be hoped, will, in time, develop into a school similar to that of South Kensington. In Washington, the Corcoran Art Gallery already finds its spacious rooms too small, and the trustees are contemplating additional buildings. Here also it is hoped that art instruction will eventually be given to students.

In my last report the announcement was made that the circular relating to this subject already published (Circular No. 2, 1874) was to be followed by a similar publication. The scope of the proposed publication has been enlarged, and there is now in preparation a special report upon the subject of art in the United States and its relations to education.* This is intended to comprise a brief history of the progress of art in this country, together with special and historical accounts of all the public art collections and of the institutions affording instruction in art.

In addition, a survey of the action in other countries in this matter of art education in its relation to industries, and the influence of the various world's fairs upon these relations, is designed. It is hoped in this report to comprise a clear statement of the efforts made in the United States in the direction of high and industrial art education up to 1876, and also to show what has been attempted and what accomplished in this direction by the countries of Europe. This report will seek to place in the hands of its readers a statement of what industrial art education is, what part it bears to-day in the economy of European states, and how its advantages, if it has any, are to be secured to the citizens of the United States.

The publication of this special report may be expected soon after the close of the Centennial Exhibition.

TABLE XIX.—SCHOOLS FOR THE DEAF AND DUMB.

Under Table XIX of the appendix will be found the details from which the following summary is drawn.

These institutions are no more to be classed as charities than any others established for educational purposes. With a view to promoting this understanding of them they have been treated in the descriptive text like all others.

It will be observed that 33 of the 293½ present instructors in these institutions are known as semi-mutes, and that of the graduates, 233 have been teachers therein.

* The work is still in charge of I. Edwards Clarke, A. M., who, in the use of the facilities of the office, is receiving most valuable material for its completion.

TABLE XIX.—*Statistical summary of institutions for the instruction of the deaf and dumb.*

States and Territories.	Number in each State.	Instructors.		Number under instruction during the year.			Total number who have received instruction.	Number of graduates who have become teachers.
		Total number.	Number of semi- mutes.	Total.	Male.	Female.		
Alabama.....	1	4	0	52	24	28	120	2
Arkansas.....	1	4	0	69	38	31	112	0
California.....	1	4	1	74	48	26	139	1
Connecticut.....	2	21	2	286	172	114	2,079	69
Georgia.....	1	5	1	60	37	23	.....	3
Illinois.....	2	20	1	448	262	186	1,098	10
Indiana.....	1	15	3	340	203	137	1,096	18
Iowa.....	1	9	0	178	94	84	415	4
Kansas.....	1	5	0	100	50	50	136	0
Kentucky.....	1	5	2	108	55	53	632	10
Louisiana.....	1	4	0	47	28	19	250	3
Maryland.....	2	8	1	105	70	35	178	2
Massachusetts.....	2	14 $\frac{1}{2}$	0	157	81	76	229	.....
Michigan.....	1	10	3	197	107	90	569	.....
Minnesota.....	1	7	4	110	70	40	165	3
Mississippi.....	1	4	1	43	21	22	69	.....
Missouri.....	2	11	1	220	.....	.....	523	4
Nebraska.....	1	3	.....	44	24	20	58	.....
New York.....	5	43	4	831	458	373	2,934	71
North Carolina.....	1	7	1	132	74	58	500	.....
Ohio.....	1	23	2	488	281	207	1,512	.....
Oregon.....	1	3	0	27	15	12	37	1
Pennsylvania.....	2	19	2	338	183	155	1,566	11
South Carolina.....	1	.....	.....	.....	.....	.....	.....	.....
Tennessee.....	1	7	1	129	73	56	275	0
Texas.....	1	3	.....	46	26	20	121	3
Virginia.....	1	7	1	100	57	43	431	5
West Virginia.....	1	5	1	63	39	24	99	0
Wisconsin.....	1	9	1	181	112	69	350	.....
Colorado.....	1	2	0	18	10	8	18	0
District of Columbia.....	1	12	3	96	83	13	307	22
Total.....	41	293 $\frac{1}{2}$	36	5,087	2,795	2,072	16,018	233

a Since reorganization in 1866.

TABLE XIX.—Statistical summary of institutions for the instruction of the deaf and dumb—Concluded.

States and Territories.	Libraries.		Property, income, &c.			
	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	State appropriation for the past year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama.....	300	.....	\$40,000	a\$18,000	\$0	a\$10,210
Arkansas.....	55	.....	40,000	66,000	0	.....
California.....	0	.....	a100,000	a36,000	900	59,424
Connecticut.....	2,000	50	250,000	(c)	47,250	65,948
Georgia.....	1,000	.....	20,000	16,500	0	16,387
Illinois.....	1,450	300	400,000	75,000	.....	70,000
Indiana.....	3,025	150	650,000	63,000	0	62,569
Iowa.....	450	.....	175,000	34,000	0	34,000
Kansas.....	13	.....	31,500	13,400	.....	13,400
Kentucky.....	750	.....	175,000	17,877	0	21,444
Louisiana.....	300	.....	250,000	10,000	0	6,000
Maryland.....	2,000	.....	225,000	30,000	.....	27,583
Massachusetts.....	470	.....	95,000	11,030	3,292	22,732
Michigan.....	811	.....	375,315	a51,872	0	a48,364
Minnesota.....	700	70	100,000	36,000	0	29,500
Mississippi.....	.....	.....	50,000	15,000	0	11,000
Missouri.....	600	.....	140,000	a9,500	.....	43,699
Nebraska.....	150	.....	18,000	30,000	.....	7,000
New York.....	3,379	225	545,000	197,097	5,265	201,030
North Carolina.....	.....	.....	75,000	a45,000	0	a45,000
Ohio.....	3,000	100	200,000	83,000	0	79,915
Oregon.....	47	.....	.....	.....	0	5,000
Pennsylvania.....	5,000	.....	425,000	e26,748	34,588	233,657
South Carolina.....	.....	.....	50,000	.....	.....	.....
Tennessee.....	200	.....	125,000	28,500	225	26,600
Texas.....	.....	.....	55,000	10,000	0	10,350
Virginia.....	a1,600	.....	a175,000	a40,000	a1,065	a26,087
West Virginia.....	300	.....	a70,000	a25,000	.....	a25,310
Wisconsin.....	.....	.....	100,000	36,000	0	36,000
Colorado.....	40	.....	12,000	8,000	0	6,983
District of Columbia.....	2,000	.....	560,000	f77,000	1,935	80,625
Total.....	29,640	895	6,136,815	1,049,524	94,520	1,335,817

a For both departments.

b For salaries and contingent expenses \$180 are allowed for each pupil in attendance.

c The State pays \$175 annually for each pupil who is a resident of the State.

d Also \$150 per annum for each pupil.

e For six months.

f Congressional appropriation.

The condition of these institutions, on the whole, is gratifying. The quality of instruction is not excelled. Originally founded as charities, the instruction they afford is coming to be acknowledged as a part of that debt owed by the present to future generations. It is an honor not to be forgotten that the National Congress, by the appropriation of public funds, established the first deaf-mute college in the world. The career of this college, under E. M. Gallaudet, its able and skilful president, fully deserves the universal commendation it receives.

The general efficiency of these institutions is greatly promoted by the publication of a journal in the interests of deaf-mutes, and an organization including the officers of institutions for their instruction in the United States and Canada.

It is unfortunate that the table indicates in any locality a deficiency in appropriation for this instruction. The facts brought out by these figures should suffice to bring any intelligent and fair-minded person to grant any just demand in this behalf.

TABLE XX.—SCHOOLS FOR THE BLIND.

Additional statistics in reference to blind asylums will be found in Table XX of the appendix, from which this summary is drawn.

TABLE XX.—Statistical summary of schools for the blind.

States.	Number in each State.	Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Average annual increase.
Alabama	1	2	0	10	40	40	.....
Arkansas	1	13	3	35	107	650	.....
California	1	3	0	29	84	.....	.....
Georgia	1	11	3	54	144	800	40
Illinois	1	29	10	93	506	961	.....
Indiana	1	25	4	103	521	2,500	.....
Iowa	1	28	14	120	317	400	20
Kansas.....	1	11	1	40	.....	.....	.....
Kentucky.....	1	20	6	85	358	800	200
Louisiana.....	1	6	1	21	63	.....	.....
Maryland.....	2	23	17	81	191	130	10
Massachusetts.....	1	48	29	150	689	735	.....
Michigan.....	1	(b)	.....	26	.....	.....	.....
Minnesota.....	1	4	1	20	32	314	35
Mississippi.....	1	6	1	36	.....	180	.....
Missouri.....	1	23	4	110	338	500	.....
New York.....	2	77	34	351	1,481	1,000	50
North Carolina.....	1	5	2	76	300	.....	.....
Ohio.....	1	50	4	152	868	100	.....
Oregon.....	1	3	.....	6	12	150	.....
Pennsylvania.....	1	63	67	207	855	800	.....
South Carolina.....	1	.....	.....	.....	.....	.....	.....
Tennessee.....	1	9	16	52	175	1,038	.....
Texas.....	1	10	0	53	.....	150	15
Virginia.....	1	5	3	42	208	(b)	.....
West Virginia.....	1	3	1	20	29	50	.....
Wisconsin.....	1	21	3	82	236	200	.....
Total.....	29	498	224	2,054	7,784	11,498	370

a Includes both departments of the Institution for the Colored Blind and Deaf-Mutes.

b Reported with deaf and dumb department. (See Table XIX and summary.)

TABLE XX.—Statistical summary of schools for the blind—Concluded.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the past year.	Receipts from other States and individuals for the past year.	Total receipts for the past year.	Total expenditure for the past year.
Alabama	(a)	(a)	\$0	(a)	(a)
Arkansas	\$30,000	\$7,703	0	\$7,941	\$8,585
California	(a)	(a)	1,574	37,574	(a)
Georgia	75,000	13,000	130	13,130	12,601
Illinois	166,000	31,000	1,000	32,000	32,000
Indiana	525,000	32,500	0	34,262	34,182
Iowa	500,000	26,000	.....	26,320	25,600
Kansas	40,000	9,000	0	9,000	8,983
Kentucky	100,000	19,380	180	32,199	18,979
Louisiana .....	.....	8,000	0	8,000	6,000
Maryland <i>b</i>	275,000	32,000	2,700	43,136	38,693
Massachusetts	354,715	30,000	16,206	68,600	63,960
Michigan	(a)	.....	.....	(a)	(a)
Minnesota	25,000	5,000	.....	5,000	5,000
Mississippi	10,000	10,000	0	10,000	.....
Missouri	200,000	21,000	0	21,000	23,500
New York	621,552	96,768	7,725	145,501	131,370
North Carolina	(a)	(a)	0	45,000	(a)
Ohio	500,000	60,785	0	60,785	59,125
Oregon	c200	2,000	.....	2,000	2,000
Pennsylvania	201,000	39,000	7,668	85,619	85,401
South Carolina	(a)	.....	.....	.....	.....
Tennessee	80,000	15,000	0	30,000	31,000
Texas	45,000	10,650	.....	10,650	10,643
Virginia	(a)	(a)	.....	d49,949	d47,787
West Virginia	(a)	(a)	.....	.....	(a)
Wisconsin	85,000	83,000	.....	e58,745	e20,395
Total	3,293,467	551,786	37,243	866,411	725,814

a Reported with deaf and dumb department. (See Table XIX and summary.)

b Includes both departments of the Institution for the Colored Blind and Deaf-Mutes.

c Apparatus.

d For both departments.

e Sixty-one thousand dollars of this were for a new building.

These tables should be studied in connection with the preceding; the interests of the deaf and dumb and the blind are in so many cases considered as one, and treated together.

TABLE XXI.—ORPHANS' ASYLUMS, ETC.*

For further statistics concerning orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools, reference is made to Table XXI of the appendix.

* Mrs. S. A. Martha Canfield has continued her labors with very satisfactory results in connection with the collection and dissemination of information in regard to reform schools, asylums for orphans and infants, for soldiers' and sailors' orphans, and in regard to industrial schools and miscellaneous charities. Circular No. 6, for the year, chiefly prepared by her, has been translated into French by Professor Wynen, of Antwerp, and published for the benefit of European students of its subjects.

CXIV REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XXI.—Statistical summary of orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools.

States.	Number in each State.	Number of teachers and officers.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Average annual increase.		
PART 1.—Orphan asylums.										
Alabama.....	2	9	520	259	81	178	100	.....	\$4,500	\$4,438
California.....	4	25	2,590	α580	351	59	1,000	.....	32,537	56,621
Connecticut.....	7	58	6,212	417	219	198	3,184	75	35,000	33,067
Georgia.....	3	10	409	116	64	52	200	.....	9,744	14,049
Illinois.....	3	24	2,337	403	203	200	.....	.....	10,000	10,000
Indiana.....	4	14	1,104	278	218	60	.....	.....	6,590	6,284
Iowa.....	1	5	130	25	12	13	50	.....	2,350	2,200
Kansas.....	1	.....	125	125	70	55	.....	.....	.....	.....
Kentucky.....	6	41	850	353	215	138	1,080	30	10,000	20,869
Louisiana.....	3	13	673	163	73	90	200	.....	11,666	12,342
Maine.....	1	4	282	36	0	36	.....	.....	2,575	2,575
Maryland.....	8	40	9,036	618	265	353	1,434	16	35,226	36,449
Massachusetts.....	5	42	5,009	543	215	328	700	.....	61,122	65,593
Michigan.....	3	17	3,898	179	85	94	364	.....	7,000	8,600
Mississippi.....	1	5	207	51	51	0	200	12	4,500	4,500
Missouri.....	5	44	8,755	618	185	433	.....	.....	17,000	42,900
New Hampshire.....	1	3	126	34	24	10	400	100	3,000	3,600
New Jersey.....	4	21	2,799	430	255	175	1,802	.....	26,058	12,118
New York.....	39	222	28,463	4,192	2,264	1,928	8,167	407	419,465	437,282
North Carolina.....	1	7	294	105	56	49	200	.....	17,000	17,000
Ohio.....	12	42	21,763	964	546	418	3,358	15	92,094	99,146
Pennsylvania.....	23	129	13,472	α2,507	1,408	787	9,220	200	828,536	294,993
Rhode Island.....	2	16	2,850	199	115	84	400	.....	18,051	17,807
South Carolina.....	3	12	255	121	65	56	146	.....	3,800	20,500
Tennessee.....	3	2	700	112	39	73	800	.....	25,017	23,001
Vermont.....	1	13	783	89	37	52	150	.....	6,376	5,843
Virginia.....	2	1	46	23	4	19	50	.....	.....	.....
Wisconsin.....	4	35	1,772	368	138	230	300	24	9,699	22,901
District of Columbia.....	1	4	684	100	62	38	.....	4	10,400	10,400
Indian Territory.....	1	6	162	110	55	55	0	.....	23,678	12,000
Total.....	154	864	116,306	α14,118	7,375	6,261	33,505	883	1,739,284	1,303,078
PART 2.—Soldiers' orphans' homes.										
Connecticut.....	1	.....	147	.....	.....	.....	.....	.....	.....	.....
Illinois.....	1	7	1,200	242	104	138	1,200	250	51,250	51,250
Indiana.....	1	7	560	250	150	100	500	.....	.....	35,000
Iowa.....	2	46	1,976	291	156	135	2,300	225	2,500	.....
Pennsylvania.....	12	124	4,811	1,599	957	642	4,700	740	152,980	129,480
Total.....	17	184	8,694	2,382	1,367	1,015	8,700	1,215	208,730	215,730
PART 3.—Infant asylums.										
Illinois.....	1	27	1,300	58	30	28	.....	.....	.....	4,000
Michigan.....	2	.....	1,600	62	28	34	.....	.....	.....	.....
New York.....	5	27	25,411	2,231	1,124	1,107	.....	.....	.....	1,001,990
Pennsylvania.....	1	.....	307	.....	.....	.....	.....	.....	.....	.....
Rhode Island.....	1	6	175	40	24	16	.....	.....	.....	2,451

α Sex not reported in all cases.

TABLE XXI.—Statistical summary of orphan asylums, &c.—Concluded.

States.	Number in each State.	Number of teachers and officers.	Total number of inmates since foundation.	Present inmates.			Librarians.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Average annual increase.		
Wisconsin	1	4	.....	63	0	63	.....	.....	.....	.....
District of Columbia	1	.....	.....	55	15	40	.....	.....	.....	.....
Total	12	64	28,486	a2,816	1,221	1,288	.....	.....	.....	\$1,008,441
PART 4.—Miscellaneous charities.										
Connecticut	3	10	200	19	.....	.....	375	50	\$13,796	7,572
Georgia	1	3	32	22	0	22	100	.....	.....	2,179
Illinois	3	51	2,322	444	64	380	700	200	16,007	16,566
Indiana	1	.....	30	.....	.....	.....	.....	.....	.....	.....
Kansas	1	3	820	26	4	22	.....	20	3,800	3,503
Kentucky	1	1	28	14	0	14	.....	.....	1,185	2,243
Louisiana	2	10	1,530	262	.....	262	500	10	12,500	12,500
Maine	1	1	330	43	10	33	200	.....	4,000	4,000
Maryland	4	13	686	72	53	19	1,000	.....	13,079	19,367
Massachusetts	6	17	8,062	229	164	65	1,600	50	46,215	45,978
Michigan	1	15	265	178	145	33	460	.....	25,000	150,000
Missouri	2	2	500	13	9	4	.....	.....	8,000	3,000
New York	26	289	70,737	a26,750	1,121	1,361	6,683	295	579,019	693,728
Ohio	5	.....	2,479	888	385	503	300	30	17,412	17,412
Pennsylvania	8	21	2,310	285	32	253	200	.....	.....	4,113
Rhode Island	1	4	451	46	20	26	.....	.....	.....	.....
South Carolina	2	11	1,250	226	204	22	.....	.....	17,000	17,000
Virginia	1	.....	6	6	0	6	.....	.....	600	400
West Virginia	1	10	.....	76	13	63	.....	.....	7,000	.....
Wisconsin	1	.....	132	21	8	13	.....	.....	1,639	1,762
Total	71	461	92,170	a29,620	2,232	3,101	12,118	655	766,252	1,001,323
PART 5.—Industrial schools.										
Connecticut	1	.....	17	9	.....	9	.....	.....	.....	.....
Illinois	1	7	130	130	0	130	75	.....	1,500	1,500
Maryland	2	16	1,094	232	196	36	540	40	.....	.....
Massachusetts	1	2	.....	23	0	23	.....	.....	2,500	5,500
Michigan	1	2	.....	130	.....	.....	.....	.....	5,050	3,910
Missouri	1	10	2,000	75	0	75	100	.....	4,150	4,150
New York	11	149	76,486	4,410	482	3,928	3,070	.....	63,428	78,118
Ohio	1	.....	180	40	.....	40	.....	.....	.....	6,046
Pennsylvania	1	15	800	90	0	90	.....	.....	.....	.....
South Carolina	1	8	.....	60	0	60	.....	.....	.....	.....
Tennessee	1	.....	27	13	0	13	30	.....	1,772	1,615
District of Columbia	2	7	405	56	15	41	.....	.....	3,598	4,276
Total	24	216	81,139	5,268	693	4,445	3,815	40	81,998	105,115
Total Part 1	154	864	116,306	a14,118	7,375	6,261	33,505	883	1,739,284	1,303,078
Total Part 2	17	184	8,694	2,382	1,367	1,015	8,700	1,215	206,730	215,730
Total Part 3	12	64	28,486	a2,816	1,221	1,288	.....	.....	.....	1,008,441
Total Part 4	71	461	92,170	a29,620	2,232	3,101	12,118	655	766,252	1,001,323
Total Part 5	24	216	81,139	5,268	693	4,445	3,815	40	81,998	105,115
Grand total	278	1,789	326,795	a54,204	12,882	16,110	58,138	2,793	2,794,264	3,633,687

a Sex not reported in all cases.

Orphan asylums are the most numerous of all the charitable institutions devoted to the care of children. Their object and work has been stated in previous reports. The following additional information has been received from institutions in the South and West since the issue of our last report, or the publication of Circular No. 6.

The Union Society, of Savannah, was organized in 1750. This, it is now believed, was the first orphan asylum established in this country. The name Bethesda was adopted by its founders, but it was better known as the Whitefield Orphan Home. The idea first existed in the minds of Oglethorpe and Wesley, but to Whitefield, in 1739, a grant of five hundred acres of land was formally made, upon which, a few years later, buildings were erected and opened to admit the orphans of Savannah. The early records of the institution were lost during the war of the Revolution, but the work continued, and is still in successful operation.

The Protestant Orphan Asylum Society, of Mobile, Ala., among the time-honored institutions of that city, was founded in 1839, and immediately received under its control 17 destitute orphans under the age of ten years.

D'Evereux Hall, a home for Catholic orphans at Natchez, Miss., is worthy of mention. Special attention is given to gardening and farming.

The Leath Orphan Asylum, of Memphis, Tenn., has admitted 700 children since 1852, and during the past year has expended \$22,000 in the erection of an additional building.

The Oxford Orphan Home, North Carolina, is under the control of the Masonic Grand Lodge of that State, and is doing a good work.

The Roman Catholic Female Orphan Asylum, of San Francisco, and St. Vincent's Male Orphan Asylum, San Rafael, California, have, during the past year, cared for nearly 700 children; the former, since 1852, has admitted 3,161.

The Synod of Alabama have an Orphans' Home at Tuskegee, with 222 inmates.

The Savannah Female Orphan Asylum is an old institution, organized in 1801. All that are admitted are retained until they are eighteen years of age. This plan was adopted by many of the asylums of an early date, but the modern idea is to retain the child in the institution no longer than may be required to find for it a more suitable home.

The State Orphan Asylum, of Columbia, S. C., was established in 1863, in Charleston, for the benefit of colored orphan and destitute children. Previous to its removal a building and grounds were purchased with an appropriation of \$20,000, made by the general assembly during the session of 1872-'73.

From the Indian Territory is reported the Cherokee Orphan Asylum, established by the Cherokee Nation in 1871, for all the tribes that choose to avail themselves of its privileges. Agriculture and the mechanic arts are taught, with female industries; as many as can be are prepared for teaching. All are taught to read and write both English and Cherokee.

Among the more recent organizations in the South are the Thornwell Orphanage, Clinton, S. C.; German Baptist Bethesda, Louisville, Ky.; Protestant Orphan Asylum, New Orleans, La.; St. Alphonsus' Orphan Asylum, New Orleans, La.; La Teche Asylum, St. Mary's, La.; the Orphan Home, Decatur, Georgia, and the Appleton Church Home, Macon, Ga. The last named home is under the care of several Protestant sisters, directed by the bishop of the diocese.

Soldiers' and sailors' orphan homes.—These institutions, as indicative of their true character, are called by the sacred name of "home." The schools connected with them still continue to be, as heretofore, the most important feature and principal attraction. The necessity for these institutions is rapidly diminishing, and the question arises as to the best use to make of the buildings and property now and heretofore appropriated to this use. It has been suggested that these homes be opened to the orphan poor generally. We quote from the Iowa report:

"We believe, by the natural love and sympathy we bear to the orphan child, that we would be recreant to our duty if we omitted at this time and in this manner to press the following subject upon your serious attention. The State of Iowa, above all the

States of the Union, mainly because of her freedom from debt, can well afford to provide for and foster her indigent orphan children. The sentiment is not claimed as new. The trustees, in their biennial report of 1874, called the attention of the last legislature to it.

"The true wealth of a community is not in its storehouses of wheat and corn, nor in its factories and mechanic arts alone, but in the proper culture of its children, and in their preparation for the real and useful duties of life. It will not be denied that truancy exists to a fearful extent everywhere, and that truancy begets idleness and crime.

"Let us ask ourselves the question, how can this condition of moral delinquency be stayed? Will the constituted authorities of the State take hold of it? We believe that they should, and that they will."

The Michigan State Public School is designed for the education of those children who would otherwise be sent to the county poorhouse, and is sustained by the public school funds of the State.

Infant asylums.—These institutions are increasing in numbers and usefulness. Some admit foundlings and young mothers with their infants, others receive the infant for the day, the mother returning for it at evening and paying a small compensation for the care of the child. Some are admitted for a longer time, the time and terms agreed upon by the parties interested. Nearly every institution has some feature peculiar to itself; the main object of each is to prevent the crime of infanticide and save the lives of the children to the world.

Miscellaneous charities.—Under this head are included institutions which cannot properly be classed with the other divisions. Many of them are important and efficient instrumentalities for the amelioration of the condition of the young, both pecuniarily and educationally. A majority of these, perhaps, are sustained by the various Christian churches, while others are supported by private charity and are undenominational. Among these miscellaneous societies, institutions, and schools not mentioned in the report of this Bureau for the year 1874, are women's Christian associations, which are to be found in almost every city and town of any considerable importance. Some of these associations confine themselves to the work of providing homes and employment for friendless women and children, while others add to this labor efforts to secure their intellectual and moral improvement. Another organization, known as "Boffin's Bower," in Boston, Mass., similar to the Workingwoman's Protective Union and kindred societies in New York and elsewhere, provides employment for workingwomen through the means of an employment office or exchange, to which resort both employer and those seeking employment. The Boston institution, however, adds to this an educational and a social feature, undertaking, as it does, to organize wholesome amusements and provide a free reading room for workingwomen and girls. During the winter months warm dinners are given to all who ask for them, the number varying from seventy-five to eighty-five at the noon meal. How wide a field is offered in Boston for the laborers in this important and very necessary work is apparent from the fact that there are in the city 30,000 shop girls—nearly one-tenth of the entire population—who are engaged in more than seventy different occupations. This work was originated by a lady, and has been successfully carried on under her direction for the past six years.

The Home of the Good Shepherd, in Chicago, like institutions of the same name in other cities, sustained by the Roman Catholic Church, includes a sisterhood, an industrial school, and a reformatory.

The Holy Communion Church Institute, at Charleston, S. C., an Episcopal asylum and school for orphan and destitute boys, has in the nine years of its quite remarkable history accomplished an excellent work.

Among the newsboys' lodging-houses, which now exist in various large cities of the country, is one at New Orleans, La., founded by the Protestant Episcopal Church. It reports that it furnishes on an average 6,500 lodgings every year to white boys under twenty-one years of age, who sustain themselves by selling newspapers and other kindred occupations.

The great work carried on in New York City by the Children's Aid Society,* C. L. Brace, esq., secretary, has continued to meet greater and greater demands, and has received new assurances of its great usefulness.

Industrial schools.—Many of the reform schools are called industrial, but there is still another class of institutions, known as industrial schools, in which worthy but poor children and young women are taught useful trades and various branches of industry, to enable them to be self-supporting.

The Industrial Relief Society and Home for the Friendless, in Savannah, Ga., affords a temporary home to friendless women and girls, where they are trained by the matron in all the branches of housework and sewing. They are also taught reading, writing, and arithmetic.

The Sisters of Mercy, at Greenbush, N. Y., have opened a free industrial school, in which they teach young girls, in a practical and scientific manner, useful trades and various branches of remunerative industry, such as vest, dress, and shirt making, ornamental needle work, embroidery, &c.

The Industrial School for Girls, Boston, removes children from their miserable homes, trains them to good personal habits, and instructs them in household labor. Its object is to provide channels through which the energies and capacities of these children may turn to the profit rather than to the injury of society, and to cut off some of the sources of supply to jails and houses of correction.

St. Mary's Industrial School for Boys, near Baltimore, receives orphans and other homeless boys, and trains them to industry on its farm; also in school studies, and in the business of printing, shoemaking, tailoring, baking, domestic service, and gardening.

TABLE XXII.—REFORM SCHOOLS.

For detailed statistics of these schools reference is made to Table XXII of the appendix.

* As this report goes to press the Office has received a circular letter addressed by Mr. Brace to Dr. Wines, secretary of the National Prison Association, calling attention to objections made at a meeting of the association to the sending of homeless children to the West, on the ground that, while it was relieving New York City of vicious elements, it was pouring them into the West. He states that by the aid of their agents and of the officers of the punitive and reformatory institutions in Illinois, Indiana and Michigan, where 15,000 poor children have been placed in the past twenty-four years, these institutions have been carefully examined. Only one child sent out by that society was found in Illinois, only five, beyond doubt, in Indiana, and by a similar examination and comparison of records West and East, none was found from the society in these institutions in Michigan. This is a most gratifying showing, and should effectually dispose of the charge made against the plan of the society.

TABLE XXII.—Summary of reform schools.

States.	Number in each State.		Number of teachers or officers.		Number committed during the year.	Number discharged during the year.	Present inmates.			
							Sex.		Race.	
	Male.	Female.	Male.	Female.			White.	Colored.		
Connecticut.....	2	11	21	241	229	300	98	369	29	
Illinois.....	2	(22)		147	117	247		100		
Indiana.....	2	12	14	205	120	328	134	426	36	
Iowa.....	1	10	4			135	30			
Maine.....	1	2	2	47	27	142		138	4	
Maryland.....	2	18	8	123	157	255	31	286	0	
Massachusetts.....	8	a70	28	496	427	1,190	221	1,342	69	
Michigan.....	2	34	15	2,399	2,443	628	102	197	23	
Minnesota.....	1	2	4	28	25	104	6	107	3	
Missouri.....	1	15	6	218	161	186	53	219	20	
New Hampshire.....	1	4	8	20	9	85	25	110	0	
New Jersey.....	1	8	4	138	114	134				
New York.....	10	b107	135	2,963	2,863	2,760	1,520	4,368	118	
Ohio.....	6	20	27	598	523	760	232	848	61	
Pennsylvania.....	3	3	8	96	72	112	66	26	152	
Rhode Island.....	1	9	7	128	133	179	41	188	32	
Vermont.....	1	4	6			104				
Wisconsin.....	1	16	14	103	101	412	0	403	9	
District of Columbia.....	1									
Total.....	47	c367	311	7,950	7,526	8,111	2,559	9,127	556	

a Includes 31, sex not specified.

b Includes 14, sex not specified.

c Includes 67, sex not specified.

TABLE XXII.—*Summary of reform schools—Concluded.*

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.			Number of volumes.	Average annual increase.		
	Native.	Foreign.					
Connecticut	213	35	2,495	2,800	300	\$58,259	\$16,040
Illinois	124	23	1,907	150	.....	39,240	.....
Indiana	440	18	898	725	65	83,000	.....
Iowa	82	55	421	400	.....	.....	.....
Maine	42	5	1,429	1,400	.....	24,106	4,000
Maryland	250	5	2,422	2,100	.....	48,716	10,395
Massachusetts	612	154	13,235	5,813	130	112,375	22,932
Michigan	187	33	16,799	3,101	.....	.....	.....
Minnesota .....	.....	.....	281	850	.....	27,000	.....
Missouri	203	15	3,412	300	.....	25,000	6,500
New Hampshire	25	85	800	400	50	20,000	3,500
New Jersey .....	.....	.....	.....	.....	.....	.....	.....
New York	1,832	1,724	45,734	7,986	615	479,954	90,750
Ohio	813	65	6,441	3,500	185	120,135	12,200
Pennsylvania	151	1	2,837	1,700	10	25,995	5,544
Rhode Island	202	18	2,312	3,030	126	35,379	7,478
Vermont .....	.....	.....	.....	70	.....	.....	.....
Wisconsin	332	80	1,205	1,260	100	45,156	.....
District of Columbia .....	.....	.....	.....	.....	.....	.....	.....
Total	5,503	2,316	102,628	35,585	1,581	1,145,315	179,339

The condition of these schools has not changed materially since our last report. The most notable circumstance that appears in relation to reform schools is the evident tendency on the part of many toward more liberal and humane methods of management and discipline. The Connecticut State Reform School, for example, has, during the last year, exchanged its close-locked cells for an open dormitory. No lad in it has been locked up for nearly a year, except for punishment, and none have tried to take advantage of this freedom, while the improvement in their feelings and conduct has been most marked and satisfactory.

The State Reform School at Lancaster, Ohio, offers the experience of eighteen years in proof of the superiority of the plan pursued in it, that of holding the inmates without walls, cells, and bars of iron, but by making them contented and satisfied with their surroundings. "They stay," it is said, "because they have nothing to gain by leaving."

TABLE XXIII.—SUMMARY OF SCHOOLS FOR THE FEEBLE-MINDED.

Table XXIII of the appendix presents statistics of schools for the instruction of feeble-minded youth, of which the following is a summary:

TABLE XXIII.—Summary of schools for the feeble-minded.

Name.	Number of instructors and other employes.	No. of inmates.			Number dismissed or improved since opening.	Income.	Expenditure.
		Male.	Female.	Total.			
1 Connecticut School for Imbeciles.....	12	47	38	85	.....	.....
2 Illinois Asylum for Feeble-Minded Children	26	79	47	126	170	\$24,500	\$24,500
3 Kentucky Institution for Feeble-Minded Children.	9	53	56	112	669	22,500	22,500
4 Private Institution for the Education of Feeble-Minded Youth, (Barre, Mass.)	50	59	21	80	2208	.....	38,564
5 Massachusetts School for Idiotic and Feeble-Minded Youth.	27	72	52	124	423	27,289	31,071
6 Hillside School for Backward and Peculiar Children, (Mass.)	7	7	1	8	9	.....	.....
7 New York Asylum for Idiots	52	121	89	210	450	45,911	45,507
8 Ohio State Asylum for Idiots	74	242	160	402	301	65,850	65,169
9 Pennsylvania Training School for Feeble-Minded Children.	60	133	92	225	3372	56,464	57,537
Total.....	317	816	556	1,372	2,007	242,514	234,843

a All improved.

b Since 1864; 247 of these were improved and 49 self-supporting.

It will be observed there are nine of these institutions of this interesting class, employing 317 instructors, and having a total enrolment of 1,372, males 816 and females 556. The males, it may be noted, are considerably in excess of the females treated.

TABLE XXIV.—BENEFACTIONS.

For further details respecting educational benefactions for the year 1875, reference is made to Table XXIV of the appendix.

TABLE XXIV.—Statistical summary of benefactions, by institutions, for 1875.

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Object not specified.
Universities and colleges.	\$2,703,650	\$1,646,173	\$506,533	\$102,335	\$27,000	\$38,500	\$242,960	\$133,043
Schools of science.....	147,112	46,764	32,789	50,000	11,300	4,069	800	1,300
Schools of theology.....	404,356	115,407	161,500	5,800	7,000	4,037	.....	110,612
Schools of medicine.....	72,395	1,000	66,071	.....	.....	.....	4,250	1,074
Institutions for the superior instruction of women.	217,887	131,900	46,450	10,000	25	2,500	362	26,650
Preparatory schools.....	300,675	156,543	113,000	20,000	105	10,000	1,022	.....
Institutions for secondary instruction—								
Schools for boys.....	21,350	4,000	12,500	.....	.....	2,800	50	2,000
Schools for girls.....	24,210	3,650	14,100	.....	5,000	.....	900	1,160
Schools for boys and girls.	200,352	103,562	56,635	5,000	6,371	3,500	975	24,309
Institutions for the deaf and dumb.	24,969	6,000	.....	.....	.....	.....	.....	18,969
Miscellaneous.....	9,000	9,000
Total.....	4,126,562	2,224,010	1,009,628	193,183	56,891	65,406	258,319	319,122

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The following is a summary of the benefactions to the several classes of institutions by States :

TABLE XXIV.—*Statistical summary of benefactions, by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of medicine.	Institutions for the superior instruction of women.
Alabama.....	\$2, 825	\$2, 500				\$25
Arkansas.....	5, 680	5, 000				
California.....	13, 000					
Connecticut.....	34, 750					
Delaware.....	10, 000					
Florida.....	500					
Georgia.....	66, 713	32, 713				25, 000
Illinois.....	388, 434	223, 500		\$97, 500	\$1, 000	50, 500
Indiana.....	51, 600	45, 100			1, 000	5, 000
Iowa.....	174, 859	168, 459		2, 000		
Kansas.....	3, 200	3, 200				
Kentucky.....	26, 495	21, 795				4, 700
Louisiana.....	12, 809	11, 449				
Maine.....	307, 800	243, 300	\$500	4, 000		59, 000
Maryland.....	8, 500		1, 000	5, 000		
Massachusetts.....	247, 399	174, 997	1, 000		3, 000	15, 150
Michigan.....	32, 342	25, 342		1, 000		6, 000
Minnesota.....	18, 967	13, 067		5, 000		
Mississippi.....	21, 000	7, 000		3, 000		
Missouri.....	184, 455	162, 500				20, 000
Nebraska.....						
Nevada.....						
New Hampshire.....	475, 760	412, 500				1, 000
New Jersey.....	324, 961	103, 400		98, 300		
New York.....	410, 421	186, 578	30, 000	56, 417	6, 574	3, 762
North Carolina.....	33, 550	23, 550		5, 000		
Ohio.....	181, 030	109, 680	2, 000	43, 000	1, 250	16, 100
Oregon.....	3, 175	3, 175				
Pennsylvania.....	810, 672	579, 100	50, 300	65, 802	59, 371	
Rhode Island.....	16, 945	15, 445				
South Carolina.....	17, 925	15, 000				900
Tennessee.....	42, 187	23, 400		1, 037		
Texas.....	7, 850	5, 600			200	750
Vermont.....	25, 075	15, 000				
Virginia.....	91, 012	13, 500	62, 012	15, 500		
West Virginia.....	15, 000	15, 000				
Wisconsin.....	40, 300	28, 100				1, 000
Colorado.....	1, 300		300			
District of Columbia.....	6, 500	4, 700		1, 800		
Indian Territory.....	2, 000					
New Mexico.....	500					
Utah.....	6, 671					
Washington.....	2, 400					
Total.....	4, 126, 562	2, 703, 650	147, 112	404, 356	72, 395	217, 887

TABLE XXIV.—Statistical summary of benefactions, by States—Concluded.

States and Territories.	Preparatory schools.	Institutions for secondary instruction.			Institutions for the deaf and dumb.	Miscellaneous.
		Schools for boys.	Schools for girls.	Schools for boys and girls.		
Alabama.....				\$300		
Arkansas.....				680		
California.....				12,000	\$1,000	
Connecticut.....	\$28,500		\$1,000	250	5,000	
Delaware.....		\$10,000				
Florida.....				500		
Georgia.....		1,000		8,000		
Illinois.....		500	1,100	334		
Indiana.....				500		
Iowa.....				4,400		
Kansas.....						
Kentucky.....						
Louisiana.....		300	60	1,000		
Maine.....			1,000			
Maryland.....		2,500				
Massachusetts.....	52,077			1,175		
Michigan.....						
Minnesota.....				900		
Mississippi.....			2,000			\$9,000
Missouri.....				1,955		
Nebraska.....						
Nevada.....						
New Hampshire.....	55,000	50		7,210		
New Jersey.....	76,100			47,161		
New York.....	75,423		1,350	42,177	8,140	
North Carolina.....		5,000				
Ohio.....				9,000		
Oregon.....						
Pennsylvania.....	10,050		7,900	27,320	10,829	
Rhode Island.....	1,500					
South Carolina.....	2,025					
Tennessee.....				12,750		
Texas.....				1,300		
Vermont.....				10,075		
Virginia.....						
West Virginia.....						
Wisconsin.....			7,000	4,200		
Colorado.....			1,000			
District of Columbia.....						
Indian Territory.....		2,000				
New Mexico.....				500		
Utah.....				6,671		
Washington.....			2,400			
Total.....	300,675	21,350	24,810	200,358	24,969	9,000

Every person of wealth before disposing of his money in aid of education should consult these tables. They indicate the localities where least is bestowed, and the class of institutions most in need.

CXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

In other countries the law of primogeniture renders possible the concentration of wealth upon a single line of descent, and traditions and customs unite to create a desire to perpetuate the family name. The absence of this law among us renders less feasible the perpetuation of family names upon any such basis as wealth. Family histories, however, among us indicate the possibility of great permanence on the condition of health of body and mind, of sound training, and wise occupation. Persons of great possessions, therefore, in seeking objects for their benefactions, not unfrequently selected institutions of learning to preserve their names to future generations. The examples of their wisdom are yearly multiplying. The effect of the hard times is seen in the reduction of the total amount of benefactions appropriated during the year now closing, the total being \$4,126,562; that for 1874, \$6,053,304; that for 1872, \$11,223,977.

TABLE XXV.—*Summary of the number of educational publications.*

Number of firms in California.....	1
Illinois.....	5
Iowa.....	1
Maryland.....	1
Massachusetts.....	19
Missouri.....	1
New Hampshire.....	1
New Jersey.....	1
New York.....	61
Ohio.....	5
Pennsylvania.....	19
District of Columbia.....	2
Total.....	117
Number of books on art.....	23
biography.....	30
education.....	53
geography and travels.....	20
history.....	60
law.....	29
logic and metaphysics.....	3
mathematics.....	22
mechanics.....	12
medicine.....	53
natural sciences.....	42
philology and translations.....	36
political economy and social science.....	13
theology and religion.....	27
Total.....	423

TABLE XXVI.—*Summary of patents for improvements in school furniture.*

From Connecticut.....	2	From New Jersey.....	4
Illinois.....	4	New York.....	6
Indiana.....	4	Ohio.....	5
Kentucky.....	1	Pennsylvania.....	3
Maine.....	2	District of Columbia.....	2
Maryland.....	1	France, (Paris).....	1
Massachusetts.....	6		
Michigan.....	1	Total.....	43
Missouri.....	1		

Improvements in alphabet boards and block	1
alphabet case	2
letter and picture block	1
adding machines	3
calculating machine	1
geographical map	1
map exhibitor	1
map drawer and exhibitor	1
device for teaching music	1
drawing board	1
drawing pen	1
pen	1
pen and pencil case	1
inkstand	1
slate frames	4
slate pencil attachment	1
slate pencil sharpener	1
pencil holder for slate frame	1
parallel ruler	2
eraser	2
blackboard rubber	3
school desks	3
school desk and seat	1
school and lawn seats	1
binge for seat arms of school desks	1
hinge joint for school desks	1
heating and ventilating buildings	3
window ventilators	2
Total	43

SUMMARY OF THE CONDITION OF EDUCATION IN OTHER COUNTRIES.*

A clearer conception of the progress of education in the several countries embraced in this summary may be obtained by noting a few prominent facts touching education in each at the beginning of the present century.

Portugal.—Pombal, the powerful prime minister in 1772, conceived the plan of establishing a primary school in every parish; 400 such schools were actually founded, but after his downfall these schools soon disappeared.

Russia.—Catharine II, in 1775, ordered the establishment of schools in all towns and villages, fixing the school fee at a minimum, but not making attendance compulsory. But as there were no teachers, no text books, no school-houses, no money, the order remained a dead letter.

Sweden.—In 1762 the clergy were urged to keep good teachers in their parishes, and in the 10 years following about 200 permanent schools were established.

Norway.—By a decree of 1741, the government urged all the parishes to establish schools, but nothing was done to enforce this decree.

Denmark.—Ever since the Reformation, numerous decrees have urged the establishment of schools by the parishes; many schools were really begun, but the general system only dates from the beginning of the nineteenth century.

Holland.—Holland had no general system of education till this century, but nearly every parish had a good primary school connected with the church.

Italy.—Italy did not exist as a nation, and in the numerous states then occupying the Italian peninsula primary education, if given at all, was almost entirely in the hands of the clergy.

* The issue of this report having been necessarily delayed, the opportunity has been improved to introduce the most recent educational intelligence from foreign countries, with a view of aiding students of education at the Centennial.

CXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

France had no system of primary education; all that was worthy of the name was given in convent or church schools.

Belgium belonged at that time to Austria.

Austria.—Maria Theresa and the reformer of Austrian education, Felbiger, waged an energetic warfare against ignorance. In 1770, 24 out of every 100 children attended school in Vienna, and 16 out of every 100 in the rest of the monarchy.

Great Britain and Ireland.—England had no public system of primary instruction, everything being left to individual effort.

Scotland had primary schools ever since the Reformation.

Prussia.—Frederick the Great took a deep interest in education, and established many primary schools and normal schools, especially in the conquered provinces.

Switzerland.—Most of the cantons possessed some sort of school system; great zeal in the cause of education was manifested, particularly in the Protestant cantons.

In this connection the two following quotations from trustworthy foreign journals are significant:

Comparative statistics of primary education in some of the states of Europe.

(From the Allgemeine Deutsche Lehrerzeitung, published at Leipzig, Germany.)

	Prussia.	Saxony.	Bavaria.	Württemberg.	Austria.
Number of children attending public primary schools.	3, 800, 000	429, 680	626, 320	230, 760	1, 920, 000
Number of school children to every 1,000 inhabitants.	160	168	120	126	83
Total number of teachers	54, 496	5, 060	9, 881	3, 700	46, 163
Total number of male teachers	50, 560	.....	.....	.....	20, 904
Total number of female teachers.....	3, 936	.....	.....	.....	25, 259
One teacher to the following number of inhabitants.	441	505	492	491	500
One teacher to the following number of school children.	70	85	63	62	43
Average salary of teachers.....	\$236	\$305	\$171	} Minimum : \$171	Minimum : \$150
Average salary of male teachers	\$237	.....	.....
Average salary of female teachers....	\$187	.....	.....
Total sum annually expended for primary schools.	\$13, 166, 267	\$1, 927, 980	\$2, 760, 420	\$750, 000	\$7, 660, 305
Contributed by the government	\$2, 970, 147	\$30, 603	\$1, 092, 920	\$306, 100	.....
Contributed by the communes.....	\$7, 734, 011	.....	.....	.....	.....
Cost of primary education to each inhabitant.	\$0 55	\$0 75	\$0 57	\$0 40	\$0 33
Average annual cost of a primary scholar.	\$3 25	\$4 50	\$3 93	\$3 25	\$3 75
Total number of normal schools.....	76	16	13	4	59
One normal school to the following number of inhabitants.	316, 000	160, 000	374, 000	450, 000	391, 000
Number of professors in normal schools.	500	133	99	32	581
Number of students in normal schools	4, 786	1, 595	824	628	3, 225
Number of male students in normal schools.	.....	.....	781	.....	1, 978
Number of female students in normal schools.	.....	.....	43	.....	1, 307
Total sum annually expended for normal schools.	\$1, 082, 730	\$108, 892	\$82, 242	\$30, 171	.....
Average annual cost of a student in a normal school.	168	68	107	48	.....

Comparative statistics of primary education in some of the states of Europe—Concluded.

	Switzerland.	Belgium.	England.	Italy.
Number of children attending public primary schools.	420,000	492,460	2,497,602	1,872,381
Number of school children to every 1,000 inhabitants	157	95	105	70
Total number of teachers.....	7,059	9,803	49,482	45,596
Total number of male teachers.....	5,680	5,265	9,651	.....
Total number of female teachers.....	1,379	4,538	10,511	.....
One teacher to the following number of inhabitants	378	520	478	588
One teacher to the following number of school children.	60	50	50	40
Average salary of teachers.....	.....	\$270 80	\$423	\$126
Average salary of male teachers.....	.....	\$270 60	\$535	.....
Average salary of female teachers.....	.....	\$271 00	\$320	.....
Total sum annually expended for primary schools..	\$2,277,621	\$3,274,112	\$13,016,845	\$4,608,129
Contributed by the government.....	\$1,252,796	\$1,428,684	\$5,251,295	\$46,422
Contributed by the communes.....	\$1,024,825	\$1,489,514	\$679,955	\$4,415,026
Cost of primary education to each inhabitant.....	\$0 95	\$0 37	\$0 55	\$0 17
Average annual cost of a primary scholar.....	\$5 42	\$4 30	\$5 21	\$2 46
Total number of normal schools.....	19	37	41	115
One normal school to the following number of inhabitants.	140,000	140,000	570,000	233,053
Number of professors in normal schools.....	.....	349	309	815
Number of students in normal schools.....	.....	2,334	2,975	6,130
Number of male students in normal schools.....	.....	1,220	1,361	4,611
Number of female students in normal schools.....	.....	1,014	1,614	1,519
Total sum annually expended for normal schools..	.....	\$233,381	\$675,172	.....
Average annual cost of a student in a normal school.	.....	100	226	.....

Percentage of school population attending school.

(From Allgemeine Chronik des Volksschulwesens.)

	Percentage.		Percentage.
Saxe-Weimar.....	102.2	France.....	76.5
Nassau.....	100.5	England.....	76.2
Saxony.....	100.3	Belgium.....	66.5
Saxe-Altenburg.....	99.1	Mecklenburg.....	60.7
Württemberg.....	99.0	Austria.....	57.3
Baden.....	98.1	Spain.....	45.3
Switzerland.....	95.1	Italy.....	31.9
Hanover.....	93.2	Papal States.....	16.1
Denmark.....	89.6	Turkey.....	10.5
Prussia, (old provinces).....	87.5	Russia.....	5.7
Bavaria.....	83		

I.—EUROPE, ASIA, AND AFRICA.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: Area, 108,234 square miles; population, 20,394,980. Capital, Vienna; population, 833,855. Minister of worship and public instruction, C. von Stremayr.

The following data have been abstracted from the Allgemeine Deutsche Lehrerzeitung for 1876, Nos. 3 and 5, and from the Universitäts-Kalender for 1875-1876.

Public schools at Vienna.—The appropriation for education in the city of Vienna amounts to 2,109,790 florins in 1876, viz: 1,725,600 florins for primary education,

325,600 for middle class instruction, 48,830 for the training of teachers, and 9,750 for Kindergärten.

Superior education.—There are seven universities in the empire. Four of these, the so-called German universities, were attended as follows in 1875–1876: The University of Vienna, with 237 professors, had 3,800 students; the University of Innsbruck, 71 professors and 614 students; the University of Prague, 123 professors and 1,995 students; the University of Grätz, 78 professors and 881 students.

b. HUNGARY, constitutional monarchy: Area, 118,172 square miles; population, 15,509,455. Capital, Buda-Pesth; population, 276,476.

Number of communities, 11,552; population, 13,455,030; number of children between the ages of 6 and 15, 2,121,420; number of communal schools, 1,542; number of sectarian schools, 13,903; number of higher communal schools for boys, 6; number of higher communal schools for boys and girls, 9; number of higher burgher schools for boys, 29; number of higher burgher schools for girls, 8; number of communities without schools, 801; number of teachers of communal and burgher schools, 19,598; number of pupils in communal, burgher, middle class, and private schools, 1,443,266; number of children receiving no instruction, 678,154, or 32 per cent.

Normal schools.—Number of seminaries, 57; number of teachers, 510; number of pupils, 2,471, viz, 1,877 males and 494 females.

BAVARIA, constitutional monarchy: Area, 29,347 square miles; population, 4,863,450. Capital, Munich; population, 169,478. Minister of public instruction, Dr. von Lutz. Date of report, 1875.

PRIMARY EDUCATION.—*Deutsche Schulen*: Number of schools, 7,016; number of teachers, 10,599; number of pupils, 841,304; in this number are included pupils of Sunday and evening schools.

Common industrial schools for girls: Number of schools, 1,671; number of teachers, 1,837; number of pupils, 71,635.

Normal schools: Preparatory schools for higher normal courses: Number of schools, 35; number of students, 1,276.

Teachers' seminaries, (higher course:) Number of seminaries, 11; number of students, 786; number of professors, 94.

There are, besides, 1 seminary for Jewish candidates, 3 seminaries for the training of female teachers, and 1 seminary for the training of teachers of gymnastics.

Kindergärten and infant schools: Number, 249; of which 27 are Kindergärten: number of pupils, 24,215.

SECONDARY EDUCATION.—*Latin schools*: Number of schools, 75; number of teachers, 748; of which 553 are exclusively employed in Latin schools; number of pupils, 6,738.

Gymnasia: Number, 28; number of pupils, 2,640; number of professors, 438; of which 396 are exclusively employed in the Gymnasia.

Realgymnasia: Number, 6; number of pupils, 362; number of professors, 66.

SUPERIOR EDUCATION.—*University of Munich*: Number of professors in 1876, 116; number of students, winter semester 1875–76, 1,232.

University of Würzburg: Number of professors in 1876, 67; number of students, winter semester 1875–76, 1,019.

University of Erlangen: Number of professors, 54; number of students, winter semester 1875–76, 429; total number of universities, 3; total number of professors, 237; total number of students, 2,680.

SPECIAL INSTRUCTION.—*Polytechnic school at Munich*: Number of professors, 49; number of students, 922.

Clerical seminaries: Number, 9; number of students, 449.

Royal lyceums: Number 8; number of professors, 67; number of students, 349.

Technological schools: Number, 36; number of students, 3,745; number of professors, 426.

Higher industrial schools: Number, 3; number of students, 169; number of professors, 46.

Central veterinary school at Munich: Number of professors, 11; number of students, 52.

Higher commercial schools: Number, 2; number of professors, 43; number of students, 553.

Schools of architecture: Number, 3; number of professors, 23; number of students, 130.

Professional evening and Sunday schools: Number, 260; number of teachers, 827; number of students, 14,501.

Schools of agriculture: Number, 4; number of professors, 76; number of students, 315.

Special agricultural courses: Number, 947; number of "hearers," 13,260.

Central school of forestry at Aschaffenburg: Number of professors, 6; number of students, 135.

Military academies and schools: Number, 4; number of instructors, 38; number of students, 246.

Schools of art: Number, 2; number of professors, 40; number of students, 475.

Miscellaneous schools for special education: Number, 102; number of pupils, 7,079.

MUSICAL INSTITUTIONS.—*Royal music school at Munich*: Number of professors, 23; number of pupils, 146.

Royal musical institute at Würzburg: Number of pupils, 184; number of professors, 12; number of musicians and singers, 180.

CHARITABLE INSTITUTIONS.—*Asylums for destitute children*: Number, 78; number of attendants, 263; number of inmates, 2,485.

Orphans' and foundlings' homes: Number, 53; number of attendants, 173; number of inmates, 1,962.

Deaf-mute asylums: Number, 12; number of teachers, 33; number of pupils, 361; viz, 192 males and 169 females.

Institutions for the blind: Number, 3; number of pupils, 129.

Institutions for cripples at Munich: Number of inmates, 33.

BELGIUM, constitutional monarchy: Area, 11,267 square miles; population, 5,087,105. Capital, Brussels; population, 400,000.

The official statistics, recently published, show that 42 per cent. of the inhabitants can neither read nor write, and that 50 per cent. of the conscripts had received no instruction whatever.—(Allgemeine Deutsche Lehrerzeitung, 1876, No. 23.)

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,784,741. Capital, Copenhagen; population, 180,866.

Education is widely diffused in Denmark, the attendance at school being obligatory from the age of seven to fourteen. Besides the University of Copenhagen, there are thirteen public Gymnasias or colleges in the principal towns of the kingdom, which afford a classical education, and under them are a large number of middle schools for the children of the trading and higher working classes.

Instruction at the public expense is given in the parochial schools spread all over the country, to the number, in August, 1869, of 2,940, namely, 28 in Copenhagen, 132 in the towns of Denmark, and 2,780 in the rural districts.—(Statesman's Year-Book for 1875.)

FRANCE, republic: Area, 201,900 square miles; population, 36,102,921. Capital, Paris; population, 1,851,792. Minister of worship and public instruction, Waddington.

Education in Paris.—Paris has at present 292,024 children between 2 and 14 years; registered in crèches and in public and private schools, 184,646 children; educated at home are 45,500 children; in Gymnasias and special schools are 11,147 children below the age of 14; number of children (not registered) attending school irregularly, 23,000; number of children receiving no education in 1876, 22,900; (in 1872 there were 67,500.) Of the 273 schools in Paris, 161 are conducted by secular and 112 by sectarian teachers.—(Schweizerische Lehrerzeitung, 1876, No. 31.)

CXXX REPORT OF THE COMMISSIONER OF EDUCATION.

GERMANY, constitutional monarchy, empire: Area, 212,091 square miles; population, 41,060,625. Capital, Berlin; population, 826,341.

Germany has no national system of education; each state manages its own educational affairs.

Technical schools in Germany and German provinces of Austria.—Schools of architecture, 34; mining schools, 25; schools of forestry, 17; schools of commerce, 108; military schools, 46; agricultural schools, 146; conservatories of music, 24; naval schools, 29; veterinary schools, 10; normal schools for gymnastics, 7; schools of surgery, 9; various technical schools, 86.—(Leipziger Illustrirter Kalender für 1877.)

Teachers' salaries in large German cities.—Munich, 1,629 mark, (one mark=25 cents, gold;) Stuttgart, 1,606 mark; Berlin, 1,560 mark; Leipzig, 1,350 mark; Danzig, 1,298 mark; Cologne, 1,230 mark; Breslau, 1,200 mark; Dresden, 1,200 mark; Königsberg, 900 mark. Nearly 12,000 male teachers in German elementary schools receive less than 700 mark.—(Allgemeine Pädagogische Rundschau, 1876, page 38.)

German universities.—The number of universities is 21, with 1,765 professors and 19,378 students, the largest being Berlin, with 3,298 students.

Secondary instruction in Prussia in 1874-'75.—Number of Gymnasia, 228; number of pupils, 74,606; number of teachers, assistants, and special teachers, 3,495. Number of Progymnasia, 33; number of pupils, 3,900. Number of Realschule, (first class,) 79; number of pupils, 31,249; number of teachers and assistants, 1,105. Number of Realschule, (second class,) 67; number of pupils, 5,902; number of teachers, 176. Total number of secondary schools, exclusive of burgher and higher burgher schools, 407; total number of pupils, 111,657.—(Allgemeine Schulzeitung; 1876, No. 14.)

Population of German States, December 1, 1875.

(Leipziger Illustrirter Kalender für 1877.)

	States.	Total population.	School population, (6-14 years.)		
			Total.	Boys.	Girls.
1	Prussia	25,754,083	4,396,738	2,212,999	2,183,739
2	Bavaria.....	5,024,832	745,251	367,500	377,751
3	Saxony	2,760,342	448,814	222,805	226,009
4	Württemberg	1,881,505	295,923	145,131	150,792
5	Baden	1,506,531	243,567	121,578	121,989
6	Hesse	882,349	141,968	71,089	70,879
7	Mecklenburg-Schwerin.....	553,734	93,572	46,935	45,637
8	Saxe-Weimar.....	292,933	48,567	24,735	24,832
9	Mecklenburg-Strelitz	95,643	15,718	7,870	7,848
10	Oldenburg	319,314	55,972	28,123	27,849
11	Brunswick	327,493	59,920	25,835	25,085
12	Saxe-Meinigen	194,494	31,835	15,914	15,921
13	Saxe-Altenburg	145,844	24,022	11,947	12,075
14	Saxe-Coburg-Gotha	182,673	29,386	14,775	14,611
15	Anhalt	213,689	36,076	18,191	17,885
16	Schwarzburg-Rudolstadt	76,676	13,352	6,710	6,642
17	Sondershausen	67,480	13,429	6,298	6,131
18	Waldeck	54,673	11,103	5,521	5,582
19	Reuss-Schleiz.....	46,985	8,445	4,244	4,201
20	Reuss-Greiz	12,375	16,289	8,167	8,122
21	Lippe-Schaumburg	33,941	5,571	2,845	2,726
22	Lippe-Detmold	112,442	20,110	10,279	9,831
23	Lübeck, (free city).....	56,912	7,821	3,901	3,920
24	Bremen, (free city).....	142,645	17,892	9,035	8,857
25	Hamburg, (free city).....	338,618	44,310	21,956	22,354
26	Alsace-Lorraine	1,539,408	259,620	130,400	129,220
	Total.....	42,736,619	7,075,281	3,544,833	3,530,448

GREAT BRITAIN, constitutional monarchy: Area, 89,644 square miles; population, 33,093,400.—(Report of 1875.)

a. *England and Wales.*

Estimated school population, (2 to 15,) 7,183,538; number of schools inspected, 12,167; number of seats in schools, 2,861,319; number of pupils enrolled, 2,497,602; number of pupils present at examinations, 2,034,007; average attendance, 1,678,759; number of pupils qualified by attendance to earn grants, 1,457,075; number of pupils individually examined, 857,844; number of infants qualified by attendance to earn grants, 408,461; number of pupils individually examined in higher branches, 84,620; number of pupils who passed in one subject, 35,212; number of pupils who passed in two subjects, 26,474; number of certified teachers, 18,714; number of assistant teachers, 2,489; number of pupil teachers, 27,031.

b. *Scotland.*

Number of children between 5 and 13 years of age, 629,254; number of schools under school boards, 2,303; number of pupils on the rolls, 290,874; number of average attendance, 212,206; number of teachers and assistants, 3,118; number of pupil teachers, 2,475; number of sewing mistresses, 1,122.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,457,824. Capital, Athens; population, 44,510.

The following is an abstract of an article in the *Archivo di Pedagogia*, of Palermo:

Primary education in 1874.—Number of public free schools, 1,127; number of pupils, 74,561—viz, 63,156 boys and 11,405 girls; number of private schools for boys, 41; number of pupils, 3,558; number of private schools for girls, 26; number of pupils, 1,355.

Secondary education in 1874.—(Gymnasia and Hellenic schools.) Number of Hellenic schools, 136; number of teachers, 280; number of pupils, 7,646; number of Gymnasia, 18; number of professors, 120; number of pupils, 2,460.

Lycées and boarding schools.—Number of lycées and boarding schools for boys, 18; number of pupils, 748; number of boarding schools for girls, 15; number of pupils, 122.

The last named are private institutions, and subject to government inspection.

Superior education.—The university: Number of students in 1874, 1,352; number of professors, 53; number of tutors, 24.

Miscellaneous schools.—Naval schools, 5, military academy, 1; polytechnic school, 1; seminaries, 4; royal marine school, 1; total number, 12. Number professors, 85; number of students, 681.

Grand total of institutions of learning, 1,394; number of pupils and students, 93,588.

No mention is made of normal schools and educational journals.

ITALY, constitutional monarchy: Area, 112,677 square miles; population, 26,796,253. Capital, Rome; population, 244,424.

The following number of children do not attend school at present: province of Mantua, 10,868, or 31 per cent.; province of Ascoli-Piceno, 11,648, or 40 per cent.; province of Bologna, 26,464, or 49 per cent.; provinces of the Campagna, 124,166, or 72 per cent.; provinces of Bari, Lecce, Potenza, and Calabria, 215,722, or 75 per cent. Number of lycées, 80; number of pupils, 5,532; number of Gymnasia, 104; number of pupils, 9,772; number of technical schools, 63; number of pupils, 6,501.—(*Bolletino Ufficiale dell' Istruzione Pubblica.*)

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 33,579,909. Capital, Tokio, (Yedo); population, 674,447. Acting minister of education, F. Tanaka. Date of report, 1874.

Population, (according to school report,) 33,579,909; middle school districts, 246; elementary school districts, 45,418; increase for the year, 2,967.

Schools: Public, 18,712; increase for the year, 10,710; private, 2,356.

Normal institutes: Governmental, 7; public, 45; increase for the year, 21.

Foreign language schools: Governmental, 10; public, 82; private, 21; government colleges, 21.

Whole number of colleges and schools, 20,603; increase for the year, 7,945.

Pupils of schools: Male, 1,303,300; increase for the year, 293,684; female, 421,807; increase for the year, 103,471; total, 1,725,107; increase for the year, 397,152; pupils of normal institutes, 5,022; increase for the year, 3,811.

Pupils of foreign language schools: Male, 4,969; increase for the year, 966; female, 350; increase for the year, 126; total, 5,319; increase for the year, 1,092; pupils in government colleges, 3,973; increase for the year, 62; whole number of pupils, 1,739,422; increase for the year, 402,118. Number of pupils per 100 of population, 5.18.

Teachers employed in schools.—Public: Male, 32,556; female, 457. Private: Male, 4,393; female, 210. Teachers in normal institutes, 285; teachers in foreign language schools, 247; teachers in government colleges, 245.

Foreign instructors.—English: Male, 91; female, 10. American: Male, 22; female, 2. German: Male, 23; female, 1. French: Male, 56; female, 2. Russian: Male, 1. Dutch: Male, 2. Swiss: Male, 1. Chinese: Male, 1.

Total number of foreign instructors: Male, 197; female, 15; total, 212.

Whole number of teachers: 38,365; increase for the year, 15,699.

Income.—From school fees, 301,603.32 yen; from voluntary contributions, 1,080,845.46 yen; from school district rates, 1,453,610.06 yen; from government, 272,330.17 yen; from interests of various sorts, 354,326.50 yen; from various sources, 326,407.50 yen; total annual income, 3,794,123.01 yen.

Expenditure.—Teachers' salaries, 1,295,686.63 yen; other salaries, 282,527.51 yen; expenses for inspecting and travelling, 28,269.64 yen; building and repairs, 643,536.01 yen; books and apparatus, 488,137.25 yen; fuel and lights, 170,832.56 yen; miscellaneous, 286,289.03 yen; total annual expenditure, 3,195,278.63 yen.

Expenses for government colleges and schools, 643,142.40.

Public school property.—Value of school-houses, 1,038,026.57 yen; value of school grounds, 124,580.39 yen; value of school apparatus, 413,595.61 yen; value of school books, 367,653.63 yen; amount of school funds, 3,796,392.07 yen; total, 5,740,248.27 yen.

JAVA, Dutch colony: Area, 51,336 square miles; population, 17,298,200.

Number of government schools, 53; number of pupils, 4,160, of which 2,352 receive instruction free; number of private schools, 29; number of pupils, 2,000. There are besides 73 government and 114 private schools for natives of which the number of pupils is not given.—(Allgemeine Deutsche Lehrerzeitung, 1876, No. 10.)

NETHERLANDS, constitutional monarchy: Area, 20,527 square miles; population, 3,767,263. Capital, The Hague; population, 97,565. Date of the report of the royal commissioner, 1876.

Elementary instruction.—Number of public elementary schools December 31, 1873, 2,669, viz, 2,215 ordinary elementary and 454 more extended elementary schools; number of subsidized private elementary schools, 143, viz, 30 ordinary elementary and 113 more extended elementary schools; number of non-subsidized elementary private schools, 978, viz, 406 ordinary elementary and 572 more extended elementary schools; total number of elementary schools, 3,790.

Number of pupils in public schools, 382,146, viz, 212,995 boys and 169,151 girls; number of pupils in subsidized private schools, 5,999, viz, 2,870 boys and 3,129 girls; number of pupils in non-subsidized private schools, 111,914, viz, 49,950 boys and 61,964 girls; total number of pupils, 500,059.

Number of public school teachers, assistants, and pupil teachers, 7,248, viz, 6,519 males and 729 females; number of private school teachers, assistants, and pupil teachers, 4,217, viz, 2,472 males and 1,745 females; total number of teachers, 11,465, viz, 8,991 males and 2,474 females.

Evening schools.—Number of pupils in public evening schools, 19,236; number of pupils in private evening schools, 4,555; total number, 23,791, viz, 17,736 boys and 6,055 girls; number of teachers, not given.

Repeating and Sunday schools.—Number of public schools, 102; number of subsidized private schools, 18; number of non-subsidized private schools, 121; total, 241.

Number of public school teachers, 219, viz, 215 males and 4 females; number of subsidized private school teachers, 41, viz, 40 males and 1 female; number of non-subsidized private school teachers, 313, viz, 186 males and 127 females; total number of teachers, 573, viz, 441 males and 132 females.

Number of pupils in public schools, 3,495, viz, 2,981 males and 514 females; number of pupils in subsidized private schools, 967, viz, 683 males and 284 females; number of pupils in non-subsidized private schools, 6,513, viz, 2,754 males and 3,759 females; total, 10,975, viz, 6,418 males and 4,557 females.

Total expenditures for elementary instruction in 1873, 6,558,519 florins.

Secondary instruction.—(In Holland, middle class schools.) For boys, number of day burgher schools, 5; number of evening burgher schools, 31; total, 36; number of teachers, 348; number of day school pupils, 356; number of evening school pupils, 4,148, of which 3,307 practised a trade; total, 4,504.

Industrial schools and drawing schools.—Number of schools, 32; number of teachers, 120; number of pupils, 2,500.

Higher burgher schools.—Number of schools, 49, of which 17 are government schools; number of pupils in December, 1874, 3,874, of which 73 are below 12 and 465 above 13 years of age. Number of professors in 1874, 573.

The royal polytechnic schools.—Number of professors and assistants, 25; number of students in 1874-75, 236; number of pupils in the preparatory class, 76.

There are several agricultural schools in Holland, of which the number of professors and pupils is not given.

Navigation schools.—Number of schools in 1874, 11; number of teachers, 23; number of pupils, 250.

Middle class schools for girls.—Number of schools, 7; number of pupils, 539; number of teachers, 82, viz, 41 males and 41 females.

Industrial school for girls at Amsterdam.—Number of pupils in 1874, 172; number of teachers, 15, viz, 7 males and 8 females; total annual expenditures, 12,000 florins. Total amount of expenditures for middle class schools, 1,461,400 florins.

No mention is made of superior instruction.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 3,995,152. Capital, Lisbon; population, 224,063. Minister of public instruction, the minister of the interior, A. Rodrigues Sampaio. A full report on education in Portugal has kindly been transmitted to this Office by the Hon. B. Moran, United States minister at Lisbon. Date of report, December, 1875.

Primary instruction.—Number of schools, 2,244; i. e., 1,910 for boys, and 334 for girls. Number of pupils, 113,097; 92,834 boys, and 2,062 girls. Number of teachers, 2,609; 2,114 males, and 495 females.

Secondary instruction.—Number of lyceums, 13, with 2,385 pupils. Number of other secondary schools, 123.

Superior instruction.—University of Coimbra, with 52 professors and 15 assistants, and 913 students, viz, theology, 39; law, 343; political economy, 6; medicine, 56; mathematics, 104; philosophy, 262; drawing, 103. Polytechnic school at Lisbon, with 174 students. Military academy, with 272 students. Polytechnic school at Oporto, with 109 students. Medico-surgical schools at Lisbon, Oporto, and Funchal, with 192 students.

Special instruction.—Academies of the fine arts at Lisbon and Oporto, with 277 students. Conservatory of Music, with 95 students. Industrial and Commercial Institution, with 388 students. Total annual expenditure for education, \$1,200,000.

ROUMANIA, constitutional monarchy, (tributary to Turkey:) Area, 45,642 square miles; population, 3,864,848. Capital, Bucharest; population, 221,150.

On the 1st of September, 1875, Roumania had 2,413 public schools, of which 2,133 were supported by the state. The number of teachers was 873, of which 527 were regularly trained.

RUSSIA, absolute monarchy, empire: Area, 8,404,767 square miles; population 82,172,022. Capital, St. Petersburg; population 667,026.

Number of common schools in the European provinces, 20,376; number of pupils, 839,565, viz: 670,186 boys and 169,379 girls. Total number of children between the

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ages of 6 and 14 years, 12,213,533, viz: 5,803,656 boys and 6,409,902 girls. Of these only six per cent. attended school. Number of schools in Siberia, 2,392; number of pupils, 102,922.—(Allgemeine Schulzeitung, 1876, No. 16.)

SAXONY, constitutional monarchy: Area, 6,777 square miles; population, 2,556,244. Capital, Dresden; population, 676,534. Minister of public instruction, Dr. von Gerber. Date of report, 1873.

Primary education.—(Elementary, extended elementary, and higher elementary schools. Number of public schools, 2,143 with 8,357 classes; number of teachers, 5,060, of which 233 are females; number of pupils, 429,679, viz, 212,732 boys and 216,947 girls; number of private schools, 124; number of teachers, 711; number of pupils, 4,267, viz, 4,178 boys and 4,089 girls.

Sunday and evening schools.—Number of schools, 182; number of pupils, 12,594; number of teachers, 626.

Kindergärten.—Total number, 91; number of teachers and pupils not mentioned.

Normal schools.—(Teachers' seminaries. Number of schools, 14, viz, 13 Protestant and 1 Catholic; number of teachers, 133; number of students, 1,595, of which 62 are females.

SECONDARY INSTRUCTION.—*Realschule*: Number of realschule, 20; number of teachers, 266; number of pupils, 4,144.

Gymnasia: Number of Gymnasia, 12, with 110 classes; number of professors, 225; number of pupils, 2,927.

SUPERIOR INSTRUCTION.—*The University of Leipzig*: number of professors and tutors, winter semester 1875-1876, 3,032, viz, 2,925 matriculated and 107 not matriculated.

MISCELLANEOUS INSTITUTIONS.—Saxony has excellent academies of fine arts, polytechnic, industrial, commercial, mining, drawing, agricultural, and evening schools, of which the number of teachers and pupils is not mentioned in the report.

SERVIA, principality, nominally belonging to Turkey, but semi-independent since 1856: Area, 12,600 square miles; population, 1,333,505. Capital, Belgrade; population, 26,674.

PRIMARY INSTRUCTION.—Number of schools, 507; number of teachers, 627; number of pupils, 22,756. There are besides, 15 free schools, of which the number of teachers and pupils is not mentioned.

SECONDARY INSTRUCTION.—*Gymnasia*: Number of Gymnasia, 17; number of teachers, 59; number of pupils, 546.

High school for girls: number of teachers, 26; number of pupils, 238.

SUPERIOR INSTRUCTION.—*University*: Number of professors, 17; number of students, 196.

Theological Seminary: Number of professors, 11; number of students, 279.

NORMAL SCHOOL.—Number of teachers, 11; number of pupils, 59. A library with 2,000 volumes is connected with the normal school.

INDUSTRIAL SCHOOLS.—Number of industrial schools, 11; number of teachers, 49; number of pupils, 546.

Only 15 per cent. of the conscripts examined before the war were able to read and write.—(Allgemeine Deutsche Lehrerzeitung, 1876, No. 39.)

SWEDEN, constitutional monarchy: Area, 171,749 square miles; population, 4,341,559. Capital, Stockholm, with a population of 150,446. Minister of education and ecclesiastical affairs, Gunnar Wennerberg. Date of hand-book from which these details were taken, February 19, 1876.—Swedish Hand-book for the Centennial Exhibition at Philadelphia.

PRIMARY INSTRUCTION.—Total number of popular elementary schools, 8,127, of which 2,805 are stationary schools, 1,168 ambulatory schools, 4,143 infants' schools, and 11 higher elementary schools.

The total number of pupils between the ages of 9 and 14 is reported at 734,165, of which 371,622 are boys, and 562,543 girls. Of these 239,517 frequent popular stationary schools; 149,565 frequent popular ambulatory schools; 218,616 frequent popular in-

fants' schools; 288 frequent popular higher elementary schools; 29,405 frequent private schools; 9,293 frequent secondary schools; 68,682 are educated at home; total, 715,366. Number of children who, on account of natural defects and for other reasons, receive no instruction, 18,799.

The number of pupils in the popular elementary schools has increased during the last eight years by 126,743, or 26 per cent.

Total number of elementary teachers, 7,815, of which 5,039 are males and 2,776 females.

SECONDARY INSTRUCTION.—Number of preparatory schools, 96; number of pupils, 12,245; number of teachers, 967.

SUPERIOR EDUCATION.—University of Upsala, with 34 professors, 70 assistants, and 1,480 students, viz, 332 theology, 142 law, 151 medicine, 855 philosophy; University of Lund, with 29 professors and 40 assistants, and 523 students, viz, 112 theology, 54 law, 44 medicine, 313 philosophy, (the government grants for the Universities of Upsala and Lund are, for 1876, \$111,000 gold;) Polytechnic School, at Stockholm, with 17 professors and 270 students; Chalmers Polytechnic School, at Göteborg, with 10 professors and 149 students; Royal Academy of Fine Arts, at Stockholm, with 22 professors and 255 students; Pharmaceutic Institute, at Stockholm, with 60 students; Royal Carolian Medico-Surgical Institute, at Stockholm, with 22 professors and 100 pupils; Forest Institute, at Stockholm, with 3 professors and 12 pupils; Veterinary Institute, at Stockholm, with 5 professors and 50 pupils; School for Midwives, at Stockholm, with 100 pupils.

SWITZERLAND, confederate republic: Area, 15,233 square miles; population, 2,669,147, (in 1870.) Capital, Berne; population, 36,001. Date of report, July, 1875.

Elementary education.—Number of schools, 5,083; number of pupils, 411,760, viz, 205,228 boys and 206,532 girls; number of teachers, 7,474, viz, 5,750 males and 1,724 females. There are besides 4,393 special female teachers for needlework, &c.

School libraries.—Number of libraries, 1,216; number of volumes, 327,297.

Normal schools.—Number of normal schools, 26; number of teachers, 182; number of students, 1,505.

Charities.—(From report of 1876,) Orphan asylums: Number, 33; number of inmates, 1,606. Institutions for destitute children: Number, 35; number of inmates, 1,209. Deaf-mute institutes: Number, 9; number of inmates, 323. Institutions for the blind and for the insane: Number, 9; number of inmates, 463.

Secondary education.—No report.

Superior education.—(From the Universitäts-Kalender,) University of Basle: Number of professors, 67; number of students, 1875-1876, 254. University of Berne: Number of professors, 70; number of students, 345, (1875-'76.) University of Zürich: Number of professors, 77; number of students, 364, (1875-'76.) Veterinary Academy at Berne: Professors, 7; students, 17, (1875-'76.)

WÜRTEMBERG, constitutional monarchy: Area, 7,675 square miles; inhabitants, 1,818,539. Capital, Stuttgart; population, 91,623. Minister of public instruction, Dr. von Gessler. Date of report, 1876, (sent in July.)

PRIMARY EDUCATION.—Number of schools not given. Number of teachers' places, 3,878, viz, 2,653 Protestant and 1,225 Catholic. Number of pupils not given.

SECONDARY EDUCATION.—*Public preparatory schools:* Number of schools, 13, with 42 classes and 2,001 pupils, viz, 1,901 natives and 100 foreigners; number of teachers not given.

Public Realschule: Number of public realschule, 81, with 234 classes; number of pupils, 7,482, viz, 5,932 Protestants, 1,184 Catholics, 355 Jews, and 11 of other denominations; number of teachers, 261.

Gymnasia and lyceums: Number of Gymnasia and lyceums, 91, with 273 classes; number of pupils, 7,482, viz, 5,593 Protestants, 1,611 Catholics, 271 Jews, and 6 of other denominations; number of teachers, 316.

SUPERIOR EDUCATION.—*University of Tübingen*: Number of students, 878, viz, 508 from Württemberg and 370 from other countries; number of professors, 89; number of assistants, 7.

Academies of Agriculture, Forestry, &c.—Academy of Agriculture and Forestry at Hohenheim: Number of students: Winter semester 1874-'75, 84; summer semester 1875, 82; number of professors and assistants, 25.

Veterinary School at Stuttgart: Number of regular students, 26; number of students who studied anatomy only, 21; number of professors and assistants, 10.

Agricultural schools at Ellwangen, Kirchberg and Ochsenhausen: Number of pupils, 36; number of professors, 4.

School for the training of vine cultivators: Number of pupils, 13; number of teachers, 2.

Agricultural winter schools: Number of schools, 5; number of pupils, 75; number of teachers not given.

Agricultural evening schools and reading rooms for adults.—Number of schools, 933; number of pupils, 20,996. These institutions have 620 libraries, with 84,438 volumes.

TECHNICAL EDUCATION.—*Polytechnic School at Stuttgart.*—Number of professors and assistants, 73; number of students, winter semester 1874-'75, 537, viz, 422 in the technical and 115 in the mathematical department. Summer semester 1875, 462 students, viz, 111 in the mathematical, and 351 in the technical department.

School of architecture at Stuttgart: Number of professors and assistants, 40; number of students, winter semester 1874-'75, 945; summer semester, 1875, 256.

Sunday and evening schools for adults: (Fortbildungsschulen). Number of schools, 153; number of pupils, 11,990; number of teachers, 644. Government contributes about \$30,000 for the support of these schools.

School of fine arts at Stuttgart: Number of professors and assistants, 12; number of students, winter semester of 1874-'75, 85; summer semester of 1875, 71.

Conservatory of music at Stuttgart: Number of pupils, 576, of whom 79 were from America; number of teachers, 39; number of lessons given each week, 706.

CHARITABLE INSTITUTIONS.—*Orphan asylums*: Number of orphan asylums, 3, viz, 2 Protestant and 1 Catholic; number of inmates, 621; number of outsiders, 285; number of directors and assistants, 26; annual expenses about \$61,480.

Institutions for the deaf and dumb: Number of deaf and dumb institutions, 6; number of pupils, 267.

Institutions for the blind: Number of institutions, 4; number of pupils, 96.

II.—NORTH AMERICA AND SOUTH AMERICA.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 1,736,922. Capital, Buenos Ayres; population, 177,787. Minister of justice, public worship, and public instruction, Dr. D. Onesimo Leguizamon.

The last report is dated May 1, 1875, and forms one of a set kindly transmitted to this Office by the Argentine chargé d'affaires at Washington, Dr. G. Videla Dorna.

Primary instruction.—Number of children between the ages of 6 and 16, 468,937; number attending school, 112,223; proportion of children attending school to entire population, 1 in every 19.87.

Number of schools, 1,816, of which 1,327 were public, and 489 private. Number of public schools for boys, 705; for girls, 294. Number of private schools for boys, 167; for girls, 112. Number of mixed public schools, 328; number of mixed private schools, 210.

Number of pupils, 109,941, of whom 85,672 were in public schools, and 24,269 in private schools.

Number of teachers, 2,868, viz, men, 1,593, and women, 1,275. Of these, 1,823 were in public schools, and 1,040 in private schools.

Secondary instruction.—Number of colleges, 17; number of students, 453.

Superior instruction.—University: number of faculties, 5; number of students of law and political economy, 434; of medicine, 303; of mathematics, 93; of natural sciences, 100; of philosophy, 560.

Professional instruction.—1 school of agriculture, with 27 students; 1 business college, with 186 students; 2 industrial schools, with 95 students; 1 school of drawing and painting, with 50 students; 1 school of music and elocution, with 360 students; 4 normal schools, with 53 male and 321 female students.

Popular libraries.—Number of libraries, 156; number of readers in 76 of these, 77,019; number of volumes, 64,578; estimated value of books, \$99,449.77; number of libraries established in 1874, 9.

BRAZIL, constitutional monarchy: Area, 3,275,326 square miles; population: 12,000,000, (estimate of the hand-book for 1876.) Capital: Rio de Janeiro; population, 274,972.

The following *résumé* has been prepared from the official hand-book published by the Brazilian government for the Exhibition at Philadelphia in 1876.

General remarks.—The organization of complete statistics relative to education throughout the empire of Brazil has been impeded by various causes, among which may be mentioned the absence of a general census, the sparseness of the population, and many others.

The results with regard to the number of schools and pupils are far from representing the truth. In the number of pupils given below, those children who receive primary instruction in industrial establishments at the expense of the proprietors are not included.

There are besides many planters, residing at a distance from towns, who prefer to have primary schools, and sometimes schools for higher branches, on their private estates, both for their own children and for their poor neighbors.

A comparison of the last statistics with those of 1872 shows an increase of 994 primary and secondary schools, and of 20,478 pupils.

The great zeal which is manifested in Brazil for the diffusion of knowledge is revealed by very striking facts, among which the following may be mentioned:

1. The establishment of night schools for adults in the capital and different provinces.
2. The arrangement of lectures on sciences, of popular courses, and of polytechnic clubs.
3. The establishment of mechanic schools for destitute children.
4. The establishment of normal schools for both sexes.
5. The establishment of popular libraries and reading rooms.
6. The large increase of the educational appropriations in the general and provincial budgets. The expenditures for education in some provinces amount to one-third of the revenue.

Compulsory attendance.—The regulations relating to compulsory attendance are only enforced in the capital of the empire and in a few provincial towns. The great distances of many dwellings from school-houses has made general compulsion hitherto impossible.

Separation of sexes.—The law forbids the admission of pupils of the two sexes into the same school. This law is strictly enforced.

Educational expenditures.—Total expenditures for public primary and secondary education, 5,252,814 milreis. (The milreis is equivalent to two shillings three pence English money.)

Primary and secondary education.—Number of primary and secondary schools, 5,890, (private schools included;) number of pupils, (those of private schools included,) 187,915; number of teachers not given in the hand-book. Teachers of public schools are examined, appointed, and paid by the general and provincial governments.

Higher religious education.—Number of (Roman Catholic) seminaries, 19; number of students, 1,363; government grants for the support of these seminaries, 115,000 milreis. (Brazilian.)

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Military education.—Military subjects are taught in the following establishments, subordinate to the war department: Regimental schools, preparatory schools, the military school, the gunnery school of Campo Grande, and the depot of artillery apprentices. Number of pupils and professors not given.

Naval education.—In the marine department there are several establishments for naval education, in which a large number of young men receive a thorough training. Number of professors and pupils is not given.

Polytechnic education.—Number of polytechnic schools, 1, with one general and five special courses. Number of professors and assistants, 36; number of students, 399.

Medical education.—Number of medical faculties, 2; number of professors and assistants, 36; number of students in 1874, 950. Government grants for these two faculties annually the sum of 216,910 milreis. In 1874, 32 students of the medical school obtained the degree of doctor, and 64 of the pharmaceutical course received diplomas of capacity.

Faculties of law.—Number of faculties, 2; number of students in 1874, 406; viz: 260 at Recife and 145 at S. Paulo; number of graduates in 1874, 83; number of professors and assistants, 34; annual expenditures, 172,200 milreis.

Commercial schools.—There is one commercial institute at the capital of the empire, with a course of four years; branches of instruction are: French, English, German, arithmetic, algebra, geometry, commercial statistics, commercial law, and book-keeping. Number of students, 57; viz: 38 matriculated, and 19 not matriculated. Annual expenditures, 20,800 milreis.

Institutions for the blind.—Number of schools for the blind, 1; number of teachers and assistants, 10; number of pupils, 29; viz: 19 boys and 10 girls. Nearly all are educated at the expense of government. Annual expenditures, 63,770 milreis.

Institutions for the deaf and dumb.—Number of institutions, 1; number of pupils, 20; number of teachers and assistants, 6. Annual government grant, 54,000 milreis.

Academies of fine arts.—Number of academies, 1; number of professors, 27; number of pupils in 1875, 107; annual expenditures, 37,560 milreis.

Musical conservatory.—The conservatory is connected with the academy of fine arts, under a special director. Number of students in 1875, 103, viz, 52 males and 56 females; number of teachers not given.

Mining school.—A mining school has recently been established by government in the province of Minas Geraes, with a course of two years; number of professors and pupils not given.

Libraries.—Number of libraries, not given. Number of volumes, 460,272. Reading rooms, connected with libraries, were attended by 85,044 persons.

Museums of natural history.—Number of museums, 5; number of natural history cabinets, connected with institutions of higher learning, 7.

BRITISH COLUMBIA, British colony: Area, 213,000 square miles; population, 10,586. Capital, Victoria. Superintendent of education, John Jessop. Date of report, October 15, 1875, sent by Mr. Jessop.

School population between the ages of 5 and 16, 2,242; pupils between 5 and 16 attending school, 1,364; pupils of other ages attending school, 39; total number of pupils of all ages attending school, 1,403. Number of boys attending school, 781; number of girls attending school, 622; number of children not attending any school whatever, 289; average attendance of pupils, 862½. Sum paid for teachers' salaries, \$25,291.66; incidental expenses, \$2,671.93; rent, \$408; fitting up or building school-houses and furniture, \$6,450.69; total sum expended in 1874-75 for education, \$34,822.23.

HAWAIIAN ISLANDS, constitutional monarchy: Population, 56,897. Capital, Honolulu; population, 14,852.

The following details are taken from the Hawaiian Guide-Book, published at Honolulu in 1875:

Schools.—Total number of schools, 242; total number of pupils, 7,755. Annual government expenditures for school purposes, \$40,000.

The number of higher schools which have been established is not mentioned.

The Hawaiian Insane Asylum has from 25 to 40 inmates, and the reform school from 50 to 75.

Government schools throughout the islands are established chiefly for the natives, and the Hawaiian language is taught in them. In the principal towns there are good English schools, where tuition costs one dollar a week.

JAMAICA, British colony: Area, 6,400 square miles; population, 506,154. Capital, Kingston; population, 35,000. Inspector of schools, John Savage. Date of report, December 19, 1874.

Elementary schools.—Under government inspection, 500 schools with 43,135 pupils on books, and an average attendance of 25,160, and an income from government grants and school fees of £18,795. Not under government inspection, 15 schools with 579 pupils on books, and an average attendance of 382. Total of elementary schools, 515, with 43,714 pupils on books, and an average attendance of 25,542.

Government schools.—Two schools with 286 pupils on books and an average attendance of 156; income, £612; expenditure, £637.

Endowed schools.—Twenty-five schools with 1,643 pupils on books, and an average attendance of 1,188; income, £5,934; expenditure, £5,101.

Normal schools.—Seven schools, with 113 pupils on books, and average attendance of 112; income, £4,194; expenditure, £3,929.

Grand total.—Schools, 549; aggregate number of pupils on books, 45,756; average attendance of pupils, 26,998; total income, £29,555.

Estimate of the total cost of all the schools in Jamaica in 1874, £41,767.

MEXICO, Federal republic: Area, 1,030,442 square miles; population, 9,176,082. Capital, Mexico; population, 230,000.

There is no national system of public instruction, each state managing its own educational affairs. In 1875, however, the central government had (for the first time) a report prepared, giving an account, statistical and historical, of the schools in all the states. This report, as well as a manuscript abstract from it, has been transmitted to this Office by Hon. J. W. Foster, United States minister at Mexico. Date of report, March 18, 1875.

Primary schools sustained by the federal and state governments, 603; sustained by the municipalities, 5,240; by private corporations, 378; by religious associations, 117; private schools in which tuition is paid, 1,518; schools without classification, 184; total primary schools, 8,103; *i. e.*, about one primary school for each 1,110 inhabitants. Attendance during the year, 349,000, or somewhat less than one-fifth of all the children between the ages of 6 and 13. Total amount expended for primary instruction, \$1,632,436, of which sum \$1,042,000 was furnished by the municipalities, \$417,000 by the general and state governments, and \$173,000 by individuals and private corporations.

Secondary and professional schools.—Seventy-eight colleges, (54 civil and 24 ecclesiastical;) in 33 of these law is taught, medicine in 11, engineering in 9, agriculture in 2, and theology in 24; total number of students, 13,137; total expense of the government colleges, \$1,100,000. Fifteen higher schools for girls, 1 school of mining, and 1 school of the fine arts.

NEW BRUNSWICK, British colony: Area, 27,105 square miles; population, 285,594. Capital, Fredericton. Chief superintendent of public instruction, Hon. Theodore H. Rand. Date of report, February 20, 1876.

Number of schools, teachers, pupils, &c.—Summer term, 1874: Number of schools, 1,052; number of teachers, 1,095; number of pupils attending, 45,561. Winter term, 1875: Number of schools, 1,053; number of teachers, 1,116; number of pupils attending, 46,039. School year ended April 30, 1875: pupils attending, 59,623.

Proportion of population at school, ages and sex of pupils, percentage of daily and full term attendance.—Summer term, 1874: Proportion of the whole population of the province attending the public schools was 1 in every 6.27. Pupils under 5 years of age,

702; between 5 and 15, 41,899; over 15, 2,960. Boys, 23,097; girls, 22,464. Grand total day's attendance registered, 2,434,791. Average monthly percentage of pupils daily present during the term, (5.65 months,) 72.88. Winter term, 1875: Proportion of the population of the province at school this term, 1 in every 6.21. Under 5 years of age, 271; between 5 and 15, 39,075; over 15, 6,693. Boys, 25,646; girls, 20,393. Grand total day's attendance registered, 2,603,972. Average monthly percentage of pupils daily present during the term, (5.9 months,) 74.84. Number of teachers and assistants, summer term, 1874, 1,095; number of teachers and assistants, winter term, 1875, 1,116.

Superior schools.—Summer term, 47 schools with 2,622 pupils; winter term, 50 schools with 3,053 pupils.

Grammar schools.—Summer term, 14 schools with 39 teachers and 1,776 pupils; winter term, 14 schools with 39 teachers and 2,027 pupils.

Provincial training and model school.—Summer term, 64 students; winter term, 66 students.

Total provincial grants in aid of public schools, \$130,442.17.

NOVA SCOTIA, British colony: Area, 18,660 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, A. S. Hunt. Date of report, March, 1875.

Number of school sections, 1,742; number of school sections having no school any part of the year, 183; schools in winter, 1,580; schools in summer, 1,733; teachers: in winter, 1,707, in summer, 1,843; number of pupils registered at school in winter, 76,349; number of pupils registered at school in summer, 81,898; number of children at school for some portion of the year, 96,029; proportion of present population at school for some portion of the year, 1 in 4; annual expenditure for primary schools, \$594,038.39; number of county academies, 10, with 42 teachers and 2,239 students; number of special academies, 7, with 36 teachers and assistants, and 681 students; number of colleges, 6, with 31 professors and 197 undergraduates, and 100 in partial course; one normal school, with 4 teachers and 112 students; one model school, with 9 teachers and 700 pupils.

Total educational expenditure.—Public schools, \$594,038.39; normal and model school, \$4,740; special academies, \$60,683; colleges, \$48,008.76; total, \$707,470.15.

ONTARIO, British colony: Area, 121,260 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of public instruction, Hon. E. Ryerson; deputy superintendent, J. George Hodgins. Date of report, October, 1875.

Population between the ages of five and sixteen, 511,603; colleges in operation, 16; county high schools, 103; academies and private schools reported, 280; normal and model schools for Ontario, 3; total public schools in operation as reported, 4,592; total Roman Catholic separate schools, 166; grand total educational establishments in operation, 5,165; total students attending colleges and universities, 2,700; total pupils attending county high schools, 7,871; total pupils attending academies and private schools, 8,443; total students and pupils attending normal and model schools, 800; total pupils attending the public schools of Ontario, 441,261; total pupils attending the Roman Catholic separate schools, 22,786; grand total of students and pupils attending all the educational establishments, 483,861; total amount paid for the salaries of public and private school teachers, \$1,647,750; total amount paid for the erection and repairs of public and separate school-houses, for libraries, apparatus, books, fuel, stationery, &c., \$1,217,582; grand total paid for public and separate school teachers' salaries, the erection and repair of school-houses, and for libraries and apparatus, \$2,865,332; total amount paid for high schoolmasters' salaries, \$179,946; total amount paid for erection and repairs of high school houses, \$63,684; amount received for other educational institutions, \$473,989; grand total paid for educational purposes in Ontario, \$3,587,951; total public school teachers in Ontario, 5,736; total male school teachers in Ontario, 2,601; total female school teachers in Ontario, 3,135; average number of months each public school has been kept open by a qualified teacher, including legal holidays, 11½.

PRINCE EDWARD ISLAND, British colony: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Date of report, December, 1874.

Number of schools, 402; number of scholars in districts, the schools of which were examined, 11,248; number of boys registered, 8,545; number of girls registered, 8,019; total number of scholars registered, 16,564; total number of teachers, 365. One normal and model school, with 3 teachers, 129 students, (45 males and 83 females,) and 27 pupil teachers.

QUEBEC, British colony: Area, 210,020; population, 1,191,516. Capital, Quebec; population, 59,639. Minister of public instruction, Hon. C. B. De Boucherville. Date of report, November 19, 1875.

Number of primary schools, 4,115, with 4,561 teachers and 196,762 pupils; number of secondary schools, (colleges and academies,) 230, with 1,225 teachers and 30,448 pupils; number of universities, 3, with 76 professors and 610 students; number of special schools, 16, with 71 professors and 1,411 students; number of normal schools, 3, with 41 professors and 275 students; total sum levied for public instruction in 1874, \$1,320,133.57; assessment to equal grant, \$151,883.72; assessments over and above amount of grant and special assessments, \$315,836.31; monthly fees, \$803,113; assessments for the construction of buildings, \$49,300.

UNITED STATES OF COLOMBIA, federal republic: Area, 432,400 square miles; population, 2,951,323. Capital, Bogotá; population, 50,000.

There is no federal system of education, but each of the nine states composing the union manages its own educational affairs. The minister of the interior, however, has an annual report published on the state of primary education in the whole union. From the report, dated February 15, 1876, transmitted to this Office by the Hon. William L. Scruggs, minister resident of the United States at Bogotá, the following statistics are taken:

States.	Population.	Schools for boys.	Male scholars.	Schools for girls.	Female scholars.	Total number of scholars.	Total number of schools.	Expenditure.	Percentage of population attending public schools.	Expenditure for every 100 of the population.
Antioquia	365,974	111	9,062	52	4,866	13,928	163	\$66,030	3.805	\$18 04
Bolivar	241,704	52	3,065	15	1,460	4,465	67	20,000	1.847	8 27
Boyaca	482,874	101	6,276	35	1,884	8,160	136	40,536	1.659	8 39
Cauca	435,078	128	6,537	31	1,920	8,457	159	49,192	1.943	12 00
Cundinamarca	409,602	154	10,015	104	5,578	15,593	258	153,322	3.806	37 43
Magdalena	85,255	20	1,479	20	1,000	2,479	40	13,496	2.907	15 83
Panamá	221,052	26	1,553	2	130	1,683	23	13,258	0.761	5 99
Santander	425,427	129	7,319	89	3,755	11,074	212	123,957	2.603	29 14
Tolima	230,891	57	3,312	11	776	4,088	68	28,958	1.770	12 54
Territories	53,466	20	789	2	102	891	22	.....	1.666	.....
Total	2,951,323	798	49,407	361	21,411	70,818	1,159	508,779	2.399	24 01

III.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 503,981. Capital, Sidney; population, 134,755. President of the council of education, J. Smith; secretary of the council, W. Wilkins. Date of report, April 5, 1875.

Public schools, 420; provisional schools, 244; half-time schools, 122; denominational schools, 204; total number of schools, 990.

Pupils in public schools, 53,702; in provisional schools, 8,002; in half-time schools, 2,462; in denominational schools, 36,218; total number of pupils, 100,384.

Proportion of pupils in average attendance to the average number enrolled: In public schools, 65.7 per cent.; in certified denominational schools, 64 per cent.; in all schools, 65.6 per cent.

Amount of school fees: In public schools, £31,656; in provisional schools, £3,670; in half-time schools, £770; in denominational schools, £17,440; total, £53,536.

Teachers: Principal teachers, 1,002; assistant teachers, 158; pupil teachers, 304; total number of teachers, 1,464.

Annual school revenue: Balance from 1873, £12,239; parliamentary vote for 1874, 1874, £120,000; church and school estates revenue, £1,600; total, £133,839.

Annual school expenditure: Salaries of teachers, £94,573; buildings and repairs, £16,593; general management, £7,682; inspection, £7,525; training, £3,457; books, printing, and stationery, £3,136; total, £132,966.

NEW ZEALAND, British colony: Area, 102,000 square miles; population, 279,560. Capital, Auckland; population, 12,775. Superintendent of education, J. Williamson. Date of report, May 1, 1875. Date of education act, 1872, and amended act, 1874.

Number of school districts, 108; number of schools, 140; highest attendance on the roll, 8,284; average attendance, 4,929; number of teachers, 178; expenditure for educational purposes, £20,531; annual average cost per pupil, £2 10s.; total value of school buildings, £6,000; Auckland College and Grammar School, number of teachers, 7; number of students, 164.

QUEENSLAND, British colony: Area, 673,600 square miles; population, 133,533. Capital, Brisbane; population, 19,413. Chairman of the board of education, Hon. Arthur Macalister; secretary of the board, E. Butterfield. Date of report, April 26, 1875.

Schools.—Number of schools in operation, 203; number of new schools opened, 45; number of schools closed in previous year, 5; number of applications dealt with for new schools or additions, 58; number of new vested schools completed, 40; increase in number of schools in operation, 40; number of vested schools in operation, 127; number of non-vested schools in operation, 36; number of provisional schools in operation, 40.

Teachers and pupils.—Number of teachers, including pupil teachers, 590; aggregate attendance of scholars, 29,012; average attendance, 15,045.

School finances.—Parliamentary vote for education, £72,000; local subscriptions toward school buildings, £3,117; salaries of officers of the department, £4,296; salaries of teachers, £44,606; buildings, furniture, and repairs, £29,086; total expenditure out of parliamentary vote, £77,474; total expenditure out of local subscriptions, £2,638.

SOUTH AUSTRALIA, British colony: Area, 760,000 square miles; population, 192,500. Capital, Adelaide; population, 27,208. Chairman of the board of education, John A. Hartley; secretary of the board, James Bath. Date of report, March 8, 1875.

Number of schools under control of the board, 320; number of scholars on the rolls during one month, 17,426; average attendance for one month, 13,774; average number on the rolls at each school, 54; average attendance at each school, 43; percentage of attendance to the number on the rolls during one month only, 79; number of licensed teachers: males 216, females 97, total 313; model school: average roll number of scholars for the year, 739; average daily attendance, 586; annual receipts, £33,336, annual expenditure, £31,477.

TASMANIA, British colony: Area, 26,215 square miles; population, 104,217. Capital, Hobart Town; population, 19,092. Chairman of the board of education, Henry Eutler. Date of report, July 9, 1874.

Number of schools, 141; number of scholars on rolls during the year, 10,803; average number of scholars on rolls from month to month, 7,047; average attendance, 5,268; average number on rolls during the year at each school, 76.62; average number on the rolls from month to month at each school, 49.98; average attendance at each school, 37.36; percentage of attendance to the average number on rolls, 74.76; number of teachers and assistants, 154; annual income, £13,551 annual expenditure, £12,823.

VICTORIA, British colony: Area, 88,198 square miles; population in 1874, 808,437, viz, 439,159 males and 369,278 females. Capital, Melbourne; population, 54,993. Date of report, October 5, 1875. (Notes on the Colony of Victoria by Henry Heylyn Hayter, government statist of Victoria.)

PRIMARY EDUCATION.—*Number of schools*: Public, 1,111; private, 610; total, 1,721. *Number of pupils*: Public, 216,144; private, 22,448; total, 238,592, viz, 122,060 boys and 116,532 girls.

Number of teachers: Public, 3,715; private, 1,509; total, 5,224.

SECONDARY EDUCATION.—(*Colleges, grammar schools, etc.*)—Number of schools, 5, (all connected with churches;) number of pupils, 1,024; number of teachers, 50; amount received from government for building, £32,493.

SUPERIOR EDUCATION.—*University of Melbourne*: Number of students in 1874, 177; number of professors not given; total expenditures in 1874, £16,393.

Industrial and art institutions: The School of Painting and Design: number of students in 1874, 196, viz, 57 males and 139 females; the Industrial and Technological Museum: number of students in 1874, 120, viz, 110 males and 10 females; the National Museum: number of visitors in 1874, 100,514.

LIBRARIES.—The Melbourne Public Library: number of volumes in 1874, 83,231; number of visitors in 1874, 239,188; the supreme court library: number of volumes in 1874, 11,365; miscellaneous libraries: number, 130; number of volumes in 1874, 174,103.

CHARITIES.—*Hospitals*: Number in 1874, 33; accommodation for 2,034 persons; total number of inmates during the year 1874, 15,047.

Asylums for aged and infirm persons: Number in 1874, 5; accommodation for 1,139 persons; total number of inmates in 1874, 1,656.

The Immigrants' Home, at Melbourne: Accommodation for 396 persons; total number of inmates during 1874, 9,436.

Orphan asylums: Number in 1874, 7; accommodation for 1,160 orphans; total number of inmates in 1874, 1,260.

Blind asylum: Accommodation for 99 persons; total number of inmates in 1874, 106.

Eye and ear asylum: Accommodation for 21 persons; total number of inmates in 1874, 143.

Deaf and dumb asylum: Accommodation for 63 persons; total number of inmates in 1874, 84.

Lunatic asylums: Number in 1874, 4; accommodation for 2,378 persons; total number of inmates in 1874, 2,914.

Industrial and reformatory schools: Number in 1874, 9; accommodation for 1,834 inmates; total number of inmates in 1874, 2,784.

Female refuges: Number in 1874, 4; accommodation for 182 persons; total number of inmates in 1874, 293.

Total receipts of the above named charities in 1874, £319,134, viz, £235,561 from government, and the remainder from private contributions and other sources; total expenditures in 1874, £319,891.

RELIGIOUS EDUCATION.—Since December 31, 1875, no monetary aid is given by the state to religious denominations. Number of clergy in 1874, 654; number of churches and other buildings of worship, 2,455; accommodation for 403,126 persons; usually attending, 235,601; number of services during the year, 199,166.

Sabbath schools: Number of Sabbath schools, 1,449; number of teachers, 12,384; number of pupils, 126,728.

General remarks on education.—The Melbourne University ranks with English universities, and its students enjoy the same privileges in the United Kingdom and in British colonies as students from universities in Great Britain.

Education act.—The education act now in existence dates from 1872. Education to be given under this act is to be purely secular and compulsory. Each child between six and fifteen years of age is required to attend at a state school for a period of sixty

days in each half year. Education in common school branches is to be free. Branches of higher instruction are allowed to be taught for the payment of one shilling per week for each branch.

EDUCATION AT THE INTERNATIONAL EXHIBITION.

The efforts of the Office to secure a proper representation of American education at the approaching Centennial International Exhibition at Philadelphia, of which mention was made in my last report, have been vigorously continued and with encouraging results. Inquiries from foreign and domestic sources have multiplied. With these many valuable suggestions have been received relating to the material for the exhibit, and the best methods to be pursued. In order to make available for the use of all the best information upon the subject, I caused to be prepared on the 15th of January, 1875, by the chief clerk of the Office, the accompanying synopsis of the proposed centennial history of American education for distribution among school officers and educators.

At the meeting of the Department of Superintendence of the National Educational Association, at Washington, D. C., January 27 and 28, 1875, an important step was taken. Hon. J. P. Wickersham, superintendent of common schools for the State of Pennsylvania, delivered an able and effective address upon American education at the Centennial Exhibition, and offered the following resolution; which was unanimously adopted:

Resolved, That a committee of five be appointed to act for this body, with the authorities of the Centennial, in perfecting a plan for the proper representation of the educational interests of the country at the approaching National Exposition at Philadelphia.

The United States Commissioner of Education, Hon. J. P. Wickersham, superintendent common schools of the State of Pennsylvania; Hon. J. D. Philbrick, of Boston, Mass.; Hon. Alonzo Abernethy, State superintendent public instruction of Iowa, and Hon. W. H. Ruffner, State superintendent public instruction of Virginia, were designated as the committee. This address and action were published in the first Circular of Information for the year. The appointment of this committee furnished greatly needed relief to the task imposed upon the Commissioner.

I immediately communicated the action of the Department of Superintendence to the Director-General, and received the following reply:

“INTERNATIONAL EXHIBITION—1876.

“UNITED STATES CENTENNIAL COMMISSION,
“OFFICE OF THE DIRECTOR-GENERAL,
“Philadelphia, January 29, 1875.

“MY DEAR SIR: Your note of 28th instant is received. I shall be pleased to confer with the committee of the National Educational Association any day next week you may name. Please advise me of the day and hour that will suit the convenience of the gentlemen.

“Yours, truly,

“A. T. GOSHORN,
“Director-General.

“Hon. JOHN EATON,
“Commissioner of Education, Washington, D. C.”

It was convenient for four members of the committee, namely, Messrs. Wickersham, Philbrick, Abernethy, and Eaton, to meet in Philadelphia Wednesday, February 3. After a discussion of the subject committed to them among themselves, they met Hon. Mr. Goshorn at the rooms of the Centennial Commission, and had a full, free, and very satisfactory conference upon the whole subject of the representation of education in the Exhibition.

The committee called attention to the action of the Department of Superintendence of the National Educational Association at the meeting a year ago, which recommended:

Synopsis of the proposed centennial history of American education—1776-1876.

Grade or kind of instruction.	The colonial period.		The homogeneous period—1776-1840.		The heterogeneous period—1840-1876.	
	Educational topics.	Influences and results.	Educational topics.	Influences and results.	Educational topics.	Influences and results.
ELEMENTARY	The early schools in the colonies of Spain, England, France, and Holland briefly noticed; digest of the colonial laws respecting elementary schools; horn books; the New England primer; biographies of early pedagogues, &c.	Position, institutions, and attitude of the European nations which colonized North America; supremacy of Spain under Charles I and Philip II, (1516-1588); of England under Elizabeth and James I, (1588-1622); of France under Richelieu, (1622-1645); of England under Cromwell, (1645-1658); of France under Louis XIV, (1658-1704); of England under Marlborough and Chatham, (1704-1776); political, social, and religious institutions of the colonists; political and military events in the colonies, &c.	The Virginia territorial cession, and the ordinance of 1787; history of the school land sales and of elementary schools; origin of free public schools under State authority; labors of Mann, Barnard, Sears, Emerson, and others; illiteracy of the country in 1840, &c.; biography and bibliography.	Homogeneity of the population: comparatively small annual immigration; revolutionary war, (1775-1783); migration to Kentucky, Indiana, Tennessee, Ohio, Mississippi, Illinois, and Alabama, (1775-1805); Webster's spelling-book, (1783); the Federal Constitution, (1787); copyright law, (1790); Whitney's cotton gin, (1793); province of Louisiana acquired, (1803); Oregon question, (1804-1846); Fulton's steamer on the Hudson, (1807); abolition of the slave trade, (1808); War of 1812-1815; introduction of canals, (1817); Florida acquired, (1819); the Missouri compromise, (1820); railroads introduced, (1827); McCormick's reaper, (1831); the Seminole war, (1835-1842).	The progress and present condition of free elementary instruction; official supervision of public schools; improvement in school buildings, furniture, and apparatus; character and number of text books; the school reports of the country; illiteracy of the country in 1850, 1860, and 1870; instruction of the colored people and the Indians; Kindergärten; private elementary instruction.	
SECONDARY	Early grammar schools, public and incorporate; text books; courses of instruction; biographies, bibliography; the clergy as trainers for college.		The progress and increase of grammar schools, academies, and seminaries; the text books, architecture; apparatus of instruction; biographies, bibliography, and statistics.		The progress of grammar schools, academies, and female schools; rise and progress of free public high schools; text books, courses of instruction, apparatus, and architecture; business colleges; bibliography, biographies, and statistics.	
SUPERIOR, <i>i. e.</i> , COLLEGIATE AND PROFESSIONAL.	Early colonial colleges, (<i>e. g.</i> , Harvard, William and Mary's, King's, Dartmouth, Princeton, Yale, &c.); their foundation by colonial and individual action; discipline, text books, and courses of instruction in the classics, mathematics, theology, &c.; biographies and bibliography; connection of religious denominations with the colleges, &c. Early instruction in the professions, theological, legal, and medical; Ames' "Medulla."		The progress of collegiate instruction; text books and courses of instruction in the classics, astronomy, mathematics, physics, chemistry, political economy, mental and moral science, &c. Colleges in their denominational and public relations; libraries of colleges; bibliography, biographies, and statistics.		The progress and present condition of collegiate training; rise of State universities and of colleges of agriculture and the mechanic arts; rise of colleges for women; text books and courses of instruction in mathematics, astronomy, physics, mechanics, geology, geography, zoology, botany, chemistry, mineralogy, agricultural science, technology, metallurgy, military and naval science, philology, political economy, social science, art, history, &c., (including in each case a history of the subject of instruction.) The progress and present condition of instruction in theology, jurisprudence, medicine, dentistry, pharmacy and pedagogies, engineering, &c.; women in the professions. Bibliography, biography, and statistics of collegiate and professional training.	
MISCELLANEOUS	Notices of early libraries and of the bibliography of "Americana."		The progress of libraries; rise and progress of museums of science and art; instruction and care of orphans, of the blind and the deaf mute, &c. Sunday schools. Instruction in art and music. Reformatory and penal instruction. The American Institute of Instruction.		Progress and present condition of libraries; of art museums and science museums; of orphan asylums; of schools for the blind and for deaf-mutes; industrial and collegiate instruction of the unfortunate; schools for the feeble-minded, &c. Sunday schools. Schools of art and music; cheap reproductions of artworks; cheap music; &c. Progress in penology and in reformatory training. Associations for public benefit; churches; societies; the National Educational Association, &c. The National Bureau of Education.	
ILLUSTRATIONS	Engravings of early school and college buildings; portraits of educators; maps, &c.	Engravings of school and college buildings, portraits of educators; maps, charts of illiteracy in 1840, &c.	Pictures of buildings for schools, colleges, libraries, museums, asylums, &c.; portraits of educators and benefactors; maps; illiteracy charts of 1850, 1860, and 1870; diagrams of ventilating apparatus, furniture, &c.			

Introduction of the electric telegraph, (1844); Texas annexed, (1845); war with Mexico, (1845-1848); the Mexican cession, (1846-1848); the sewing machine, (1846); the great Irish famine, (1846); Mormon emigration to Utah, (1847); discovery of gold in California, (1848); emigration to the Pacific coast, (1848); European revolutions, (1848); great emigration from Europe, (1848 *et seq.*); the London World's Fair, (1852); the treaty with Japan, (1854); the financial panic of 1857; the Atlantic telegraph, (1858); the war and the abolition of slavery, (1861-1865); the Austro-Prussian war, (1866); acquisition of Alaska, (1867); the Paris Exposition, (1867); the Franco-German war, (1870-1871); the Vienna Weltausstellung, (1873); the financial panic of 1873; the heterogeneous character of the population since 1846; the character and intelligence of the immigrants; the progress of industries, of agriculture; the development of means for speedy transportation; international literature; the scientific spirit, &c.



(1) That each State and Territory be invited to prepare a representation of its educational condition for the Centennial.

(2) That each State and Territory also be invited to prepare a historical record of its educational progress for the same purpose.

(3) That each city be invited to act with the State authorities in preparing such records, and that it present an exhibit of its own educational growth and condition.

(4) That each educational institution be invited to participate in the same way.

(5) That a census be taken in 1875. That the Commissioner of Education be requested, on behalf of the educators of this country, to correspond with the prominent educators of the world, and invite their coöperation in the matter of the Centennial.

(6) That an international educational congress be held in connection with the Centennial.

The committee expressed the satisfaction that had been felt by the different State and city educational authorities that an attempt was to be made to show the progress of the education, and stated, so far as they knew, what had already been done to carry out the recommendations passed last year.

Referring to the resolution under which they were appointed, they stated to the Director-General the embarrassment now felt by the officers of the different State and city systems of education and the several institutions of learning, arising from the want of some definite plan and the need of some immediate and authoritative action.

State and city superintendents and officers of various institutions are inquiring, "What shall be the educational representation? What shall my State, my city, my institution do?"

No one now feels prepared to answer. It is a public, and not a private, interest. Its exhibition must be made largely from motives of public good, and only partially from any considerations of private profit, such as would arise from the manufacture of furniture and the publication of text books.

The plans adopted must accord with the methods of public educational action. The vast diversity of systems, institutions, and facts will require time to consider and arrange what shall be done by each and to harmonize the whole.

The committee consider themselves sent by the Department of Superintendence of the National Association only as a medium of communicating these facts and impressions from the different educational workers in the country to the Director-General, and of securing from him any communications he may wish to return to them.

The Director-General, in behalf of the commission, expressed an earnest desire that the influence of the Exhibition should be thoroughly educational, and especially that the growth of educational facilities in the United States, and their results, as shown in our country's progress, should be most successfully represented, and his gratification that this action had been taken by the Department of Superintendence of the National Educational Association. He had just written to the governors of the several States, calling attention to a class of subjects, of which education is one, and hoped that this committee would act provisionally, calling attention to the subject, gathering information, and forming plans for his consideration, until the meeting and formal action of the executive committee of the Centennial. The committee retired and agreed to act as suggested by the Director-General, Hon. A. T. Goshorn.

The act of Congress approved March 3, 1875, contained the following clause giving effect to the executive order issued January 23, 1874:

SEC. 5. To enable the Executive Departments of the Government and the Smithsonian Institution to participate in the International Exhibition of eighteen hundred and seventy-six, the following sums are hereby appropriated, namely: For the Interior Department, one hundred and fifteen thousand dollars; for the Treasury Department, five thousand dollars; for the Post-Office Department, five thousand dollars; for the Agricultural Department, fifty thousand dollars; for the Smithsonian Institution, sixty-seven thousand dollars; for the United States Commission of Food Fishes, five thousand dollars; for the War Department, one hundred and thirty-three thousand dollars; for the Navy Department, one hundred thousand dollars; for show cases, shelving, stationery, postage, telegrams, expressage, and other necessary incidental expenses, twenty-five thousand dollars; in all, five hundred and five thousand dollars; to be disbursed under the direction of the Board on Executive Departments, appointed in pursuance of the presidential order of January twenty-third, eighteen hundred and seventy-

four. And authority is hereby given to the heads of the several Executive Departments to display at the International Exhibition of eighteen hundred and seventy-six, under such conditions as they may prescribe, subject to the provisions of section seven of the act of June first, eighteen hundred and seventy-two, all such articles in store or under the control of said Departments as may be necessary or desirable to render such collection complete and exhaustive: *Provided*, That should it become necessary to erect any building or part of a building for said Exhibition, on the part of the Government, the same shall be paid for, *pro rata*, out of the sums appropriated to the several Departments, the United States Commission of Food Fishes and the Treasury and Post-Office Departments excepted, the cost of the building not to exceed one hundred and fifty thousand dollars; and at the close of the Exhibition said building shall be sold and the proceeds covered into the Treasury as miscellaneous receipts: *And provided further*, That the sums hereby appropriated shall cover the entire expense to which the United States Government shall be subjected on account of said Exhibition, except the sum appropriated in this act for printing the certificates of stock of said Exhibition; and the Board on Executive Departments is forbidden to expend any larger sum than is set down herein for each Department, or to enter into any contract or engagement that shall result in any such increased expenditure; and no money shall be taken by any Department for the purposes of this exhibition as aforesaid from any other appropriations except the one hereby made: *And further provided*, That of the sum hereby appropriated, the sum of two hundred thousand dollars shall be immediately available.

I, as Commissioner of Education, having been also designated as representative of the Department of the Interior, found my duties very greatly increased for the time. The provision of means was entirely inadequate to the end proposed. It was sought to use the funds available for the Bureau of Education in the Department exhibit, not so much to produce articles of its own for display, as to aid in appropriate ways the bringing out for view at the Exhibition the condition and appliances of education throughout the entire country. This was done, first, by gathering the most intelligent views of the plans and methods for such an exhibition; secondly, by widely disseminating among those interested Circular of Information No. 5, which contained suggestions respecting the educational exhibit at the International Centennial Exhibition, 1876.*

* The preface to this circular is given here as explaining somewhat the scope and character of these suggestions:

" DEPARTMENT OF THE INTERIOR,

" BUREAU OF EDUCATION,

" Washington, July 1, 1875.

" It is apparent that a representation of education for the century of our national history, now closing, at the International Centennial Exhibition at Philadelphia in 1876, can neither be adequate nor successful without the most extensive consultation in regard to the peculiarities and manifold phases of educational systems and institutions. The interest in this department of the Exhibition will be very great to all Americans and all visitors from other countries who attempt to study the causes of our national growth and peculiarities. It should be remembered that it is a public interest, and not a source of private profit, save in reference to its aids and appliances. The producers of these articles would naturally come forward to participate in the representation, as do all other producers of articles of profit. Yet it is plain that if the educational exhibit were limited to these appliances, the impression made would be most inadequate; indeed, the value of these aids to education is best seen in connection with the results obtained in systems and institutions, in respect to which the leading motive must necessarily be, not one of pecuniary profit, but of public benefit. For the attainment of this result in the exhibit there must be time for consultation, harmony of plans, and organization. This Office, as the central educational agency in the country, has from the first definite anticipation of the Exhibition naturally been addressed for plans and information. The recent rapidly increasing interest has greatly multiplied the demands for definite plans. Officers of institutions and systems in many parts of the country have already fully determined to go forward and make some preparation for the Exhibition, and are now only waiting to know definitely what to do in each case and how to do it. This Office could have promptly projected a theoretical reply to the various inquiries. There would have been a possibility of its being the plan fitted to the facts, to be worked out with facility and success. The object of the Office, however, has not been to direct, but to represent, to ascertain what could be done, to gather from every quarter the suggestions in reference to what should be done and how to do it. In pursuance of this idea, attention was called to the subject in the Reports of 1871, 1872, 1873, and 1874.

" Our attention must be turned necessarily in two directions: First, toward the Centennial Commission, which has entire charge of the classification, and which determines what plans of classification shall be adopted for this, as for all other departments of the Exhibition. Secondly, we must consult with all those who are to participate in the Exhibition with regard to the materials they are to present

Putting the greatest stress upon the historical aspects of the occasion, the Office sought to aid, first, in securing the fullest representation possible of education, with the hope, second, that all officers and agencies would aid in bringing out the fullest results in the way of (a) study, (b) reports, and (c) of permanent collections of educational appliances.

In all of the results of the Exhibition it was believed that the education of the United States would receive great advantages from comparison with that of other countries and from suggestions from foreign educators. The presentation of students' work was beset with many difficulties. It was important some plan should be devised in which all could cooperate. The whole subject of the educational exhibition for the country was taken up at the meeting of the National Educational Association, at Minneapolis, Minn., August 5, 1875.

The following resolutions, containing important suggestions, were offered by Hon. J.

and their plans of presentation. This Office has been in constant correspondence and communication with the officers of the Centennial Commission, and it is only due to say that they have from the first and always manifested a most earnest desire that everything possible should be done to render this department of the Exhibition thoroughly successful.

"With respect to the educators of the country, every means has been taken to gather full public and private expressions of interest, and to act solely and fully in cooperation with them. And while gathering these, whether from personal or organized sources, it has seemed appropriate to consult, as the special representative of them all, the National Educational Association. This association, at a meeting of its department of superintendence, in January, 1874, passed resolutions upon the subject, and, again, in January, 1875, appointed an executive committee to advise with and act through this Office. This committee has since had two meetings, at the request of the Director-General of the Exhibition, in Philadelphia, at which the plans of the Centennial Commission were carefully studied, and all indications of what could be done by the different institutions and systems of education, so far as known, were brought into consideration, and an earnest effort was made to answer the two great questions *What to do?* and *How to do it?* One thing has been manifest from the first, that, while certain outlines for a scheme could be laid down, the details must, in the necessity of the case, be announced only as the circumstances upon which they depended were more clearly unfolded in the action of the different sections interested. With a view to giving each institution and system information with regard to the purposes of other institutions and systems proposing to participate, and of putting before the eye a unified scheme to which fuller suggestions could be made, this Office prepared, in January, a 'Synopsis of the proposed centennial history of American education.' At the first meeting of the committee above mentioned with the Director-General of the Centennial in Philadelphia, it became manifest that a change in the classification there presented was essential for the unity of an educational exhibit. At the second meeting of the committee their views were given in a statement, at the request of the Director-General, and presented to the commission. The committee also agreed upon certain amplifications and specifications, which should be published as a further aid and guide to those wishing to participate in the educational exhibit, when the commission had given a final revision to its classification. The Centennial Commission have now issued their revised classification, and that part of it relating to education is herewith presented. The committee have added their embodiment of suggestions, and hereby submit it as a further step in the development of the work in hand. While in general the scheme must be executed as it is now established, it is desired that there may be the utmost freedom of suggestion with reference to the details. In the prosecution of this work it should be added that it will be impossible for this Office to perform the part assigned to it, save in and by the provision made by Congress at its last session for an exhibit by the Executive Departments. The law and executive orders connected with it are therefore published. The amount of money provided for this expenditure is a small share of the \$115,000 assigned to the Interior Department. It will be obvious, on a moment's thought, how little of the vast work to be accomplished can be performed by this Office. It will be seen from what has been previously published, and, indeed, in all that has been done by this Office, how much more highly we prize the historical than the competitive elements of the Exhibition. We are thoroughly convinced that no institution, that no State or city system, can do better for itself, or can more efficiently work for the improvement of its instruction or its discipline, for the enlargement of its resources or for the increase of its attendance, than by seizing this occasion, when everybody is talking about the past of our country, to turn the attention of its constituents to the incidents of its establishment, growth, present condition, and the considerations which should determine its future plans. Moreover, we cannot fail to feel the obligation imposed upon the actors in this memorial year to leave all the facts in regard to their institutions and systems in the best possible shape for the benefit of education in the centuries of our Government which are to follow.

"Dr. Franklin B. Hough, of Lowville, N. Y., well known for his historical and statistical labors, who has already accumulated numerous and valuable data with regard to the origin and history of collegiate

CXLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

H. Smart of Indiana, chairman of a special committee to draft resolutions in regard to the exhibition of educational development at the approaching Centennial at Philadelphia. They were discussed and adopted *seriatim* :

Whereas a communication has been received from the Hon. John Eaton, United States Commissioner of Education, in which the National Educational Association, now assembled, is requested to take into consideration the interests of the educational department of the coming Centennial Exposition and to make suggestions in relation thereto : Therefore,

Resolved, That we heartily second the efforts of the Commissioner to secure an adequate representation of our educational products at the Centennial, and that we will cooperate with him in every practicable way to make the enterprise a success.

Resolved, That, in accordance with the Commissioner's request, we make the following suggestions, viz :

(1) In our opinion, wall space of not less than 2,000 feet in length, with accompanying counter and floor space, will be needed for the proper display of our educational products.

(2) The amount of wall space occupied by each State should be limited to 100 feet in length.

(3) All products of the schools, executed by pupils, except such as may be classed as "special products," should be made during the month of January, 1876.

(4) We respectfully recommend that there be formed an Exposition committee, consisting of one agent appointed from each of the States and Territories represented at the Centennial, by the chief educational officer in conference with the national Commissioner of Education, whose duty it should be to cooperate with the Commissioner in the superintendence of the educational department at Philadelphia.

education, has been invited to cooperate with this Bureau in the preparation of the exhibit of collegiate and university instruction. The following special suggestions are hereby submitted; others will be added after consultation and agreement with the officers in charge of these institutions :

"The several officers in charge of the institution for deaf-mute instruction in the country have already appointed a committee to take charge of the preparation of the representation of this department of education. The chairman of the committee is Hon. E. M. Gallaudet, president of the National Deaf-Mute College, at Washington, D. C., who should be addressed on the subject.

"The necessity of extended personal intercourse between those familiar with exhibitions and the several officers of institutions and systems has rendered it necessary for the Bureau of Education to invite Hon. John D. Philbrick to confer specially with these gentlemen in New England, and Dr. J. W. Hoyt to perform a similar work, in connection especially with colleges of agriculture and the mechanic arts, in the Mississippi Valley. Dr. L. P. Brockett, of New York, whose historical writings on the subject of education are well known, has undertaken to aid in the preparation of a historical representation of text books.

"Two hundred and forty-eight institutions for the benefit of the young, such as reformatories, asylums, industrial schools, &c., have already been visited by an agent of this Bureau, and a large collection of facts gathered with reference to their history and administration, which is now ready for the printer, and which will be made to constitute a portion of the Centennial publications upon education by this Office.

"The progress of the medical art and medical education prior to the Revolution was the subject of a recent publication by this Bureau, the material having been collected by Dr. J. M. Toner, of this city. N. S. Davis, M. D., of Chicago, Ill., is now preparing an account of medical education in the United States during the century for this Office.

"This Office has also in course of preparation a work on libraries in the United States, past and present, which will shortly appear.

"The subject of art education in the United States during the past century is also receiving attention, with a view to early publication. The attention of all the officers of systems, institutions, and associations of an educational character is specially called (1) to the desirableness of making the graduating exercises of academies, normal schools, commencements of colleges, and the several annual gatherings of alumni, of teachers, and other promoters of education, in some form commemorative of the centennial anniversary of the foundation of the Republic ; (2) that the donors of funds for educational purposes be invited to mark this year by the increase of their endowments and benefactions ; (3) that a special effort be made to collect at institutions, offices, and other appropriate places, busts, portraits, and other fitting memorials of eminent educators and promoters of education, and that these also, as far as expedient, be made part of the educational exhibit at Philadelphia. Other outlines of the great forces of education in the country are under advisement, and all interested are generally invited to offer suggestions.

"A considerable number of inquiries having come to the Office with regard to the form of State organizations, the Commissioner of Education takes this opportunity to suggest that, where appropriations have been made by States, and commissioners appointed to prepare the State representation for the Centennial, a committee be designated by this commission, consisting of the State school officers and

Resolved, That a committee of three be appointed to prepare and submit to General Eaton rules and regulations by which pupils and students shall be governed in the preparation of such products as may be executed by them.

Resolved, That we recommend that an international educational congress be held at some time during the Centennial Exposition, and that we also recommend that arrangements therefor be made by the United States Commissioner of Education.

Resolved, That we respectfully recommend to the Commissioner of Education that the appointment of delegates to the international congress be made through the chief educational officers of the several States and Territories.

Under the resolution to appoint a committee to prepare plans for students' work, the following able school officers were named: Hon. A. J. Rickoff, superintendent of city schools, Cleveland, Ohio; Hon. J. L. Pickard, superintendent of city schools, Chicago, Ill.; Hon. J. H. Smart, State superintendent of public instruction, Indiana. These gentlemen, after due consideration, reported a plan which was promulgated in Circular of Information No. 8.

The following is the prefatory letter to this circular of information:

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November 27, 1875.

SIR: The desire that specimens of the actual school work of students should be shown at Philadelphia has been expressed by many educators, and this work is included in the classification furnished by the Centennial Commission.

The difficulty has been to devise a uniform plan for the preparation of students' work.

The Department of Superintendence of the National Educational Association, in session at Minneapolis in August, 1875, considered the subject, and, after full discussion, referred to a committee the preparation of a suitable schedule, in accordance with the provisions of which all such specimens of scholars' work should be prepared. It was understood that the recommendations of this committee would be accepted as the standard. Many inquiries in reference to the methods of preparing school work have been addressed to this Office. As furnishing a satisfactory answer to these inquiries, and in accordance with the requests of members of the National Educational Association, I recommend the publication, by this Bureau, of the report of this committee, with the schedule as adopted by them.

Very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. Z. CHANDLER,
Secretary of the Interior.

Approved and publication ordered.

Z. CHANDLER, *Secretary.*

It is confidently believed that these rules, wisely observed, will solve difficulties in regard to students' work, and secure that degree of uniformity in results necessary for just comparison.

others of well-known fitness, to take special charge of the State educational exhibit. This plan has already been adopted in several States with the happiest results.

"It is difficult to express in a classification or programme of arrangements all the details of the methods by which education will be illustrated; (1) as increasing the productiveness of industry; (2) as diminishing pauperism; (3) as diminishing vice and crime; (4) as increasing the public wealth; and (5) as specially qualifying man for the pursuits of life and the duties and privileges of citizenship. It is hoped that no one who has worked out any valuable material which would contribute to this end will hesitate to make it known.

"It is suggested that the several annual educational reports in the country may be made to have some special reference to the Centennial Exhibition, and so relieve other documentary statements, and that surplus copies should be furnished at the Centennial with a view to distribution.

"The duty of the educator in this matter is twofold: (1) to aid in the exhibit of educational facilities and (2) to use the material thus collected at the Centennial—nay, the Exhibition itself—for the purpose of future instruction.

"Among the further details already under special consideration are: (1) the manner of investigating and comparing the work of students so as to bring out the best results; (2) what attempts shall be made to provide special arrangements for formal visitation to the Exhibition by students of institutions of learning, under the guidance of experts, for special investigation and study of the Exhibition; (3) the arrangement of an educational congress.

"It is hoped that further special consideration will be given to these subjects at the meeting of the National Educational Association in August, at Minneapolis.

"JOHN EATON,
"Commissioner."

A great obstacle was thrown in the way of the successful presentation of education by the effort of persons to control the methods of the educational exhibition who had no special acquaintance with educational affairs.

States that have become active in preparing to exhibit their products have created commissions to supervise their representations.

These commissions, though constituted of able men, skilled and competent to devise and arrange exhibitions of any or all the other products of the State, in no instance contained any one specially skilled in educational affairs. In some States the result will be no exhibition of education. In others the mistake has been discovered in season to apply the remedy, and the State commissions are inviting the coöperation of the proper school officers. In very few instances are the preparations of the exhibits of education receiving any aid from State appropriations.

Whatever is done, therefore, in most of the States will be the result of the skill and labor of the educators and the pecuniary aid of friends of education.

It is to be hoped that the next century will see some progress in dissipating the notion that persons without special training or experience in educational affairs can properly care for these important interests. No subject requires more special skill, and if the public would have the best education for its youth, public sentiment, while it encourages the participation of all concerned, according to their qualifications, must finally come to reject the idea that any one can play on the many stringed harp of the human mind, or organize or conduct institutions and systems in which it is attuned for harmony or discord for an immortal existence. Some hesitation has also been created in the preparation, by the fear which has arisen in some quarters that the Centennial Commission will not reserve sufficient space for the educational exhibit, or that they may put it in some out of the way place, (*e. g.*, a gallery,) or may break it into fragments, and thus destroy the logical effect of the exhibition. So fatal a step would seem impossible. The interest of foreign educators in what is to be accomplished is already manifested in many ways. Some foreign countries have their educational exhibits well prepared.

Dr. Lyon Playfair, M. P., late postmaster-general under Mr. Gladstone, having received from this Office the circular containing suggestions, writes commending the plan, and remarking that if it can be carried out the educational results will be greater than from any previous world's fair. M. Hippeau, a well-known French writer on education, on receipt of the circular of suggestions, published an extended communication in *La République Française* upon education at the Exhibition. He quotes the programme, and makes many observations worthy of special note by Americans. In reference to the Exhibition, he observes:

There will be many objects to attract the attention of foreign visitors, but we may boldly affirm that none will produce a deeper impression than the educational exhibit, and this from the following reasons: The United States have the right to feel proud of their public schools and institutions to produce enlightened and educated men for the honor and prosperity of their Republic. In direct opposition to the course pursued by countries which consider the progress of public instruction a peril to society, the Americans see in it the essential condition of their prosperity and the foundation of their country's grandeur.

And again he adds:

The idea has been suggested, and not without reason, that our workmen should be furnished the means to go to Philadelphia, and study there the results of manufacturing industry. Have people also thought of letting our teachers derive some profit from this unique occasion to study everything the United States have done for education in the way of school organization, methods of instruction, educational apparatus, hygienic regulations, &c.? Would not the directors of our normal schools, the heads of our great institutions, find it greatly to their interest to make such studies? The government ought to understand this necessity, and the minister of public instruction at least ought to conceive this idea.

He gives his reason for expecting the success of our educational exhibit, and, explaining the agency of the Bureau of Education in promoting that success, remarks that those educators who have asked for its establishment based their request on Montesquieu's remark that "in a republic the influence of education is all powerful."

Commending the limitations of the Office, he says :

Limited though it be in its functions, the Bureau of Education nevertheless renders immense services, and in its capacity as a popularizer of the methods followed by the different States for furthering the cause of education it exercises a most beneficial influence.

Again, referring to its 8,000 special correspondents, he says :

The number of its special correspondents is not less than 8,000. When one thinks that in the United States there are more than 600,000 persons who, in the capacity of teachers, directors, inspectors, contributors to and superintendents of benevolent institutions, take a direct interest in the success of education, one will understand the difference between countries in which the citizens take care of their own affairs and those in which the government has this exclusive care. It would, no doubt, be difficult to transplant to France institutions so much opposed to our habits, and which would but little suit our national character. But nothing could be more desirable than to have established in connection with our ministry of public instruction a "bureau of education" similar to the one which renders such valuable services in the United States.

His excellency the acting minister of public instruction for Japan informs me that his government will undertake an educational exhibit. We have similar information from Ontario and other countries. The preliminary catalogue of the Belgian exhibit is received, and gives promise of great interest. Prof. Hermann Kinkelin, of Basel, who received such deserved commendation for his presentation of Swiss education at Vienna, has prepared a presentation of Swiss educational statistics for Philadelphia. The Swiss Teachers' Journal thus describes it :

These new Swiss educational statistics are given in the shape of a number of Dufour's maps of Switzerland, in which the position which each canton occupies with regard to education is illustrated by different colors in a very simple and at the same time clear and ingenious manner.

Part I of the work consists of 24 copies of a reduced Dufour map of Switzerland on the scale of 1 : 250,000.

The first seven maps, Nos. 1-7, show all the public secondary and superior schools at intervals of ten years, the last for the year 1875 ; and it is interesting to see how in most parts of Switzerland the colored dots increase in number from one decennial period to the next, while in other respects everything remains pretty much the same.

No. 8 shows the private schools and benevolent institutions.

No. 9 shows in different colors the time annually given to instruction in the primary schools in the various cantons, those having the shortest time being colored black and gradually getting lighter till those having the longest time are colored quite light. The lightest canton is Basel Town, which has 45½ weeks' instruction per annum. Next follow Glarus, Geneva, Zurich, and Schaffhausen, while Valais, Appenzell Interior, Grisons, and Uri are quite dark—27.5 and 24.2 weeks per annum.

No. 10 shows the total amount of time devoted to instruction during the period of school age. In this map Vaud is colored brightest, having a total of 385 weeks ; while Uri is darkest, 152 weeks ; (Basel Town 329 weeks, and Basel Country 300.)

No. 11 shows the arrangements regarding the separation of the sexes in the different cantons.

No. 12 shows the number of primary scholars to 1,000 inhabitants, Basel Country taking the lead with 195 ; (Basel Town, 66.)

No. 13 shows the average number of primary scholars to one teacher ; first, Grisons, 32 ; Tessin, 36 ; Valais, 37 ; Basel Town, 55 ; Basel Country, 95 ; and, finally, Appenzell Exterior, 107.

No. 14 shows the number of scholars in the higher and lower secondary schools to every 10,000 inhabitants, Basel Town taking the lead with 457, the last being Appenzell Interior with 11.

No. 15 shows the number of primary teachers to every 10,000 inhabitants ; first, Grisons with 48, and last Basel Town with 12.

No. 16 shows the sex of the primary teachers, giving the percentage of male teachers on the whole number of teachers ; Glarus, Basel Town, and Appenzell Interior, 100 per cent. ; Upper Unterwald, 25 per cent.

No. 17 shows the average annual salary of male primary teachers in francs. The lightest-colored canton is Basel Town with 2,480 francs, and the blackest Valais with 243 francs.

No. 18 shows the average annual salary of female primary teachers. Geneva, 993 francs ; Valais, 220 francs.

No. 19 shows the average annual salary of all teachers, (male and female.) Basel Town, 2,199 francs ; Valais, 234 francs.

No. 20 shows the average amount of school property to 1 scholar.

No. 21 shows the annual expenditure per scholar. Basel town, 54 francs 85 centimes; Uri, 5 francs 77 centimes.

No. 22 shows the annual amount expended per scholar for secondary education. Appenzell Interior, 308 francs; Lower Unterwald, 13 francs.

No. 23 shows the average annual sum expended for primary education per school. Basel Town, 3,000 francs; Valais, 228 francs.

No. 24 shows the annual sum expended for education of all grades *per capita* of the population. Basel Town, 12 francs 13 centimes; Appenzell Interior, 1 franc 30 centimes.

Part II consists of all the sheets of Dufour's great atlas of Switzerland, giving the exact location of every primary and secondary school in 1871-'72.

RESULTS TO BE DERIVED FROM THE EDUCATIONAL EXHIBIT.

I. I have mentioned among the educational results to be sought from the exhibition the establishment of educational museums or collections of educational appliances. Our deficiency in this respect is a source of constant embarrassment. Many of our teachers and school-officers have no opportunity of knowing what these appliances are, or of keeping up with their improvements. It has been my desire, in conducting this Office, to secure as necessary aids to its work, and as special benefits to our systems and methods of education—

1st. An educational library, where publications upon the subject could be gathered from all quarters of the world, and such publications made available for American educators. A small sum has been annually appropriated by Congress for this purpose. The use of this, and the exchange of documents, have made the library already one of great value. I have purchased for it most of the private collection made by my predecessor, Dr. Henry Barnard. I have also desired to secure for the same purpose—

2dly. An educational museum or collection of educational appliances, but neither money nor space has been afforded for such a collection. As I have at different times mentioned, several foreign governments have invited exchange of these appliances—some have sent articles; but I have had none to return in exchange, and have not been able further to respond to that courtesy than to send the publications of the Office.

Since the announcement of the International Centennial Exhibition, I have hoped that it might afford the occasion for the organization, in connection with this Office, of a national educational museum. The cost would be slight and the benefits to our education invaluable.

The commencement of the Kensington Educational Museum under the auspices of the most enlightened English friends of education, in connection with one of the world's fairs at London, is well known. The effect upon English skill and intelligence has been incalculable.

In connection with the Vienna Exhibition, a somewhat similar movement was commenced in that city. A recent writer, referring to it as "the permanent educational exhibition," observes that "it receives universal approval, and its beneficial results surpass all expectation."

The first number of the Journal of the Educational Museum at Rome, Italy, has just been issued. From this the following remarks are translated:

This museum, as is well known, owes its origin to a visit to the World's Exposition at Vienna, made by the distinguished gentleman who now rules over the destinies of public instruction in the kingdom. It only dates its legal existence from November, 1874, called to life by the joint exertions of the minister of public instruction and the minister of industry and commerce.

* * * * *

It has already been likened to a permanent exhibition. This journal will now give it the character of a permanent and at the same time circulating exhibition.

* * * * *

To illustrate the collections which are in the museum and which are being formed is a much greater task than might seem at first sight. In the first place, there is no educational implement or apparatus which could not give rise to researches and observations, and form the subject of descriptions, examinations, comparisons, and manifold discussions.

* * * * *

It is by this not merely intended to make an appeal to teachers or superintendents. The museum, and the Journal, its representative before the public, would not think

that it had done all the work assigned to it if it did not likewise have the coöperation of those who in a less personal, direct, or official manner are interested in the cause of education. Through the school-house, apparatus, furniture, text books, maps, charts, and other scientific and literary aids, many persons are more or less interested in education, who do not devote all their efforts to it, but whose experience will nevertheless be of great value. The general condition of our country certainly justifies all this and easily explains it; for in this regard it has various sides, and, not always unjustly, has been blamed; but this must often be ascribed to these or those persons not having exerted themselves enough, while the case would be entirely different if the people would not with all the greater zeal seek to obtain the very best that could be obtained.

Many of our educators are familiar with the successful efforts of Dr. Ryerson and his deputy, Dr. Hodgins, of Ontario, to secure these great aids to education in that province. Their example would seem of itself sufficient to secure adequate action in the United States.

Among the noted and efficient organizations of this character should be mentioned the so-called Pedagogic Museum, under the direction of the Russian ministry of war. Founded in 1864, it has become one of the most effective agencies for the promotion of general as well as military education in that empire.

II. A second educational result sought from the exhibition is the preparation of full and accurate reports on the various phases of education in the country. The efforts made to quicken, increase, and render effective the collection and publication of educational history have already been mentioned. As a result, great activity is already reported in this work. The Office is doing all in its power to generalize these results and make them available for our country and the world, and hopes to gather rich fruit from the labors and publications of experts from our own and foreign countries after the display closes.

THE EDUCATIONAL EXHIBIT AT VIENNA IN 1873.

In my previous reports mention has been made of allusions in foreign reports on the Vienna Exhibition to education in the United States. These continue to appear. One interesting report on "Primary instruction in different countries" contains the following observations of F. Jeanmaire, teacher, of Angoulême: "The United States have in the very centre of Europe exhibited a magnificent specimen of their important educational productions. In the interior of the palace we admired their collection of educational works and treatises, drawings, and penmanship exercises by the pupils with the corrections of the teacher, all very splendidly bound and grouped according to States. In the grounds a primary school-house, furnished with all the necessary material, showed to the visitors the deep interest which the American Union takes in the fundamental element of its prosperity and grandeur." This school-house, with the Swedish, he pronounces the finest in the exhibition.

A very able report to the French minister of public instruction upon the educational exhibits at Vienna, by F. Buisson, who has been charged with the task of organizing the educational statistics of the republic, contains the following noteworthy remarks respecting the educational exhibit of the United States:

The Vienna Exposition had less a universal than an Austro-German character. Other European countries were with regard to education poorly represented.

The United States of America, which had a more complete exhibit, did not, however, furnish all the details, so indispensable to a thorough and instructive study of school systems and their results. They had two educational exhibits, a school-house in the park and a section in the exposition building. Here primary and secondary education were sufficiently and carefully represented. Besides the apparatus and text books, this exhibit contained the most complete and the most instructive collection of pupils' work at the exposition. But with reference to other grades of instruction the exhibit did not furnish other information than reports from different States and various scientific associations. The American district school-house satisfied the visitor's curiosity. The building contained a hall and a large and well lighted school-room with forty seats. The interior arrangement of the building was far from making a favorable impression upon the visitor. I was surprised to find nothing that indicated this great nation's intimacy with practical school life. Rich furniture was the only object of admiration. The maps and charts, of which several seemed to be in the collection entirely by chance, gave rather an idea of great variety of means of instruction than of regular methods in teaching and of a premeditated pedagogical plan.

Only a few American States and cities exhibited plans and photographs of school-houses; but unfortunately in too small a number, and without the necessary technical, financial, and pedagogical information. The plans and relief-model of the Franklin school-house at Washington show an extreme simplicity of architecture. The outside of the building lacks all elegance and æsthetic character. A yard or a recreation room, in the basement of the school-house, substitutes the school garden, for which the Americans seem to have no necessity.

But what makes the American school-house so valuable is the great care given to its hygienic condition. Nothing is neglected that furthers the physical development of the children. Ventilation is generally combined with steam heating, and has reached such a degree of perfection that its introduction must cause enormous expense. Cloak rooms and water closets are not only very comfortably arranged, but show a thorough study and a scrupulous observation of the rules of hygiene. The results of this system surpass by far all that has been obtained by European systems.

Drawing is one of the rare branches in which American schools have not yet reached the European standard. The exhibit of the United States proved sufficiently that her schools, in so many respects superior to the European, are still beginners in the art of drawing. In some cities the drawing lessons in several school-houses is intrusted to only one teacher, and in a certain city in Ohio one teacher has charge of 74 drawing classes.

There seems to be no systematical programme for drawing in America. In most cities this important department has still to be created.

The insufficient training of teachers has hitherto been one of the greatest deficiencies in the American school system. The continual change of teachers, and the short period during which the largest number of them remain in their profession, explain sufficiently why the results are not in proportion with the generous expenditures of the country.

America has given the most striking proof that difficulties in preparing uniform statistical school reports can be vanquished.

The Bureau of Education at Washington commenced a few years ago to organize school statistics for the whole extent of the United States, and not one of the great countries in Europe offers, at the present time, an equal representation of her institutions and better facilities for obtaining reliable information with reference to education. This is so much the more remarkable, as the centralization of school administrations does not exist in the United States. All the States of the Union are entirely independent, and organize their own school systems as they please, which must cause the Bureau an increase of complications and considerable delay.

Not satisfied with collecting and publishing the results of American institutions of learning, the Bureau of Education now collects and publishes the most complete reports on European education.

Through a series of circulars,* the publication of which was commenced recently, Americans will soon know European institutions as thoroughly, or rather more thoroughly, than Europeans themselves.

It would be very desirable to have in Europe an educational statistical centre, somewhat like the United States Bureau of Education, from which reliable information could be obtained regularly.

What is needed to realize this idea? Nothing but an energetic initiative, which will be infinitely easier, cheaper, and more advantageous than the step recently made toward the adoption of a uniform postal system between the two hemispheres.

Could not five or six European countries confer on this subject with the United States—far better prepared for that kind of work than we—in order to arrange some uniform basis for the preparation of school statistics? Much good would arise from this most important enterprise. It would enable all nations to compare the results of other countries with their own, and thus discover always new and better methods in the great work of education.

HEALTH AND EDUCATION.

This subject, of vital importance, yet greatly neglected, can hardly be more forcibly presented than by the following quotations from the opinions of well-known experts expressed since the last treatment of the subject in these reports.

At a late meeting of the Michigan State board of health, Dr. Kedzie reported the following facts, ascertained by personal examination:

* Indicating the appreciation of these occasional publications by the Office is the gratifying fact that Prof. P. Wynen, of Antwerp, has translated into French and published the substance of three of them for the benefit of European readers, viz: (1) *The Theory of Education in the United States*, prepared by Hon. Duane Doty, then superintendent of schools for Detroit, and Hon. W. T. Harris, superintendent of city schools, St. Louis, and extensively approved by the most eminent educators in the country; (2) *Statements relating to Reformatory, Charitable, and Industrial Schools for the Young*, prepared by Mrs. S. A. Martha Canfield; (3) *The History of the Bureau of Education*, by Dr. Alexander Shiras.

In a private letter Prof. Wynen remarks, "I beg you, honored sir, not to consider this as a literary task merely, but a tribute of gratitude which I do myself the honor to offer your country for all it has done toward the amelioration of the lower classes of society."

At the new State public school building in Coldwater, he found no ventilation in the dormitories. The air was very foul, containing 14 to 16 parts of carbonic acid in 10,000 parts of air. * * * The under-floor space had no ventilation, and the original opening for that purpose was closed. The timbers underneath were covered with mould. During the year, several deaths have occurred from diphtheria. * * * The hygienic conditions, on the whole, are not good.

In the asylum for the deaf and dumb and the blind, at Flint, he found exceedingly bad air in school-rooms and dormitories. On each side of the building, the two main sewers run, and the well from which the water supply is taken may be, perhaps, contaminated thereby. There are eight water-closets to ten teachers and superintendents; one water-closet to ninety-three boys, and one to seventy girls.

The ventilation at the reform school, in the old building, is passable, but in the new part and in the hospital it is bad.—(Detroit Review of Medicine, February, 1875, p. 125.)

Dr. Thomas F. Rochester, M. D., of Buffalo, N. Y., in an inaugural address delivered at the opening of the seventieth session of the Medical Society of the State of New York, June 20, 1876, said :

We are proud of our public schools; education is free to all; but it is not, in every instance, the unmixed blessing it seems. It is acquired at too great an individual risk.

On the proudest avenue of this city (Buffalo) is a three-storied brick building. The room is heated with coal stoves; the ceiling is low; the light is but moderate; and there is no provision for ventilation. The seats are short, narrow, and close together. * * * The principal of the school, in reply to inquiries, stated that the room was always full; that three children had to sit where there was only room for two; that they were packed so tightly that it would be impossible for the children all to rise upon their feet at once; that there was no place to hang up their outer garments, even if they were wet, and that when school was dismissed, if a boy should drop his cap, he could not stop to pick it up, so great was the rush and the crush.

On the 9th of February, 1869, the school committee of the common council, with the superintendent of schools, made a tour of inspection. I make a few extracts from the report of the same: No. 7, "The primary department was found to be running over with little children, who had hardly room to breathe and stretch out their little arms." No. 11, "It is a perfect hive of children." No. 31, "The primary department has 340 scholars, but was calculated only to hold 180. They sit everywhere." No. 15, "The primary department contained 320 scholars yesterday." From 800 to 1,200 cubic feet of air is the amount of space that is required to be allotted to each individual in the United States military hospitals. In British India, each jail prisoner has, by legal enactment, 648 cubic feet of air. In public school No. 15, each poor child has but 56 cubic feet of air. * * * No wonder that scarlet fever, diphtheria, typhoid fever, and blood poisons of every description are more or less prevalent. A large proportion of these dread disorders are generated in and propagated by our public schools. * * * But acute diseases are not the only results of this criminal crowding. Tuberculosis, scrofulous and brain affections, developed at various periods, may be traced but too often to the same source. Better for society, and better for themselves would it be, that these infants were not educated at all than at such a risk. The counterpart of this picture is to be found in every large city in our land. What is the remedy? No child under ten years of age should be sent to a public school, and every school district should have a competent and well-paid medical director, who should devote himself thoroughly and conscientiously to the many hygienic duties of the position.—(Buffalo Medical and Surgical Journal, pp. 408, 409.)

The following citations embrace a summary and remarks concerning the public schools of Philadelphia, based upon the answers of physicians to printed questions, upon several general reports, and upon a chemist's report :

Formal reports upon printed blanks are made as to forty-four schools. The examinations were made in the winter and early spring, at different hours and in various weather, by eleven different physicians.

The space allowed to each pupil is too small. The average of rooms reported is 143 cubic feet per pupil. The range is from 272 down to 66, in different schools. Even with efficient ventilation, the space should not fall short of 200 or 300 cubic feet.

The percentage of carbonic acid is stated in regard to thirty-one rooms. The ratio of 0.56 in 10,000, reported in one room, is very extreme. The average for thirty-one rooms is 0.18 per cent. The examination of ten schools by a professional chemist exhibits an average of 0.1315, and a range of from 0.06 to 0.21 per cent. In these last, and in nearly all the other cases, it is expressly stated that windows were open. Two analyses of external air showed the presence of 0.0238 and 0.03205 per cent. of CO₂, the proportion normally varying somewhat with the weather and other conditions.

The schools are very generally overheated. This in spite of the almost invariably open windows.

A score of the schools examined have no system of ventilation whatever. The others have various devices and appliances, variously described.

The general reports of several observers, and the report of the chemist, agree with the tabulated returns, in representing open windows as absolutely necessary to keep the air of the school-rooms tolerable.

The atmosphere of the school-rooms is terribly bad, except when windows are kept open. Practically, there is no other means of ventilation. When some pretence to a system exists, it is usually wretchedly inadequate or wholly inoperative. Concerning the use of shafts, inlets, outlets, and valves, the teachers are usually ignorant or careless. Openings are choked with rubbish, boarded up, or kept shut by rusted valves and broken cords. In one building, air-shafts were altered into closets. In several instances teachers and pupils were made "almost sick" by a temporary closure of windows for experiments.

The rooms examined by Mr. Thomson, the chemist, are said to be very favorable specimens of our schools, being all of recent construction. Even here windows were constantly open.

Although no question is designed to elicit information as to animal emanations in the close air of the schools, some expressions used by reporters are significant. "Foul," "intolerable," and "mephitic" are words suggestive of something more than carbonic acid gas.

The chemical report already mentioned, and one of the general reports, give clear expression to what we believe to be the true relation between carbonic acid and animal exhalations in their bearings upon the fitness of air to support respiration. As both impurities arise from the presence and the breathing of living beings, both will increase and diminish together, according as the air is repeatedly inspired or freely changed and renewed. If, then, in a crowded room we find twice as much CO_2 as in one less populous, we may infer the same proportionate difference in the organic emanations. Thus the first impurity serves, in ordinary circumstances, as a measure for the second.

Moreover, it is probably true that the carbonic acid is a less noxious contamination than is the animal matter, which it roughly measures. The broken down organic substance given off from lungs and skin, in minute particles, in gaseous form, or dissolved in watery vapor, becomes when concentrated a most potent poison.

Dr. Hammond, in his work on military hygiene, calls attention to the symptoms described as attending the decease of the victims of the "Black Hole of Calcutta." These were not at all the ones characteristic of carbonic acid poisoning, but rather of profound animal poisoning.

It is not, however, therefore to be inferred that carbonic acid gas is not injurious. In the proportion of 20 parts to 10,000, it undoubtedly is very hurtful, and to be dreaded even in half that amount.

In the Hancock primary school, we find 520 poor little innocents huddled together in three rooms, each 37 feet by 35 feet, and not 9 feet high. Windows, from five to seven in each room, were open from 8 to 12 inches, while the tests showed the percentage of CO_2 to be 0.30, 0.52, and 0.56. Space for each pupil, 66 cubic feet; outlet for foul air, none; system of ventilation, none.

One of the accompanying reports contains the following :

In Philadelphia, during ten months of the year, about four and a half hours of each school day are spent in the school rooms by 90,000 children, ranging from six to seventeen years, and about 2,000 teachers. Who can possibly estimate to what extent the laws of health are violated by compelling these 92,000 persons to breathe day in and day out an atmosphere surcharged to the extent of five, six, or seven times the sum of carbonic acid that normal air contains, and then superadded to this a sum of organic impurities which may be expressed by the same numbers as indicate the excess of carbonic acid? Who can, in numbers, express the degree of violence done to health, the sum of human suffering engendered, and to what extent life may be shortened by the respiration of the unnecessarily impure atmosphere of school rooms?—(Report of the committee appointed by the board of public education to inquire into the sanitary condition of the schools of the first school district of Pennsylvania, city of Philadelphia, pp. 30-35, and p. 19.)

From "The Perils of the School Room." Read before the American Public Health Association, Philadelphia, November 13, 1874, by A. N. Bell, M. D. Sanitarian, January, 1875.

The importance of air space rests upon the absolute necessity of pure air for healthy respiration. * * * For various practical purposes, the limits of space vary from 300 to 4,000 cubic feet. * * * And no deviation should be made on account of children. With regard to this point, Mr. John Simon well observes: "It is to be desired that laws and regulations as to overcrowding should not proceed on the assumption that children (to any measurable extent) require less breathing space than adults. Against any

such assumption two facts have been considered: First, that even healthy children, in proportion to their respective bodily weights, are about twice as powerful as adults in deteriorating the air which they breathe; secondly, that the children will almost invariably have certain eruptive and other febrile disorders to pass through, from which adult life is comparatively exempt, and in which the requirement of space is greatly increased. And, having regard to these two considerations, I think it best that children and adults should be deemed to require equal allowances of air and ventilation."

Moreover, it should be observed that the mere space allowance should in no case detract from the absolute necessity of means for renewal, and the smaller the space, so much the more certain should be this provision. If 300 cubic feet only be allowed, the air must be changed, at the least, every twenty minutes. To neutralize the deleterious properties of respired air, and to replenish it, every person requires 2,000 cubic feet of fresh air hourly, and with less provision than this contamination is sure to follow.

The epidemic influences or constitution which some authors are wont to describe as conditions precedent to the activity of epidemic diseases, and which are believed to be periods of predisposing receptivity of specific poisons, are due in no small degree to the prevailing condition of school rooms and their congeners. As a rule, the older these conditions, the longer the period of time in which they have been tolerated, the more depressed the vital powers of their occupants and the greater their predisposing receptivity. Besides, the depressed state of the organism under such conditions is not only predisposing to epidemic diseases, but the liability to and the danger of all diseases is thereby intensified; * * * and, doubtless, much that is attributed to the season of the year supposed to be predisposing to scarlet fever, measles, whooping cough, diphtheria, and some other common affections of children, is due to the same cause. It is, at any rate, very remarkable that the beginning of the autumnal school term should be simultaneous with or speedily followed by the sickly term. There is surely something more than a mere coincidence in these relations; they stand much more like cause and effect.

Besides the danger from active and fatal disease from exposure to the conditions which have been described, all physiologists recognize the influence of depressing agents on the human organization in blunting the sensibilities, obtunding the intellect, promoting stupidity, idiocy, and physical deformity. And in this relation, at least, the "survival of the fittest" often has a painful significance, not alone confined to the present generation, but, recognizing the accepted law of inheritance, well calculated to shock the sensibilities in anticipation of the future.

The following abstract of a report on the public schools of Brooklyn, in March, 1874, by the sanitary superintendent of the board of health, is submitted as an illustration of the conditions which have now been described:

"No. 6. Registered, 983; average, 94 per cent.; 514 in primary department. Ventilators have been provided, but many of them closed and beyond reach, the cords wanting and practically useless. The heat is introduced directly upon the children. The middle rooms upon the east side of the building are so poorly lighted as to require gas burning at midday. In these rooms the air was very oppressive, and the supply through other occupied rooms. * * *

"No. 9. Average 1,300. * * * In one of the rooms there were 126 children, the windows all closed, the ventilating shaft closed, and the hot-air registers open. Each of these children had 50 cubic feet of space.

"No. 12. One room occupied by over 30 pupils that would not properly accommodate more than 15. * * * No ventilating appliances besides the windows.

"No. 15. Constructed for 800, has 1,900. Ceilings low, air renewed only through windows. In one room 67 children, 30 cubic feet to each child.

"No. 17. * * * A small room in the primary department has 50 children in 2,450 cubic feet of space, 49 to each child. The air in all the small rooms and in all the primary rooms was quite impure to the senses.

"No. 18. Five hundred and twenty-five children on ground floor; 823 on second floor, with an average of 63 cubic feet; on each of the floors above 400 scholars; in one of the rooms on the ground floor, 32 cubic feet for each scholar. * * * Another room, 75 by 20 by 6, numbers 150 pupils, and has two openings or windows, about 24 by 30 inches each; gas burning for light.

"No. 19. Wings on each side of the building cut off six class rooms from any direct opening upon the external air or light. * * * Says the inspector: 'My last visit to this school was made about the time of closing the afternoon session. I cannot describe the condition of the atmosphere; the children seemed completely depressed, and hardly had sufficient energy to leave their places.'

"No. 22. Overcrowded. The children suffer for want of pure air. One class room, 12 by 18, has 103 scholars.

"No. 23. A room 12 by 20 = 240 square feet, has 56 scholars; about 4 square feet and 27 cubic feet only to each.

"No. 29. Four hundred and twenty in the primary department and 580 in the other two, illustrating the crowding of the young children; 130 more lives must be sustained in the same cubic space in one instance than in the other.

"No. 30. * * * One room affords 29 cubic feet, another 24 to each scholar. * * * A strong draught from the open windows blows upon the children.

"Primary, No. 3. * * * In one room are 140 small children; wood stoves heat the rooms, and open windows admit cold air. Temperature in range of seats next to stove was 90°; most remote, 64°."

In an examination of sixteen of the public school rooms, and, with two or three exceptions, the same as here reported upon, (but when they were less crowded than they are at the present time,) and seven private schools in 1869, the average proportion of carbonic acid present was 1.64 volume per 1,000, or 3.3 times its normal amount. Two only, and both of these were private schools, were perfectly ventilated. One of the public school rooms had eight times the normal proportion of carbonic acid present, and more than half of them four times the normal proportion.

It is very far from my purpose to show that the school rooms of Brooklyn are more perilous than the school rooms of other cities; indeed, they are not so. In New York, the plan of construction in some of the new buildings is believed to be an improvement over any of the Brooklyn buildings; but, taking them altogether, they are about equally perilous.

Philadelphia, I am sorry to believe, is no better. With an enviable amount of house room for all other purposes, and the banner city of America for the health of her people, her school-houses, notwithstanding, are a disgraceful exception. One of these, visited during a night session, was found "crowded to the extent of less than 100 cubic feet of air space to each person," and "an offensive odor pervaded the whole school." "On descending to the cellar, the sickening odor of carbonic acid and oxide was unbearable. The cellar had evidently never been cleansed, or even aerated, since the floors were laid above. And to this hotbed of disease and death—well stocked with coal, and most likely, at the time of storage rendered more certain to evolve its deleterious gases by wetting—every teacher and pupil of this school was exposed. Nor is this, bad as it is, an exceptional case. Indeed, the evil is so general in all of our cities as to fully justify the conclusion that the examples given are examples of American school-houses generally, and of no particular city. They are a disgrace to our civilization and a shame to our humanity.

From "Preventable Sickness," by Alfred L. Carroll, M. D. Sanitarian, December, 1875, pp. 403 and 404.

Each one of us, to get his necessary allowance of oxygen, inhales about 400 cubic feet of air a day; but, in exchange for this oxygen, we exhale carbonic acid gas at the rate of two-thirds of a cubic foot an hour, thus vitiating a very much larger body of air than we actually inspire. * * * One part of it in 1,000 of air is the maximum of admixture compatible with healthfulness. We emit every hour enough carbonic acid to destroy the wholesomeness of something more than 666 cubic feet of a perfectly pure atmosphere. But the atmosphere with which nature supplies us is not perfectly pure; it already contains about 5 parts of carbonic acid in every 10,000—a little more in towns, a little less in the open country—or one-half the permissible percentage, so that, for typical respiration, every pair of human lungs requires about 1,300 cubic feet of air an hour. In other words, if a person were confined to a room 10 feet square and 13 feet high, all the air in that room should be changed every hour. The popular disregard of this essential condition of health is responsible for a vast number of diseases of debility dependent on what might be called oxygen starvation, and lessens or destroys the chances of recovery from maladies otherwise caused. Consumption, if not originally induced, is, at all events, commonly called into action by breathing "pre-breathed" air. It is unknown among the nomadic tribes, who live absolutely *al fresco*, and its frequency increases just in proportion as we find people spending a greater portion of their time in a confined atmosphere, devitalized by their own respiration or that of others. * * * Not only in private homes is this cause of ill health operative, but often, to a still greater extent, in schools, where insufficient cubic space and defective ventilation impair the constitutions of hundreds of children at an age when most they need the proper materials for nutrition, of which oxygen is the most important. In the absence of sanitary supervision of schools, the compulsory education act, enforcing still further overcrowding, must strike every hygienist as an iniquitous assault on public health.

From "Nervous System as Affected by School Life," by D. F. Lincoln, M. D. Sanitarian, August, 1875, pp. 196 and 198.

As regards fresh air and other hygienic essentials of schools, the attempt is sometimes made to excuse deficiencies by saying "that the scholars are better off in school than in their own wretched houses."

This excuse is apt to prove fallacious. It is our duty to ask, when such remarks are made, "How much better off are they when in school?" Is the air at home charged with fourteen parts of impurity, for example, and that in school with only twelve or thirteen parts? Such a comparison reflects no credit upon the school; if both places are

blamable, then our duty obviously begins at the school, which we build and furnish, and to which we compel the children to come.

There are three special faults in sanitary conditions which do harm to the nervous system of those in school rooms. These are, the means employed in lighting evening schools, the undue heat of school rooms, and the excessive dryness of their atmosphere, with other impurities.

School work, if performed in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.

By "unsuitable" is chiefly meant "close" air, or air that is hot enough to flush the face, or cold enough to chill the feet; or that is "burnt," or infected with noxious fumes of sulphur or carbonic oxide. Very few schools are free from these faults.

From "Brain Culture in relation to the School Room," by A. N. Bell, M. D. Read by invitation before the Department of Superintendence of the National Teachers' Association, Washington, January 27, 1875. Sanitarian, March, 1875.

While the brain has not usually more than one-fortieth of the weight of the body, it receives about one-fifth of the whole volume of the blood. It is scarcely necessary to state in this connection that every organ and tissue of the body is nourished by the blood, and that upon the supply of it and the condition of its nutrition and development, for weal or for woe, depend.

During the period of growth and change of structure, the modifying influence of external conditions is most strongly marked. The constitution of the individual adapts itself to the circumstances, and becomes fixed for the lifetime. So that if a child of originally healthy constitution be subject for a considerable length of time to such injurious physical conditions as produce a tendency to disease, unless the conditions are speedily changed, the effect is to establish a constitutional weakness or disease, not only during the life of the individual, but it may be a diathesis, with hereditary qualities for several generations. * * * Changes of growth and structure are all affected by and through the circulation of the blood; its condition depends upon the air we breathe. Air is the very first element of our bodily tissues, and breathing affords three-quarters of the nourishment of our bodies.

Carbonic acid, pure, is not respirable. If an attempt be made to inhale it, the glottis closes and prevents it from entering the lungs. When diluted with twice as much or more of air, it ceases to produce that effect upon the glottis, and is permitted to enter the lungs and the blood, and acts as a narcotic poison directly upon the brain.

Brain culture is envired by the school room. Upon the condition and management of the school room depends the quality of the brain, and the brain is the soil of subsequent endowments. * * * A fruitful harvest can never come of an impoverished soil. * * * A well-cultivated brain is unquestionably the true road to exalted virtues, and the union of a sound intellect and moral power the only stable foundation of true wisdom, by which health becomes, next to eternal salvation, the most important object of life. A pure atmosphere is the first need of the school room; without it none of the vital functions can be sustained in health.

From "School Room Stunting," by A. N. Bell, M. D. Sanitarian, December, 1875, pages 412-415.

It has been variously estimated by different authorities that in early childhood from one-fifth to one-fourth of all the blood in the body is directed to the brain. * * * If the blood, passing through the lungs, does not there obtain a supply of oxygen, it takes back to the brain and other tissues carbonic acid instead, and the consequence is an arrest of the changes necessary to life and growth. If, in passing through the lungs, the blood meets with only a small supply of oxygen, or that which amounts to the same thing, air surcharged with carbonic acid, a partial arrest of vitality takes place, the vigor of the organism is diminished, the functions are depressed, and there will be a gradually increasing torpor of the mental faculties, and ultimately a stunted intellect and premature death.

It is the object of every enlightened educator to promote the right exercise of that power by which each individual ultimately becomes the director of his own conduct, the arbiter of his own destinies. The first necessity in the accomplishment of this object is the preservation of health; and the problem of education yet to be worked out is: The balance of physical forces and intellectual faculties.

That the conditions of education, as ordinarily conducted, are in terrible conflict with this balance, no careful observer will attempt to gainsay.

Nature, in some respects, can be made to deviate from her ordinary course of procedure in order to be subservient to the purposes of men. * * *. The fruit trees of our gardens may be dwarfed, and, by grafting on hardier roots, under constant nursing, be made prolific in the perpetuation of their feeble species. But leave them alone for a time, and, like the hollow-eyed, bleached, and feeble progeny of a common school room, they have no stamina—hot-house plants, destined to perish on the very threshold of life.

For high culture, for the perfection of organic development, "other foundation can no man lay than that is laid."

If a child of originally healthy constitution be subjected for a sufficient length of time to an atmosphere surcharged with carbonic acid, if it be deprived of light, if it be restrained in the physical exercise necessary for the development of its organs, if the "wants of nature" be neglected, if, above all, the want of supervision which renders these conditions common to school rooms be extended to a negligence of the virtues of school children, what else can we expect but a generation of dwarfs, a stunted progeny?

A due supply of unadulterated air to the respiratory organs is recognized as among the most important conditions of health at all ages and under all circumstances; but at no age is this so essential as during childhood. Air vitiated by respiration is not only known to be among the most active influences in promoting the spread of many fatal diseases, but on young children who may escape these diseases it exercises a powerfully depressing influence. * * * If air * * * is not supplied with a due quantity of oxygen, functional activity is obstructed, nutrition is interfered with, and the sensibilities are blunted; the brain of the child is filled with impure blood, and is not only itself depressed, but through it the whole organism is deranged; and although life may not be speedily destroyed as in extreme cases, the intelligence is stunted and mental capabilities overthrown.

Physical education should go hand in hand with mental education for both sexes, and it is the more essential in the inverse ratio to the age of the pupil; and in all cases, where practicable, physical exercise should be taken in the open air. There should be more frequent sessions, shorter periods of confinement to school rooms, and more "play." It is too commonly the case that physical exercise is looked upon as a mere relief from mental exercise; it is not regarded, as it should be, as a contribution to mental culture, as well as bodily, increasing its vigor and promoting its power.

School room crowding continues to be an evil of the greatest magnitude, and in some of our cities both private and public schools are comparable with the most odious conditions of New York tenement houses. Examples of both might be cited giving less than 50 cubic feet of air space to the scholar; and with rooms thus crowded, so situated that the sun never shines upon them; with heating appliances without any provision for moisture in the atmosphere, and so badly constructed as to be constantly contributing, not only carbonic acid, but the more deadly poison, carbonic oxide. One such, in Brooklyn, I have visited, * * * where, to make amends for the deficiency of heat from four old hot-air furnaces, there were piled around their red-hot pots quantities of iron shavings, old hoop-iron, and tin scraps—all heated red hot, and giving out their mephitic gases to rooms crowded, one of them to the extent of one pupil to every 31 cubic feet of air space; and the whole structure, including a detached building, with a registry of 1,300 children, and generally full attendance, with an average of air space per pupil throughout of less than 50 cubic feet.

I might also cite some private schools with almost equally bad appointments. * * * I am satisfied, from inquiries, that the school-houses of Brooklyn, in general, will compare favorably with the school-houses of our other large cities, but none of them is fit to be compared with anything else than with another one, or with a tenement house. They are of a piece, and only equally disgraceful to our civilization; equally inconsistent with recognized principles for the promotion of health; and both alike should give place to smaller, and proportionately more numerous, better situated, and healthy buildings.

From a "Report on School Hygiene," submitted to the board of education of the city of Elmira, by Dr. William C. Wey. Sanitarian, April, 1875.

In the matter of the coeducation of the sexes in the higher grades of school life prescribed by the board, while admitting the average mental superiority of girls, I am compelled to recognize their diminished physical capability, by reason of the assumption of functions whose maintenance and perfection call for natural and healthful development, unembarrassed by forced or even crowded intellectual culture. It has frequently fallen under my professional observation to take note of functional derangement in school girls, in whom mental advancement and physical deterioration have gone on together, as if in disregard of a law which demands full and harmonious bodily growth before the graces and accomplishments of the intellect can be cultivated. Cases of serious ill health, growing out of violation of the plainest and most imperative laws of physical growth, are quite frequently presented in the grammar schools, and increase in number and gravity as the course of instruction is pursued in the academy, and so on through a still higher scale of application. The germs of disease thus generated, instead of being extinguished with the completion of the school course, in too many instances develop and make miserable the health of individuals, and are continued in an endless heritage of mental and physical imperfections.

From "Effects of School Life Upon the Eyes of School Children," by Dr. C. R. Agnew. Sanitarian, August, 1875, page 200.

Dr. Agnew states that Herman Cohn, of Breslau, published in 1867 the results of observations made upon the eyes of 10,060 school children. He established the fact that school life in his country was damaging the eyes of scholars to a most alarming degree. He was followed by Erismann, of St. Petersburg, and others, who showed that elsewhere the same results were being produced. The broad fact was evidently demonstrated that, wherever children were brought under observation, and the effects of the use of their eyes upon minute objects carefully noted, nearsightedness, a grave malady, was found to exist; that this malady was found less frequently, and then generally only in a mild form, in young children; but that it increased rapidly in frequency and gravity as these children were pushed forward in their education from the lowest to the highest schools. Cohn, for example, found that the nearsightedness rate in village schools was less than 2 per cent.; that it had increased, however, to more than 26 per cent. in the Gymnasium; and that in the Breslau University, out of 410 students examined, not one-third had normal eyes.

Observations were recently made upon 2,884 eyes in this country. The plan followed is essentially that of Cohn, so that the results might be compared with those of so industrious and careful an observer. The sources from which the data have been drawn are the district, intermediate, normal, and high schools of Cincinnati, Ohio; the Polytechnic School in Brooklyn, New York; and the College of the City of New York.

The following is the summary of tables accompanying this paper: In the Cincinnati schools, the number of eyes examined was 1,264; in the district schools, 13.27 per cent. of the scholars were nearsighted; in the intermediate schools, 13.8 were nearsighted; and in the normal and high schools, 22.75 were nearsighted. In the academic department of the Brooklyn Polytechnic School, 9.15 were nearsighted, while in the collegiate department of the same school, 21.83 were nearsighted. In the introductory class of the New York College 21.86 per cent. of the students were nearsighted; of the freshmen, 26.2 per cent. were nearsighted; and of the sophomores, 22.72. The summary of all is that, of 2,884 eyes examined, 1,886 eyes had normal refraction, 538 were nearsighted, 227 were oversighted, and 152 astigmatic; and of 81 the refraction was not noted. Acuity of vision: 2,300 eyes had vision equal 1; 226 equal $\frac{2}{3}$; 106 equal $\frac{1}{2}$; 43 equal $\frac{2}{5}$; 49 equal $\frac{1}{4}$; 40 equal $\frac{1}{5}$; 28 equal $\frac{3}{10}$; 19 equal $\frac{1}{10}$; 8 able only to count fingers; 1 with no perception of light; 4 vision not noted.

From an editorial, "Can the Increase of Insanity and Imbecility be Stopped?" in the Detroit Review of Medicine of February, 1875, pp. 122, 124.

The following statements are made by Dr. Henry Howard, medical superintendent of the Provincial Lunatic Asylum, Canada, in the Canada Medical Journal, December, 1874: "Insanity results from some abnormal state of a part or the entire organism, body or mind, one or both."

By adducing well known facts the doctor shows that "children are of such different mental and physical organization, that there can be no system of either physical or mental education applicable to all; in fact, that what is good and wholesome to one is death to the other."

"In all schools there is a general system of education, and the principal classification is that of age. It necessarily follows that this system is injurious to the physical and mental growth of the scholars. Hence the great number of youth of both sexes who grow up weak in body and weak in mind, to swell the multitudes of the insane."

After showing that our present system of education is one of the great causes in the increase of insanity, he suggests that there should be less study, less confinement in badly ventilated rooms, and more outdoor education.

"Physicians should have a direct connection with all schools. Who but the educated physician can safely undertake the supervision of large numbers of growing organisms, and so direct their growth as to enable them to reach a healthy mental and physical manhood and womanhood. We speak whereof we know, when we say that scarcely any of the conditions for a normal, healthy education are to be found even in the best of our schools. Those who devised these schools did as well as they knew, doubtless, but they were ignorant, totally, of the first principles of body or mind building. The sole remedy is to have our schools remodeled and ever supervised by physicians."

From "Physical Culture, the best means of securing it," by H. L. Bartlett, M. D. Sanitarian, March, 1875.

Gymnasiums, as at present managed, are far from being all that is required, even for students. The great defect in all the "manly sports," so called, is that they are too violent for delicate persons, and quite inapplicable for females. Besides, they cultivate certain muscles, or groups of muscles, to the neglect of others.

The popular idea that it is injurious to the students of our colleges and universities to join in athletic sports, even of a severe character, is not borne out by facts. On the contrary, experience proves that they who are the most successful ball-players and

oarsmen are, as a rule, the best students. It is reasonable to suppose that this should be so, since study is a great tax upon the physical strength and endurance of a man, and he who has the most stamina, other things being equal, will win.

There are other causes, also, which tend in the same direction. A student who is engaged and interested in manly exercise has less inclination and less time to spend in vicious and indolent habits than he who cares for none of these things. Elevate any men or women physically, and you elevate them intellectually and morally. * * * So far, therefore, from discouraging manly exercise in students, whether academic or collegiate, the opposite course should be strenuously followed by all who have their best good at heart. But in the selection of the right kind and amount of exercise for each particular student, great care and judgment are requisite.

Here is where the present system is defective. To put all boys through the same drill is not only unscientific, but often injurious.

The law of muscular growth demands that, to make a muscle stronger to-morrow, it must be taxed to its utmost to-day. Keeping this law in view, the so-called "light gymnastics," or "calisthenics," are almost worthless. Their object seems to be to produce celerity and precision of movement rather than to develop strength. As well might you expect the throw of the weaver's shuttle or the ceaseless ply of the seamstress's needle to produce muscular growth.

Conductors of academies and colleges, finding a popular demand for gymnasiums, at once erect a structure or appropriate a room suitably furnished with all the appliances for the same, and inaugurate gymnastic exercises, without knowing the first principles of the science of physical culture, or the rules by which they should be governed in order to prove beneficial to those who are engaged in them. In fact, I am inclined to the opinion that these institutions, as at present managed, do as much harm as they do good. They are frequently conducted in poorly ventilated rooms, continued to the point of exhaustion, at least on the part of the feebler members of the class, and at a period of the day when the bodily powers have been already overtaxed by prolonged mental exertions.

From "College Sports," by Nathan Allen, M. D., LL. D. Sanitarian, September, 1875, pp. 244-247.

It is now almost twenty years since the trustees of Amherst College, finding students breaking down with ill-health, and here and there one dying prematurely, cast around to see what could be done to prevent such a state of things. After much consideration it was decided to establish a distinct department of hygiene and physical culture, and place at the head of it a thoroughly educated physician, who should give lectures on these subjects, and take charge of all exercises connected with the gymnasium, as well as of the hygiene of the institution. The trustees decided to incorporate these exercises into the regular curriculum of college duties and make it obligatory upon all students to attend upon them as much as on instruction in the mathematics or classics.

It was said that nearly all gymnasiums connected with literary institutions, both in Europe and America, had failed to accomplish the results intended or expected, for the obvious reason that these exercises were generally voluntary, and the character given them did not correspond to their importance nor to the rank which was accorded to mental acquisitions. Instead of leaving the thing to take care of itself, for students to exercise or not, at their option or convenience, without any system or instruction, the trustees here determined to place the enterprise in the position which its importance and success demanded.

Since this department was fairly established fifteen classes have graduated from the college and more than three thousand students have taken part in these exercises. The experiment has now been continued long enough to show some results. Among the changes most obvious the following must be credited to this department rather than to any other source. Very few in the college course break down in health now compared to those who once did; there has been much less sickness and mortality in college than formerly; the average health of each class is found to improve from year to year; so that when its members come to graduate we find them possessing vigorous health, strong muscles, and a large amount of vitality laid up in store to meet the battles of life. These exercises, it is admitted, afford most essential aid in a variety of ways in enforcing the discipline of the college and also in raising higher the standard of scholarship.

Gymnastics in many respects have great advantages over any other kind of physical exercise. They can be carried on daily and systematically by all, with little loss of time or risk of injury of person or to good morals. They can be directed and controlled wholly by the laws of an institution and supervised by officers of the same. * * * While they are calculated to improve the general health by producing a well balanced organization, they aim to bring all the physical forces of the system into the most favorable condition for study and mental improvement.

When gymnastics were first started here (Amherst) the objection came up that the officers of an institution had no right to make laws that would compel students to go through with such exercises; or, in other words, whose main object was to direct the

movements of the body. * * * Such officers and teachers, however, have no hesitation in making rules that require of students regular attendance on set exercises, fixed hours of study and recitations, and also an exact amount of knowledge in the text books used. These rules are enforced, are made imperative; but to comply with them certain laws of the brain must be brought into play. Now if, in order to apply in the most efficient manner these very laws of the brain, it is found necessary to exercise systematically the muscles or tissues of the body, what should make the difference? * * * If it is found that all mental training and acquisition depend upon the brain, why should not physical training come into the account?

We venture this prediction, that in no department of education will there be greater improvement for the next fifty years than in a more perfect development of the human system and harmony of function between the laws that govern both mind and body. To accomplish this, gymnastics or some other physical exercises must be made of far greater account than they have hitherto been.

From the "Gymnastics for Schools," by S. S. Putnam, M. D. Sanitarian, August, 1875.

One way in which school children may be greatly benefited is by helping them perfect the process of respiration. This was demonstrated by the work done by Professor Monroe with the children of the Boston schools. Good breathing is by no means common, and the singing teacher has always much to accomplish in this respect. Instruction in this regard may not only give vastly increased power to healthy persons, but it may save many who are affected by lung disorders from early deaths.

Herr Raag, of Berlin, says that he has found gymnastics very useful in preventing spinal curvatures.

For proper school gymnastics it is only requisite that there should be space enough about the desks to enable the pupil to advance one step and to swing the arms freely. A large hall, with a few desirable pieces of apparatus, is all that is needed for further gymnastic exercise. * * * In Europe halls are now considered absolutely necessary for the use of scholars in the public schools.

CAUSE AND PREVENTION OF TYPHOID FEVER IN SCHOOLS.

Prof. John L. Le Conte, M. D., of Philadelphia, late medical inspector United States Army, makes the following communication to the Philadelphia Medical Times of May 29, 1875:

In the beginning of January, 1875, I was requested to inspect St. Mary's Hall, Burlington, N. J., (a justly renowned school for the education of young ladies,) in order to ascertain the cause of an outbreak of typhoid disease which had occurred some weeks before.

The cause, as is usual in such cases, was easily discovered, and the means for its removal and for the prevention of its recurrence readily determined. The suggestions which I made have been fully carried out by the trustees, and I in consequence gave a certificate stating that the necessary sanitary improvements had been made, and that there was no danger of a recurrence of typhoid disease.

These facts having come to the knowledge of several friends who are interested in sanitary science, I have been requested by them to prepare a short account of the causes which led to the development of the disease, and the results of the measures adopted for its suppression. By the kind permission of the board of trustees of the school I am now authorized to do this, and I hope that the lesson will not be lost upon other institutions which are liable to similar misfortunes.

At the time that the hall was built, the water supply was obtained from two cisterns, constructed of heavy wooden curbs, lined with brick and coated with cement. They were floored with timber, and descended below the level of subterranean drainage by which spring water would enter. In order to place the floor properly, a hole was cut in each to prevent the pressure of the spring water. After the timber floor was fixed permanently, these holes were plugged, the plugs rising above the masonry bottom of the cistern. The water supply was thus made to depend entirely upon the river; and had these arrangements continued without change, I am confident that no typhoid disease would have occurred.

A year later, without the knowledge of the authorities of the school, the plugs at the bottom of the cisterns were removed. This was a capital error, but would, perhaps, have been insignificant in its results had it not been supplemented by a second, the pernicious effects of which recently manifested themselves. A year or eighteen months afterward, (1871,) privy vaults were dug outside of the building for the reception of the excreta, which up to that time were received in boxes and removed every few days.

One of these privy vaults was most inconsiderately placed about 8 or 12 feet from the water cisterns, which, as is mentioned above, had been opened to the influence of subterranean drainage. This privy vault seems to have been constructed with all the care usually exercised in the building of such receptacles; bottom and sides 9-inch brick, laid in cement, heavily and carefully covered with cement, and arched over above.

The result was naturally what any student of sanitary science would have predicted. After a certain lapse of time, (in this instance three years,) the soil around the privy vault became poisoned with the effluvia and infiltrations, and the water supply in the cisterns thus became contaminated.

Having thus described the cause of the disease, the remedy was of course evident, and of easy application. I was glad to find that it had been already recommended by the physicians of the establishment, Drs. Pugh and Ganatt, who, with admirable judgment, had, on the 18th of December, 1874, advised the disuse of the cisterns. It is a significant fact, as showing the correctness of my view, that the contiguity of the privy vault to the cisterns was the sole cause of the disease; that ten days after the water had been, by the advice of the physicians, drawn directly from the river, the last case of typhoid fever occurred, and since that time (28th of December) the school has been quite free from all similar disease.

One or two interesting facts were developed during my examination which are worthy of mention. Although numerous cases of typhoid occurred among the girls, and a smaller proportion among the teachers, not a single one of the servants was affected. On inquiring of the latter whether they drank water, the reply was that they used only tea and coffee and almost never drank between meals. The girls, on the contrary, like all children, are frequently thirsty, and drink often at intermediate hours of the day. The water consumed by the servants was, therefore, boiled, by which process the molecular activity of the putrescent matter was checked and its power as a zymos was destroyed. No more admirable instance of the efficiency of this simple remedy for the purification of contaminated water can be found.

I asked the Rev. E. K. Smith, D. D., the principal of the school, what had been the fate of those pupils who did not use tea, coffee, or milk, but drank water exclusively. He told me that, after careful inquiry at the different tables in the refectory, he ascertained that of seven absolute water drinkers, six had been attacked with typhoid.

In conclusion, I would invite the attention of my colleagues in the medical profession, and the governing authorities of schools, both public and private, to the ease with which all similar outbreaks of disease may be prevented, or, as in the present instance, speedily removed, by seeking scientific advice.

The following recommendations, if adopted, would in most cases prove effective :

1. Before the plans of the buildings are fully matured, let an expert in sanitary studies be employed to give directions to the architect in all that relates to ventilation, drainage, and water supply.

2. After the building is completed, no alterations should be made affecting these three essentials of good hygienic condition, without the suggestion of a practiced sanitarian.

3. There should be stated inspections, say twice a year, of each institution by some sanitarian of acknowledged merit, who, after close examination and the correction of any defect, would give a certificate to be published in the circular or announcement of the school.

4. On the outbreak of any zymotic disease in the institution, the advice of a sanitarian expert should at once be obtained, in order that means may be taken for its restriction, suppression, and prevention.

I may be permitted to add, that at the last visit I made to St. Mary's Hall I found the sanitary condition perfect; and I cannot too highly commend the liberal manner in which the trustees have carried out the suggestions contained in my report, thus insuring, in my opinion, the health of the scholars confided to their care.

The Scotsman of Edinburgh, August 5, 1875, states that at the late meeting of the British Medical Association, at Edinburgh, Dr. A. Stewart "narrated the case of a friend of his who went to inspect a boarding school previous to sending his two daughters there. Everything he liked well but the drain, which passed within three feet and a half of the well. When he spoke of this he was informed that the water of the well had been drunk for years, and that no disease had ever occurred. To satisfy himself he twice had samples of the water taken and analyzed, and it was found to be perfectly pure. He sent his daughters to the school, but in two or three weeks typhoid fever broke out, and of four deaths which occurred one was that of his youngest daughter. The water of the well was then found to be putrid from the sewage which had found its way into it."

UNPUBLISHED INFORMATION.

The following are some of the subjects upon which special reports have been made during the year, but not published for general distribution :

(1) A statement of the provision (or rather lack of provision) made in different portions of the Union for the practical education of workingwomen.

(2) An exhibition of the appropriations and expenditures for education in the Southern States for 1873.

(3) A reply to questions respecting educational journals in eight Southern States, with the number of days that schools were kept in these, the number of teachers employed, the average price paid them, and the amount of State school funds.

(4) An account of the extent to which manual labor of students is made obligatory in the agricultural colleges.

(5) A sketch of the provision made for colored schools and institutions open to the colored people in the United States.

(6) One respecting schools for scientific study to which teachers may resort for improvement during the summer months.

(7) One respecting the relative amounts of State and local taxation for the public schools.

(8) Legal provisions respecting moral instruction in schools.

(9) Legal provisions respecting the colored race in schools.

MEDICAL JURISPRUDENCE.

The following view of the instruction given in medical jurisprudence in the United States has been compiled from answers received by the Bureau of Education in reply to inquiries sent out:

Table relating to instruction given in medical

Name of institution.	Location.	Extent of instruction.
Medical College of Alabama	Mobile, Ala	Limited; ten or twelve lectures yearly.....
Medical College of the Pacific	San Francisco, Cal.	Weekly lectures in preliminary course.....
Medical College, University of California.	San Francisco, Cal .....	.....
Medical Institution of Yale College.	New Haven, Conn..	Brief courses of lectures at irregular intervals.
Medical College of Georgia.....	Augusta, Ga	One day of each week devoted to the discussion of medical jurisprudence.
Savannah Medical College	Savannah, Ga	Sixteen to twenty lectures annually. (Chair established in 1869.)
Chicago Medical College	Chicago, Ill	Lectures in second year of course.....
Rush Medical College	Chicago, Ill	Lectures irregularly
Woman's Hospital Medical College	Chicago, Ill	None
Medical College of Evansville.....	Evansville, Ind ..	Forty lectures yearly
College of Physicians and Surgeons	Indianapolis, Ind ..	Regular lectures. (Lectureship established in 1874.)
Indiana Medical College, (Indiana University.)	Indianapolis, Ind ..	.....
Medical department of Iowa State University.	Iowa City, Iowa....	Twenty lectures yearly. (Established in 1870.)
College of Physicians and Surgeons.	Keokuk, Iowa.....	Weekly lectures during the session. (Lectureship established in 1863.)
Hospital College of Medicine.....	Louisville, Ky	None
Medical department University of Louisville.	Louisville, Ky	Irregular; none last term. (Chair established in the law department of the university in 1873-'74.)
Medical department University of Louisiana.	New Orleans, La..	None
Medical School of Maine, (Bowdoin College.)	Brunswick, Me ...	Twelve lectures annually. (Chair established in 1849.)
College of Physicians and Surgeons	Baltimore, Md ...	Forty lectures during the session of five months. (Chair established in 1872.)
School of Medicine, (University of Maryland.)	Baltimore, Md	None
School of Medicine, (Washington University.)	Baltimore, Md	Twenty lectures last year; formerly forty annually. (Established in 1867.)
Medical School of Harvard University.	Boston, Mass .....	.....
Detroit Medical College.....	Detroit, Mich	About twenty-four lectures yearly. (Established in 1869; temporarily discontinued in 1874)
Medical College, (University of Missouri.)	Columbia, Mo.....	A full course of lectures
Kansas City College of Physicians and Surgeons.	Kansas City, Mo ..	None
St. Louis Medical College.....	St. Louis, Mo.....	A few lectures in toxicology; no regular course.
New Hampshire Medical Institution, (Dartmouth College.)	Hanover, N. H	Twelve lectures yearly. (Lecturer appointed in 1838; chair established in 1857.)

jurisprudence in the United States.

Instructor.	Text books used.
Jerome Cochrane, M. D., professor of public hygiene and medical jurisprudence.	Taylor's Medical Jurisprudence.
(a) G. A. Shurtleff, M. D., professor of mental diseases.	Maudsley's Physiology and Pathology of the Brain, Bucknill and Tuke on Insanity, and Taylor's Medical Jurisprudence.
Robert C. Eve, M. D., professor of medical jurisprudence..	Taylor's Medical Jurisprudence.
Chair vacant since death of Prof. S. Cohen in 1875	Taylor's Medical Jurisprudence
H. P. Merriman, A. M., M. D., professor of medical jurisprudence and hygiene.	
James H. Etheridge, M. D., professor of materia medica and medical jurisprudence.	Elwell, Taylor, Beck, Casper.
J. E. Harper, M. D., lecturer on medical jurisprudence...	Beck, Taylor, Wharton, Stillé.
Hon. J. W. Gordon, lecturer	
W. Lockhart, M. D., professor of medical jurisprudence ...	
John F. Dillon, LL.D., professor of medical jurisprudence	Wharton and Stillé, Beck, Elwell.
John Fyffe, A. M., lecturer on medical jurisprudence.....	Dean, Taylor, Beck.
Thomas W. Gibson.....	
.....	
Charles W. Goddard, A. M.	Tyler, Ordonaux, Beck, Wharton, and Stillé.
P. Goolrick, M. D., professor of medical jurisprudence and toxicology.	Taylor, Beck, Tanner on Poisons.
.....	
George E. Nelson, A. M., lecturer on medical jurisprudence.	Wharton and Stillé, Taylor.
Charles E. Buckingham, M. D., professor of obstetrics and medical jurisprudence.	
Joseph G. Norwood, M. D., professor of medical jurisprudence, &c.	Wharton and Stillé, Beck, Taylor, Ordonaux.
.....	
G. Baumgarten, M. D., professor of physiology and medical jurisprudence.	Taylor, Beck, Elwell
John Ordonaux, M. D., LL.D., professor of medical jurisprudence.	Ordonaux, Taylor.

α A professorship of medical jurisprudence existed from 1858 to 1864.

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Table relating to instruction given in medical

Name of institution.	Location.	Extent of instruction.
Bellevue Hospital Medical College.	New York, N. Y....	About sixteen lectures yearly. (Established in 1875.)
College of Physicians and Surgeons, (Columbia College.)	New York, N. Y....	Lectures; number variable. (Chair established in 1813.)
New York Free Medical College for Women.	New York, N. Y....	Lectures in senior course. (Chair established in 1872.)
Woman's Medical College of the New York Infirmary.	New York, N. Y....	None
Medical College of Syracuse University.	Syracuse, N. Y....	Fifteen to twenty lectures yearly. (Established in 1872.)
Cincinnati College of Medicine and Surgery.	Cincinnati, Ohio .....	.....
Medical College of Ohio.....	Cincinnati, Ohio ...	Subject discussed by the professors of materia medica and chemistry and by the lecturer on pathology.
Miami Medical College.....	Cincinnati, Ohio ...	Three lectures a week on insanity and mental disorders.
Cleveland Medical College.....	Cleveland, Ohio .....	.....
Medical department, University of Wooster.	Cleveland, Ohio	One lecture per week for fifteen weeks. (Chair established in 1864.)
Starling Medical College.....	Columbus, Ohio .....	.....
Medical department Willamette University.	Salem, Oreg.....	Twenty lectures yearly. (Established in 1867.)
Jefferson Medical College.....	Philadelphia, Pa ...	Instruction given in connection with the subject of "institutes of medicine," and in the summer course with that of toxicology. <i>a</i>
Medical department University of Pennsylvania.	Philadelphia, Pa ...	About thirty-six lectures yearly. Attendance upon them is not necessary for the degree of M. D. (Chair established in 1865.)
Medical College of the State of South Carolina.	Charleston, S. C ...	None
Medical department University of South Carolina.	Columbia, S. C	None
Medical department University of Vermont.	Burlington, Vt	Fourteen lectures yearly.....
Medical School, University of Virginia.	University of Virginia, Va.	Lectures and oral examinations every other day, with written examinations twice during the course. (Chair established in 1827.)
Medical department Georgetown University.	Washington, D. C..	.....
Medical department, Howard University.	Washington, D. C..	Twenty lectures yearly. (Chair established in 1870.)
American College of Eclectic Medicine and Surgery.	Macon, Ga	About thirty lectures each session. (Chair established in 1856.)
Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill	Twenty-two lectures yearly. (Chair established in 1863.)
Eclectic Medical College of the City of New York.	New York, N. Y .....	.....
Hahnemann Medical College and Hospital.	Chicago, Ill .....	.....

a An endowment of \$5,000 has been bequeathed to the college by the late Chief-Justice Ellis Lewis, for

jurisprudence in the United States—Continued.

Instructor.	Text books used.
John P. Gray, M. D., professor of psychological medicine and medical jurisprudence.	Bucknill and Take, Manual of Psychological Medicine.
Samuel St. John, M. D., professor of chemistry and medical jurisprudence.	Taylor's Medical Jurisprudence.
Frederic R. Marvin, M. D., professor of medical jurisprudence and psychological medicine.	Wharton and Stillé's Medical Jurisprudence, Taylor, Beck.
.....	
William T. Plant, M. D., lecturer on medical jurisprudence.	Guy, Taylor, Wharton and Stillé, Elwell.
J. W. Underhill, M. D., lecturer on medical jurisprudence.	Taylor, Elwell.
.....	
No professor; lectures delivered by the assistant physician at Longview Asylum.	
Proctor Thayer, M. D., professor of medical jurisprudence.	Taylor.
Conway W. Noble, professor of medical jurisprudence....	Beck's Medical Jurisprudence, Elwell's Malpractice and Medical Evidence.
Hon. J. W. Baldwin, M. A., professor of medical jurisprudence.	Taylor, Beck, Wormley.
Hon. Rufus Mallory, United States district attorney, professor of medical jurisprudence.	Beck, Wharton, Taylor, Stillé.
J. Aitken Meigs, M. D., professor of "institutes of medicine" and medical jurisprudence.	
John J. Reese, M. D., professor of medical jurisprudence..	Taylor's Medical Jurisprudence, (American edition, by Reese,) Wharton & Stillé's Medical Jurisprudence, Reese's Manual of Toxicology.
.....	
.....	
John Ordronaux, M. D., LL. D., emeritus professor of medical jurisprudence.	Ordronaux.
J. F. Harrison, M. D., professor of practice of medicine, obstetrics, and medical jurisprudence.	Taylor's Medical Jurisprudence and Beck, as text books, and other works for reference.
James E. Morgan, M. D., emeritus professor of materia medica, therapeutics, and medical jurisprudence.	Wood, Beck, Stillé
Daniel S. Lamb, M. D., professor of materia medica and medical jurisprudence.	Taylor, Beck.
Washington Dessau, A. M., B. L., professor of medical jurisprudence.	Elwell, Taylor, Beck.
George C. Christian, LL. B., professor of medical jurisprudence.	Taylor, Beck.
William Archer, M. D., professor of toxicology and medical jurisprudence.	Beck, or Dean's Jurisprudence.
Charles C. Bonney, LL. D., lecturer on medical jurisprudence.	
the foundation of a distinct chair of medical jurisprudence, to be available upon the death of his wife.	

Table relating to instruction given in medical

Name of institution.	Location.	Extent of instruction.
School of Medicine of Boston University.	Boston, Mass.	Twelve to sixteen lectures yearly. (Established in 1873.)
Homeopathic Medical College, University of Michigan.	Ann Arbor, Mich ..	Twelve lectures yearly
Homeopathic Medical College of Missouri.	St. Louis, Mo	Course of lectures.....
New York Homeopathic Medical College.	New York, N. Y ...	Forty lectures yearly. (Established in 1860.)
New York Medical College and Hospital for Women.	New York, N. Y ...	Ten to fifteen lectures yearly. (Chair established in 1863.)
Pulte Medical College.....	Cincinnati, Ohio ...	The lectures are on the legal relations of physicians, and are not intended to cover the entire range of medical jurisprudence.
Hahnemann Medical College of Philadelphia.	Philadelphia, Pa ...	Twelve to fifteen lectures yearly. (Chair established in 1849.)

jurisprudence in the United States—Concluded.

Instructor.	Text books used.
Hon. Edwin Wright.....	Ordranax, Beck, Taylor.
Professors in the law school give lectures to all the medical students.	
αGeorge M. Stewart, A. M., professor of medical jurisprudence.	Elwell, Taylor, Ordranax, Beck.
Prof. R. H. Lyon	Beck, Taylor, or Dean on Medical Jurisprudence.
B. D. Penfield, A. M., professor of medical jurisprudence..	Beck, Taylor, or Dean's Jurisprudence.
George R. Sage, lecturer on the medico-legal relations of physicians.	
Hon. J. T. Pratt	Wharton and Stillé, Guy's Forensic Medicine.

α In 1873-'74.

OMISSIONS.

It is impossible, in the space allowed for this annual report, to bring to mind so distinctly as may be desirable all the perils which threaten the well-being of education in different localities, or their preventions and remedies.

A most gratifying fact often noticeable is the interest, skill, and energy with which evils old and new are encountered. The great freedom of thought and action encourages truth in the encounter with evil. All are at liberty to follow the wisest course. Is too much money expended on buildings; are text books, or teachers, or superintendents, too frequently changed? the correction is speedily applied. Is there extravagance in dress* among pupils? good sense soon suggests the better way of economy and taste.

* *To the girls about to graduate:*

DEAR YOUNG FRIENDS: The time for you to finish your present school course of study is near at hand. We hope you are to graduate with honor and success. Our interest and sympathy have been with you in your efforts to perform faithfully the duties that belong to your position in the first classes of your schools. To-day, we are moved to speak to you upon a matter not directly affecting your studies, but directly and seriously affecting you as young girls, at the close of one of life's experiences, and about to enter on another and quite a different one. As graduating scholars, you will stand in a place demanding more dignity of character and bearing than, as school girls, you have ever before been called upon to show. On that day, you are to come bringing in your hands the fruits of your long study; and, in a certain sense, are to render account of the way in which you have done your work. We do not forget that the day is one of great joy and happiness to you, to your parents and teachers, and to all who take an interest in you. It is a true festival day, full of mirth and congratulations, and rejoicings. Work is over for the time, and vacation is at hand. But for all that, it is no gay dance, no mere frolic to which you are summoned. In scenes like those, gay apparel finds its place. But on a day devoted to honoring those whose scholarship, culture, and character have stood the test, it seems more fitting that the girl, soon to assume the greater responsibilities that belong to young womanhood, should be simply dressed; that she should recognize that what she is doing is no trifling nor frivolous thing, but a serious and dignified act, demanding her best efforts in the highest directions. Do you not think so?

There is also another reason, and a very strong one, why you should be simply dressed, on the graduation day. It is because so many cannot afford to spend money on needless or showy attire. This year is, as you know, a peculiarly trying one, in the business world. We are all suffering more or less from the "hard times;" and many, who in more prosperous years could spend freely, are now seriously pinched. But it is true in every year, that many of us cannot afford to spend money for dress, except for the needful articles. It is only more true this year than usual. Now, for the sake of those who cannot, or ought not, to afford needless expense, we ask you all to avoid it, and thus do your part to prevent distinctions that are often painful. You may not fully know what burdens the hard times are laying upon some of your classmates and their parents; but whatever they may be, your own kind hearts will prompt you all to wish to help one another; and your delicacy of feeling will tell you that the privations, which circumstances may be bringing, will be more easily borne, if all adopt a simple style, from a conviction that it is best and happiest for all to do so. The simple dresses that are suitable for church and other similar occasions are the ones that will please the good and wise citizens of Boston to see you wear on the day of which we are speaking. You may think it strange that we speak of the opinion of the citizens of Boston, and may be surprised that in general they should have any thought about this matter. But we assure you that very many of them have a genuine interest in it, for they have known of hardships suffered by some of the best and brightest scholars, owing to the thoughtless acts of others—acts which would have been generously avoided in many instances if the matter had been fully understood. And as we all do and ought to value the good opinion of those whom we respect, so we feel sure that you will value the commendation that will sustain you in avoiding all expenses that might come under the head of needless or extravagant.

We think we have said enough to convey to you what we mean. We trust that your good sense will approve of our suggestions, and that your willing hearts and hands will carry out what your judgment has approved.

A year ago we made a similar request of the class about to graduate from the Girls' High School. They received it most kindly, and, with a few exceptions, carried it into execution; and the result was that they gained approbation on all sides for their simple, dignified appearance, as well as for their fine scholarship and behavior. For the sake of those who may be affected by your example in the future, as well as for your own sakes, we ask you to emulate that good example to-day, believing that all for whose good opinion you care will approve, and that your own consciences will commend.

We are truly your friends,

ABBY W. MAY,
CHARLES HUTCHINS,
LUCIA M. PEABODY,

In behalf of the school committee.

PAYMENT FOR THE SCHOOL-HOUSE IN GEORGETOWN.

Congress, at the last session, appropriated \$50,865 for the payment of bills due on a school-house in Georgetown, and required the United States Commissioner of Education to supervise its payment. I have to report that this duty has been performed. Accounts presented to the amount of \$50,865, duly certified by the board of education, were carefully examined, and, being found correct, were paid. No specific disbursing officer was mentioned. R. Joseph, esq., the disbursing clerk of the Interior Department, greatly to my relief, consented to undertake the responsibility. One set of vouchers was passed into the Treasury, and the other I have retained in my possession.

I have the honor to renew my recommendations of last year :

First. An increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information, and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

Secondly. The enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia, necessary for the information of Congress, be presented through this Office. For the purpose of enabling the Government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President; his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

Thirdly. In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands shall be set aside as a special fund, and its interest be divided annually, *pro rata*, between the people of the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

Fourthly. I respectfully recommend that such provision as may be deemed advisable be made for the publication of ten thousand copies of the Report of this Bureau immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents, in addition to the number ordered for distribution by members of the Senate and House.

Fifthly. I also recommend that provision be made for the organization of an educational museum, and for the exchange of educational appliances.

CONCLUSION.

The year has furnished additional reasons to commend my assistants in the Office, the value of whose labors increases with their experience. Dr. Charles Warren, in addition to his duties as chief clerk, often acting in my place, has borne special responsibilities with fidelity and success.

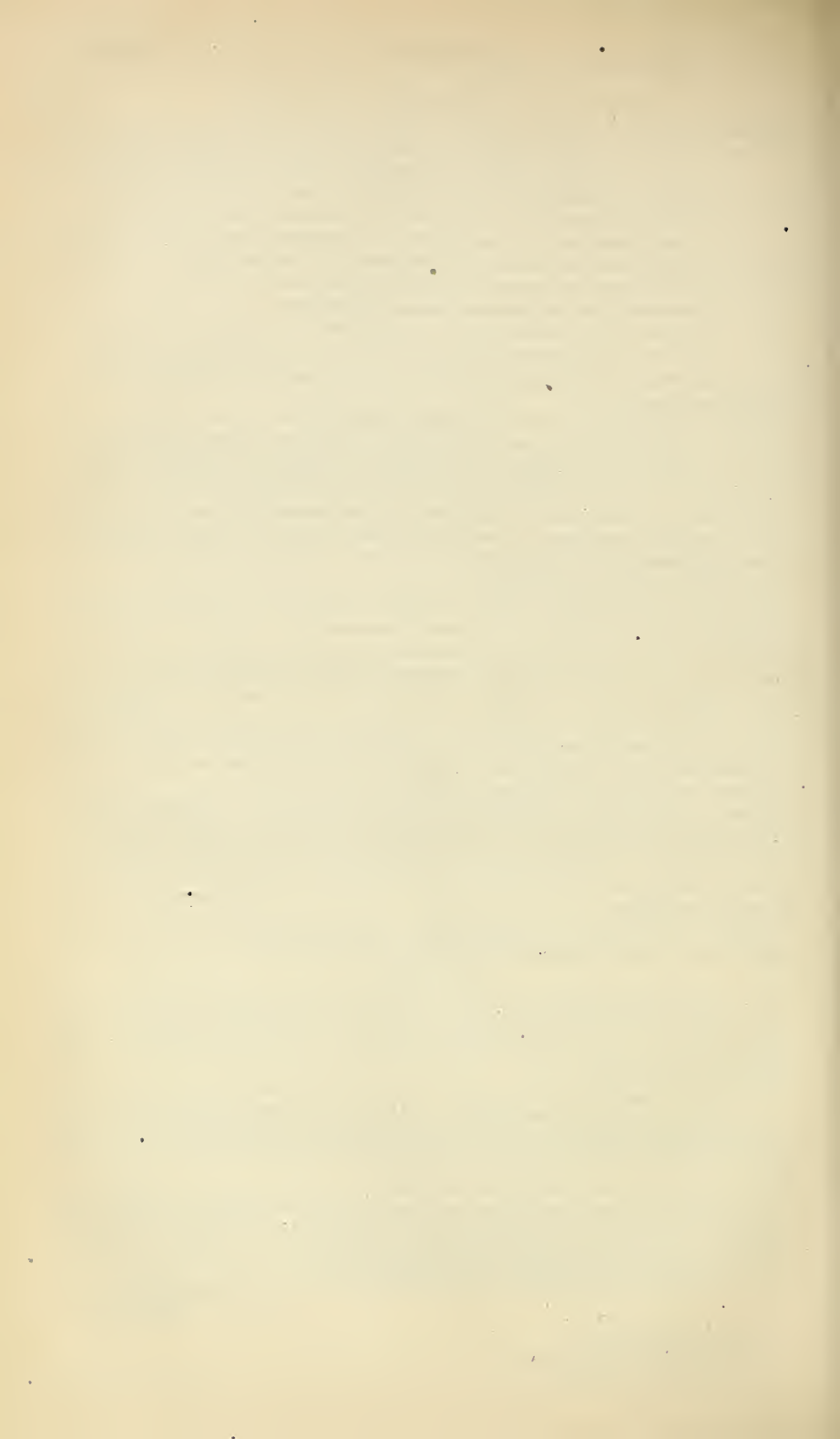
I am under obligations to the honorable Secretary of State for aid in carrying on the correspondence of the Office with foreign countries; also to Prof. Joseph Henry, Secretary of the Smithsonian Institution, for the exchange of documents; also to the Congressional Printer; to the Chief of the Bureau of Statistics; to the Commissioner of Indian Affairs; and the Commissioner of Patents.

Acknowledging that the degree of success accorded to the labors of the Office could not have been attained without the hearty cooperation of your Department and of the President, and tendering my hearty thanks for the same,

I am, sir, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

HOB. Z. CHANDLER,
Secretary of the Interior.



ABSTRACTS

FROM THE

OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF
STATES, TERRITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, scientific and professional schools, dependence is based on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, though sometimes a piece of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF ABSTRACT.

- | | |
|--|---|
| 1. STATISTICAL SUMMARY | (a) School population and attendance.
(b) Teachers and teachers' pay.
(c) School districts and schools.
(d) Income and expenditure. |
| 2. STATE SCHOOL SYSTEM..... | (a) Constitutional provisions.
(b) Provisions of the school law. |
| 3. ELEMENTARY INSTRUCTION | (a) Public school systems, marking specially anything new and noteworthy. |
| 4. CITY SCHOOL SYSTEMS. | |
| 5. TRAINING OF TEACHERS | (a) Normal schools and normal departments.
(b) Teachers' institutes.
(c) Teachers' department of educational journals. |
| 6. SECONDARY INSTRUCTION | (a) Academies.
(b) High schools.
(c) Preparatory schools.
(d) Business colleges. |
| 7. SUPERIOR INSTRUCTION..... | (a) Colleges for males, with universities.
(b) Colleges for females.
(c) Resident graduate courses. |
| 8. SCIENTIFIC AND PROFESSIONAL INSTRUCTION.... | (a) Training in scientific schools and agricultural colleges.
(b) Training in theology.
(c) Training in law.
(d) Training in medicine. |
| 9. SPECIAL INSTRUCTION | (a) Deaf, dumb, blind, &c.
(b) Musical conservatories.
(c) Art training beyond that in schools. |
| 10. EDUCATIONAL CONVENTIONS | (a) Meetings of State associations.
(b) Special meetings of teachers, school principals and superintendents. |
| 11. NOTEWORTHY BENEFACTIONS. | |
| 12. OBITUARY RECORD | (a) Brief memorials of teachers, superintendents, and other promoters of education, deceased during the year. |
| 13. LIST OF SCHOOL OFFICIALS | (a) State boards of education or State superintendents.
(b) County, city or town superintendents. |

The statistics furnished the Bureau in answer to its circulars of inquiry are, for convenience of reference and comparison, given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the preceding special report of the Commissioner.

For the general courtesy with which his circulars have been replied to, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education herewith renders his cordial thanks to all concerned.

ALABAMA.

STATISTICAL SUMMARY.

ENROLMENT AND ATTENDANCE.

Average of pupils enrolled to teachers: White schools.....	34
Colored schools.....	42
Average attendance in schools: White, 67,024; colored, 43,229.....	110,253
Average length of schools in days: White, 6,270; colored, 5,786.....	12,056
General average.....	86

TEACHERS AND TEACHERS' PAY.

Number of teachers employed: White schools, males, 1,669; females, 1,006....	2,675
Colored schools, males, 1,002; females, 284....	1,286
Total number of teachers.....	3,961
Average pay of teachers per month in white schools, \$26.50; in colored, \$27.87	
General average.....	\$27.20

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the State.....	1,696
School population, 5 to 21 years: White, 233,733; colored, 172,537.....	406,270
Number of schools taught: White, 2,610; colored, 1,283.....	3,893
Grades of schools: Primary, white, 550; colored, 831.....	1,381
Intermediate, white, 976; colored, 350.....	1,326
Grammar, white, 875; colored, 114.....	989
High, white, 215; colored, 3.....	218
Branches taught: Orthography, white, 50,121; colored, 77,442.....	127,563
Geography, white, 27,397; colored, 54,546.....	81,943
Arithmetic, white, 41,766; colored, 17,527.....	59,293
Writing, white, 34,653; colored, 14,379.....	49,032
Reading, white, 13,866; colored, 7,477.....	21,343
Grammar, white, 14,070; colored, 2,450.....	16,520

INCOME AND EXPENDITURE.

Receipts.

Interest on sixteenth section fund at 8 per cent.....	\$139,216 02	
Interest on valueless sixteenth section fund at 8 per cent.....	7,767 30	
Interest on surplus revenue fund.....	53,526 94	
One-fifth of the aggregate State revenue for 1873-'74.....	209,887 44	
		\$410,397 70
Poll tax collected during fiscal year 1872-'73.....		80,486 66
Unapportioned balance from fund of last scholastic year (1873-'74) brought forward.....		603 23
Poll tax collected during year and retained in the counties.....		73,555 30
		562,042 94

Expenditures.

Poll tax retained in the counties and cities, and apportioned by county superintendents.....	\$73,555 30	
Apportioned to counties and cities.....	476,332 29	
Appropriated to normal schools.....	10,000 00	
Appropriated to pay clerk of department.....	1,500 00	
Appropriated to contingent fund of department.....	1,000 00	
Appropriated to department library fund.....	50 00	
		562,437 59
Leaving an unapportioned balance of.....		2,605 35

—(From report of Hon. John M. McKleroy, State superintendent of education for 1874-'75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

These, as given in article XII of the new constitution of 1875, superseding that of 1868, are as follows:

"SECTION 1. The general assembly shall establish, organize and maintain a system of public schools throughout the State, for the equal benefit of the children thereof between the ages of seven and twenty-one years; but separate schools shall be provided for the children of citizens of African descent.

"SEC. 2. The principal of all funds arising from the sale or other disposition of lands or other property, which has been or may hereafter be granted or intrusted to this State, or given by the United States, for educational purposes, shall be preserved inviolate and undiminished; and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

"SEC. 3. All lands or other property given by individuals or appropriated by the State for educational purposes, and all estates of deceased persons who die without leaving a will or heir, shall be faithfully applied to the maintenance of the public schools.

"SEC. 4. The general assembly shall also provide for the levying and collection of an annual poll tax, not to exceed one dollar and fifty cents on each poll, which shall be applied to the support of the public schools in the counties in which it is levied and collected.

"SEC. 5. The income arising from the sixteenth section trust fund, the surplus revenue fund, until it is called for by the United States Government, and the funds enumerated in sections three and four of this article, with such other moneys, to be not less than one hundred thousand dollars per annum, as the general assembly shall provide by taxation or otherwise, shall be applied to the support and maintenance of the public schools, and it shall be the duty of the general assembly to increase, from time to time, the public school fund, as the condition of the treasury and the resources of the State will admit.

"SEC. 6. Not more than 4 per cent. of all moneys raised, or which may hereafter be appropriated for the support of public schools, shall be used or expended otherwise than for the payment of teachers employed in such schools: *Provided*, That the general assembly may, by a vote of two-thirds of each house, suspend the operation of this section.

"SEC. 7. The supervision of the public schools shall be vested in a superintendent of education, whose powers, duties, term of office, and compensation shall be fixed by law. The superintendent of education shall be elected by the qualified voters of the State in such manner and at such time as shall be provided by law.

"SEC. 8. No money raised for the support of the public schools of the State shall be appropriated to or used for the support of any sectarian or denominational school.

"SEC. 9. The State University and the Agricultural and Mechanical College shall each be under the management and control of a board of trustees. The board for the university shall consist of two members from the congressional district in which the university is located and one from each of the other congressional districts in the State. The board for the Agricultural and Mechanical College shall consist of two members from the congressional district in which the college is located and one from each of the other congressional districts in the State. Said trustees shall be appointed by the governor, by and with the advice and consent of the Senate, and shall hold office for a term of six years, and until their successors shall be appointed and qualified. After the first appointment, each board shall be divided into three classes as nearly equal as may be. The seats of the first class shall be vacated at the expiration of two years, and those of the second class in four years, and those of the third class at the end of six years from the date of appointment, so that one-third may be chosen biennially. No trustee shall receive any pay or emolument other than his actual expenses incurred in the discharge of his duties as such. The governor shall be *ex officio* president and the superintendent of education *ex officio* a member of each of said boards of trustees.

"SEC. 10. The general assembly shall have no power to change the location of the State University or the Agricultural and Mechanical College as now established by law, except upon a vote of two-thirds of the members of the general assembly, taken by yeas and nays and entered upon the journals.

"SEC. 11. The provisions of this article and of any act of the general assembly, passed in pursuance thereof, to establish, organize and maintain a system of public schools throughout the State, shall apply to Mobile County only so far as to authorize and require the authorities designated by law to draw the portion of the funds to which said county will be entitled for school purposes, and to make reports to the superintendent of education as may be prescribed by law. And all special incomes and powers of taxation as now authorized by law for the benefit of public schools in said county, shall remain undisturbed until otherwise provided by the general assembly: *Provided*, That separate schools for each race shall always be maintained by said school authorities."

This new constitution, which went into effect December 6, 1875, sweeps out of existence the State board of education; restricts (article 10, sections 4, 5, 7) the power of taxation (beyond the poll tax above mentioned) to three-fourths of 1 per cent. in a State levy and one-half of 1 per cent. in a county or city levy; withdraws the one-fifth of the aggregate annual revenue of the State from its previous appropriation to the public schools, and substitutes for this an annual appropriation of \$100,000 by the general assembly, with as much more as the condition of the State finances may admit. An uncertainty is thus substituted for a certainty in the income from the State for public schools; and as the general assembly, in its session of 1874-'75, struck away a portion of the regular annual school income, there seems to be a danger that the schools may suffer from this cause, unless the legislature prove more liberal than one in an embarrassed condition of affairs can be supposed to prove.

The salary of the State superintendent of education is, by the new constitution, reduced 25 per cent., in common with that of the governor and those of other executive and judicial officers.

PROVISIONS OF THE SCHOOL LAW.

The school law of 1871, with the acts of the old State board of education, remains in force till repealed by a new school law.

SCHOOL OFFICERS.

The existing officers of the educational system of the State, as far as the public schools are concerned, appear to be a State superintendent and county superintendents of education, with two school directors for each county and three trustees of schools for each township.

For the higher education there are the boards of trustees of the State Agricultural and Mechanical College and State University, with the faculties of these; and, for special instruction, the officers of the State normal schools and of the State Institution for Deaf, Dumb, and Blind.

POWERS AND DUTIES OF PUBLIC SCHOOL OFFICERS.

The State superintendent of education—elected by the qualified voters of the State, heretofore, for four years—has the general supervision of the public schools, and is to devote his time to the care and improvement of them, and to the promotion of the general interests of education in the State. He must investigate the operation of the school laws, collect information as to the arrangement of school districts, visit as far as practicable each county annually in the discharge of the duties of his office, and make annual report to the governor of the number of school districts, number of schools taught, number of persons of school age, (white and colored, male and female,) and the whole number taught in the schools. This report must contain a statement of the condition of the common schools and of the other State educational institutions, and of the amount of school funds collected and expended each year from all sources, the amount from each source being specified. He is also to prepare and distribute blank forms for school returns; to publish and circulate the laws and regulations concerning common schools; to collect and preserve in his office school books, apparatus, and works on education; to apportion the school funds among the counties according to their school population; to certify this apportionment to the State auditor, and to notify each county superintendent of the amount apportioned to his county. He may require of all school officers copies of the reports made to them by subordinates and teachers, and all other information respecting the school funds and the condition of the schools which he may deem important. With a view to the proper performance of these duties, he is to have an office at the State capitol, to be in attendance there when not absent on official duties, and to keep there special account books for each county, and special debtor and creditor accounts with each township in the State. He is to give bond in the sum of \$20,000 for the faithful discharge of the duties thus imposed; and, to aid him in the discharge of them, is allowed a clerk with a salary of \$1,500.

County superintendents.—The superintendent of education in each county—elected every two years by the people—is charged with the duty of seeing that in every township of his county, (each township forming a school district,) is established at least one free school, in which shall be taught the elementary English studies. He is to visit at least once in each year every free school so established, with a view to examination into the condition of the school, the progress of the pupils, and the manner in which teachers and trustees discharge their duties. He is also to attend to the quarterly payment of the school teachers of his county, taking two receipts, one for himself and one as a voucher to the State superintendent; is, for this purpose, to receive and receipt for the annual State appropriation to his county, giving bond beforehand, with good security, for twice the amount to be received. It is further his duty to organize and hold annually conventions of the teachers of his county, providing beforehand for the delivery before them of lectures upon topics connected with schools and education; to examine into the condition of school lands and school funds in the county; to take the charge of all school moneys and dispose of them according to the

law; to seek out proper beneficiaries for the free places at the university and encourage them to become students thereof; to keep an office at the county seat for the performance of official duties; to have and retain there in a bound book a statement of the amounts received and disbursed by him for educational purposes, and to make at stated times reports of his work to the State superintendent. For the performance of these duties he is entitled to 5 per cent. on all moneys received and paid out by him, and to \$3 per diem while actually engaged in visiting schools, provided that the pay for visitation does not exceed \$100 annually, and that the whole pay shall not be less than \$300 for his entire services.

County directors.—Two of these are chosen at the same time and for the same term as the county superintendent in each county, and form with him a county board for the examination and licensing of teachers; for the confirmation of engagements between township trustees and teachers licensed by the board; for the supervision of the general interests of the free schools of the county, and for the trusteeship of funds, buildings, and other property which may be given, by bequest or otherwise, for the benefit of free education.

Township boards of trustees.—In each township there are elected biennially, on the first Saturday in April, three trustees of the free public schools, who form a township board for the management and control of the educational interests of their townships, under the supervision of the county superintendent. They are to establish and maintain one or more free schools in their jurisdiction; are to engage duly licensed teachers for them, subject to the approval of the county board; are to visit these schools at least once in each term; are, every two years, to make an enumeration of the children of school age and to report the same to the county superintendent, with specification of white and colored, boys and girls; and also are to report all their transactions with respect to school funds and school lands.

SPECIAL SCHOOL DISTRICTS.

For the cities of Mobile, Montgomery, Selma, and some others, there are special laws, providing, in the case of the first named, for a board of school commissioners of twelve members, with the county superintendent as a thirteenth; in the case of the second, for a board of education of six members, with a city superintendent; and in the case of the third, for a board of trustees of nine members, with a city superintendent. The powers and duties of these boards appear to be essentially the same with those of county directors in the first case and of township trustees in the two others, with some additions.

SCHOOLS UNDER THE STATE SYSTEM.

The schools expressly put by law under the control of the various State officers referred to are four grades of township schools—primary, intermediate, grammar, and high—the schools for whites and blacks being separate. The studies in the first of these grades embrace spelling, reading, primary arithmetic, and the first lessons in geography; those in the second, the same, continued and expanded, with the beginnings of grammar and writing; those in the third include, with the others, composition, history, etymology, and elocution; and those of the fourth, intellectual and natural philosophy, elements of algebra, chemistry, and other branches usually taught in schools of higher grade.

Three State normal schools, one for white and two for colored pupils, besides a normal department at the State University, enter into the State system; and so, also, in some sense do the State Agricultural and Mechanical College, the State University, and the State Institution for the Instruction of Deaf, Dumb, and Blind.

SCHOOL FUNDS.

The provisions respecting the State school funds, permanent and annual, may be seen in article XII, sections 2-6, of the constitution above given.

Besides these funds, however, each county may raise, by special annual levy on all taxable property, an amount not exceeding ten cents on each hundred dollars, for the support of the common schools within it and for providing and equipping school-houses.

ELEMENTARY INSTRUCTION.

SCHOOL PRIVILEGES ENJOYED.

The report of Superintendent McKleroy for 1874-'75, p. 6, states that "in all the counties, and in nearly every school district, one or more schools have been in operation," and "that there are but few districts where schools for each race have not existed." In those districts which, from special causes, were exceptions to the rule, the youths desiring to be sent to school have been transferred by the trustees to the schools of an adjoining district, and a proportionate amount of the fund apportioned to their township and race has been paid to the teachers of the schools to which they were transferred. "It is therefore believed that every person in the State, of school age, has had

the opportunity of attending the free public schools during the scholastic year." The tables, indeed, show that of the 406,270 persons of school age, 145,797, or about 36 per cent. of the school population, have been in these schools.

SUMMARY OF SCHOOLS.

There were in operation, during the school year 1874-75, a total of 2,610 schools for whites, which continued an average of 90 days, or 4½ scholastic months. The attendance on these schools amounted to 91,202; the teachers in them were 2,675; the sums paid for teaching reached \$282,389.87.

For the colored children there were 1,288 schools, continued for an average of 83 days, or 4¼ scholastic months, with an attendance of 54,595 pupils under 1,286 teachers, and at an expense for tuition of \$207,101.92.

COST AND TIME OF TUITION.

The average cost of tuition in the white schools has been \$3.09 per pupil for the term of 90 days, or 69½ cents per school month. In the colored schools it has been \$3.79 per pupil for the term of 83 days, or 91½ cents per school month.

"It will be readily observed," says the superintendent, "that the tuition of these pupils in private schools would have been about seven times more than it has been under our free school system. It cannot be doubted that a large number of those who have enjoyed the advantages of this public education would not otherwise have been able to receive instruction in schools. It is also a fact that the schools have been kept in operation during the past year much longer than in any previous year since the constitution of 1868 has been in force."—(Report, p. 7.)

ECONOMY IN ADMINISTRATION.

In answer to the objections sometimes ignorantly made against the expenditure of such apparently large sums upon the schools, the report goes on, (p. 9): "There are in the State 1,696 school districts, the area of each being six miles square, except in the case of fractional townships. In each of these districts there must be at least one school for each race, while in many of them more than one for each race is required to accommodate all the children. So that, though the school fund may, in the aggregate, seem large, it will be seen that the amount to each district, or to each school, is very small, when we consider among how many districts it is to be distributed, and then subdivided between the races in those districts. The whole fund of last year was only \$1.39 per capita of the school population, and only \$3.87½ per capita of those enrolled in the schools; while the statistical tables show the average cost of tuition per pupil to be only 81 cents a month. This is indeed cheap education, and it demonstrates the utility and economy of a general State system of free public instruction. But for the free schools a much larger sum of money would be annually expended for tuition by those who now pay the taxes, and the benefits and blessings flowing from such expenditure would fall far short of being so general."

SERIOUS FINANCIAL TROUBLE.

The superintendent (p. 34 of his report) calls the attention of the governor to the painful fact that the general assembly at its session in 1875 reduced the rate of interest on the sixteenth section fund held by the State from 8 to 4 per cent., making a reduction of \$73,491.66 in the annual school fund; and that, by the same act, a still further diminution of \$58,526.94, being all the interest on the surplus revenue fund, was caused to the school fund. This reduction of \$127,018.60 in the already small annual income for schools is a serious thing; all the more serious from the fact of the new constitution substituting an annual appropriation, which may be only \$100,000, for the one-fifth of the whole State revenue previously assigned to schools. The superintendent therefore urges the restoration of the interest on the sixteenth section fund to at least 6 per cent., which, at the time of taking charge of the sale of sixteenth section lands, the State "forever pledged" its faith and credit for the payment of; while he thinks that as the State is the trustee of this fund for the townships it ought to so dispose of it that it may yield the schools the legal rate of interest, which in Alabama is 8 per cent.

Nor is this all. The constitutional provision changing the allowance of one-fifth of the State revenue for schools to \$100,000 annual appropriation has been made to have a retroactive influence, cutting off \$211,563 collected during the fiscal year ending September 30, 1875. This, added to the former great reduction, is a fearful diminution of the means for supporting public schools and threatens very serious issues to them. Already, at the date of the report, three months of the scholastic year 1875-76 had passed, and no school had been opened in the townships, nor could be, the superintendent said, until the general assembly should appropriate such an amount as was necessary to equalize and generalize the fund and carry on the schools throughout the State.

CITY SCHOOL SYSTEMS.

The cities of Birmingham, Eufaula, Huntsville, Montgomery, and Selma report as follows in the tables appended to the State report for 1874-'75:

Birmingham.—School population, 497; enrolled in schools, whites, 211; colored, 55; total enrolment, 266; average attendance in 5 white schools and 1 colored, 247. Number of teachers employed, 5; average monthly pay of teachers in white schools, \$47.50; in colored, \$30. Average number of white pupils to a teacher, 53; of colored, 55. Average cost of pupil per month, 62 cents.

Eufaula.—School population, 784; enrolled in schools, whites, 127; colored, 125; total, 252; average attendance in 4 white schools and 3 colored, 159. Number of teachers, 7; average pay of these in white schools, \$37.50 a month; in colored schools, \$33.33. Average number of white pupils to a teacher, 32; of colored, 41. Average cost of pupil a month, 73 cents.

Huntsville.—School population, 1,653; enrolled in white schools, 199; in colored, 256; total enrolment, 455; average attendance in 5 white schools and 4 colored, 403. Teachers employed, 10; average monthly pay of these in both classes of schools, \$50. Average number of white pupils to a teacher, 30; of colored, 51. Average cost of pupil per month, \$1.02.

Montgomery.—School population, 3,327; enrolment in white schools, 525; in colored, 595; total enrolment, 1,120; average attendance in 9 schools for whites and 9 for colored, 580. Teachers employed, 18; average pay of these in white schools, \$68.90 a month; in colored, \$56.67. Average number of pupils to a teacher in white schools, 58; in colored, 65. Average cost of pupil per month, \$1.23.

Selma.—School population, 2,067; enrolment in white schools, 418; in colored, 412; total enrolment, 830. Average attendance in 9 schools for whites and 5 for colored, 582. Teachers employed, 17; average pay of these in white schools, \$84.86; in colored, \$69.43. Average number of white pupils to a teacher, 41; of colored, 59. Average cost of each pupil per month, \$1.36.

Of these cities, Birmingham, Huntsville, and Montgomery have received from the Peabody fund, respectively, \$700, \$1,000, and \$1,500; implying, in the first case, an average daily attendance of 85 per cent. on an enrolment of 225; in the second, a like attendance on an enrolment of 300; and, in the third, such an attendance on an enrolment of 450. Two other places, Roanoke and Wetumpka, come in for an allowance from the same fund for 1876 of \$300 each; implying an enrolment of 100 pupils and an average attendance of 85. The rule of the trustees, in all cases where such aid is granted, is that the people are to grade the schools and provide a teacher for every 50 pupils; and in the five cities whose statistics were first given there appears to have been such grading and provision for the white schools at least.

Mobile presents, through her superintendent, E. R. Dickson, the following report, which includes, however, the schools of the county as well as of the city. School population, 25,400; enrolment in white schools, 2,855; in colored, 2,118; total enrolment, 4,973; average attendance in 45 white and 39 colored schools, 4,862. Number of teachers, 117; average pay of these per month in white schools, \$61.76; in colored schools, the same. Average number of pupils to a teacher, in white schools, 36; in colored, 54. Average cost of pupil a month, \$1.75.

The average number of days the schools were taught here was 126, all having been kept open for three months or more, except two, one of which was closed earlier from want of a suitable house and the other through a mistake of the teacher.

Prompt payment of teachers has done much towards giving general satisfaction and has helped to improve the schools by imparting life and animation to the teachers.—(State report, tables 2-4, and p. 93.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

There are now in operation three State normal schools. One of these, at Florence, is for the education of white male and female teachers; the other two, at Marion and Huntsville, for the training of colored ones. At Florence there were, for the year 1874-'75, teachers, 4; pupils, 126; a library valued at \$3,000; furniture and apparatus valued at \$5,000, and buildings estimated to be worth \$30,000. At Marion, teachers, 3; pupils, 70; furniture and apparatus valued at \$300, and buildings estimated to be worth \$5,000. At Huntsville, teachers, 2; pupils, 84; no reported buildings, furniture, or apparatus. The State appropriation for these schools is: Florence, \$5,000; Marion, \$4,000; Huntsville, \$1,000.

The report of the American Missionary Association for 1875, pp. 44, 49, and 50, shows that it had under its care in that year 46 normal pupils at Talladega College, Talladega; 39 in Trinity School, Athens; 158 in the Emerson School, Mobile, and 14 in the Burrell School, Selma; making, with these in the three State institutions before mentioned, 537 under preparation for the work of teaching.

The Rust Normal School, Huntsville, Methodist Episcopal, reports also 2 instructors, 122 students and 200 volumes in library. It is for the training of colored youths.

TEACHERS' INSTITUTES.

These valuable means of improving teachers already in the field seem at last to be fairly set on foot. In four counties some incipient steps have been taken towards the formation of them, and in six others they have been held once or oftener with good and encouraging results, in one instance quite a warm enthusiasm being awakened not only among the teachers, but also among the people at the place of meeting, these begging for another session at the same place and in the same year.

(County reports in that of State superintendent.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of these, 215 for white pupils and 3 for colored ones appear in the tables appended to the State report; but what are the studies pursued in them, or to what extent these may be carried, is not indicated, beyond what has been stated under the head of "schools," above.

PRIVATE SECONDARY SCHOOLS.

Of these, one school for boys in Tuskegee reports to the Bureau 65 pupils in an English course and 35 in a classical course, under two instructors; drawing and music not taught, no laboratory for chemical manipulations, and no philosophical cabinet or apparatus, but a library of 400 volumes. Four others, for boys and girls, at Dadeville, Collinsville, Greene Springs, and Talladega, report 250 in English courses, 50 in classical, and 25 in modern languages. Music, vocal or instrumental, is taught in all these, and the ones at Dadeville and Greene Springs have chemical laboratories and some philosophical apparatus; the latter reporting also a library of about 2,500 volumes, besides a society library of 1,500.

The one at Greene Springs sends, besides its report, a programme of daily recitations, which shows studies well up in French, Latin, Greek, mathematics and natural sciences.

PREPARATORY SCHOOL OF COLLEGE.

One college reports 25 male students in its preparatory department, 15 of them preparing for a classical and 10 for a scientific course.—(Return to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF ALABAMA, TUSCALOOSA.

As at present organized, the university has two departments of instruction, the academic and professional. The academic department is arranged on the usual plan of the southern universities, in eight independent schools, of Latin, Greek, English language and literature, modern continental languages, chemistry and some related studies, natural philosophy, mathematics and astronomy, and mental and moral philosophy. These schools were all in working order in 1874-75, but, the chair of Greek being vacant, instruction in that language had to be given by three other professors. The degrees given are those of graduate in a school, bachelor of arts, bachelor of philosophy, bachelor of science, bachelor of letters, and master of arts, all having specific conditions, based upon acquirements.

An important change in the academic department is reported, from the "college" or "close system," as it is sometimes called, to the "university" or "open system," a change which involves the grading of the courses of instruction in the several schools in such a way as to meet the wants of beginners in those schools, as well as of more advanced students. By this arrangement, any applicant over fifteen years old, who has received a common school education, may enter the schools of the university without examination in regard to any fixed standard of literary qualifications, and may elect not only any school or schools in which to study, but any grade of any school in which he can study to most advantage.

A military discipline is maintained, but so regulated as not to interfere with academic duties, while it helps to develop the manly form and bearing which mark the accomplished gentleman.

OTHER COLLEGES.

HOWARD COLLEGE, MARION.

This institution, under Baptist influences, claims, as its peculiarities: (1) A system of government which preserves order, secures good morals, stimulates to diligent study, and trains to habits of promptness, punctuality, and industry. (2) A system of rewards for the encouragement of scholarship. (3) No degrees, honors or promotions, except those based on attainments. (4) A course of study divided into ten distinct schools. (5) A mode of instruction which makes the student self-reliant, giving him

power to master and appropriate the facts and philosophy of books, and to make original investigations in any subject of thought. The degrees conferred are bachelor of science, bachelor of arts, master of arts, and civil engineer, for each of which a specific amount of preparation is presented.—(Catalogue for 1874-75.)

SPRING HILL COLLEGE, MOBILE.

Here, under the auspices of the Society of Jesus, students are trained in a preparatory, a commercial and a classical course, this last being divided into a third, second and first grammar class, a belles-lettres class, a class in rhetoric and a graduating class. The first two of these classes seem to answer essentially to the preparatory departments of many of our colleges; the last four to our college classes proper.—(Catalogue for 1874-75.)

SOUTHERN UNIVERSITY, GREENSBOROUGH.

(Methodist Episcopal.) Organized upon the plan of separate schools, in any one of which a student may graduate, while to obtain a degree, such as bachelor of arts, he must graduate in a prescribed number of schools. To get that of master of arts, he must go through all the schools and sustain an approved examination on a variety of designated studies.

TALLADEGA COLLEGE.

The report of the American Missionary Association, (Congregational,) by whose aid this college is largely sustained, gives the following statistics as indicative of the work it is effecting for the improvement of the colored race, of which mainly, if not wholly, its students are composed: Instructors, 12; students, college preparatory, 15; theological, 14; normal, 46; grammar, 25; intermediate, 72; primary, 75; total, 247. It may thus be seen that its collegiate classes remain yet to be formed, its operations thus far having been largely preparatory.—(Report for 1875, p. 44.)

COLLEGES FOR WOMEN.

Nine institutions for the superior instruction of young women, authorized by law to confer collegiate degrees, report, for 1875: Instructors, 80, (18 male and 62 female;) students in preparatory departments, 260; in regular collegiate classes, 530; in partial courses, 71; in post graduate courses, 22. One other claiming the same rank, but not authorized to confer degrees, reports 63 students, without any classification of them, except that one is post graduate.

These all teach music, drawing, and painting; all but one French, and 6 German also; 6 have laboratories for chemical experiments, and 7 cabinets of philosophical apparatus; 5, museums of natural history, 3, art galleries, and 4, some arrangement for physical exercise. The accomplishments are thus pretty fully provided for; the more substantial studies, to some considerable extent.—(Returns to Bureau of Education.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Howard College.....	6	0	25	77	\$65,000	\$0	\$0	\$9,000	\$0	\$0	1,800
La Grange College.....	14	.....	.....	.....	100,000	20,000	2,000	.....	.....	.....	3,500
Southern University...	20	.....	6131	0	120,000	.....	.....	45,000	0	0	5,000
Spring Hill College....	9	0	.....	71	120,000	300,000	24,000	1,500	0	0	4,000
University of Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Includes society libraries.

b Unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Agricultural and Mechanical College of the State, at Auburn, presents, as organized, four courses, one each in agriculture, engineering, science and literature; this last embracing Latin and Greek, English in its linguistic elements and literature, philo-

sophic and historical studies, and mathematics and natural science. The other courses, as detailed in the report to the State superintendent, (pp. 130, 131,) appear to be all full and good.

LAW.

In the professional department of the State University, at Tuscaloosa, and in the Southern University, at Greensborough, are law schools, graduation in the former of which admits *ipso facto* to practice in the supreme court of the State.

MEDICINE.

In the schools of the Southern University a school of medicine is included, without any specific length of course, while the Medical College of Mobile has a two years' course.

THEOLOGY.

Theological training is, in some slight degree, provided for at Howard College, at the Southern University, and at Talladega College, in which last colored students receive such instruction as is possible to prepare them for preachers to their race.—(Catalogues of colleges for 1874-'75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Alabama.	7	.....	a55	4	\$100,000	\$259,300	\$16,224	\$600	54,220
SCHOOL OF THEOLOGY.									
Theological department of Talladega College.	2	.....	14	4	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
College of Law, Southern University.	3	.....	.....	.....	.....	.....	.....	.....	.....
School of Law, University of Alabama.	1	.....	4	1½	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Medicine, Southern University.	5	.....	.....	.....	.....	.....	.....	.....	.....
Medical College of Alabama	9	.....	50	2	175,000	0	0	0	500

a Also 33 preparatory students.

b Includes society libraries.

SPECIAL INSTRUCTION.

ALABAMA INSTITUTION FOR THE DEAF AND DUMB AND BLIND, TALLADEGA.

In the deaf-mute department of this institution there are 4 instructors and 52 pupils, of whom 24 are males and 28 females. The branches taught are the "ordinary English studies and mathematics." There is a small museum of natural history and a library of 300 volumes to aid in the instruction of the pupils. Agriculture and gardening are taught.

In the department for the blind there are 2 instructors and 10 pupils, with a library of 40 volumes. No special employments taught.

The printed report for 1874 indicated the teaching of shoemaking and broom-making. Whether these are continued does not now appear.—(Report to Bureau for 1875.)

LIST OF SCHOOL OFFICIALS IN ALABAMA.

Hon. JOHN M. MCKLERoy, *State superintendent of education, Montgomery.*

COUNTY AND CITY SUPERINTENDENTS OF EDUCATION.

County.	Superintendent.	Post-office.
Autauga.....	T. L. Sadler.....	Prattville.
Baldwin.....	J. D. Dreisbach.....	Mount Pleasant.
Barbour.....	S. H. Dent.....	Eufaula.
Bibb.....	N. C. Lagrone.....	Centreville.
Blount.....	F. A. Hanna.....	Bangor.
Bullock.....	H. C. Tompkins.....	Union Springs.
Butler.....	J. M. Thigpen.....	Greenville.
Calhoun.....	J. C. McAuley.....	Jacksonville.
Chambers.....	T. W. Greer.....	Waverly.
Cherokee.....	John T. McDaniel.....	Centre.
Chilton.....	L. W. Frazer.....	Clanton.
Choctaw.....	S. S. Mellen.....	Mount Sterling.
Clarke.....	R. J. Woodard.....	Grove Hill.
Clay.....	A. S. Stockdale.....	Asbland.
Cleburne.....	N. G. Mulloy.....	Chulafinnee.
Coffee.....	A. McGee.....	Elba.
Colbert.....	J. Shackelford.....	Tuscumbia.
Conecuh.....	C. A. Newton.....	Belleville.
Coosa.....	John E. Hannon.....	Rockford.
Covington.....	J. D. Hudson.....	Andalusia.
Crenshaw.....	I. H. Parks.....	Rutledge.
Dale.....	W. H. Stuckey.....	Clpton.
Dallas.....	P. D. Barker.....	Selma.
Elmore.....	W. P. Hannon.....	Wetumpka.
Escambia.....	J. T. B. Foard.....	Pollard.
Etowah.....	R. J. C. Haile.....	Gadsden.
Fayette.....	B. F. Peters.....	Fayette C. H.
Franklin.....	I. J. Rogers.....	Pleasant Site.
Greene.....	W. G. McCracken.....	Eutaw.
Geneva.....	J. W. Hall.....	Geneva.
Hale.....	John A. Jones.....	Carthage.
Henry.....	J. W. Foster.....	Abbeville.
Jackson.....	J. S. Collins.....	Scottsborough.
Jefferson.....	J. R. Rockett.....	Birmingham.
Lauderdale.....	J. M. Weems.....	Florence.
Lawrence.....	D. C. White.....	Moulton.
Lee.....	J. F. Yarbrough.....	Loachapoka.
Limestone.....	J. G. Dement.....	Athens.
Lowndes.....	M. D. Robinson.....	Benton.
Macon.....	H. C. Armstrong.....	Notasulga.
Madison.....	W. P. Newman.....	Huntsville.
Marengo.....	R. B. Crawford.....	Demopolis.
Marion.....	E. Vickery.....	Pikeville.
Marshall.....	A. J. McDonald.....	Guntersville.
Mobile.....	E. R. Dickson.....	Mobile.
Monroe.....	T. J. Emmons.....	Monroeville.
Montgomery.....	L. A. Shaver.....	Montgomery.
Morgan.....	W. M. Wood.....	Hartsell Station.
Perry.....		
Pickens.....	J. M. Somerville.....	Bridgeville.
Pike.....	W. C. Menefee.....	Troy.
Randolph.....	J. M. K. Guinn.....	Wedowee.
Russell.....	J. M. Brannon.....	Seale Station.
Sanford.....	J. M. I. Guyton.....	Vernon.
Shelby.....	D. W. Caldwell.....	Columbiana.
St. Clair.....	R. F. Newton.....	Ashville.
Sumter.....	M. C. Kinnard.....	Livingston.
Talladega.....	W. L. Lewis.....	Talladega.
Tuscaloosa.....	R. S. Cox.....	Tuscaloosa.
Walker.....	J. C. Scott.....	Jasper.
Washington.....	G. M. Mott.....	Millry.
Wilcox.....	J. T. Beck.....	Camden.
Winston.....	James Hilton.....	Houston.
City of Birmingham.....	L. H. Mathews.....	Birmingham.
City of Eufaula.....	W. H. Patterson.....	Eufaula.
City of Huntsville.....	S. I. Mayhew.....	Huntsville.
City of Montgomery.....	H. M. Bush.....	Montgomery.
City of Selma.....	W. C. Ward.....	Selma.

ARKANSAS.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Estimated number of persons of school age, (6 to 21).....	184,692
Estimated number of males.....	96,096
Estimated number of females.....	88,596
Number enrolled in schools during school year.....	73,878
Average daily attendance in schools.....	42,680

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed in 2,134 schools.....	1,582
Number of female teachers employed in 2,134 schools.....	740
Total number of teachers.....	2,322
Average pay of teachers not indicated.	

SCHOOL SESSIONS.

The State superintendent writes: "There is no special time prescribed by law at which the schools shall commence. Those in the country usually begin about the 1st of July and close about the 1st of October, lasting three months. Some of the schools in towns open about the 1st of September, and continue nine or ten months, till the 1st of the succeeding May or June.

INCOME AND EXPENDITURE.

Receipts.

Income from two-mill State tax, \$230,033; from poll tax, \$122,646.....	\$352,679 00
Income from local tax.....	428,997 00
Total income from State and local taxation.....	781,676 00
Interest on permanent fund, including rents of school lands.....	7,860 00
Total receipts.....	789,536 00

Expenditures.

On sites, buildings, and furniture.....	54,912 64
On salaries of superintendents.....	24,100 00
On salaries of teachers.....	259,747 08
On other things not specified.....	411,240 28
Total reported expenditure.....	750,000 00
Expenditure <i>per capita</i> of the school population.....	4 06
Expenditure <i>per capita</i> of pupils enrolled in schools.....	10 15
Expenditure <i>per capita</i> of average attendance.....	17 57

SCHOOL FUND AND SCHOOL PROPERTY.

Amount of available school fund.....	135,000 00
Amount, including portion not now available.....	1,222,500 00
Increase of permanent fund in the school year.....	63,153 00
Estimated value of sites, buildings, and other school property.....	355,000 00
—(From returns by Hon. George W. Hill, State superintendent, for 1875.)	

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The provisions of the new State constitution of 1874, as far as they relate to education, were given in the report of this Bureau for that year, the chief one being that "the general assembly shall provide, by general laws, for the support of common schools by taxes, which shall never exceed, in any year, two mills on the dollar on all the taxable property of the State, and by a *per capita* tax of one dollar, to be annually assessed on every male inhabitant of the State over the age of twenty-one: *Provided*, That the general assembly may, by general law, authorize school districts to levy, by a vote of the qualified electors of the district, a tax not to exceed five mills on the dollar for any one year for school purposes."

PROVISIONS OF THE SCHOOL LAW.

"An act to maintain a system of free common schools for the State of Arkansas," approved December 7, 1875.

OFFICERS OF THE SCHOOL SYSTEM.

As respects the common schools, the only officers provided for under the new school law of December 7, 1875, are a board of commissioners of the school fund, a State superintendent of public instruction, county examiners, and district school directors. As respects a full system of instruction by the State, the officers of the State Industrial University and of the State institutions for deaf-mutes and for the blind, might perhaps be included, though not referred to in the school law.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The board of commissioners of the school fund—composed of the governor, secretary of state and State superintendent of public instruction—is charged simply with the management and investment of the common school fund belonging to the State, and with a semi-annual settlement with the State treasurer of all accounts relating to this fund. It is required by law to invest all moneys belonging to the fund, as they accumulate, in bonds of the United States or of the State of Arkansas. The governor is president of the board and the State superintendent secretary.

The State superintendent—elected at first by a joint ballot of both branches of the general assembly—is, at the next general election, and every two years thereafter, to be elected by the qualified electors of the State. He has the general supervision of business relating to the free common schools; must have an office at the seat of government, and keep there all books, reports, documents, and other papers pertaining to his department; must furnish the county examiners with suitable questions for the examination of teachers and prepare forms for three grades of certificates to be issued by them; hold a teachers' institute annually in each judicial district of the State; arrange the programme of exercises for each of these institutes and preside thereat; prepare a list of text books to be recommended to teachers and school officers throughout the State; make annual report to the governor (on or before the first day of November in each year) of everything relating to the public schools and the school fund, with such plans as he may have matured for the improvement of both, appending to his report statistical tables, which shall show clearly the condition and results of the school system. These reports to the governor he is to have published and distributed among the various school officers, as also the acts of the general assembly relating to common schools, and the decisions of the courts respecting these. It is further his duty to make semi-annual apportionments of the moneys in the State treasury available for school purposes, distributing them to the several counties on the basis of the number of persons of school age (6 to 21) residing in these counties the first Monday of July preceding such apportionment. The law gives him power to grant State teachers' certificates, valid for life unless revoked, to any persons in the State who shall pass a thorough examination in all the branches required for a county certificate, with the addition of algebra, geometry, physics, natural history, rhetoric, mental philosophy, history, Latin, the Constitution of the United States and of the State of Arkansas, and the theory and art of teaching. His salary is \$1,800, and travelling expenses not to exceed \$250.

County examiners, one for a county, come in place of the former county superintendents; are to be appointed by the county court of each county at the first session after each general election; are to be of high moral character and scholastic attainments; and are to hold office till their successors are elected and qualified. Their duties are to examine and license teachers for the common schools, holding for this purpose quarterly, at the county seat, in a suitable room, to be provided by the county court, a public examination, of which at least twenty days' previous notice must be given. Persons who pass at such times a satisfactory examination in orthography, reading, writing, mental and written arithmetic, English grammar, modern geography, and history of the United States, and who are of good character and intend to teach, may receive from the examiner a certificate, ranking in grade as first, second or third, to correspond with the relative qualifications shown; the first grade holding for two years, the second for one and the third for six months in the county where given. A record is to be kept of the name, age, sex, post-office address and nativity of each person thus licensed to teach, with the date and grade of the certificate granted; and this record is to be annually reported to the State superintendent. Examiners are to encourage the inhabitants of their counties to form school districts, to establish public schools, to send their children to these, and to furnish suitable text books for their use in school. They are to direct the attention of teachers and parents to the best methods of intellectual and moral culture; to suggest feasible and improved plans for building and ventilating school-houses; to labor to excite among the people an interest in public schools; to receive the reports of subordinate school officers, and transmit to the State superintendent an abstract of these, with an annual report from themselves, which shall show

in tabular form a great variety of enumerated particulars respecting the schools. They are also to number the school districts in their counties from *one* upward; to keep in their offices a record and description of each district, and of the changes that may be made in the boundaries of each; to report to the superintendent the number of deaf-mutes, blind and insane in each district; and to appoint suitable persons to hold teachers' institutes and examine teachers in their respective counties, in case of inability to attend such institutes and examinations themselves.

District school directors—three for each school district—are directed by the new law to be elected at the first annual district meeting in August, after the passage of the act, to hold office for one, two, and three years, respectively, and afterwards one each year, to hold office for three years. Failure to accept office, in case of such election, involves for each elected director the forfeiture of \$10 to the county treasury for the school fund of the district, and failure to attend to duty after acceptance involves a forfeiture of \$25 to the treasury for the same purpose. The duties of directors are: (1) To have charge of the school affairs of the district, such as the care of school-houses, grounds, furniture, and other property, the purchasing or leasing of sites and hiring or erection of buildings, with the sale or exchange of school property, when so directed by a majority of the legal voters of the district; (2) to hire licensed teachers for the schools of their districts, making with them a written contract in duplicate, one to be kept by themselves and one by the teacher; (3) to procure from the county examiner, and furnish the teacher at the beginning of the term, a register for his school, requiring him to report in said register, at the close of the school term, the number of days of such term, the name and age of each pupil, the date at which each entered the school, the days that each attended, the studies each pursued, the total number of days all pupils attended, the daily average attendance, and the number of visits from directors during the term; (4) to visit the school at least once in each term, encourage the pupils in their studies, and give such advice to the teacher as may seem to be required; (5) to submit, at the annual district meeting an estimate of the expenses of the district for that year, including those of holding school for three months in the coming twelve, over and above the amount of State apportionment, and also an estimate of the expense per month of holding school beyond the term of three months, and of whatever else may be for the comfort and advancement of the school; (6) to appear for the district in all suits and actions at law brought by or against their district; (7) to draw orders on the county treasurer for the payment of wages due teachers, stating in each order the services for which it is drawn and the name of the person rendering such service; (8) to keep, through one of their number, who shall act as clerk, a record of the proceedings of all district meetings, and a book of accounts with the county treasurer and district, and have this, when approved, filed with the records of the district; (9) to report to the clerk of the county, within ten days after any school meeting, so much of its proceedings as pertains to the election of officers, and on or before the first of October in each year so much of their record, attested by the chairman of the meeting, as shows the amount of money voted for school purposes at the annual meeting; (10) to make annually, between the 1st and 10th days of September, a written report to the county examiner, verified by affidavit, of everything belonging to the school affairs of their district, failure to make such report involving liability to any damages the district may sustain from the neglect; (11) to settle, at the close of the school year, with the county treasurer; (12) to cause the public schools of their district to be closed on the days appointed for examination of teachers for their county and during the session of the teachers' institute. They have the power to suspend pupils from school for the term, at the instance of the teacher, for gross immorality, refractory conduct, insubordination or infectious disease; power also to permit persons over school age to attend school, under such regulations as they think proper; and power to permit a private school to be taught in the district school-house when it is not occupied as a public school. The only recompense provided for the performance of their duties, beyond the consciousness of well doing, appears to be that, in common with county examiners, they are exempted from working on the roads and serving on juries during their term of office.

SCHOOLS.

The minimum school term contemplated by the law is three months of twenty school days each. No State provision for grading the schools appears in the law, except it be in special city charters granted by the legislature before the passage of this act. A State industrial university now opens its doors to properly prepared pupils from the lower schools, and offers them opportunities for higher training, while special training for unfortunates is provided in State institutions for deaf-mutes and the blind.

SCHOOL FUNDS.

The common school fund of the State is derived from the sales of lands granted the State by the General Government; from money, stocks, bonds, lands, and other property now constituting the basis of any fund for purposes of education; from the proceeds of escheats, sales of estrays, unclaimed dividends or distributive shares of the

estates of deceased persons ; proceeds of land sales paid over to the State by the United States with the consent of Congress ; 10 per cent. of the net proceeds of the sales of all State lands ; and all grants, gifts, or devises made or to be made to the State and not otherwise appropriated by the terms of the gift, grant or devise.

The annual income from this fund, with the proceeds of an annual poll tax of one dollar on each male inhabitant over twenty-one, and an appropriation from the public revenue, not to exceed two mills on the dollar of all taxable property, is to be each year apportioned to the counties for the support of public schools, and may be supplemented by an annual tax of not more than five mills on the dollar in each school district, and by the proceeds of the sale or lease of sixteenth section lands.

CITY SCHOOL SYSTEM.

LITTLE ROCK, 1874-'75.

Officers.—The board of school directors consists of six members, one-third retiring each year.

The year.—The schools opened this year under very adverse circumstances. In fact, it was long a question, with the debts against the several school funds, whether it would be sound policy to open the schools at all. But as it was necessary to maintain a school three months to enable the directors to levy a tax for their support and draw their *pro rata* from the State, they were finally opened and kept up for three months. They were then turned over to the teachers to be kept as private schools as long as there was patronage to maintain them.

Statistics.—Population, 18,000 ; children of school age, (5 to 21 years,) 8,079 ; number of buildings, 9 ; number of sittings, 1,420 ; number of children enrolled, 1,388 ; per cent. of attendance, 90 ; number of days schools were taught, 57 ; number of teachers employed, principals, 4 ; assistant teachers, 23 ; total, 27. The schools were not opened for the spring term ; but it was determined to open them in September for a term of ten months and a corps of teachers, the equal of those of any preceding year, has been secured.—(School director's report for 1874-'75.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF UNIVERSITY.

As stated in the report of this Bureau for 1874, a department for the training of teachers exists in the Industrial University of the State at Fayetteville. It is designed to furnish a thorough course of instruction to all who desire to teach in the public schools. Applicants for admission must be of good moral character, and must, if males, be sixteen years of age, if females, fourteen. They must pass a satisfactory examination in common English studies, and on admission receive tuition free in a three years' course. The number of instructors is 2 ; of male students, 24 ; of female, 34 ; of graduates in the last scholastic year, 10, of whom 8 have engaged in teaching. Drawing and instrumental and vocal music are taught.

A training school exists in conjunction with the normal department and under the supervision of its principal, though under the immediate charge of a special preceptress. In this the students of the normal department have an opportunity to study methods and get some practice in teaching.—(Catalogue of university for 1874 and return to Bureau for 1875.)

PINE BLUFF NORMAL INSTITUTE.

This institution, at Pine Bluff, on the Arkansas River, is devoted mainly to the training of teachers for the colored schools, under the auspices of the American Missionary Society. It reports, at the close of 1875, resident instructors, 3 ; male students, 73 ; female, 83 ; instruction in drawing, vocal and instrumental music, and a model school to aid in instructing pupils in the art of teaching. Some of them are said by the principal to exhibit already much tact in teaching, while a number are out exercising their gifts in that line in the schools.—(Report of American Missionary Society for 1875, and return to Bureau, 1875.)

TEACHERS' INSTITUTES.

The county teachers' institutes provided for in the new school law, will afford to skillful county officers a means of steadily improving the teaching force already in the field. But as it will take some months to get the machinery of the new law in motion, notice of its working in this direction will have to be deferred to the report for 1876.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only high schools known to be at present existent in the State are one at Van Buren and two at Little Rock. From the former no report has been received. From the latter there is a published report showing that the Sherman High School graduated its first class of 4 girls and 1 boy in 1873, gave diplomas of graduation to 3 others in 1874, and in 1874-'75 was unable, because of the political strife then agitating the city,

to carry forward to graduation the class of 6 which was preparing to come forth in 1875, the public schools having been closed December 4, 1874.

In 1872-'73 steps were taken to establish, also, a colored high school at Little Rock, and after a satisfactory examination by a special committee appointed for that purpose, 11 pupils were reported as having reached the necessary standard, and were formed into a high school class in the Union School. Of these, 9 are said to have entered in the fall and remained during the year. This high school department appears to have continued in operation till the closing of the schools, in December, 1874, but there is no record of any graduation.

PRIVATE SECONDARY SCHOOLS.

Four schools for boys and girls, claiming secondary rank, report, for 1875: Instructors, 9; pupils, 389; of whom 58 are in classical studies and 10 in modern languages, the remainder in English only. The prevailing poverty is sadly shown in the proportion of pupils to instructors, 389 to 9, a ratio of 43.2 pupils to 1 teacher. The same is indicated in the fact that in no one of these schools is drawing taught, and in only one both vocal and instrumental music. Of the other three, one gives instruction in vocal, one in instrumental, and one in neither. None of the four reports the possession of chemical or philosophical apparatus, or of a library. One, however, at Bentonville, sent 3 students to college in 1874, and had, at the date of its report, 10 preparing for a classical course at college and 5 for a scientific course.—(Returns to Bureau, 1875.)

One other apparently secondary school sends a brief circular, but no statistics and no description of its course.

PREPARATORY SCHOOLS OF COLLEGES.

In the preparatory departments of the several colleges there are reported, in all, 243 students, all supposed to be engaged in studies preliminary to a collegiate course, though only 23 are specifically so returned.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

ARKANSAS INDUSTRIAL UNIVERSITY, FAYETTEVILLE.

This institution, meant to serve the purpose of both a State agricultural and mechanical college and a State university, is located in the hilly region toward the western border of the State, a situation eminently salubrious and beautiful. Still in its infancy, its preparatory students are all taught together till they reach the freshman year, after which those of the several departments continue to be taught together, so far as they pursue the same studies. The technical work only is done separately.

The grounds, buildings, and apparatus are valued at \$140,000; the productive fund, at \$130,000; the income from this, at \$10,400; the receipts from tuition fees, at \$2,000. Two hundred and nineteen State scholarships are provided for, with apparently as many in the normal department; but the number of students is not given, except 8 in the first year of the agricultural course and 3 in partial course. The number in the normal department was stated under the head of "Training of Teachers."—(Catalogue for 1874 and return for 1875.)

ARKANSAS COLLEGE, BATESVILLE,

(Presbyterian,) with 3 male instructors and 1 female, reports 54 male students and 34 female, in a course comprising a preparatory year and three collegiate years. Of these, 48 are pursuing an English course and 40 a classical one. The course seems well up, in respect to studies, though brief in its duration. Vocal and instrumental music are taught, and there is a small chemical laboratory, with some philosophical apparatus, and a library of 400 volumes.—(Catalogue and return for 1875.)

CANE HILL COLLEGE, BOONSBOROUGH.

(Cumberland Presbyterian.) Affected, like many other institutions of the State, by the financial and political embarrassments which have hindered progress, this college, chartered in 1852 and reorganized after the war, in 1868, seems rather to have retrograded than advanced during the year past, reporting only 73 preparatory students for 1874-'75, without any students in the collegiate course. Faculty, 4 in number.—(Return for 1875.)

ST. JOHN'S COLLEGE OF ARKANSAS, LITTLE ROCK.

(Masonic.) Organized on the military basis, which is popular in the Southern States, and aided by the influence of the masonic order, which has given it \$5,000 in the past year, the effect of the prevailing embarrassments is still shown here, only 1 student being reported in the collegiate course, the remainder, 49, being in the preparatory course, 23 of them looking forward to collegiate studies. Faculty, 4 in number; income from productive fund, \$1,800; from tuition, \$600.—(Return for 1875.)

EVENING SHADE MALE AND FEMALE COLLEGE, EVENING SHADE.

This reports in its preparatory department 43 male and 52 female students, and in the freshman class of its collegiate course the same numbers of each sex, inducing the impression that the two sets are identical.—(Return for 1875.)

Statistics of universities and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship funds.	
Arkansas College.....	4	.....	26	62	\$10,000	\$3,500	\$350	\$2,000	.....	.....	400
Cane Hill College.....	4	.....	73	.....	5,000	.....	.....	.....	.....	.....	.....
Evening Shade College.	4	.....	95	.....	6,000	0	0	2,500	\$0	.....	0
St. John's College of Arkansas.	4	0	49	1	75,000	18,000	1,800	600	.....	\$0	.....
SCHOOL OF SCIENCE.											
Arkansas Industrial University.	10	.....	.....	11	140,000	130,000	10,400	2,000	.....	.....	300

SPECIAL INSTRUCTION.

ARKANSAS INSTITUTE FOR EDUCATION OF THE BLIND, LITTLE ROCK.

Officers and teachers, 8; number of blind employes, 3; students, 35. Receipts for current expenses in State scrip, \$18,500, netting in currency, \$6,103.50. Receipts for salaries in State scrip, \$4,962.60, making about \$1,600 in currency.

The above statement tells its own tale as to the financial difficulties experienced. It means simply, as interpreted by the printed report for 1875, that the officers and employes have had to work on through the year at less than one-third their nominal salaries, from the depreciation of the State scrip in which these are paid. As the report says, "The salaries of the superintendent, steward, matron, assistant matron, teachers, and physician, allowing the highest market value for scrip at the time of its payment, have averaged, in currency, only about what we pay a cook; while some of the officers have realized less than \$8 per month, the amount paid a young colored girl for waiting on table and washing dishes." The devotion to their good work which has led them to hold on in useful labor for the unfortunates beneath their charge, under such extremely trying circumstances, is worthy of all praise. A necessarily shortened session and a diminution of the number of pupils from absolute inability to carry all along, have, however, been the consequences of this lessened value of State scrip.

The usual employments—mattress making, broom making, chair seating, sewing, and bead work—have been continued, the regular instruction kept up as far as practicable and a library of 400 volumes in raised print and 250 in ink print is reported.—(Report and return for 1875.)

THE ARKANSAS DEAF-MUTE INSTITUTE, LITTLE ROCK.

Four instructors and 69 pupils are reported here for 1875, making the number of deaf-mutes who have received instruction since the foundation of the institute in 1868, 112. The average number of years spent in it by pupils has been about three. The branches taught are the sign language, penmanship, arithmetic, geography, and history. A library of 55 volumes is possessed; 92 acres of land are owned by the institution; and on this land the pupils are to some extent employed, receiving a partial training in agriculture.

The State appropriation for the past year was \$6,000 for salaries and contingent expenses, with \$180 for each pupil in attendance. Whether this is paid in State scrip or in currency is not stated; but the former being the ordinary rule, a reduction of nearly two-thirds must probably be made from the face value of the appropriation, involving the same financial difficulty and the same necessity for personal self-denial as at the institution for the blind.—(Return for 1875.)

LIST OF SCHOOL OFFICIALS IN ARKANSAS.

COMMISSIONERS OF THE SCHOOL FUND.

Name.	Post-office.
His excellency A. H. Garland, governor.....	Little Rock.
Secretary of State B. B. Beavers.....	Little Rock.
George W. Hill, superintendent of public instruction, secretary of the board.....	Little Rock.

CALIFORNIA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Children between 5 and 17: Males, 86,967; females, 84,596	171,563
Children enrolled in public schools.....	130,930
Average attendance in public schools.....	78,027
Children in private schools, (report of Ex-Superintendent Bolander, p. 10)	15,021
Children in no school, (report of Ex-Superintendent Bolander, p. 11)...	39,646

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 1,033; females, 1,660	2,693
Average pay of male teachers per month.....	\$84 93
Average pay of female teachers per month.....	68 01

INCOME AND EXPENDITURE.

Receipts.

From State tax	\$1,031,531 53	
From local tax.....	1,431,212 72	
	<hr/>	
Total from taxation.....		2,462,744 25
Interest on permanent fund, including rents.....		179,276 96
Revenue from other funds.....		387,761 11
Derived from other sources.....		360,576 98
		<hr/>
Total receipts.....		3,390,359 30

Expenditures.

For sites, buildings, and furniture.....	421,279 36
For libraries and apparatus.....	44,675 74
For salaries of superintendents.....	43,622 00
For salaries of teachers.....	1,810,479 62
For fuel, light, rent, repairs, &c.....	381,806 62
	<hr/>
Total expenditures.....	2,701,863 34
Expenditure <i>per capita</i> of pupils enrolled in public schools.....	17 09
Expenditure <i>per capita</i> of average attendance in public schools.....	28 82
Expenditure <i>per capita</i> of population between 5 and 17.....	15 75
Expenditure <i>per capita</i> of population between 5 and 17, including interest on the value of all school property.....	18 70
—(Return from Hon. E. S. Carr, State superintendent of public instruction, to Bureau of Education, 1875.)	

From the report of Ex-State Superintendent Bolander for the two years beginning July 1, 1873, and ending June 30, 1875, pp. 14-19, are gleaned the following additional particulars:

DISTRICTS AND SCHOOLS.

	1874.	1875.
Total number of school districts.....	1,512	1,579
Number of first grade schools.....	718	875
Number of second grade schools.....	737	770
Number of third grade schools.....	550	545
	<hr/>	<hr/>
Total number of schools.....	2,005	2,190

LENGTH OF SCHOOL TERMS.

Districts maintaining schools less than 6 months.....	568	34
Districts maintaining schools 6 months or over, but less than 8 months.....	412	765
Districts maintaining schools 8 months or over.....	533	787
Average number of months schools were maintained.....	6.34	7.47

GRADES OF TEACHERS.

	1874.	1875.
Teachers holding first grade certificates.....	1,287	1,485
Teachers holding second grade certificates.....	763	802
Teachers holding third grade certificates.....	402	406
Teachers who have taught in the same school more than one year....	329	460
Teachers who have attended county institutes.....	969	1,494
Teachers who are graduates of the State Normal School.....	248	241
Teachers who are graduates of any State normal school.....	264	275

VALUATION OF SCHOOL PROPERTY.

	1874.	1875.
Valuation of sites, school-houses, and furniture.....	\$4,269,884 35	\$4,879,328 39
Valuation of school libraries.....	127,566 13	138,564 64
Valuation of school apparatus.....	38,691 79	50,785 27
Total value of school property.....	4,436,142 27	5,068 678 30

MISCELLANEOUS SCHOOL STATISTICS.

	1874.	1875.
Districts having suitable accommodation for all pupils.....	1,146	1,320
Districts not having suitable accommodation for all pupils.....	382	324
Districts whose schools have necessaries.....	1,217	1,295
Districts whose schools have not these.....	321	329
Districts with sufficient school grounds.....	1,370	1,509
Districts without sufficient grounds.....	118	112
Districts with grounds suitably improved.....	369	411
Districts with grounds not suitably improved.....	1,159	1,220
Districts whose schools are well ventilated.....	1,443	1,553
Districts whose schools are not well ventilated.....	86	66
Districts whose schools have good furniture.....	531	621
Districts whose schools have passable furniture.....	292	416
Districts whose schools have poor furniture.....	700	604
Districts whose schools are well supplied with apparatus.....	312	501
Districts whose schools are passably supplied with apparatus.....	312	501
Districts whose schools are poorly supplied with apparatus.....	924	763
Number of schools for colored children.....	23	19
Number of children attending these.....	448	339
Number of visits to schools made by county superintendents.....	2,969	3,621

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1849 required the legislature to provide for the election by the people of a superintendent of public instruction for the encouragement of intellectual, scientific, moral, and agricultural improvement; for the creation of a school fund; for a system of common schools by which a school should be kept in each district at least three months in every year; and for the endowment of a State university.

PROVISIONS OF THE SCHOOL LAW.*

OFFICERS.

A State board of education, State superintendent of public instruction, county superintendents, city boards of education and boards of trustees of school districts, with State, county, and city boards of examination, form the official staff of the State school system.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education consists of the governor, the State superintendent, the principal of the State Normal School, and the school superintendents of San Francisco, Sacramento, Santa Clara, Alameda, Sonoma, and San Joaquin Counties. The governor is president and the State superintendent secretary of the board. It meets at the call of the secretary, not less than twice each year, and has power to adopt rules and regulations, not inconsistent with the State laws, for its own government and that of the public schools and district school libraries; to prescribe rules for the examination of teachers and a standard of proficiency which will entitle to a State certificate; to prescribe and enforce a course of study for the public schools, with a uniform series of text books, except for the county and city of San Francisco; to adopt a list of books for district school libraries; to grant, or to revoke for cause, a life diploma to a teacher; and to review a case of such revocation on appeal.

* From School Laws of 1870 and 1874, published by department of public instruction.

The State superintendent is elected by the people; holds office for four years; apportions the State school moneys to counties, cities, and school districts; sees to the printing of all school laws and needed forms for officers charged with the administration of them; is trustee, *ex officio*, of State schools for special training, and visitor of all incorporated literary institutions; must visit the schools in the different counties and inquire into their condition; must make report to the controller, by August 10 of each year, of the number of children of school age; and biennially to the governor, by November 15, preceding a session of the legislature, must report the condition of the State Normal School, of other educational institutions supported by the State, and of the public schools.

The county superintendents are elected by the people for official terms of two years each; are charged with a quarterly distribution of school moneys to each district; must visit each school in their counties at least once in each year, or forfeit \$10 for each one not visited; must hold and preside over teachers' institutes and secure the attendance of competent lecturers; must, in counties containing twenty thousand inhabitants or more, devote their whole time to supervision of schools, and if in the receipt of \$1,500 salary, must not even turn aside from this to teach; must make full and correct report of all school matters to the State superintendent at fixed times, or have \$100 of their salaries withheld for failure. In case of difficulty about the boundaries of school districts, they may fix or change these, endeavoring to harmonize all differences.

City boards of education are charged with a general oversight of the interests of city public schools, such as the management and control of the school property, the purchase of school furniture and apparatus, the renting, repairing, and insuring of school buildings, the purchase of school lots and erection of school-houses on them, the making and receiving conveyances of property sold or purchased by them for their constituents, the employment of teachers and janitors for schools, the suspension or expulsion of pupils for misconduct, the exclusion of children under age, the enforcement of the course of study and the use of the text books prescribed by the State board of education, the furnishing books for children unable to procure them, the examination, by personal visitation, of the management, condition, and wants of each school, and the making of an annual census of school population and report of schools.

Trustees of school districts have essentially the same duties to perform, together with the appointment of district librarians and the enforcement of the rules prescribed for the government of district libraries.

The State board of examiners, consisting of the State superintendent and four professional teachers (holders of State educational diplomas) appointed by him, is authorized to recommend the most highly approved teachers to the State board of education for life diplomas, and to grant to others, according to the measure of their ascertained qualifications, State educational diplomas, valid for six years; State certificates of the first grade, valid for four years; of the second grade, valid for three years; and of the third grade, valid for two years.

County and city boards may issue like grades to the three last mentioned, valid in the counties or cities for which they act—the third grade in the counties to females only. Those of cities may also grant high school certificates, valid for six years.

SCHOOLS.

The State schools are of three grades—first, second, third—and the course of study prescribed is liberal, including, for all grades, instruction in morals and manners, and for the higher grades, in addition to ordinary branches, physiology, natural philosophy, natural history, elements of form, vocal music, and industrial drawing, with provision for a grade still more advanced. The schools are open to all white children between five and seventeen years of age, and to colored or Indian children where no separate provision is made for them. A State normal school exists for the training of teachers for these schools, and a State university, with an agricultural college attached to it.

A law making education in these schools compulsory for children between eight and thirteen for two-thirds of the school year, except in certain specifically excepted cases, went into operation July 1, 1874.

SCHOOL FUNDS.

The State school fund, according to the State controller's report to Superintendent Bolander, March 3, 1874, appears to be derived from the proceeds of lands granted the State by the General Government, from interest bearing bonds to the amount of \$1,417,500 given by the State for school purposes, and from a property tax of five cents and two mills on each hundred dollars. Amount in 1875, \$1,737,500.

From this fund and from county funds \$300 to \$500 are annually apportioned to each school district for every teacher assigned it, provided that it has maintained a public school for at least six months of the next preceding school year, and provided, too, that the teacher or teachers employed in its schools hold legal certificates of fitness for teaching, in full force and effect.

ELEMENTARY INSTRUCTION.

GENERAL REVIEW.

State Superintendent Bolander, in a review of the last two years, says: "Since my last report 29,953 children have been added to our school population; 117 new school districts, supporting 322 schools, have been organized; 274 new school-houses have been built and furnished, and old school-houses refurnished, at a cost of \$613,746.61; the school expenditures have been increased by \$544,885.09; the school property has increased in worth \$1,011,262.85; the average school terms have been lengthened 1.33 months, being now 7.47 months, as against 6.14 months in 1873. On the other hand, there is a decrease of .82 per cent. in the enrolment of census children in public schools; a decrease of 5.18 per cent. in the average number of such belonging to public schools; a decrease of 3.93 per cent. in the number in daily attendance at public schools; and an increase of .91 per cent. in the number who do not attend school during the school year. Again, while the total number of children, including those over 17 years of age, who have attended public schools at any time during the school year, is 23,337 more than in 1873, the average number who attend long enough to be properly considered pupils is increased by only 8,242 and the average daily attendance by only 8,566."

Mr. Bolander proceeds to note a great advance in the number of first grade schools; *i. e.*, high schools, grammar schools, and schools in which high school and grammar grade studies are taught, in addition to the lower grade studies; the greater number of teachers holding high grade certificates; better salaries paid to lady teachers; the greater amount of funds spent for school apparatus, one-half of the districts being now supplied, at least partly, with apparatus. He adds that, while the statistics show remarkable progress, there is a very general impression abroad that in the vital part of our school system—the education of our children—there is no progress, and that no progress is possible until a radical change has been made in the system of education. Mr. Bolander has, therefore, in this biennial report, devoted much space to the discussion of the changes which he deems necessary in the present system of instruction, *viz*: the internal economy of the schools; the qualifications of teachers; the subjects taught, and the manner of teaching them; the text books required; and the adapting of instruction to the everyday wants of life.—(Biennial report of Hon. H. N. Bolander for 1873-'74 and 1874-'75, pp. 5, 6.)

PROGRESS.

Up to June 30, 1874, districts whose number of census children fell below a certain figure—20 for some counties, up to as high as 30 for others—did not receive for any one school year sufficient funds to maintain a three months' school for that year. The last legislature, however, remedied this, and for the first time in the history of the State, every district received, during 1874-'75, sufficient funds for at least a six months' school. The progress thereby made in popular education can hardly be over-estimated. In 1873 only 43.3 per cent. of all the districts maintained an eight months' school; in 1875 this percentage is raised to 49.53. In 1872 over 464 districts, or 31.74 per cent., did not keep a six months' school; in 1875 the number was diminished to 34, or 2.15 per cent. of all the districts in the State. This unprecedented advance in the popular education of the State is due not only to the munificence of the legislature in more than quadrupling the amount of school money to be raised by State tax, but also to the change made in the manner of apportioning the school fund among the districts. Previous to July, 1874, the larger districts have, at the expense of the smaller ones, enjoyed greater educational facilities than those to which their assessment roll entitled them, while the smaller districts, enjoying but meagre educational facilities, were taxed to support the schools of the larger districts. Mr. Bolander recommended to the last legislature a method for remedying these evils, and this method, in its most important features, was enacted into a law. Five hundred dollars were fixed as the minimum amount with which a district having a minimum number of census children can be expected to maintain an eight months' school, and Mr. Bolander suggests that the present legislature amend the law so as to apportion \$600 instead of \$500.—(Report, pp. 19, 20.)

SCHOOL ATTENDANCE.

Writing on this subject, the superintendent says he is sorry to see that, notwithstanding the compulsory law, there has been no appreciable abatement in the evils of non-attendance and truancy, and that, while steadily gaining for the public schools the support of those who were at first opposed or indifferent to them, there has still been a failure to impress that large class of people who, through self-interest, carelessness, or ignorance, ignore the claims of their children to the rights and benefits of at least a common school education.—(Report, pp. 32-34.)

TEXT BOOKS.

In a comprehensive discussion on the uses and abuses of text books, Mr. Bolander inveighs against the cramming, parrot drill, multiplicity of studies, and general paucity

and inadequacy of results, for which the public schools are becoming painfully notorious, and which he considers are the products of the improper character or improper use of text books in the schools. He says we have too many text books, and that our common school course is overcrowded with studies; and he contends that spelling, word analysis, grammar, and composition, if well taught without text books, would yield more satisfactory results. He further affirms that text books are not only too numerous, but too bulky; that the text book as now used is made to bolster up poor, inexperienced, and unskilled teachers, and form a substitute for their mental deficiencies, and that this radical defect can only be remedied by saying to every teacher, "Unless you feel competent to teach this school without the aid of a single text book, so far as mere instruction is concerned, you cannot have the school." He contends that the State should furnish each teacher with a manual of instruction, pointing out the course of culture and technical training needed to qualify him for his work, thus compelling teachers to assimilate some method of teaching, and become real teachers, instead of mere school keepers. Mr. Bolander closes his elaborate discussion on text books by inviting attention to the plan of "free text books." He sums up, in the words of Mr. Thomas Tash, of Lewiston, Me., the advantages offered by this system, thus: 1. Books are ready at the proper time. 2. Every child is supplied with all the books, &c., needed. 3. Uniformity in books. 4. Considerable latitude can be allowed in the selection of books without increasing the expense of them. 5. Books are more entirely under the control of the teacher. 6. Books furnished by the town or city are much more carefully used, and better kept than when owned by the children. 7. It leads parents to procure reference books, useful both to themselves and their children. 8. Convenience in making transfers. 9. The free supply of books increases school time.—(Report, pp. 36-55.)

HALF-TIME SYSTEM OF SCHOOLS.

This system is argued for on the grounds that it places school facilities within the reach of many children now deprived of them by the absolute necessity of devoting at least a part of each day to labor, and that it doubles the number of pupils instructed, with no addition to the cost. The half-time system has been introduced into the primary schools of Oakland. Eleven classes are taught on it, and the number of pupils taught by one teacher, in these classes, ranges from 90 to 170. Twenty per cent. is added to the salary of the teachers who are required to teach these classes. It is the unanimous opinion of principals and teachers that the half-time pupils progress equally with the full-time pupils. Whether the half-time system can be applied equally well to schools above the primary grade is not so easily determined.—(Report, pp. 72-75.)

THE KINDERGARTEN.

Mr. Bolander thinks the opinion is gradually gaining ground that our common school education would be materially benefited, if not perfected, by the introduction of the Kindergarten system. In response to many inquiries, he publishes, in an appendix to his report, an illustrated article on the Kindergarten toys and how to use them. He also embodies in his article on the Kindergarten copious extracts from the report of the committee of the National Educational Association on this subject.—(Report pp. 112-119.)

CITY SCHOOL SYSTEMS.

SAN FRANCISCO.

Organization.—The official staff of the city system consists of a board of education of 12 members, (of whom one-third are believed to be changed each year,) with a superintendent of schools, a deputy superintendent, a secretary, a clerk, a copyist, and messenger; also under a general school law, affecting all the cities, a city board of examination, consisting of the city and county superintendent, and of 4 teachers, residents of the city and holders of State diplomas, chosen by the board of education. The examining and licensing of teachers belong to this board of examination; the general care of the schools to the board of education; the special supervision of them, under the board, to the city superintendent and his deputy.

Statistics.—Estimated present population of the city, 234,000; number of children 5 to 17 years old, the school age, 41,029; number enrolled in public schools, 32,175; in private and parochial, 6,094; total enrolment, 38,269; average attendance in public schools, including evening schools, 21,014; percentage of the enrolment in all schools on the number of children of school age 55.9; percentage of the average number belonging to public schools on the whole number of school age, 59.9.

The whole number of teachers employed in the year has been 510; average number, 475. Of the 510, which number appears to be exclusive of principals, 22 have been teachers in high schools, 129 in grammar schools, and 325 in primary schools. Of the remainder, 13 have been teachers of German; 9 of French; 1 of Latin and Greek, and 11 special teachers. Salaries, \$500 to \$4,000 per annum; superintendent, \$4,000; deputy, \$3,000.

The total income for the year, including cash on hand June 30, 1874, has been \$798,125.75; the total expenditures, \$707,445.36. Estimated value of school buildings, sites, furniture, and libraries, \$2,367,000.

Average expense of schools per capita, based on average daily attendance and including everything, \$31.85.—(Twenty-second annual report by Superintendent James Denman, pp. 3-8, collated with return to Bureau for 1875.)

Disbursements.—While the whole number of pupils in attendance at the public schools has increased 1,697 during the year, the current expenses of the department for the same time have been \$7,832.03 less than they were last year. Superintendent Denman reports a balance to the credit of the school fund, at the close of the fiscal year, of \$90,680.39. This balance will be ample to provide school accommodations which are needed by the department. The total expense of conducting the department during the year is \$40,527.14 less than the estimate of the finance committee, an evidence that the public funds have been wisely disbursed.—(Report for 1874-'75, pp. 9-10.)

New buildings erected during the year.—At the close of the last school year the board of education provided accommodations for 4,271 pupils, in 35 different rented buildings, with 80 class rooms, at an annual rental of \$18,912. Many of these rooms were in low, dark, and damp basements, or in small and poorly ventilated apartments. To provide suitable accommodations for this large number of pupils in rented rooms, the last legislature authorized the board of supervisors to issue \$200,000 of bonds, from the sale of which the city realized \$188,250. With this sum new school buildings have been erected. During the term of the present board of education, 112 additional class rooms have been provided, capable of accommodating 6,700 grammar and primary pupils. Notwithstanding the large increase in the attendance on the public schools during the last two years, the board of education has, by wise and economical management, been enabled to defray this extra expense out of the income for current expenses, and to leave a large balance with which to erect other accommodations, including a new seventeen class building for the model school.—(Report, pp. 32, 39.)

Boys' High School.—Commendable progress has been made in this school during the past year. Whole number enrolled, 238; average daily attendance, 177.79. Whole number of teachers, 7. From the senior class, 16 pupils graduated with high honors at the close of the term. Of these, 5 entered the State University. Thirteen also entered the university from the middle class, the course of study of this school having been changed so as to prepare boys for the university in two years, and, in special cases, in one year, where the boys have the mental strength and physical vigor to do the work without endangering their health.—(Report, pp. 39, 40.)

Girls' High and Normal School.—Whole number enrolled in this school during the year, 458; average daily attendance, 377.8; teachers employed, 15. Number of graduates, 83, a gain of 34 over the number of last year. Three young ladies of this graduating class have entered the university. Three-fourths of the young ladies of this school desire to become teachers. Mr. Denman thinks, however, that the theory and practice of teaching are a sealed book to the graduates of this school, and that the instruction imparted in the present course of study does not fit them for teaching the elementary branches of the primary classes, in which are more than 74 per cent. of the pupils of the public schools. But young misses, who are novices in the art of teaching, rob their pupils of much of their precious time during the first years of their experience, in experimenting and learning how to properly discharge the difficult duties of their profession. Hence, Mr. Denman recommends the immediate establishment of a school for the special training of teachers.—(Report, pp. 41, 42.)

Grammar schools.—Whole number of pupils enrolled in the grammar classes during the year, 6,055; average daily attendance, 4,857.2; whole number of teachers employed, 129; average number of pupils to each teacher, 39.4, a gain of 9 over the number of last year; average daily attendance to each teacher, 37.6, a gain of 8.6 over the number of last year.

Primary schools.—The whole number of pupils enrolled in the primary schools has been 22,158; average daily attendance, 14,923, a large increase over the attendance of last year. These figures show that over 71 per cent. of the pupils of the public schools are mainly dependent upon the primary classes for their instruction. Their importance should, therefore, command the highest regard of teachers and school officers. They are truly the people's colleges, in which the largest portion of the juvenile population receive their education. And yet the superintendent remarks: "It must be painfully apparent to any one visiting our lower grade classes that experience and fitness have been ignored in the selection of many of the instructors in our elementary schools. In many of the classes it will be difficult to distinguish, from the size, appearance, and character, between the teacher and the pupils. Under the plea that none but California girls, educated in our public schools, should be elected to any position, we have discouraged the immigration of the better class of experienced teachers from other sections of the country. This Chinese policy of exclusiveness, which shuts us out from the march of progress of the older institutions of other countries, is dwarfing our system of instruction and rendering us provincial and unprogressive. It is filling our

schools with young and inexperienced teachers, who should spend several years at some normal school to obtain the first rudiments of a professional training."—(Report pp. 52-55.)

Cosmopolitan schools and foreign languages.—The whole number of pupils attending the cosmopolitan schools for the purpose of receiving instruction in German and French was 3,913, of which 1,181 studied French and 2,750 studied German. In the boys' and girls' high schools 246 pupils studied French, 101 studied German, and 14 studied both German and French. In the boys' and girls' high schools 111 pupils studied Latin, 40 studied Greek, and 40 studied both Latin and Greek. To instruct these pupils, 13 teachers were employed to teach German, 9 to teach French, and 1 to teach Latin and Greek. These schools are doing as good work as can be expected under their present organization. The present system of instruction will fail to make good pupils in either French or German so long as the study of the English branches requires so much of the pupil's time and energy. Children should be required to study and recite their lessons in geography, arithmetic, &c., in the foreign language which they desire to learn. This would give them the ability to think and express their ideas in these languages as well as in their own tongue.—(Report, pp. 55-57.)

Evening schools.—Whole number of pupils enrolled in the evening schools, 2,213; average daily attendance, 686; teachers employed, 23; general average of classes, from 30 to 50 pupils. Regulations provide for keeping these schools open eight months—from September till May; but a sufficient number of classes is continued in session during ten months of the school year to accommodate all who desire to avail themselves of the advantages of evening school instruction. The four different evening schools are under the control of one principal, who has the general supervision of all the classes. These schools are composed of pupils of all nationalities and of all ages—from twelve years old to gray-haired men and women—many of whom here learn their first lessons in reading and writing. Their circumstances in life compel them to labor during the day, so that they are wearied with toil and unfit for hard study. It is, therefore, no easy task for the teacher to instruct and interest them so as make the school room attractive and pleasant. But in spite of such difficulties these evening schools have for several years accomplished great good in educating a large class of young men and women who have not the time and means to obtain a liberal education in the day schools.—(Report, pp. 57, 58.)

Colored schools.—There were two colored schools sustained during the year, with a total enrolment of 97 pupils and an average daily attendance of 49.4. Number of teachers employed, 3. Daily average attendance to each teacher, 16.2. On the 3d of August of this year these schools were abolished and the pupils admitted to the other public schools. This change has been effected without any conflict of races among the juvenile population. The pupils of different races and colors are now seated in the same school-room and pursue their studies as quietly together as if they were children of the same family.—(Report, pp. 58, 59.)

Annual examination.—The annual examination of the pupils of the public schools was conducted almost exclusively by means of written questions prepared by the superintendent and deputy superintendent. They were framed with the view of testing the modes of instruction and the pupils' practical knowledge of the subjects taught, rather than to exhibit the technical knowledge of the examiner. The percentage for promotion was fixed at 70 per cent. for the first, second, third, and fourth grades, and 75 per cent. for the fifth, sixth, seventh, and eighth grades. The large number of promotions shows that most of our teachers have done their work well and successfully.—(Report, p. 59.)

School libraries.—The law provides that a certain proportion of all the money received from the State apportionment, amounting in San Francisco to about \$4,000, must be set apart for the purchase of school libraries. This money is now all expended for reference books for teachers and for text books for indigent pupils. These text books are all placed in the library, and loaned to pupils whose parents are too poor to furnish them. They are collected at the close of the year, or whenever the pupils leave the school. There were at the close of the schools in May last, 5,707 volumes of text books for indigent pupils; 3,961 volumes of reference books for teachers, and 9,531 volumes of miscellaneous reading books for the pupils.—(Report, pp. 93, 94.)

Private schools.—The number of private schools and colleges in San Francisco, according to Langley's City Directory for 1875, is about 160. In size and character these range through nearly every degree, from the little private family or home school of half a dozen pupils to the large and flourishing college, enrolling its pupils by hundreds. Of these the Roman Catholics maintain about one-fifth, while a considerable portion of the remainder either directly belong to or are managed in the especial interest of other denominations. The number of pupils attending private and church schools in June, 1874, as reported by the census marshals, was 6,181. This was a fraction less than one-tenth of the whole number of schoolable children in the city. The increase in the number of such pupils during the year, was 896, which was considerably greater, relatively, than was shown by the census and reports of public school attendance.

SAN JOSÉ.

Organization.—Here and in the other places named, there is believed to be, under the general State law in most cases, under special acts in others, a board of education for general care of schools, a city superintendent for special supervision of them, and a city board of examination for teachers.

Statistics.—Estimated present population, 14,000; children of school age, 4,136; enrolled in public schools, (besides 575 in private and parochial,) 2,958; average daily attendance, 1,302. School rooms used for study and recitation under charge of 1 teacher, in public primary schools, 22; in public grammar schools, 9; in public high school, 1; in private schools, 8; total, 40. Number of public school buildings, 8; of private, 3; sittings for study in public schools, 1,600. Teachers: males, 6; females, 27; total in public schools, 33; in private, not given. Wages of these: in primary schools, \$75 a month; in grammar schools, \$70 to \$125; in high school, \$100 to \$150. Schools taught for 8 months. Receipts for public schools, \$60,147.05; expenditures on them, \$53,325.97. Estimated valuation of school property, \$134,000.—(Special return to Bureau of Education, 1875, from Superintendent L. J. Chipman.)

OAKLAND.

Statistical summary.—Total number of census children, June, 1875, 4,749. The primary schools number 31 classes, taught by 31 female teachers, whose maximum salary is \$100 and the minimum \$62.50 per month. Total number of pupils enrolled, 2,173; average number belonging, 1,962; average daily attendance, 1,895.

The grammar schools number 23 classes, taught by 5 male and 18 female teachers. The high school has 4 classes, taught by 2 male teachers, who receive respectively \$200 and \$150; and 2 female teachers, who receive each \$100. Total number enrolled, 145; average number belonging, 135; average daily attendance, 133. The evening school has but 1 class, taught by 1 male teacher, who receives \$60 per month. Total number of pupils enrolled, 48; average number belonging, 29; average daily attendance, 21. There is no separate school maintained for colored children; they attend the schools for the white children. The schools are maintained ten months in the year, except the evening school, which is maintained only three months. The current expenses for the school year ending June 30, 1875, were \$79,299.63; the expenditures for building and furniture, \$28,746.06; total expenditures, \$108,045.69.

Truancy.—Treating of truancy, Superintendent Campbell submits a brief outline of a plan for the correction and prevention of it, and also of other offences, which are now punished by suspension and expulsion; (1) that there be established in a convenient locality an ungraded school of one or more classes; (2) that the school be put in charge of some man of acknowledged ability as an instructor and disciplinarian; (3) that habitual truants and those whose conduct is such as to be subversive of good order shall be remanded to the ungraded school; (4) that those who, during a specified term, shall give unmistakable signs of reformation, may, at the end of that time, be reinstated in the graded schools; (5) that those who still prove incorrigible be handed over to the police magistrate, who may commit them to the industrial school; and (6) that for the better carrying out of the system, the police officers be also known as truant officers, and their duties as such definitely specified. Mr. Campbell also discusses the half-time system, reference to which has been made elsewhere.—(Report of City Superintendent F. M. Campbell.)

SACRAMENTO.

Summary of statistics.—Number of census children, June, 1875, 4,112. Number of classes in the primary schools, 16; number of female teachers, 16; pupils enrolled, 895; average number belonging, 817; average daily attendance, 693; maximum monthly salary of teachers, \$80; minimum, \$50. Total annual expense of maintaining schools, \$17,098.80. In the intermediate or second grade schools there are 14 classes; number of female teachers, 14; pupils enrolled, 756; average number belonging, 714; average daily attendance, 603; maximum salary paid, \$85; minimum, \$55. Total annual expense of maintaining schools, \$14,961.45. Number of classes in grammar schools, 18; male teachers, 2; female teachers, 16; pupils enrolled, 827; average number belonging, 753; average daily attendance, 687; maximum salary paid male teachers, \$175; minimum, \$100; maximum salary paid female teachers, \$100; minimum, \$80. Total annual expense of maintaining schools, \$18,885.72. There are in the high school 4 classes. Number of male teachers, 2; female, 2; pupils enrolled, 105; average number belonging, 101; average daily attendance, 97; male teacher's salary, maximum, \$240; minimum, \$100; female teachers, \$100. Total annual expense of maintaining schools, \$6,000. The evening school has 2 classes and 2 male teachers, one receiving \$50, the other \$40. Pupils enrolled, 65; average number belonging, 60; average attendance, 47. Total annual expense of maintaining school, \$600. The colored school has one class, taught by a female teacher, at a salary of \$100. Pupils enrolled, 53; average number belonging, 48; average daily attendance, 38. Total annual expense

of maintaining school, \$1,250. The ungraded schools have 2 classes, taught by 2 female teachers, who receive each \$100. Pupils enrolled, 109; average number belonging, 97; average daily attendance, 85. Total annual expense of maintaining schools, \$2,300. All the schools, except the evening school, are maintained ten months in the year. The evening school is maintained from six to seven months. The teachers are paid by the month, not by the year, but only for the time actually taught by them.—(Report of City Superintendent A. C. Hinkson.)

LOS ANGELES.

Statistics.—Total number of census children, June, 1875, 2,257. Primary schools, classes, 14; 2 male and 14 female teachers; maximum salary, \$100; minimum, \$80. Total annual expense of maintaining schools, \$13,000. Intermediate and second grade schools, classes, 4; 1 male and 3 female teachers; salary, \$100. Total annual expense of maintaining schools, \$4,500. Grammar school, classes, 3; 1 male and 2 female teachers; salary, \$100. Total annual expense of maintaining schools, \$3,500. High school, classes, 3, taught by 1 male and 1 female teacher; salary of the former, \$300 per month; of the latter, \$125; total annual expense of maintaining schools, \$4,500. Colored school, 1 class, taught by a male teacher; salary, \$80 per month. Total annual expense of maintaining school, \$1,000.

General notes.—All the schools are maintained ten months in the year. No evening school has as yet been established. Mr. Lucky says there is as large a percentage of non-attendance in Los Angeles as in any other incorporated city in California, perhaps larger. The reason for this is found in the character of the population. The general condition of the schools is good. There is co-education in all classes and all grades; and on this point the superintendent remarks: "After an experience of thirty-four years in teaching, thirty-one of which have been in mixed schools, I am fully convinced that the intellectual, moral, and social advancement of each sex is promoted by co-education." In regard to special schools for turbulent pupils, he says: "I do not believe such schools are necessary or practicable. I am fully convinced that any person competent to teach, can so interest pupils that they may be easily governed. Troubles in government arise more from incompetent teachers than from any other cause."—(Report of City Superintendent William T. Lucky.)

STOCKTON.

Statistics.—Number of census children, June, 1875, 2,053. Primary schools, 22 classes, taught by 15 female teachers; salary of each, \$75 per month; annual expense of maintaining schools, \$11,650. Intermediate or second grade schools, 5 classes, taught by 5 female teachers; salary, \$50 per month; annual cost of schools, \$4,400. Grammar schools, 6 classes, taught by 5 male and 3 female teachers; one male teacher receives \$120 per month, the other teachers \$90 per month; total cost of maintaining schools, \$6,700. High school, 3 classes, taught by 2 male teachers, one receiving \$200 per month, the other \$170; annual cost of school, \$3,800. Colored school, 3 classes, 1 female teacher; salary, \$70 per month; annual cost of school, \$725.

Notes.—All the schools are maintained ten months in the year. No evening school.—(Report of City Superintendent George S. Ladd.)

MARYSVILLE.

The evil of non-attendance is the greatest with which the public schools of Marysville have to contend. According to the report of the school census marshal, in June last, there were 431 children in the city who had not attended school at any time during the school year. Mr. Steel says: "The law enacted to enforce the educational rights of children so effectually guards against any encroachment upon the rights of parents that it utterly fails to accomplish the purpose for which it was enacted. In my opinion, the law should be so amended as to meet cases in which parents claim to be too poor to send their children to school. In such cases, I would have the State take possession of the children, feed, clothe, and educate them from 7 to 14 years of age.

"Notwithstanding the calamity by flood with which the city was visited, the people still continue to pay a liberal tax for the support of our city schools, and the popular interest in the cause of education has not in the least abated. Comparing the present condition of our schools with that of a year ago, the primary schools show the greatest advancement."

Statistics.—Total number of census children, June, 1875, 1,057; primary schools, classes 10, taught by 1 male and 5 female teachers. Salary of male teacher, \$100; maximum of female teachers, \$80, minimum, \$50. Annual cost of schools, \$5,171. Second grade schools, classes 4, taught by 1 male and 1 female teacher, the former receiving \$120 a month, the latter \$90. Cost of schools, \$2,579. There are 4 classes in the grammar schools, taught by 1 male and 1 female teacher, whose salaries are \$150 and \$110. Cost of maintaining school, \$3,249. There is one class in the high school, taught by a male teacher, at a monthly salary of \$180. Cost of school, \$2,298. The colored school has

3 classes, and 1 female teacher at \$75 a month. Expense of school, \$892. All the schools are maintained ten months. No evening school has yet been established.

Half-time schools.—Mr. Steel recommends half-time schools as the best remedy for the evil of overcrowded school rooms. He adds, "In primary schools, pupils should be promoted from grade to grade on oral examinations, and in the higher grades on oral and written examinations combined."—(Report of City Superintendent Thomas H. Steel.)

SANTA CLARA.

General condition of the schools, good. The deportment of the pupils generally very good. Boys and girls go to the same school and recite and study together, but have separate playgrounds. The co-education of the sexes works most favorably, cultivating a desirable emulation and conducing to good morals and manners. The State course of study gives satisfaction. Number of census children June, 1875, 614. The total annual expenses of maintaining all the schools of the city are \$7,000. The schools are kept open ten months in the year. No separate school for colored children and no evening school.—(Report of City Superintendent A. Madan.)

VALLEJO.

The course of study followed in the primary and grammar schools is about the same as that adopted by the State board. The high school course varies somewhat. Many boys from 14 to 17 years of age leave school to become apprentices in the navy-yard at Mare Island, or to enter on other employments, and but few graduate. No need for special school for turbulent children; skilful teachers are able to preserve good discipline. Number of census children, June, 1875, 1,636. Total annual cost of schools, \$22,206. Schools open ten months. No evening or colored school.—(Report of City Superintendent J. G. Lawton.)

PETALUMA.

Primary schools report 12 classes, taught by 6 female teachers, receiving \$60 per month as the maximum and \$50 as the minimum. Total cost of maintaining schools, \$3,350. Intermediate, or second grade schools, 5 classes, taught by 4 female teachers, at \$55 per month. Cost of schools, \$2,200. Grammar schools, 2 classes, taught by 1 male and 1 female teacher, the former receiving \$125 per month, the latter \$70. High school, 3 classes, taught by 1 male and 1 female teacher, the former receiving \$150 per month, the latter \$90. Annual cost of school, \$2,229. Colored school, 3 classes, taught by 1 female teacher, receiving \$45 per month. Annual cost of school, \$450. All the above schools are maintained ten months in the year. There is no evening school.—(Report of City Superintendent William Elder.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

Board of instruction.—A principal, vice-principal, and seven teachers, of whom one is principal of the training school, one an assistant in the same, and one a teacher of vocal music.

Qualifications for admission.—For all, in order to enter the junior class, an age of 16 on the part of female applicants, of 17 on the part of males; for teachers, in addition, a valid certificate, State or county, of any grade; for those that have not taught, evidence of good moral character and of ability to pass an examination such as would be required to obtain a third grade certificate.

Statistics.—The average enrolment for the entire year has been 239; average attendance for the year, 234, over 98 per cent. of the average number enrolled. The graduating class numbered 45, the largest ever graduated in any one year, all having taken the full course of study and training required. Whole number of graduates, 378.

Of the school course, now occupying two years, the principal, Charles H. Allen, remarks: "The time allowed for our course of study is too short. Taking into consideration the large number of subjects upon which instruction must be given and the qualifications of those who come to us for instruction, it is impossible to secure as high a grade of scholarship as is desirable and at the same time to make them sufficiently familiar with methods of teaching to enable them to be successful in the highest degree." In view of these facts, he recommends that the time for the full course be extended to three years and that, to meet the great demand for teachers, an elementary course be established and an elementary diploma granted. A preparatory class has been kept up during the year, and has been nearly or quite self-sustaining. Mr. Allen thinks it should be continued and enlarged. The training school, also nearly self-sustaining, has been well patronized, and is of incalculable benefit to the pupils of the normal school. A considerable number of teachers have spent some time at the school for observation and instruction.

Apparatus and buildings.—The appropriation of \$3,000 for apparatus and of \$500 annually for library is being expended with great care. A very valuable collection of

shells, consisting of nearly 3,000 species, has been purchased. The school is now fairly organized and equipped in a fine building, large enough to furnish accommodations for all legitimate school exercises. The last annual commencement was held in the school building, with better accommodations than could be found elsewhere.

HOW TO OBTAIN TRAINED TEACHERS.

On this point, Mr. Bolander's recommendations are briefly these: That in the State University be established a school or faculty of education, with a four years' course of study; all students completing and passing a satisfactory examination in the first year's course, to obtain a life certificate, entitling them to teach any primary or third-grade school in the State; the second year's course entitling them to teach any school in the State not above the intermediate or second grade; the third year's course entitling them to teach not above the grammar or first grade; the four years' course, entitling them to teach in any school in the State, including high schools, normal and training schools, and the educational college of the university, and making them eligible to the office of State superintendent and instructor of normal institutes. Mr. Bolander further recommends, that the course of study of the State normal school be conformed to the one just sketched, and that any high school or college, private or public, be authorized to establish a normal school department, with a partial or full course of study as heretofore prescribed, with certain provisions which he states. Also, that any city board of education, or county board of supervisors be authorized to establish city or county normal schools, with certain provisions also stated. Mr. Bolander further suggests that teachers' institutes be changed into normal institutes.

PROPOSED NORMAL SCHOOL FOR SAN FRANCISCO.

During the year 1874-'75 the board of education elected 177 teachers to new classes, or to fill places made vacant by resignations or changes of teachers. During this same year 450 applicants for certificates to teach were examined by the city board of examination. Of this number, only 197 received certificates of qualification, and 250 failed; and of those obtaining certificates very few had ever received any instruction in the art of teaching or training in the practical duties of the school room. Until a successful normal school is established, there must needs be a great deal of indifferent work in the schools. It is not so much the fault of many young teachers that they do not do good work as it is that of the city in not providing them with the means of acquiring a professional education. Superintendent Denman recommends that the present board of education exercise the power intrusted to it by the authority of the State, and at once establish a normal school for the training of young ladies in the art of teaching. In connection with this normal school he also suggests a practice school for observation and for training teachers in the practical duties of the school room; the practice school being connected with and forming a part of the normal school, so that the theory of teaching imparted in the normal department shall be supplemented by the drill of the training classes.—(City report, pp. 43, 44.)

PRACTICAL SUGGESTIONS TO TEACHERS.

In his report, Superintendent Bolander devotes much space to some valuable suggestions for teaching the course of studies. He says: "The first care of a teacher must be, not to teach the contents of a text book the best way he can, but to winnow the chaff from the wheat. To do this his knowledge of the subject must be full and comprehensive, so that the text book shall be to him a book of reference only, to which he is never confined either in instructing or during recitation. By this means the pupils will soon come to know that the teacher's work is to teach and work with them. In the third grade the instruction should be all oral, and in all studies for which text books are provided oral instruction must almost constantly be employed to elucidate, amplify, and supplement the text book."—(Appendix to report on 'Course of Studies, &c., p. 15.

MENTAL DISCIPLINE.

Still addressing teachers, Mr. Bolander, speaking for the board of education, says: "The ultimate object of all education must be mental discipline, and not the mere acquisition of knowledge, which is simply the means by which the mental faculties and capacities are developed. Mental discipline depends upon mental labor. This labor may be of two widely different kinds; first, the pupil may be simply required to understand, or seem to understand, the statement of the text book and of the teacher in oral instruction; or, secondly, the pupil may be required to rediscover for himself the knowledge of the text book. The former is, unfortunately, most usually, if not almost universally, the only labor imposed upon the pupil; and yet the latter is the only labor which can give that mental discipline which will truly educate the child. The teacher must have a definite end in view in every lesson he assigns from a text book; he must thoroughly understand the connection between it and the preceding, and also the succeeding, lesson; and he must well weigh the steps the pupil must

take in order to obtain the full mental discipline which the mastering of the lesson will give him. The capabilities of the pupil, the difficulties of the lessons, must be studied, and determine the measure of help the pupil may require. If solely by the constant and watchful assistance of the teacher, a pupil should at last really understand a lesson, the principal mental discipline—that of gaining strength by the overcoming of difficulties—has been sacrificed, and the child's mind weakened instead of developed. On the other hand, all assistance cannot be dispensed with; the problem is, to find how much assistance is absolutely required. No inflexible rule can be devised; the individual differences of pupils must be carefully considered. This is, perhaps, the most difficult portion of the teacher's work. The thoroughness of a teacher's culture and capacity will infallibly be tested here."—(Appendix to report, p. 18.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the State report for 1875, p. 15, the number of pupils in high schools, or schools of advanced grade, is given as 3,243; but what are the studies pursued in these schools, or how far the pupils are carried in such studies does not appear, a course which was formerly prescribed for them by the State board having been abolished.

The high schools of San Francisco may probably be taken as the most advanced specimens of this class in the State. The number of instructors in the boys' high school here is 7, including the principal; pupils, 238; average number of pupils to a teacher, 34. In the girls' high school, instructors 16, including principal; pupils, 458; average number of pupils to teacher, about 28.6. The course in both these schools is good, including, for those who pursue English studies only, a fair range of mathematics, history, natural sciences, English language and literature. For those who wish to go beyond this, there are optional studies in French and German, and a classical course running up, for the boys, from the elements of Latin and Greek through 4 books of Cæsar, 6 orations of Cicero, the Eclogues of Virgil, 2 books of the Georgics, and 5 of the Æneid, with the extracts from Xenophon and Herodotus in the Greek Reader, and the poets in the Second Greek Book. For the girls, from the same elements through Cornelius Nepos, 6 orations of Cicero, Virgil's Eclogues, and 6 books of the Æneid, with 3 books of Xenophon's Anabasis, and 2 of Homer's Iliad.

Of the graduates of the boys' school, 5 entered the State University in 1875, with 13 others from the middle class, and 3 young ladies from the graduating class of the girls' school.—(Report of Superintendent Denman, pp. 39-41.)

PRIVATE SECONDARY SCHOOLS.

Two private or denominational schools for boys, 6 for girls, and 5 for both boys and girls, make report to this Bureau of an aggregate of 92 teachers and 1,020 pupils, of whom 158 were, in 1875, engaged in the study of Latin or Greek, or both, and 431 in modern languages, the remainder in English studies only. Forty of these students were preparing for a scientific course in college, and 26 for a classical course. In 12 of the schools drawing was taught, with the addition of painting in one instance; in 11, vocal music; in 10, instrumental music; 2 had chemical laboratories; 4 some philosophical apparatus; and 7 libraries of 200 to 900 volumes.

PREPARATORY DEPARTMENTS OF COLLEGES.

The reports and catalogues from 7 colleges and universities show an aggregate of 682 students in the preparatory departments of these—130 being in preparation for a classical course in college, and 378 for a scientific course.

BUSINESS COLLEGES.

Four of these institutions—the Art and Business College, Sacramento, the Sacramento Business College, Heald's, and the Pacific in San Francisco—make return for 1875 of 37 instructors and 1,000 students, of whom 15 study phonography; 133, telegraphy; 23, German; 32, French; and 29, Spanish. The first named of these adds drawing and painting to the ordinary business branches, and its return is a model of beautiful penmanship, while Heald's embraces instruction in phonography, telegraphy, German, French, and Spanish.

SUPERIOR INSTRUCTION.

ST. IGNATIUS COLLEGE, SAN FRANCISCO,

Under the care of the Jesuit Fathers, is provided with all the appliances for a practical and scientific education; a laboratory for the assaying of metals; a telegraphic department; the Ignatian Literary Society, for exercise in debate; the Philhistorian Debating Society, to promote the knowledge of history; the Loyola Scientific Academy, for the cultivation of the sciences; a college band, and singing classes, for

the promotion of musical culture. Cost of building, independent of lot, \$160,000. Library, 5,000 volumes. Number of students from July 1, 1874, to June 1, 1875, 748, with a corps of 24 professors and teachers.—(Catalogue and return for 1874-75.)

SANTA CLARA COLLEGE, SANTA CLARA,

Also under the Jesuits, offers instruction in Latin, Greek, French, Spanish, Italian, and German, as well as English, mathematics, natural sciences, metaphysics, and all the ornate branches of a complete college course. The curriculum is divided into two regular courses—the classical and commercial—besides a preparatory department. The laboratories, museums, philosophical apparatus, and libraries, are complete and offer facilities for thorough education in all departments. Professors, 1874-75, 29; students, 278.—(Catalogue for 1874-75.)

PACIFIC METHODIST COLLEGE, SANTA ROSA.

In its fourteenth year. A. L. Fitzgerald, president. Eleven members in its faculty, with 274 pupils in attendance, of whom 58 are collegiate. Course of instruction full. Library, 490 volumes.—(Catalogue and return for 1874-75.)

SANTA BARBARA COLLEGE, SANTA BARBARA,

Has been reorganized, and now offers all the advantages of a thorough academic course, comprising six departments. Modern languages receive special attention. The institution is not sectarian. Library, well assorted, of over 1,000 volumes. Preparatory and academic courses, \$175 per annum.

UNIVERSITY OF THE PACIFIC, SANTA CLARA.

A. S. Gibbons, president. Primary and preparatory, classical and scientific departments. Professors and instructors, 10. Ladies admitted to all classes and entitled to the same honors as gentlemen. Boarding hall for ladies only. Yearly expenses, \$275. Library, 1,025 volumes.—(Catalogue and return for 1875.)

COLLEGE OF ST. AUGUSTINE, BENICIA.

Incorporated, 1868. College site comprises 20 acres. Buildings commodious and inviting. Aim of the college, to give a thorough physical, mental, and religious training. It has a system of military drill connected with daily duties. Library, 600 volumes. A corps of 14 professors and teachers, with 27 preparatory and 62 collegiate students in 1874-75.—(Catalogue and return for that year.)

FRANCISCAN COLLEGE, SANTA BARBARA.

Scholastic year of only one session. There is a classical, scientific, and business course of study, with facilities for studying Latin, Greek, Spanish, French, and Italian. Nine professors and assistants. It is conducted by the fathers of the Order of St. Francis.—(Catalogue for 1873-74.)

OTHER COLLEGES.

The returns of other colleges will be found in the table further on, not, however, including two institutions for the superior instruction of young women, one of which, the Mills Seminary, Brooklyn, shows in its catalogue 23 instructors and 216 students, 21 of these being in Latin, 83 in French, 17 in German, 170 in instrumental, and 68 in vocal music, with 8 in painting and 29 in drawing. The other, the Young Ladies' Seminary, Benicia, reports 10 instructors and 80 students, of whom 50 are in its college classes. Music, drawing, painting, French, and German are taught, but the number of students in each is not specified. Both appear to possess every needed appliance for instruction and physical exercise.—(Catalogue and return to Bureau, 1875.)

UNIVERSITY OF CALIFORNIA.

From the last biennial report of the regents of the university for the years 1873-75 we collate the following:

President Gilman resigns.—On the 2d of March, 1875, President Gilman presented his resignation, which was regretfully accepted by the board, and on the 31st of the same month his official connection with the University of California terminated. Resolutions of appreciation of the public and private character of Mr. Gilman and of his services to the cause of education were adopted, and entered on the records of the trustees and faculty. Professor John Le Conte was designated to perform such duties in relation to the instruction and discipline of the university as have hitherto devolved upon the president, and on the 29th of March, President Gilman formally presented Professor Le Conte to the faculty and students and many friends of the university who were present on the occasion.

Seventh year of university work.—The university commenced its seventh year of instruction and the third year of its work at Berkeley September 24, 1875. The colleges of

agriculture, chemistry, engineering, mining, and mechanics, and the college of letters all began work at that time. The whole number of students enrolled in the classes at Berkeley was 308, a gain of 80 over the previous year. Of this number, 40 were ladies.

Many changes have been made in the mode of conducting the business of the board since the last report to the Bureau. One of the most important has been the establishment of the secretary's office at the site of the university, where he can personally oversee the expenditures of money. At the close of his administration President Gilman, at the request of the regents of the university, prepared and submitted a clear and concise statement of the progress and condition of the university, from which some of the present material has been derived.

Residences for the professors.—One of the greatest difficulties in the management of the university arises from the fact that many of the professors and instructors are non-residents. The law requires the secretary to live at Berkeley, and he moved there soon after accepting the office. Three of the professors have built houses for themselves; two occupy cottages belonging to the university, paying rent for them; one has hired another cottage in the neighborhood. Several of the younger instructors have been allowed to occupy small rooms in the public buildings, but this is all. It is of the first importance that measures should be taken to provide homes at Berkeley for all the permanent staff of instructors.

Lodging houses for students.—There is much embarrassment about lodgings for resident students. The few rooms in and about the university buildings which have heretofore been occupied by students are now required for educational purposes, and the steady and large increase in the admissions each year is without any corresponding increase in dormitory accommodations. Many applicants seeking admission, and competent to pass the examination, will hence be compelled to defer or abandon entering the university for this reason, unless lodging and boarding places be provided.

Manual labor and pecuniary assistance.—In the University of California, as in other kindred institutions, the honors of literary and scientific distinction are bestowed upon the most meritorious, without any reference to their antecedent training. During four years of the history of the university, there were five scholarships, the incumbents of which received each an income of \$500 per year from the beginning to the end of their course, and some of the most meritorious scholars here graduated owe their education to this timely assistance; but the change in the law, effected by the political code, abolished these scholarships, and no such aid is now given. The authorities of the university, however, have done all in their power to throw into the hands of those who wished it opportunities to earn money in various ways. Some have given private instruction to other students; some render assistance in various manual occupations on the grounds and elsewhere; some take care of the buildings; and some have added to their income by employment in the printing office. This printing office, primarily the gift of one of the ex-regents, has not only been found exceedingly convenient, but has been the means also of imparting to many of the students a knowledge of a useful art and of enabling many to add considerably to their income. The total amount earned by students, in various ways, is nearly six thousand dollars. The board has recently reaffirmed its policy of employing student assistants, and has made several appointments and reappointments for the next academic year. The board has also approved the policy of encouraging graduates of the university to prosecute advanced studies, and has granted leave of absence, for one year, to two of the post graduates who were acting as assistants in the college of chemistry, to enable them to pursue special study in Germany, without pay during the term of absence, but assuring them position and advanced salary upon resumption of service.

Improvements.—Work in the department of agriculture has been progressing vigorously. Two propagating houses have been constructed; a commodious and convenient building for work rooms; a well designed and convenient barn has been built, and the principal road which traverses the farming grounds has been marked out and partly graded, to facilitate the farm work. The entire domain belonging to the university includes two hundred acres, some forty of which are reserved for agricultural purposes and experiments, and the remainder to illustrate the principles and methods of landscape ornamentation, forestry, botany, and allied studies. The chair of agriculture has been filled by the appointment of Prof. Eugene W. Hilgard, Ph. D., recently of the University of Michigan.

In the college of mechanics two new instructors have recently been appointed: Professor Hesse and Professor Hoffmann; the former to give instructions in industrial mechanics and the latter in industrial drawing. An order has been sent to Darmstadt for a collection of Schröder's models illustrative of the elements of mechanism, to be purchased at an outlay of \$1,000. Professor Hesse has undertaken to make an investigation which will undoubtedly have a very important bearing upon the industries of the State, viz, an investigation of the strength of the timbers which are grown upon the Pacific coast. The results of this work will be communicated to the legislature and will be published for the benefit of all who are engaged in any department of construction.

The College of Mining has recently been organized under the direction of Professor Ashburner, and its plans will be developed as rapidly as possible. During the coming year Dr. Becker will instruct in metallurgy and Professor Hilgard will form a class in mineralogy, and this will be in addition to the instructions given heretofore. The course of instruction occupies four years, leading to the degree of bachelor of philosophy in the college or course of mining. A prize of \$50 is offered for proficiency in this department of study by the professor of mining.

The College of Chemistry is designed for those who wish to become professional chemists, either as teachers and investigators or as metallurgists, assayers, and manufacturers in chemical industries; and also for those who wish to become expert chemists preparatory to the pursuit of medicine, pharmacy, mining, &c.

The literary course is based upon history and the general scientific studies.

The classical course corresponds closely with that of classical colleges at the East.

As a part of the final examination for degrees, every candidate is required to prepare a thesis upon a subject closely related to his principal course of study. The object of this regulation is to encourage special original investigations upon important themes growing out of or suggested by the several courses of study in the university, and to afford a good opportunity for stating the results of such researches.

Library and museum.—Under the appropriation made by the legislature at its last session, extensive purchases have been made for the library, thus greatly enhancing its educational value to the students. There have been, also, many handsome private donations to the library. The collections belonging to the museum of the university, though still incomplete, are in many departments both large and valuable. The geological survey collection has been added to it. The specimens of all kinds are, by the act creating the survey, the property of the university, and will soon be opened and properly arranged.

Professor Soulé has made an elaborate report to the regents upon the water question, having in view not only the present necessities of the institution, but also the probability that a large neighborhood will require to be supplied from the springs which the university controls.

Oriental college.—By the terms of a gift of Mr. Tompkins to the university, the regents have come under obligations to establish and maintain a professorship of Oriental languages, especially of Chinese and Japanese.

At the opening of Congress in December, 1873, President Grant recommended that the Japanese indemnity fund be devoted to educational purposes. Subsequently, a bill was brought before the United States Senate, by Hon. A. A. Sargent, the purport of which is to bestow annually the income which shall be derived from the Japanese indemnity fund upon a board of seven trustees. These trustees, should the bill pass, are to maintain, in connection with the University of California, an Oriental college, which will have three objects: (1) to promote international acquaintance and good will, by assembling a body of learned teachers who shall inquire into and make known the languages, laws, religions and political institutions of the Orient; (2) to afford young Americans an opportunity to fit themselves for diplomatic, consular, mercantile, and scientific careers in Asia; and (3) to give to young Japanese an opportunity to become acquainted with the civilization of the western nations.

Instruction of young women.—When the University of California was organized its doors were freely opened to all properly qualified students above a certain age. Young ladies were admitted as well as young men. For the last six years the number taught has been respectively for each successive year, beginning with 1871, as follows: 8, 27, 39, 22, 39, and 40. One of these has graduated; 12 are members of regular courses of instruction, as candidates for degrees. But by far the larger number of these young ladies have been attendants upon special courses of instruction, especially upon the lessons of the professors of modern languages. The scholarship of those who have entered the regular courses of instruction has for the most part been excellent, and in some cases has been of the very highest rank.—Report for 1875, included in State report.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.					Number of volumes in library.	
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
College of Our Lady of Guadalupe.	2	...	45	.....	.....	.....	.....	.....	.....	.....	550
California College*...	8	1	110	48	\$25,000	\$20,000	.....	\$4,000	.....	.....	2,000
Christian College of the State of California.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hesperian College*...	9	.....	113	.....	30,000	10,000	\$1,000	4,500	.....	.....	160
Missionary College of St. Augustine.	14	0	27	62	30,000	.....	.....	20,000	.....	.....	600
Pacific Methodist College.	12	.....	193	58	36,000	.....	.....	10,000	.....	.....	1,070
St. Mary's College...	13	0	174	90	200,000	0	0	52,500	0	.....	3,500
Santa Clara College...	29	0	40	237	120,000	0	0	53,000	0	.....	14,700
St. Vincent's College*.	5	.....	.....	.....	11,520	.....	.....	.....	.....	.....	1,000
St. Ignatius College...	24	.....	(b)	(b)	.....	.....	.....	.....	.....	.....	10,000
University of the Pacific.	10	.....	109	61	60,225	35,000	3,125	6,463	.....	.....	1,025
University of California.	41	1	(c)	143	780,000	779,900	231,800	0	84,800	0	12,000
University College f...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington College...	12	.....	g4	76	32,000	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874. † Includes society libraries.
 a Board and tuition. b 625 students unclassified. c 36 students unclassified.
 d Also an amount producing \$50,000 interest per annum. e Total income for 1874-'75.
 f Suspended until July, 1876, on account of removal to another part of the city.
 g Also 14 students unclassified.

PROFESSIONAL INSTRUCTION.

MEDICAL DEPARTMENT OF THE UNIVERSITY.

The class in this department in the session of 1874-'75 was the largest ever assembled west of the Rocky Mountains. This extremely gratifying evidence of success has encouraged the faculty to renewed exertions and to provide improved facilities for teaching medicine in all its branches. The museum of the college has recently received large accessions to its collections in the various departments fitted for illustrating the lectures. It now contains some 4,000 different specimens. The library consists of 1,400 volumes. Students are admitted without regard to sex.—(Report included in the State report, pp. 381-384 of appendix.)

COLLEGE OF PHARMACY.

In accordance with the organic act of the university, the California College of Pharmacy is affiliated with the university, which confers the degree of graduate in pharmacy upon candidates recommended by the board of examiners of the college and approved by a committee designated by the regents. The reports of the officers show that the institution is in a very satisfactory condition. The several chairs of instruction are filled by able, practical men, with ample experience in the different departments over which they preside.—(Report included in State report, p. 385 of appendix.)

SAN FRANCISCO MEDICAL SOCIETY.

Organized, 1863. Object, the cultivation and advancement of the science, by united exertions for mutual improvement, and contributions to medical literature. Its chief aim is to elevate the standard of medical education. It has a large membership.

CALIFORNIA PHARMACEUTICAL SOCIETY.

Incorporated, 1871. Object, to improve the science and art of pharmacy, by diffusing knowledge among apothecaries and druggists, fostering pharmaceutical literature,

developing talent, stimulating discovery and invention, and encouraging home production and manufacture. It has 150 members, who meet monthly for business.—(Report of society for 1875.)

SAN FRANCISCO THEOLOGICAL SEMINARY.

Inaugurated by the synod of the Pacific of the Presbyterian Church in 1871, but open to students of all denominations. The qualifications for admission and the course of studies are the same as in the oldest and best theological schools of the East. Having been in active operation three years, this institution is now fully organized. It has a library of over 6,000 volumes, with free access to the Mercantile, Mechanics', and Odd Fellows' Libraries of the city. Each student receives tuition and the use of a furnished room free.—(Circular for 1874.)

PACIFIC THEOLOGICAL SEMINARY, OAKLAND.

Under the auspices of the Congregational Church, but open to all. No charge for tuition, rent of rooms, or use of furniture. The American Educational Society will render aid to the pupils of this seminary who are especially needy and who take the full course of three years. The amount bestowed will be \$80 to \$100 per year to each beneficiary.—(Circular for 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.	
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
SCHOOL OF SCIENCE.										
Agricultural, Mining, and Mechanical Arts College, (University of California.)	39	.....	154	4	.....	.....	.....	.....	\$0	.....
SCHOOLS OF THEOLOGY.										
Pacific Theological Seminary	7	2	7	3	\$50,000	\$50,000	\$6,000	.....	1,860	.....
San Francisco Theological Seminary.	4	.....	8	3	.....	280,000	.....	.....	5,004	.....
SCHOOLS OF MEDICINE.										
California College of Pharmacy..	4	.....	40	1	51,000	.....	.....	.....	590	100
College of Medicine of the University of California.	12	.....	.....	2	75,000	0	0	.....	.....	.....
Medical College of the Pacific ...	13	.....	39	2	.....	0	0	4,000	.....	0

a In money and subscriptions.

b Apparatus.

c Includes subscriptions to capital stock.

SPECIAL INSTRUCTION.

SCHOOL OF DESIGN, SAN FRANCISCO.

The School of Design was inaugurated in the beginning of the year 1873, and was the outgrowth of the San Francisco Art Association. During the first year the average number of pupils was 58; average daily attendance, 43. Second year, average number of pupils, 61; average daily attendance, 45. Number of drawings in the exhibition of the present year, 602; number of oil studies, 134. The expenses of the school for the first year, including furniture, advertising, salaries, &c., amounted to \$1,229.80; second year, \$3,184.84; total, \$7,414.64; receipts, \$6,487.53; leaving a deficit of \$927.11, which was assumed by the Art Association. Both the Art Association and the School of Design are supported wholly by the voluntary subscription of the public. The exhibition of 1875 evidenced the high standing of this art school, and the talent of its pupils not less than the superior instruction afforded by the teacher in charge.—(Mrs. S. B. Cooper.)

SAN FRANCISCO ART ASSOCIATION.

The membership of this association during the four years of its existence has increased to 596 ordinary, 108 life, and 6 honorary members. In the promotion of the fine arts in San Francisco it has done noble service.—(Mrs. S. B. Cooper.)

MECHANICS' DELIBERATIVE ASSEMBLY, SAN FRANCISCO.

Organized, 1873. Object, to discuss and promote a system of labor schools, to enable boys and girls to learn trades as a part of their education in the common schools, and provide for the education and employment of all classes of children; to prepare bills to be presented to the legislature of the State for adoption looking to these ends, and take such steps as may be necessary to secure their passage.—(Mrs. S. B. Cooper.)

CALIFORNIA ACADEMY OF SCIENCES, SAN FRANCISCO.

This academy, organized in 1853, has now a membership of nearly 500, of whom 78 are life members. The society holds its stated semi-monthly meetings in the academy buildings, and they are of marked and increasing interest. The scientific progress of the academy has been satisfactory, and valuable additions have been made to the museum. Total expenditures for the year, \$4,369.—(Mrs. S. B. Cooper.)

DURANT RHETORICAL SOCIETY, OAKLAND.

Organized, 1860, by the first freshman class of the College of California. All regular members of the university are eligible to membership. The exercises are of a purely literary character. The society assists in publishing a monthly paper called *The Berkeleyan*, devoted to science, literature, and university interests.—(Mrs. S. B. Cooper.)

OAKLAND HARMONIC SOCIETY.

Organized, 1870; object, the promotion of musical science. Society in a flourishing condition.—(Mrs. S. B. Cooper.)

HANDEL AND HAYDN SOCIETY, SAN FRANCISCO.

The leading musical society of the Pacific coast. Membership, 250. Musical concerts of a very high order are given under its auspices.—(Mrs. S. B. Cooper.)

EDUCATION OF THE CHINESE.

The State makes no provision for the education of the Chinese on the Pacific coast. The prejudice against the race is so strong that Chinese are not allowed a place in the public schools, with only a rare exception, here and there, in some lonely mountain district; and school directors, when petitioned to provide in some way for the education of Chinese children, pass the subject by, although the Chinese pay their full proportion of the taxes. As these people are already in great numbers on this coast; as they will continue to come so long as the country needs their labor; as they are beginning to purchase real estate, and will do so more and more; as year by year more Chinese children are born in this country, and as these must by and by become citizens, it is made not merely a matter of benevolence, not a matter of justice only, but also and emphatically a matter of policy and of self-preservation, to provide for their instruction, as for the children of all other people coming from foreign lands, and it might be a wise policy to adopt some plan of compulsory education in reference to them. The number of Chinese on the Pacific coast at the present time has been estimated to be about 120,000. There are said to be 19,000 in San Francisco. Probably fully one-third of those who come to this country are under the age of 21. Scarcely any of them bring their families, and all expect to return to their own land eventually; but as they become more firmly settled in business and become interested in real estate, more of them will remain here permanently. The matter of education, in view of all these facts, becomes one of most serious moment.—(Mrs. S. B. Cooper.)

CHINESE MISSION, (PRESBYTERIAN,) SAN FRANCISCO.

Mission established in 1853. Building 37 by 44 feet, two stories and a basement. The work now performed by this mission demands buildings of three times this capacity. Secular school held every evening of the week. Average attendance, 110. Studies from the alphabet to arithmetic, geography, grammar, history, together with classes in philosophy, chemistry, astronomy, algebra, and geometry. Ages of the scholars range from 8 to 30, and often men much older commence with the alphabet and press on with indomitable perseverance till they can read and write, and thus transact business with our own people with ease and accuracy. Among all the scholars the eagerness to learn is remarkable, and their progress in knowledge is, in many cases, quite astonishing. Besides the missionaries and their wives, three or four assistants are employed in teaching. The expenses of the mission are paid entirely by the Board of Foreign Missions of the Presbyterian Church, and no tuition is received from the scholars. There are also branch missions at San José and Sacramento, in each of which a lady teacher and a Chinese assistant are employed. These, likewise, are free schools, taught in the evening, the average attendance being thirty or forty. A goodly number in all these schools continue to attend for three, four, or five years; some for a much shorter period. Many Chinese youth who have received their education at our schools have been employed by their countrymen in teaching private classes, and hundreds find employment as interpreters.—(Mrs. S. B. Cooper.)

CALIFORNIA CHINESE MISSION, CONGREGATIONAL.

Eleven mission schools have been maintained during a portion or the whole of the year; three of them in San Francisco, and one in each of the towns of Antioch, Los Angeles, Oakland, Redwood, Sacramento, Santa Barbara, Santa Cruz, and Stockton. More than 1,800 Chinese have attended at some time during the year, and the close of the school year showed 483 enrolled members, and an average attendance of 300. At the close of last year but 73 were reported as having attended steadily for three months or more; this year the number under the same head is 159. Whole number of teachers employed in these schools, 16, 3 of whom are Chinese helpers. Total expenditures, \$6,504.35. The progress made in studies has been highly encouraging, and the schools are in good condition. Rev. W. C. Pond is the superintendent in charge.—(Mrs. S. B. Cooper.)

CHINESE MISSION, (BAPTIST,) SAN FRANCISCO,

Has had a prosperous year of work in the education and evangelization of the Chinese. Connected with this mission is an evening school for teaching the Chinese in the English language. Marked progress has been made during the year. The mission has a good library of several hundred volumes.—(Mrs. S. B. Cooper.)

CHINESE MISSION, (METHODIST,) SAN FRANCISCO.

This mission employs two native teachers, besides several competent English teachers. The work is rapidly increasing, and is attracting the interest and energies not only of the Methodists upon this coast but those of the East. They have a fine school building, erected at a cost of \$32,000, one-third of which was contributed by friends on this coast and the balance by the Missionary Society of the Methodist Episcopal Church. There are a well graded school and an asylum for Chinese women and girls, both of which are doing excellent work.—(Mrs. S. B. Cooper.)

CHINESE MISSION DAY SCHOOL.

This is a free day school for Chinese boys and girls, taught by an American lady, with a Chinese assistant. The teaching is both in English and Chinese, with singing and oral instruction, and lessons in needle work for the girls. The attendance ranges from 20 to 30. This school is supported by a society of ladies of different denominations, and has been in operation about seven years. They occupy rented rooms. Many of the early pupils have returned to China. Some of the boys, now grown to be young men, are finding ready employment as assistants and interpreters in Chinese business houses, and will advance into positions of wider influence and usefulness. This school is regarded as one of the most important auxiliaries in the work of education among the Chinese on the Pacific coast. It is a work that could be greatly enlarged in its scope of usefulness if more funds were at command.—(Mrs. S. B. Cooper.)

PROTESTANT ORPHAN ASYLUM.

This valuable charity has had in charge 244 children during the past year. Of this number 150 are now in the asylum, and 136 are receiving instruction in the well regulated school department. A spirit of increased emulation exists, and the advantages of the school were never so much prized by the children as now.—(Mrs. S. B. Cooper.)

LADIES' PROTECTION AND RELIEF SOCIETY, SAN FRANCISCO.

This society has provided for more destitute children during the past year than in any former year of its existence. The school connected with the institution has done good work, as was evinced by public exercises in 1875. Upwards of 200 children received instruction during the year. Girls under the age of 14 and over 2 years, and boys under 10 and over 3 years, are admitted to this home. Some of the children show remarkable proficiency. The instruction given prepares them to enter the public schools under favorable auspices.—(Mrs. S. B. Cooper.)

ROMAN CATHOLIC ORPHAN ASYLUM.

This institution has several branches. The asylum in San Francisco is a capacious brick building, valued at \$45,000. The school numbers several hundred children. The St. Joseph's Infant Asylum comprises a farm of 53 acres in South San Francisco, where several hundred more children receive the best care and thorough educational training. This latter building accommodates 800 children. The Sisters of Charity have both schools in charge. They report unprecedented success for 1875.—(Mrs. S. B. Cooper.)

ST. BONIFACE ORPHAN ASYLUM.

This asylum receives destitute children of every nationality and religious belief. It instructs them in all the branches of a primary English education. The asylum has all the children it can accommodate, and the teachers report unusual advancement in study.—(Mrs. S. B. Cooper.)

LITTLE SISTERS' INFANT SHELTER.

Although scarcely two years old, this charity has become one of the important auxiliary aids in behalf of the protection and education of the young children of mothers who are compelled to go forth to labor for the support of their families. Children are left at this institution for the day and receive tender care and faithful instruction.—(Mrs. S. B. Cooper.)

BOYS AND GIRLS' AID SOCIETY.

This society furnishes lodgings, bath, reading, library, assembly rooms, and gymnasium to the neglected and friendless boys of the city. It is a valuable charity, and has done much toward the elevation of the "hoodlum" element of San Francisco.—(Mrs. S. B. Cooper.)

PACIFIC HEBREW ORPHAN ASYLUM, SAN FRANCISCO,

Has been doing active work the past year. Many orphan children of the Israelitish faith have been protected and educated. This society, though only in the fourth year of its existence, has done much toward the relief and education of destitute children and distressed persons of maturer years. It is well organized, and proposes to enlarge its work the coming year.—(Mrs. S. B. Cooper.)

SCANDINAVIAN LADIES' RELIEF SOCIETY.

Organized, 1874. The object of this society is the founding of a home for the needy, sick, and destitute, and for the care and education of the children who belong to the destitute of the Scandinavian race. It has started under most encouraging auspices. Already much good has been accomplished, although the society is still in its infancy.—(Mrs. S. B. Cooper.)

SOCIETY FOR CHRISTIAN WORK.

This society is connected with the First Unitarian Church, and is one of the most active agencies for good. It conducts a free sewing school for the education of poor children in this industry. Over 300 children avail themselves of the advantages offered. It also distributes to the prisons, jails, hospitals, and asylums contributions of reading matter, which are deposited in a box in the vestibule of the church. During the past year there have been distributed by this society 441 books, 2,859 magazines, 4,762 newspapers, among 15 public institutions. Besides carrying much of pleasure, these documents are promotive of enlightenment and profit.—(Mrs. S. B. Cooper.)

TEACHERS' MUTUAL AID SOCIETY.

This society, organized in 1873, has done good work in the relief of sick and disabled teachers. The board of directors meets semi-monthly, at the rooms of the board of education, and mutual assistance is pledged and rendered to any teacher in the San Francisco school department who may require it.—(Mrs. S. B. Cooper.)

ST. MARY'S LIBRARY ASSOCIATION.

This society was organized in 1874, for benevolent and literary purposes. It meets semi-monthly, and its object is to provide for the temporal welfare and literary advancement of needy members of the Catholic faith.—(Mrs. S. B. Cooper.)

LIBRARIES OF SAN FRANCISCO.

We now claim to have a population of upwards of 240,000, and the three principal libraries—the Mercantile, Mechanics' Institute, and Odd Fellows'—contain about 100,000 volumes of reading matter. The Mercantile Library has 40,000 volumes and the other two 30,000 each. In addition to these there are some smaller ones, each containing five or six thousand volumes, and several circulating libraries. From the three libraries named above during the past year about 240,000 volumes were drawn, or one volume for every one of our population, including men, women, and children. From the Mercantile Library were taken 84,763 books; from the Odd Fellows', 78,700 books. Each of these libraries has a large reading room well filled with all the daily and weekly papers and magazines, and well patronized by the members of each. The membership of the three libraries amounts to 7,364, divided as follows: Odd Fellows', 3,847; Mercantile, 2,041; Mechanics' Institute, 1,476. The aggregate income from the three libraries the past year was nearly \$61,000; the expenditures \$60,400, leaving a small balance in favor of the management. The Mercantile Library charges an initiation fee of \$2 and quarterly dues of \$2 each; the Mechanics' Institute charges \$1.50 quarterly per member. The Mercantile Library is a large and massive edifice; library and chess room are on the second floor, and the reading room on the floor above. There is still a story above this. During the past year this society has printed a catalogue of its books at an expense of nearly \$12,000 for 1,650 copies. These three institutions alone are sources of vast information to our community, and help greatly to

increase the intelligence of our people. And when we add to these all the well-stored private libraries, the circulating libraries of less pretension, the vast number of books purchased annually at all the bookstores, besides the numberless newspapers and magazines taken and read, we may truly consider our intellectual advantages the crown and glory of our American citizenship.

THE MILITARY LIBRARY

of San Francisco was organized in 1873. It is sustained by officers of the National Guard of the State of California. It contains 900 volumes and 150 maps. Any person may become a member by the payment of \$5. There are no subsequent dues.

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, NEAR OAKLAND.

On the 17th of January, 1875, this beautiful structure was destroyed by fire. Fortunately there was no accident to life or limb, though most of the teachers, employés, and children lost all their effects. The directors took immediate action, and arrangements were made for the temporary shelter of the children; the annual vacation was at once declared, in place of the usual midsummer one. A committee of leading citizens came forward and gave their personal notes for a sum sufficient to erect temporary buildings, until the legislature should convene in 1876, depending on an adequate appropriation by that body. With the greatest activity, it will take two years to put up a proper building, and in the mean time the natural increase of the deaf and dumb, augmented by the vast tide of immigration setting toward this favored land, goes steadily on. Statistics prove that there is 1 deaf-mute in every 2,000 of population; of blind, about 1 in 1,500.

The total receipts from all sources during the past two years are \$101,923.22. The total expenditures have been \$101,923.22. The number of pupils received in the same period, 113: deaf and dumb, 75; blind, 38. Of these, the number remaining in the institution July 30, 1875, was 94: deaf and dumb, 64; blind, 30. The health of the inmates has been uniformly good; their conduct has also been good, and, as a consequence, the educational department has progressed satisfactorily. The temporary abandonment of a portion of the mechanical department is a source of regret, but the only remedy lies in the early reconstruction of the institution, when the present building will be restored to the use for which it was designed. The loss of this splendid stone edifice, costing \$150,000, together with all its valuable equipment, is directly traceable to its wooden roof. Besides this, the lives of its helpless inmates were imperiled, and all for the lack of the comparatively trifling outlay necessary to cover it with slate. The importance of constructing buildings intended for the care and protection of unfortunates in such a manner as to reduce the fire risk to a minimum can scarcely be overestimated.

For the last two years the discipline of this institution under its principal, Warring Wilkinson, M. A., has been maintained almost entirely by the stimulus of the roll of honor. The pupils study diligently, and are daily developing the better traits of manhood and womanhood.—(Mrs. S. B. Cooper, from appendix to State report, pp. 427-439.)

STATE PRISON SCHOOL.

The employment of the larger portion of the convicts in the workshops deprives them of the privilege of the school during the week, thus reducing the school days to Sundays. During the year the school days had an average attendance of 210, of which number 28 acted as assistant teachers. Of the 210, 156 were Caucasians, 23 Chinese, 26 Indians, 5 negroes. The different branches of study were distributed as follows: Reading and writing, 122; arithmetic, 35; English grammar, 20; German, 9; Spanish, 16; miscellaneous studies, 9. The progress made by the large majority of the pupils is satisfactory. The necessity for a rule compelling the convicts, or at least such as are without the rudiments of an education, to attend school is very apparent.

On this subject Mr. Smith, the instructor of the convicts, says: "Other things being equal, the community which is the best educated is the freest from crime. Our prison statistics show that our criminal population is generally illiterate. Many of the convicts can neither read nor write. If the State prison be a reformatory institution as well as a place of punishment, all reasonable measures should be taken to prepare the convict for a better life when his term of incarceration shall have expired; and surely to instruct him in the simpler branches of study will be a benefit to him, and indirectly to the community."

The library has 3,103 volumes, a large portion of which are historical, books of travel, and biographies. Number of prisoners who have drawn books from library, 600. Total number of books issued during the year, 17,400. A taste for reading has been developed in many of the prisoners, thus improving and benefiting them.

Mr. Smith remarks: "My observation leads me to believe that the average convict who can read is hardly less sensitive to good influences than is the average man who has never been tempted to commit a crime."—(Mrs. S. B. Cooper)

CITY AND COUNTY INDUSTRIAL SCHOOL.

Number of inmates remaining in the institution July 1, 1875, 222. Of these, 166 were boys and 56 were girls. Twenty of the States of the Union were represented and 13 foreign countries; 194 of the inmates during the year being native born and 31 of foreign birth. During the past year, besides those granted leave of absence and discharged at the solicitation of parents and guardians, 58 boys have been placed with farmers and tradesmen; 17 have been shipped into the naval service of the United States and 5 on board merchant vessels. The band of the institution, consisting of 19 boys, has made great improvement during the year, and is a pleasing feature of the school, having an elevating and humanizing influence on the inmates. Some of these boys are developing into first class musicians, and will doubtless adopt music as a profession. The library numbers 800 volumes.

In the school department there are two sessions daily. Text books employed are similar to those used in the public schools of the State. There are eight grades in the school, classified as follows: the first, second, and third grades belong to the first class; the fourth and fifth, to the second; and the sixth, seventh, and eighth, to the third class. Total in first class, 45; total in second class, 57; total in third class, 60. Whole number attending school June 30, 1875, 162. The classes, during the past year, have been closely graded. All in all, the year has been one marked by constant improvement.—(Mrs. S. B. Cooper.)

SAN FRANCISCO TRAINING SHIP JAMESTOWN.

This vessel is established under authority contained in an act of Congress of June 20, 1874, to establish marine schools, and an act of the California legislature of February 15, 1876, to establish and maintain a training ship at the port of San Francisco.

The ship is furnished by the General Government equipped for service and officered by gentlemen selected from the Navy. The city of San Francisco bears all the expense of maintaining the vessel, the management being vested in the board of supervisors of the city and county. She will be stationed in the bay of San Francisco, except when cruising for the practical instruction of the pupils on board. About one-half the time will be thus employed. The object of the training ship is declared by law to be the instruction of boys in practical seamanship and navigation and nautical evolutions, in order to fit them for duty as sailors and officers of merchant vessels. It is intended to make a charge for the admission of pupils sufficient to defray the cost of their food and clothing simply, all books and instruction being free.

In order to give to all classes opportunity of taking advantage of the benefits of the school, the city will remit all charges in cases of poor but deserving boys. The only bar to admission is conviction for crime, and no one will be received on board as punishment or in commutation of punishment for crime. The studies pursued will be chiefly nautical, practical instruction predominating, but it is also intended to give as thorough instruction in English studies as the term of service will permit. The longest term of service will be two years, and for that time the city assumes all the duties and responsibilities of legal guardian of the boys on the vessel. When boys are found at any semi-annual examination to be qualified for duty afloat, they may, with their consent, be apprenticed to regular sea-going vessels, either of the Navy or mercantile marine.

The Jamestown will be fairly in operation early in April, 1876, and will be prepared to take on board about 250 boys, should so many apply for admission. It is believed that about 200 boys per annum will be instructed and sent to sea from the training ship after she is in operation.—(Mrs. S. B. Cooper.)

LIST OF SCHOOL OFFICIALS IN CALIFORNIA.

Hon. EZRA S. CARR, *State superintendent of public instruction, Sacramento.*

STATE BOARD OF EDUCATION.

Name.	Office.	Post-office.
His excellency William Irwin	<i>Ex officio</i> president	Sacramento.
Hon. Ezra S. Carr	State superintendent of public instruction, secretary.	Sacramento.
Henry N. Bolander	Superintendent of San Francisco County common schools.	San Francisco.
W. F. B. Lynch	Superintendent of Alameda County common schools.	East Oakland.
E. Rousseau	Superintendent of Santa Clara County common schools.	Santa Clara.
S. G. S. Dunbar	Superintendent of San Joaquin County common schools.	Stockton.
F. L. Landis	Superintendent of Sacramento County common schools.	Sacramento.
A. C. McMeans	Superintendent of Sonoma County common schools.	Santa Rosa.
Charles H. Allen	Principal of the State Normal School.	San José.

List of school officials in California—Concluded.

CITY SUPERINTENDENTS.

Name.	Post-office.
Hon. William L. Luckey	Los Angeles.
Hon. Add. C. Hinkson	Sacramento.
Hon. F. M. Campbell	Oakland.
Hon. H. N. Bolander	San Francisco.
Hon. D. C. Stone, deputy superintendent	San Francisco.
Hon. L. J. Chipman	San José.
Hon. George S. Ladd	Stockton.
Hon. Thomas H. Steele	Marysville.

COUNTY SUPERINTENDENTS.

[Term, two years from first Monday in March, 1876.]

County.	Superintendent.	Post-office.
Alameda	Rev. W. F. B. Lynch	East Oakland.
Alpine	Miss Charlotte M. Pitcher	
Amador	W. H. Stowes	Plymouth.
Butte	Arthur McDermott	Oroville.
Calaveras	Charles R. Beal	San Andreas.
Colusa	Samuel Honchins	Princeton.
Contra Costa	A. Thurber	Pacheco.
Del Norte	Max Lipowitz	Crescent City.
El Dorado	John P. Munson	Placerville.
Fresno	R. H. Bramlet	Fresno.
Humboldt	E. C. Cummings	Robnerville.
Inyo	John W. Symmes	Independence.
Kern	L. A. Beardsley	Bakersfield.
Lake	Louis Wallace	Lakeport.
Lassen	S. A. Doyle	Janesville.
Los Angeles	Thomas A. Saxen	Los Angeles.
Marin	Samuel Saunders	San Rafael.
Mariposa	Richard Kane	Mariposa.
Mendocino	John C. Ruddock	Ukiah.
Merced	B. F. Fowler	Merced.
Modoc	W. T. Estes	Ceptreville.
Mono	Miss Alice Walker	Bridgeport.
Monterey	R. C. McCroskey	Salinas City.
Napa	L. Fellers	Napa City.
Nevada	E. M. Preston	Nevada City.
Placer	Engene Calvin	Auburn.
Plumas	W. S. Church	La Porte.
Sacramento	F. L. Landis	Sacramento.
San Benito	H. Z. Morris	Hollister.
San Bernardino	Charles R. Paine	San Bernardino.
San Diego	F. N. Pauly	San Diego.
San Francisco	H. N. Bolander	San Francisco.
San Joaquin	S. G. S. Danbar	San Joaquin.
San Luis Obispo	J. M. Felts	Cambria.
San Mateo	G. P. Hartley	Spanishtown.
Santa Barbara	G. E. Thurmond	Santa Barbara.
Santa Clara	E. Rousseau	Santa Clara.
Santa Cruz	W. H. Hobbs	Soquel.
Shasta	Mrs. D. M. Coleman	Shasta.
Sierra	A. M. Phalin	Port Wine.
Siskiyou	William Duenkel	Yreka.
Solano	C. W. Childs	Suisun City.
Sonoma	A. C. McMeans	Santa Rosa.
Stanislaus	W. B. Howard	Modesto.
Sutter	M. C. Clark	Yuba City.
Tehama	E. S. Campbell	Red Bluff.
Trinity	Mary N. Wadleigh	Junction City.
Tulare	R. P. Merrill	Portersville.
Tuolumne	Rose R. Morgan	Columbia.
Ventura	F. S. S. Bneckman	San Buenaventura.
Yolo	H. B. Pendegast	Woodland.
Yuba	Th. H. Steel	Marysville.

CONNECTICUT.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children between 4 and 16 years of age, January, 1874	133, 523
Number of pupils registered in winter schools.....	99, 550
Increase for the year	4, 351
Number of pupils registered in summer schools.....	89, 674
Increase for the year	2, 687
Number registered who were over 16 years of age.....	4, 266
Whole number of different pupils registered in public schools.....	119, 298
Increase for the year	4, 441
Number in other than public schools	8, 422
Decrease for the year.....	107
Number in schools of all kinds	127, 720
Increase for the year	4, 334
Number between 4 and 16 years in no school.....	13, 030
Decrease for the year.....	2, 804
Average attendance at winter schools	71, 433
Increase for the year	4, 261
Average attendance at summer schools.....	63, 052
Increase for the year	2, 147
Percentage of registration during the year on enumeration of January, 1874..	89. 34
Increase for the year	2. 93
Percentage of children in schools of all kinds	95. 65
Increase for the year	2. 82
Percentage of winter registration on enumeration.....	74. 55
Percentage of summer registration on enumeration.....	67. 16
Percentage of average attendance in winter on registration.....	71. 76
Increase for the year	1. 20
Percentage of average attendance in summer, on registration.....	70. 31
Increase for the year.....	. 29
Percentage of average attendance in winter on enumeration.....	53. 50
Increase for the year	2. 97
Percentage of average attendance in summer on enumeration.....	47. 22
Increase for the year	1. 40

TEACHERS AND TEACHERS' PAY.

Number of teachers in winter: males, 704; females, 1,897	2, 601
Decrease of males for the year, 7; increase of females for the year, 87; total increase of teachers.....	80
Number of teachers in summer: males, 258; females, 2,303	2, 561
Increase for the year: males, 12; females, 57.....	69
Number of teachers continued in the same school.....	1, 690
Increase for the year	116
Number of teachers who never taught before	539
Decrease for the year.....	79
Average wages per month of male teachers	\$71 48
Increase for the year.....	2 45
Average wages per month of female teachers	36 67
Increase for the year.....	0 62

SCHOOL DISTRICTS AND SCHOOLS.

Number of towns in the State.....	166
Number of school districts in the State.....	1, 495
Decrease for the year.....	7
Number of public schools	1, 642
Decrease for the year	6
Number of departments in public schools.....	2, 458
Number of schools of two departments	115
Number of schools of more than two departments.....	145
Whole number of graded schools	260
Increase for the year.....	24
Average length of public schools..... days..	176. 29
Increase for the year	2. 11

SCHOOL-HOUSES.

Number of new school-houses built in the year.....	40
Number of school-houses reported in good condition.....	934
Increase for the year.....	14
Number of school-houses reported in fair condition.....	504
Increase for the year.....	5
Number of school-houses reported in poor condition.....	218
Decrease for the year.....	22

INCOME AND EXPENDITURE.

Receipts.

Income from school fund.....	\$133,528 00
Received from State school tax.....	200,292 00
Received from town deposit fund.....	46,003 03
Received from local funds.....	16,064 71
Received from town tax.....	669,856 88
Received from district tax.....	502,500 80
Received from voluntary contributions.....	6,637 89
Received from other sources.....	38,064 33
Total receipts for public schools.....	1,612,947 64
Increase for the year.....	70,458 44
Amount for each child enumerated.....	12 03
Increase for the year.....	.43

Expenditures.

Amount expended for teachers' wages.....	1,021,714 07
Increase for the year.....	62,484 67
Amount expended for fuel and incidentals.....	127,055 01
Decrease for the year.....	1,533 04
Amount expended for new school-houses.....	294,223 11
Increase for the year.....	67,522 33
Amount expended for repairs of school-buildings.....	93,863 83
Increase for the year.....	39,902 96
Amount expended for school libraries and apparatus.....	7,663 82
Decrease for the year.....	426 91
Amount expended for other school purposes.....	153,044 13
Increase for the year.....	52,181 24
Total amount expended for public schools.....	1,697,573 97
Increase for the year.....	220,131 25

School fund.

Income of school fund distributed February 23, 1874.....	\$133,528 00
Dividend per child from school fund 1874.....	1 00
—(From report of Hon. B. G. Northrop, secretary of State board of education, for 1874-'75, pp. 20-23.)	

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1818, besides confirming the charter of Yale College, provided (Art. VIII, section 2,) that "The fund called the *school fund* shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public or common schools throughout the State, and for the equal benefit of all the people thereof, * * * * and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of common schools."

PROVISIONS OF THE SCHOOL LAW.*

OFFICERS.

The educational officials are a State board of education, with a secretary, who is substantially superintendent of public instruction; town school visitors; district committees; district boards of education, and an agent of the State board for the enforcement of a compulsory school law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board is composed of the governor and lieutenant-governor, as *ex officio* members, and four persons appointed by the general assembly from the four congressional

* From the revised Laws Relating to Education, 1872, with amendments, 1874.

districts, one in each year, who hold office for four years. This board has general supervision and control of the educational interests of the State; has power to direct what books shall be used in all the public schools; to prescribe the forms of registers to be kept and of returns to be made from these; and may hold, at convenient times and places, conventions of school officers and teachers, for the purpose of instruction in the best modes of administering, governing, and teaching public schools.

The secretary of the board is appointed by it, and is its main executive officer for supervision of the schools of the State, visiting them as its agent, collecting information respecting them from the school visitors, reporting annually all important matters in relation to their condition, and using every means within his power to awaken and guide public sentiment to consideration of the practical interests of education.

The town school visitors form in each township a board of six or nine members, elected by the people for three years, and divided into three classes, one of which goes out each year and is replaced by a newly elected one. These visitors are the delegates of the people in matters relating to public education; prescribe rules and regulations for the schools of the township; examine and license teachers for them; revoke the certificates of unfit teachers; present plans for new school-houses; and, through one or more of their own number, usually called acting school visitor, or visitors, make inspection of the schools at least twice in each term, reporting to the board the condition of them, with any needed suggestions as to improvements that may seem advisable. The board is to hold meetings at least once in each six months.

District committees, consisting of not more than three persons, with a clerk, treasurer, and collector, are chosen annually by the voters of each school district, or, in failure of such choice, are appointed by the school visitors of the town in which the district is situated. It is the duty of these committees to give due notice of all regular meetings of the district; to call special meetings on the written request of one-fifth of the voters, or of their own motion; to employ for the schools such teachers as may have been licensed by the visitors; to provide suitable school-rooms; to furnish these with fuel properly prepared; to visit the schools at least twice during each term; to provide books for pupils unable to procure them; to expel unruly scholars, and to give the school visitors such aid and information as they may require.

District boards of education perform in certain places, as successors to the old "school societies," essentially the same duties as school visitors, and may, like them, delegate their powers of visitation to an acting school visitor, who answers to the "superintendent" of other portions of the country.

SCHOOLS.

Besides the elementary schools—in which reading, writing, English grammar, geography, and arithmetic are to be taught, and which all well children* between 8 and 14 must (unless otherwise instructed) attend for at least three months of every year—provision is made for high schools and for a State normal school, with a primary model school attached, and for other special schools. To obtain State aid in addition to the local school funds, the schools must be held in each district for at least thirty weeks in the year, if the number of children between 4 and 16 be twenty-four or more; and for at least twenty-four weeks, if the number of such children be less than twenty-four. School-houses, with outbuildings, satisfactory to the board of school visitors, must also be provided, and the required report of the condition of the schools must have been made in due time.

Such a connection has existed between Yale College and the State government as to make that institution in some sense the State University, and the Sheffield Scientific School of that college receives now the income of the State Agricultural and Mechanical College fund, educating upon that basis a certain proportion of free pupils.

SCHOOL LIBRARIES.

Provision is made for the establishment and maintenance of libraries in every school district, and in every town maintaining a high school, the State paying one-half the expense of their first establishment and annual support, on condition that the district or town pay the other half; ten dollars at the first, and five annually thereafter, being, however, the ordinary limit of the State allowance. The board of school visitors have control of the selection, purchase, and management of such libraries, which may include philosophical and chemical apparatus.

SCHOOL FUND.

A State school fund of more than \$2,000,000 enables the State board to supplement by grants aggregating upwards of \$130,000 annually the amounts derived from local school funds or taxation for the support of public schools. It is proposed that the income from this fund be increased by investments at higher rates of interest, which may yield some \$20,300 more per annum.

* No distinction as to race or color is made in the school law.

ELEMENTARY INSTRUCTION.

PROGRESS DURING THE LAST TEN YEARS.

Ten years having now elapsed since the board of education was constituted, this is considered "a fit occasion for reviewing the record of the past decade, and noting what changes have occurred." The following table, giving a comparative view of certain items from the reports of 1865 and 1875, shows some of these changes:

	1865.	1875.	Increase.
Number of children enumerated	112, 098	133, 528	21, 430
Number of children registered, winter	77, 126	99, 550	22, 324
Number of children registered, summer	69, 057	89, 674	20, 617
Percentage of children registered, winter	68. 80	74. 53	5. 75
Percentage of children registered, summer	61. 60	67. 16	5. 56
Average attendance in winter	55. 361	71, 433	16, 072
Average attendance in summer	47, 771	63, 052	15, 281
Wages per month, male teachers	\$33 00	\$71 48	\$ 8 48
Wages per month, female teachers	18 00	36 67	18 67
Amount of town tax for schools	87, 704 00	669, 857 00	582, 153 00
Amount of district tax for schools	140, 414 00	302, 501 00	362, 087 00
Total of receipts for schools	453, 663 00	1, 612, 948 00	1, 159, 285 00
Expended for new school-houses and repairs	95, 817 00	388, 092 00	292, 275 00

It appears from this table that, while the number of children has increased in ten years less than 20 per cent., the number in school has advanced nearly 30 per cent.; that the wages per month of teachers have more than doubled; that the amount raised for schools by district tax, as also the whole amount raised, is over three and a half times as great, and the amount raised by town tax nearly eight times as great now as ten years ago. The sum expended for building and repairing school-houses increased more than fourfold. In ten years there has been thus expended nearly \$3,191,369, and the total of all expenditures has been considerably over \$12,000,000. This is, doubtless, more than had been paid for maintaining public schools in this State during the previous half century.—(Report of board of education, p. 6.)

SCHOOL FUND.

The advance in the rate of interest on this fund from 6 to 7 per cent., under the law enacted in 1872, has so increased the income that the dividend per child for the current year is larger than for any year since 1863. As the number of children in the State continues to increase, however, the rate of dividend must ere long fall back to that of recent years. The relative importance of this fund is necessarily diminishing. One generation ago its income furnished the greater part of all that was paid for teachers' wages. At the present time seven-eighths of their compensation comes from other sources.—(Report of board of education, p. 14.)

SCHOOL LAW CONCERNING APPROPRIATIONS.

Every town now receives annually from the State treasury \$1.50 for each child between 4 and 16 years of age. This is paid as well for those who seldom or never attend school as for those who attend constantly. This paying of money from the State treasury for the schooling of those who do not attend school is thought, however, unjust to towns and districts which make efforts to insure the full and regular attendance of their children. The board of education therefore recommend that a sum equal to \$1.50 for each child enumerated, the amount now paid, be distributed among the several towns in proportion to their number of enumerated children who have been actually present in public schools the previous year not less than the full time of 20 weeks; that is, 100 school days. This would act as a reward for attendance, and a penalty for neglect.—(Report of board of education, p. 14.)

ATTENDANCE.

As the result of the various measures adopted for securing increased attendance, the proportion of children in the public schools has advanced from 80.38 per cent. in 1867-'68 to 89.34 per cent. in 1873-'74. The actual increase has been about 20,000, while the increase in enumeration in the same time was about 10,000. No State in the Union has a larger portion of its children in its public schools than Connecticut. The aggregate attendance last year was 95.65 per cent. of the whole number enumerated—the highest figures ever reached in the State.—(Report of board of education, p. 8; and report of secretary, p. 31.)

IRREGULARITY IN ATTENDANCE.

While the review of the past ten years shows a gratifying progress in nearly every particular, it reveals the fact that in *regularity* of attendance there has been no im-

provement. The proportion of those registered in any term who are present each day has for several years ranged usually between 70 and 73 per cent. for the whole State. In the different towns the range has been from a little over 50 to nearly 90 per cent.; and in some districts the attendance has been even less than 40 per cent. For this wide diversity no sufficient reason can be assigned, and there is nothing that explains the low rate for the entire State, nor the fact that certain towns usually report a large and others a small percentage. A partial explanation is afforded by the fact that many of the children whom the "compulsory attendance law" brings into school remain there no longer than the law requires, viz, three months. But school terms are frequently four or five months in length, and the withdrawing of a considerable number of scholars after three months' attendance renders the percentage for such term very low. Thus the great success which has been attained in gathering children into school has had the effect of diminishing, apparently, the regularity of attendance.

It is recommended, as the most direct means of securing greater regularity, that the school law be so modified as to require every town to print each year the report of its acting visitor, and to place a copy in every household within its limits. The people of each town would then have, what is now hardly attainable, some definite knowledge of their own school affairs, and of their standing as compared with other towns. Facts and arguments could be put before them which could not fail to promote their active interest in popular education, and especially would a clear and forcible presentation of the prevalence and the evils of irregular attendance conduce to the diminishing of that great wrong.—(Report of board of education, pp. 8, 9, 13.)

LEGAL PREVENTION OF ILLITERACY.

Public sentiment is steadily growing in favor of the legal prevention of illiteracy. Stringent as are the laws on this subject, they have awakened no public opposition. A few individual malcontents among recent immigrants, mostly from Canada, have complained because their children could not be continuously employed in factories. A few parents—not a dozen in all have been heard of—openly defied the law, but as soon as they found that the law was imperative and the school officers in earnest, and that legal complaints were made out against them, they were glad to stay proceedings by compliance with its provisions. The manufacturers have, as a rule, shown a degree of liberality and interest in education worthy of commendation. A courteous reminder from the agent or secretary of the board has been sufficient to remedy occasional instances of inadvertency. Both political parties favor the law. No suggestion for its repeal has been made in the legislature, nor, so far as is known, in any caucus or public meeting in the State.

The agent of the board has rendered valuable service in securing the observance of the law. He has devoted 116 days to this work, and the total amount expended in the service was \$1,175.62.

Inquiries were made in about 500 establishments. Children under 14 years of age were employed in 232 of them, but only in 55 were such children found to have been illegally employed. Fifteen of these employed illegally but one child each, seven but two each, leaving but 33 establishments out of 232, that have employed more than two each; and a considerable number of these employed but three or four each when the returns were made. The whole number of children under 14 years of age employed in all these establishments was 2,292. Of this number 1,757 were said to have attended school some time during the preceding twelve months. Of the number that had not attended school, 174 were said to have been in the State less than nine months. The general result of the investigations is quite as favorable as could be expected.—(Report of secretary, pp. 27, 29, 31, 42, 46, 50.)

EDUCATION AND INVENTION.

The statistics of the Patent-Office demonstrate the money value of education. In the proportion of patents issued to the number of inhabitants, Connecticut still takes the lead. During the past year the number of patents granted to citizens of Connecticut was 1 to every 804. The nearest approach to this was in the District of Columbia, where there was 1 to every 901. The universal diffusion of education is the secret of the number, variety, and success of the manufacturing industries of the State, and of its long continued pre-eminence in invention.—(Report of secretary, p. 110.)

KINDERGÄRTEN.

Only two of these interesting schools for young children report themselves for 1875—one at Bridgeport, under Miss H. W. Terry and M. C. Terry, with 3 assistants, 80 pupils, and the occupations and apparatus of Fröbel; and one in New Haven, under Mrs. L. B. Newcomb, with 1 assistant and 12 pupils, this last conducted as a department of a family school for young ladies. Miss Terry speaks of another in Bridgeport, under Miss J. Baldwin, but nothing has been heard from it.

CITY SCHOOL SYSTEMS.

GREENWICH.

Town system.—A reduction of the board of visitors in this town from nine to six has reduced the cost of the school service, without impairing its efficiency, and a further reduction from six to three members may possibly be made.

Statistics.—The schools of the town are nineteen, and of these all but one were held, in 1874-75, for 200 days, 16 of them opening simultaneously on the first Monday in September, and closing at the end of the following June. The enumeration in 1875 was 1,937; and the registration for the year, 1,546; the average attendance 696, a number less by 47 than the year before. Teachers' wages have ranged from \$20 to \$50 per month for females, and from \$45 to \$120 for males. Total expense for schools, \$14,250; average per child on the number enumerated, \$7.24; on the registered number, \$9.03; on the attendance, \$20.12.—(Report of school visitors, 1875.)

MERIDEN.

City system.—The schools are controlled by a board of education composed of nine members, one of their number being the acting school visitor.

Statistics.—C. H. S. Davis, M. D., acting school visitor, gives the following general statistics: Population, 15,000; school population, 3,184; number enrolled in schools, 1,923; average attendance, 1,462; number of school-houses, 12; number of teachers, male, 7, female, 33, total, 40; number of days schools were taught, 200.

Financial summary.—Amount for fuel, janitors, repairs, &c., \$6,070.70. Salaries of teachers, \$23,662.25; salaries of school officers, \$549. Amount for new houses and lots, \$15,000; whole expense for schools, including cost of new houses, \$45,281.95. Average cost per scholar for all schools, \$15.17. Average salary of male teachers per month, \$129; of females, \$47.13. Average daily cost of schools in session, \$150.38.

General review.—The acting visitor says that in some of the primary schools the children are too much crowded. He reports, however, a very gratifying improvement in the general government of the schools; also that written examinations will be required each term. He calls attention to the great need of a high school, and argues for the introduction of Dr. Leigh's phonetic system into the lower schools. He states that drawing has been taught in all the schools, and appends some very creditable specimens of pupils' work. The schools embrace a course of study extending from the primary through the high school in a fixed order.—(Acting visitor's report, 1875-76.)

MIDDLETOWN.

City system.—There is here a board of education of nine members, and they have in their employ 24 teachers, including the city superintendent and two special teachers of drawing and singing, for a school population of 1,477. Whole registration in the schools, 1,326; average attendance, 668; neither absent nor late through the year, 13.

Evening school.—Acting under instructions from the districts in response to petitions for an evening school, the board opened such an one in room 14 of their Central School. Very little change in the arrangement of the room was required, as it had been previously arranged for those wishing to pursue a commercial course. This school was continued fourteen weeks, four evenings each week, with 2 teachers and 91 scholars, at an aggregate cost of \$250. The winter evenings were thus made pleasant to many industrious young men. The brilliantly lighted room was compactly seated with earnest learners, hastening in after working hours, for an evening's help to learn. Little need was there of admonition. All wanted the entire time of their faithful teachers devoted to instruction, and the results showed that the school met a public need.

Studies and instruction.—The only important change in the arrangement of the course of study for the day schools has been the establishment of a commercial course. At the exhibition in June, 75 books filled with original entries wrought out to trial balances, showing the condition of affairs of imaginary firms, and over 300 business documents of various kinds, were exhibited. The books and specimens gave evidence of careful attention to penmanship.

In drawing there has been a gradual advance in the grade of work. At the annual exhibition in this department about 1,500 papers from different classes were shown in the halls, and more than 400 chalk crayons on the walls. These ranged from the straight lines and curves of the youngest grade to colored drawings of plants executed by the class in botany, and geometrical diagrams, and drawings of apparatus by the classes in geometry and chemistry.

In music, instruction has been given on the same plan as in previous years, and the standard of musical knowledge and ability is steadily rising.

The apparatus has been increased by the addition of a large terrestrial globe, an induction coil, an electric battery, a signal bell, and a considerable number of other articles. In addition to the use of the apparatus in connection with recitations, the

superintendent has illustrated by it thirty-five lectures on natural philosophy, physical geography, chemistry, and astronomy. The class in chemistry visited the gas works to observe the processes carried on there, and the class in botany spent a day in collecting specimens and examining plants in their native localities.

Needs.—The acting school visitor says: There is wanted a concise arithmetic with the rules of business and fitting problems; a system of geography, describing the important features of the earth's surface, which can be learned to the end before the first principles are forgotten; a grammar brief enough to be learned in two years; and a speller with words of constant use. He speaks of the great evil of irregular attendance, and the need of some remedy for this.—(Report of board of education, 1875.)

NEW HAVEN.

City system.—A board of education of 9 members, of whom 3 go out each year to give place to as many newly elected, and a city superintendent.

Statistics.—Whole population of the city, 53,566; number of school age, 12,936; number of school-houses occupied, 25; number of rooms, 163; number of sittings, 8,591; number of teachers in day schools, including teachers in music and drawing, males, 15; females, 185; total, 200; number of pupils registered, 7,595; average daily attendance, 7211.3; percentage of attendance, .949.

The superintendent says: "It is a somewhat remarkable exhibit that the record of attendance in all the schools of the district, during the past six years, shows a variation of less than half of 1 per cent.; 95 per cent. is the standard and attainable number. Favorable circumstances may carry the average higher, but too rigid exaction is not desirable above 95 per cent."

Studies.—The English language, as a distinct study, has been almost ignored in the graded schools, but with the introduction of language lessons a new departure has been undertaken which promises improvement.

The department of vocal music has made a steady advance during this, its decennial year, and "it is not enough to say that the scholars are simply interested in the study of music—they are enthusiastic."

Vocal music was recognized as a branch of school instruction in 1865, under the charge of Mr. Jepson. His first efforts were regarded as simply experimental, and were confined to a few of the higher rooms of the grammar schools. In 1869, the number of pupils had increased from about 500 to 3,500. In 1870, the primary department was included in the course, and from that time Mr. Jepson has had under his personal tuition all the pupils in the district, numbering now over 7,000.

Drawing, under the immediate supervision of Professor Ball, has likewise made very satisfactory progress. This is the second year he has devoted his whole time to the supervision and instruction of this branch of study. The wisdom of the board is fully justified by the greatly improved quality of the work done, and the increased amount of drawings completed.

Schools.—The main facts respecting the high school may be found under the head of secondary instruction. The city training schools, organized from the upper classes of the high school, are spoken of as a now assured success, forming, through the excellent system of instruction in them, an efficient source of supply for the thirty-five to forty vacancies annually occurring in the corps of teachers. The grammar schools, ten years ago conspicuous for their emptiness, are now well filled by frequent and regular promotions from the lower schools. These lower schools, the primaries, seem to be doing well, as they always have done. The truant school, however, once a salutary receptacle for the disorderly elements from the other schools, is reported to be retrograding, partly from the large number of truantries occurring among its inmates, partly from the reluctance of parents to have their children placed in such a school. A German-English school is maintained for children of German parentage. The attendance on the evening school, held at the high school building, was about the same during the past season as in previous winters. A new evening school was opened in the basement of the Woolsey School, in Fair Haven, under the charge of Mr. Walbridge, which was attended by over 100 members. An evening school for young women was opened in the neighborhood of Newhallville, under the care of Miss F. M. Bryant. There was an average attendance of 15 or 20 in the school, and it proved quite useful. The grammar, training, and truant schools are all said to have done well.

School houses.—In 1865 the district occupied 20 school buildings, furnished with 4,567 seats; in 1875, 24 buildings, 8,339 seats. In 1865, the district owned 11 buildings, containing 3,781 seats; in 1875, 19 buildings, with 7,414 seats.

Increased attendance.—The school census of January, 1866, gives the number of those of school age as 9,031. That of January, 1875, as 12,936. The increase is 30 per cent., while the increased attendance has been 46 per cent., or 16 per cent. greater than the increase of children in the district.

Other improvements.—The number of teachers has been increased from 95 to 200. "Time tables" have been adopted, specifying what exercises are required and the

number of minutes to be devoted to each, throughout the day, in order to secure steady and uniform employment of both teacher and pupils.

Written examinations, monthly, or at least twice in each of the long terms, promote efficiency in the instruction. Penmanship is now taught systematically by all the teachers, each one being held responsible for the attainments of the pupils in this as in all other branches. Instruction in morals and manners is also included among the duties of the teachers.

Truant and ungraded schools.—Previous to the establishment of the truant school in 1871, every teacher was authorized to suspend scholars from further connection from the schools, in case of ten instances of unexcused absence and tardiness, and for repeated truancy and pointed opposition to authority. Suspension meant throwing boys out of schools upon the streets, to roam at their own will wherever objects of interest might draw them. Few parents had power to control this class of children, consequently the "street school" was largely patronized, vagrants were abundant, and the company of apt learners of habits and devices of adult criminals was largely increased. A vicious boy, desiring to escape the confinement of the school room, found the way provided, and many were not slow to take advantage of the opportunity offered.

When the Whiting truant school was opened, September, 1871, the rule of suspension was repealed, and pupils were required to be transferred to it or to one of the ungraded schools for the causes named. About the same time the board appointed a special committee to investigate the subject and report the best methods of preventing truancy. The committee reported a series of resolutions, which the board adopted, recommending, in substance, (1) that the attention of the police commissioners and the police magistrate be called to the necessity for full enforcement of the truant laws; (2) that in cases of vagrancy, truancy, and like offenses, the name of the offender be given to an officer appointed for the purpose, whose duty it should be to see the parent or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct if persisted in; (3) that for a repeated offense the name of the truant should be given to the police officers appointed by the police commissioners to enforce the truant law; (4) that whenever a pupil should prove incorrigible under the discipline of the schools, the police magistrate be notified of the same.

For a time the effect of this seemed salutary, but during the three years from 1873 to 1875, inclusive, there has been a retrograde movement, the number of trancies nearly doubling; partly from the fact that pupils whose parents object to their being put into the truant school cannot be forced to go there, and partly from the further fact that among the lawless elements there congregated, the effort to escape from the restraints of school is more frequent and more successful than elsewhere. Thus of 973 trancies in 1874, 183 were from the truant school; and of 1,046 in 1875, 338 were from the same.

In this dilemma the superintendent sees no remedy for the difficulty found but in some place of restraint to which unruly and truant boys can be sent, to be confined for a longer or shorter time, according to the circumstances of each case.—(Report of Superintendent Ariel Parish, for 1874-'75.)

NEW LONDON.

City system.—A board of education of 9 members, of whom 3 go out each year to give place for new material. The secretary of the board serves as acting school visitor.

Statistics.—Whole number of children from 4 to 16 years old, 2,201; registered in common schools, 1,893; average daily attendance in these, 1,193; in Bulkeley School and Young Ladies' High School, 128; average daily attendance in high schools, 104; whole number in common and high schools, 1,961; average daily attendance in both, 1,297; number in evening schools, 246; average attendance in these, 146; number in private schools, 40.

It is refreshing to read that while the number of children enumerated has increased little, if at all, the average number attending school is much larger, the average school term of greater length, the accommodations in the schools enlarged and improved; that teachers are more permanent, the number of experienced and accomplished ones greater, the instruction consequently more thorough, and the standard of scholarship higher. The schools are 9 in number, with 24 departments, 16 assistants' rooms, and 40 regular teachers at salaries ranging from \$150 to \$1,200. The income for schools has been \$28,104.98; the expenditure on them \$123.82 more than this.

The ordinary studies seem to have been well attended to; music has been taught faithfully and successfully by a special teacher, and great progress made; drawing has not yet been introduced. Of four graduates from the Bulkeley School two entered college.—(Report of board and school visitor, 1875.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, NEW BRITAIN.

The design of this school is strictly professional, that is, to prepare pupils for the work of organizing, governing, and instructing the schools of the State. To this end,

while instruction is given, to some extent, in the branches of study required to be taught, the main aim is to train students in the best methods of teaching those branches.

Applicants for admission must be at least sixteen years of age; must declare their full intention of teaching in the public schools of Connecticut; and must pass a satisfactory examination in reading, writing, arithmetic, geography, English grammar, and the history of the United States. Each candidate is also expected to present a certificate of good moral, and intellectual character from the acting school visitor of the town in which his home has been.

The course of study includes reading, with analysis of sounds and vocal gymnastics; spelling, with derivations and definitions; writing and drawing; punctuation; grammar and analysis of sentences; arithmetic, algebra, and geometry; political and physical geography, with map drawing; physiology, botany, chemistry, natural philosophy and astronomy; rhetoric, mental and moral philosophy; school laws; theory and art of teaching; English literature, and vocal music.

A library of 1,000 volumes is accessible to the pupils, and the institution is furnished with philosophical and chemical apparatus for illustration and practice, as well as with a large collection of minerals and fossils.

Resident instructors, 8; years in course, 2; students during the school year of 1874-75, males, 24, females, 151; graduates, 50; number of these who have engaged in teaching, 40.—(Catalogue and circular for 1873-74, with return for 1874-75.)

TEACHERS' INSTITUTES.

Nine teachers' institutes have been held during the last year. The attendance at the first was diminished by a violent storm continuing through the session. The aggregate attendance (1,088) was, however, larger than in any other year of the last decade. The experience of the year shows that these agencies are highly appreciated and need no special advocacy.

In the nearly fifty local meetings held in different parts of the State, the secretary has frequently been assisted by some one of the institute instructors. In these shorter sessions it is impossible to count the number of teachers in attendance, but at the lowest estimate it must aggregate over 500.

The institutes have been conducted with the strictest economy consistent with usefulness. The usual amount paid lecturers has been \$10 a lecture and travelling expenses. The whole amount expended for institutes during the year was \$2,533.07.—(Report of secretary, pp. 129, 130, 250.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Secretary Northrop says in his report, p. 16: "High schools have not become as numerous as is desirable. The highest departments of several of the large graded schools are virtually high schools for the surrounding regions. But tuition fees exclude many non-residents who would gladly attend, and too often an active, earnest scholar, eager to press on in the pursuit of knowledge, finds every avenue to further progress barred against him by the want of any accessible school in which the higher branches may be pursued. * * * And since the number who desire to be thus educated is, in the aggregate very large, the enactment of a law requiring every town of sufficient population to maintain a high school would be an important step toward supplying an urgent want. A larger number of schools of higher grade would be for the credit and benefit of the State."

To the same effect, the acting visitors of Meriden say, (appendix to State report, p. 206:) "Without a high school, the educational expenses of Meriden are increased several thousand dollars every year, and some of our best scholars are under the necessity of going out of town to fit for college, or to pursue higher branches that are not taught in our grammar schools. Some of the self-sacrificing poor, and more of the wealthy have sent their children abroad to seek the advantages which they should obtain at home. In this way, enough money must have been carried from the town to have secured a high school for a year, to say nothing of the probability that many of those thus educated abroad, who might prove valuable citizens, may find a permanent residence elsewhere." Nearly the same thing is said at Reading, p. 225.

On the other hand, we find that "in the grammar school at Thompsonville"—which must, from the description given of its studies, be much above the ordinary grade of grammar schools—"pupils of thoroughly studious habits and application have received instruction which previously many sought in the academies of Wilbraham and Suffield, or the high schools of Springfield and Hartford. Four boys are fitting for college at this school, one of them having already finished the required amount of mathematics."

Of the two main high schools in the State—the ones at Hartford and New Haven—the most distinct information comes this year from the latter. The acting school visitor,

indeed, says in the State report, p. 195, respecting the Hartford school, that it occupies, among the other schools, much the position that a governor does in a steam-engine, giving steadiness, precision, and efficiency both to the power applied and the machinery by which this produces its effects; that "in all the schools, teachers and scholars keep it constantly in view, and regulate the standard of scholarship, as well as many other things, by that which governs at the High School;" and that "its numbers are constantly increasing, this year showing larger accessions than ever before." And then we have from the principal, besides a circular giving its history and general course, a return showing 15 instructors and 450 pupils, of whom 100 are preparing for a classical course in college, 11 having entered college, or a scientific school, from last year's class, all interesting matter with respect to it. But from Mr. Parish, at New Haven, we get the still more full and definite statements: (1) That "at the April examination of the incoming class, 135 candidates were admitted to the High School, chiefly from the grammar schools;" (2) that these were found so advanced in their studies as to be qualified to overleap the fifth class of the High School and pass directly into the fourth, enabling the board to dispense with the fifth class, which has been only a preparatory one; and, (3) that the pupils in the different studies for the year have been distributed thus: In arithmetic, 190; algebra, 78; bookkeeping, 122; geometry, 64; German, 113; Latin, 127; English grammar, 86; English literature, 56; rhetoric, 63; astronomy, 20; botany, 61; chemistry, 67; geology, 20; natural philosophy, 67; physiology, 61; physical geography, 60; ancient history, 173; modern history, 104. The senior class, too, is said to have occupied the last half of the year 1874-'75 in reviewing the studies of the entire course—an excellent arrangement. Both schools possess good libraries and apparatus, and rejoice in valuable additions to these in the year.—(Reports for 1874-'75.)

PRIVATE SECONDARY SCHOOLS.

Ten schools for boys and eight for girls, with seventeen in which both sexes are instructed, present, for 1875, a total of 140 teachers and 1,595 pupils. Of these pupils, 334 are reported as engaged in the study of the ancient and 249 in the study of modern languages; 131 to be preparing for a classical course in college, and 40 for a scientific course. Drawing is taught in 23 of the schools thus reporting; vocal and instrumental music in 22; in 10 there is a more or less complete chemical laboratory; in 11, philosophical apparatus; and in 16, libraries containing from 50 to 1,100 volumes.

Some of these schools may possibly be public schools; but in the uncertainty respecting this, arising from the want of any definite indication, they are classed with private seminaries. The returns of some are quite defective. In two of them the number of teachers is given, but not the number of students. In 5 there is no designation of the studies in which the pupils are engaged. In all, only a portion of the students appear to be really of secondary class, the proportion of these being about one-third of the whole, as far as the statistics enable one to judge. One principal modestly doubts whether his school should be ranked among the secondaries, though in the 83 pupils whom he reports, 38 appear to be engaged in secondary studies.

The Morgan School, at Clinton, one of the schools thus reporting, founded by Chas. Morgan, esq., of New York, is the munificent gift of a merchant prince to his native place, which he left when a boy, more than sixty years ago, and has cost him from \$80,000 to \$170,000, according to different authorities. It is housed in a noble building on high ground in the centre of a large lot; is made free by an appropriation from the town; is well provided with maps and reference books, and affords the youth of Clinton opportunity for a complete school course, from primary through high school studies. The latter are arranged in two principal departments, the English and classical, and the classical. Those preparing for college take the latter. All others are expected to pursue the former.

Two bronze statues, one of Mr. Morgan, founder of the school, the other of President Pierson, of Yale, who taught at this spot the first classes of Yale College, stand in front of the school, having been unveiled with appropriate ceremonies June 23, 1875. The statues are the gift of Mr. Morgan and the work of Launt Thompson, of New York.—(Circular of Morgan School for 1875-'76, and New England Journal of Education, June 5 and July 3, 1875.)

PREPARATORY SCHOOLS.

Besides the institutions included under the two preceding heads, 4, especially though not exclusively, devoted to the work of preparing students for college, report 27 teachers and 527 students, 210 of whom are in preparation for a classical course in college and 51 for a scientific course. From these schools 49 entered the classical departments of colleges the preceding year, and 17 entered scientific institutions. Another of the same class makes return, through its catalogue, of 15 instructors and 117 pupils, but without any specific designation of the studies in which these are engaged; and still another shows in its catalogue 101 in its 4 higher classes, under 7 instructors.

The well known Hopkins Grammar School, at New Haven, and the Free Academy, Norwich, are included in the above reporting institutions—the former existent since

1660, the latter incorporated in 1854, and endowed by the citizens of Norwich with a building costing \$50,000 and a reserve fund of \$50,000 for the maintenance of the school; Mrs. H. Peck Williams giving it a library costing \$7,000 and Mrs. Wm. P. Greene a house and lot for the residence of the principal valued at \$8,000. A further endowment fund of \$50,000 was in process of collection in 1875.—(New England Journal of Education, July 24, 1875, p. 59.)

The Episcopal Academy of Connecticut, at Cheshire, one of the oldest academies in the State, established in 1796, is not among those reporting, either by return or catalogue, but is said by the New England Journal of Education, October 23, 1875, to have had in that year about 150 students on its roll.

SUPERIOR INSTRUCTION.

TRINITY COLLEGE, HARTFORD, PROTESTANT EPISCOPAL.

College system.—The system here embodies, in addition to the regular four years' course of collegiate study, (1) The now common plan of elective studies, these being, in the last year of the course, in Greek, Aristotle and Plato; in Latin, Quintilian and choice works of the Latin fathers; in ethics and metaphysics, Mansel's Philosophy of the Conditioned, Berkeley's Principles of Knowledge, and McCosh's Intuitions of the Mind; in mathematics and natural philosophy, Loomis's Practical Astronomy and Smyth's Differential and Integral Calculus; in English, Abbott's Shakesperian Grammar; in Spanish, Don Quijote; and in Oriental languages, Green's Elementary Hebrew Grammar, with parts of the Pentateuch, and Sanskrit Grammar. (2) A series of lectures delivered each year to the different classes on a variety of designated subjects, with others to the whole college on the laws of health. (3) A set of annual prizes in money or medals, for special excellence in certain specified lines of study, composition, declamation, &c.

Aid to students.—A fund of \$15,000, with apparently 47 scholarships, some entitling to free tuition only, some rising to the value of \$300 a year, enables the faculty to lighten greatly the expenses of needy and deserving students; while others of \$100 each are available to such as are preparing for holy orders.

New buildings.—On commencement day, July 1, 1875, ground was broken for the buildings to be erected on the new and elegant site purchased for the purpose two years ago, about a mile south of the old one. The ones to be erected before the summer of 1877—when those remaining in the city must be vacated—are the chapel, library, students' dormitories, lecture rooms, and professors' houses. The buildings begun are to form the western side of a great central quadrangle, the other erections for completing which and for forming two other quadrangles on the north and south will be proceeded with as the increase of the college calls for them and the funds for their erection may be secured. The trustees have voted \$300,000 for the completion of those to be now erected, which of themselves will form a seemingly perfect whole, though the addition of the others which are in the plan, will finally add much to their beauty and adaptation to collegiate use.—(Catalogue for 1875-'76, with other sources.)

WESLEYAN UNIVERSITY, MIDDLETOWN, METHODIST EPISCOPAL.

College system.—Undergraduate students have here (according to the catalogue) the choice of three regular courses of study, each extending through four years, and named, respectively, the classical course, the Latin scientific course, and the scientific course. The first embraces the usual range of studies in a collegiate curriculum. The others are designed to secure to those whose circumstances or inclinations do not permit an extended study of the classics, an opportunity to acquire a sound mental training and liberal culture, as well as a good preparation for advanced courses of scientific or technical study.

In each of the above courses, all studies are required throughout the freshman year. In the scientific course, all studies of the sophomore year are also required; but in the last two years of this course, and the last three of the classical and Latin scientific, the student is allowed to make up his quota of work by selecting from a wide range of elective studies, with some guidance from the faculty.

Co-education.—Lady students are admitted to the same privileges with young men, but very few have thus far availed themselves of this advantage, and the number of such does not seem to increase.—(Catalogue of 1874-'75.)

A new department.—The legislature of Connecticut has appropriated \$2,800 a year for the purpose of establishing an agricultural experiment station at Orange Judd Hall, Wesleyan University, where there are already very complete arrangements for carrying out the plans of those gentlemen who urged this appropriation. Great benefits are anticipated from their researches, and it is claimed that the small sum expended will save the State \$100,000 a year.—(New England Journal of Education, September 4.)

Change of head.—Wesleyan has changed its president, the Rev. Joseph Cummings, D.D., having resigned at the close of the year 1874-'75, and the Rev. Cyrus D. Foss,

D.D., a graduate of the university and a preacher of high repute, having been chosen to succeed him.

Speech of new president.—Dr. Foss is credited by the Philadelphia Evening Telegraph, of October 27, 1875, with having given at his inauguration, October 26, the following excellent advice to his students upon the subject of physical exercise: "The scholar needs brawn as well as brain, because, in order to be a scholar, he must pay the inevitable tax levied on every perpetual hard student, and also because the supreme practicable mental exertion, which is the business of his life, is directly contingent on the fineness and fullness of his physical forces. Let the student, then, give earnest heed to the care and culture of his body. It is the home, the instrument, the mould, and the eternal companion of his soul. Let him know that sipping gruel and languidly lounging over books until his midnight lamp burns low, can never make him either a scholar or a man. Let him eat beef and mutton in generous slices. Let him leap into every day as into a new paradise over the wall of eight hours' solid sleep. Let him not cross his arms behind him, drop his head, and mope along the pavement, inwardly saying, 'I am walking for exercise.' Let him stretch away over the breezy hills with fit companions, in utter forgetfulness of lessons and essays and sermons, until every drop of blood in his veins tingles with the delight of mere animal existence. Let him hurl the ball, or pitch the quoit, or tug at the oar, or poise the rifle. I would I might see our gymnasium thronged every day at suitable hours with earnest devotees to physical culture. Only let all these things be done with the distinct recognition that we have a higher nature, and in such manner and measure as to do no harm to what is best and noblest in this loftier realm."

YALE COLLEGE, NEW HAVEN.

College system.—The departments of instruction are comprehended under four divisions, as follows: the faculty of theology, faculty of law, faculty of medicine, and faculty of philosophy and the arts. Under the last named are included the courses for graduate instruction, the undergraduate academical department, the undergraduate section of the Sheffield Scientific School, and the School of the Fine Arts, each having a distinct organization.

Courses of study.—The course of instruction in the undergraduate academical department occupies four years; consists of the usual curriculum of collegiate study in institutions of high grade; is prosecuted not only through text book recitations, but also through lecture courses in each year, especially in the senior year; and entitles to the degree of bachelor of arts on the full completion of it, with the approval of the faculty and the payment of all college dues.

That in the scientific school, and those in the schools of theology, law, and medicine, may be found under the subsequent head of scientific and professional instruction.

That in the school of the fine arts covers three years, and consists of studies in drawing and painting, anatomy, composition of colors, &c., with lectures on the elements of form, the principles of perspective and proportion, and the history, theory, and practice of art. Instruction in sculpture and architecture is not yet provided for.

The course of instruction for graduates and special students is arranged for such as have passed reputably through this or other colleges, and for other persons of liberal education, not less than eighteen years of age. It is under the direction of an executive committee designated by the faculty, and may be prosecuted for a longer or shorter time, with or without reference to the attainment of a degree. Instruction is given partly by lectures, partly by recitations and by oral and written discussions, partly by directing courses of reading, and partly by work in the laboratories and with instruments. The terms and vacations correspond with those in the undergraduate departments. The courses of instruction given here are grouped at present under the following four heads: (1) Political science, history, philosophy, and English literature; (2) philology in various branches; (3) mathematical and physical science, supplemental to the course of the Scientific School; (4) fine arts, supplemental to the studies of the Art School.

Degrees.—The lower degrees are bestowed here, as elsewhere, on the passing of a successful examination at the close of the academic or scientific course. The higher ones of master of arts and doctor of philosophy are to be given henceforth only on proof of qualification for them, either in the shape of printed productions, or of work done under the eye of the faculty in a post graduate course, or of examinations well sustained.—(Catalogue for 1875-'76.)

Graduates.—As an illustration of the influence exerted by such a college, the New York School Journal of June 5, 1875, page 357, says that "Yale boasts of having educated 146 Congressmen, 43 United States Senators, 56 college presidents, 9 bishops, 14 ministers to foreign courts, 33 governors, 23 lieutenant-governors, 143 judges, and 10 members of the President's cabinet."

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.		Number of students.		Property, income, &c.						Number of volumes in library.
		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.			
Trinity College ...	15	4	0	83	\$700,000	\$300,000	\$16,000	.....	.....	\$60,000	13,000
Wesleyan University.	16	a7	0	183	533,700	367,756	31,293	.....	.....	.....	26,000
Yale College	26	8	0	642	.....	313,083	21,203	68,003	0	.....	697,000

a Partially endowed.

b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND SCIENTIFIC.

The Sheffield Scientific School of Yale College, begun in 1847, and reorganized upon a broader scale in 1860, received in 1864, by act of the Connecticut legislature, the national grant for the promotion of scientific education, under the congressional enactment of July 2, 1862. It thus became substantially the "college of agriculture and the mechanic arts" for Connecticut. Its courses of instruction for undergraduates cover three years, the first or freshman year including studies that are introductory to eight special courses, any one of which may be selected by a student after the first year. These special courses are the following: (a) in chemistry; (b) in civil engineering; (c) in dynamic (or mechanical) engineering; (d) in agriculture; (e) in natural history; (f) in studies preparatory to medical study; (g) in studies preparatory to mining and metallurgy; (h) in select studies preparatory to other higher studies. There is also a post graduate course for advanced or special scientific study.—(Catalogue for 1875-'76.)

Popular lectures for the benefit chiefly of mechanics are delivered each winter by the professors in this school, and so highly have they been appreciated, not only by the workmen in the shops, but by the townspeople generally, that every available seat is occupied each season.—(New England Journal of Education, February 6, 1876, p. 71.)

THEOLOGICAL.

The course of instruction in the theological department of Yale College (Congregational) occupies three years, including a training in Hebrew; in the exegetical study of the Greek New Testament; in systematic theology, church history and polity; sacred rhetoric and kindred themes; with optional studies in German and Sanskrit, and access to lectures in the college, the Scientific School, and the medical department. Special courses of lectures by Drs. Hall and Taylor, of New York, and by Ex-President Hopkins, of Williams College, have also added greatly to the ordinary advantages of the school in the past year.—(Catalogue for 1875-'76 and other sources.)

Library, 2,000, with means for a small annual increase. Eighty-six of its 99 students are college graduates.

The Theological Institute of Connecticut, Hartford, (also Congregational,) has a three years' course, with essentially the same studies; and six annual lectures from its three resident professors, or from others specially engaged. Library, 7,000 volumes, with \$350 for annual increase.—(Return for 1875.)

The Berkeley Divinity School, Middletown, (Protestant Episcopal,) course three years, mingles lectures with recitations in the instruction of its students; requires of candidates for admission an ability to read the Hebrew text of the Old Testament; carries them on in Hebrew throughout the course; instructs them also in the exegesis of the Greek Pentateuch and New Testament; with readings in doctrinal and pastoral theology, ecclesiastical history, evidences of Christianity, history and interpretation of the prayer book, &c. Library, 16,000. Thirty-four of its 39 students have received degrees in letters and science.—(Catalogue for 1874-'75 and return for 1875.)

LEGAL.

The law department of Yale has a course of two years, embracing the various forms of legal study, forensic composition, pleading, medical jurisprudence, &c., the aim being to make the instruction such as will not only qualify the students to become successful practising lawyers, but also contribute to make law a science worthy the study of any educated man. On every Wednesday a moot court is held, at which one of the professors sits as judge, while the students act as counsel. The lectures in other departments are open to the students, generally without additional charge. The special library of the department contains between 7,000 and 8,000 volumes, while the consulting room is kept supplied with the leading legal periodicals. The students can also draw books from the general college library.—(Catalogue for 1875-76.)

MEDICAL.

In the medical department of Yale the course of each of the three ordinary years of study is divided into a spring and winter term. In the former the instruction is by recitations and lectures combined; in the latter, by lectures mainly, with daily examinations, hospital illustration, medical and surgical clinics, and anatomical dissections. Microscopy, histology, and pathology are illustrated by a sufficient number of compound microscopes and a large collection of the best preparations. To encourage collegiate preparation for the course, a difference of a year is allowed in the period of study required for a medical diploma in favor of those who are graduates of colleges, making two years for such and three for others.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.			Number of volumes in library.	
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		
SCHOOL OF SCIENCE.									
Sheffield Scientific School of Yale College.	30	.....	224	3	.....	\$280,123	\$17,000	.....	5,000
SCHOOLS OF THEOLOGY.									
Berkeley Divinity School.....	7	.....	39	3	.....	.....	.....	.....	16,000
Theological Institute of Connecticut.	3	4	16	3	.....	.....	.....	.....	7,000
Yale Divinity School.....	10	4	100	3	.....	247,544	15,000	.....	2,000
SCHOOL OF LAW.									
Yale Law School.....	13	.....	84	2	.....	.....	.....	.....	3,000
SCHOOL OF MEDICINE.									
Medical Institution of Yale College.	9	.....	42	3	\$200,000	25,000	.....	.....	2,200

a Value of buildings and apparatus.

SPECIAL INSTRUCTION.

HARTFORD ORPHAN ASYLUM.

Children of from 3 to 12 years of age, deprived of the guardianship of their natural protectors are here sheltered, and trained in reading, writing, arithmetic, vocal music, and household industries. At 12 years of age they are indentured in families to serve till 21. Of the 60 inmates, 9 are absolute orphans, 38 half orphans, and the remainder made dependent by other means upon the care of the institution. Teachers and officers, 7.—(Return for 1875.)

CONNECTICUT INDUSTRIAL SCHOOL FOR GIRLS, MIDDLETOWN.

Stubborn and unruly girls that refuse to obey those who have the proper charge of them, truants, vagrants, beggars, those found in manifest danger of falling into habits

of vice and immorality, with such as have committed offenses punishable by fine and imprisonment, short of imprisonment for life, are put by the State under industrial and reformatory training at this institution. Ninety-eight pupils of this character, from 8 to 16 years of age, (85 white and 13 colored,) under 12 instructors, were thus in training in 1875, being taught reading, writing, arithmetic, geography, grammar, and history, with housework, sewing, laundry work, paper box making, dairy work and gardening. Of those so trained in the past, 78 per cent. are said to have become useful members of society.—(Return for 1875.)

CONNECTICUT STATE REFORM SCHOOL, WEST MERIDEN.

A change of principal at this school has resulted in a change of system. The old plan of close confinement and coercion has yielded to one of larger liberty and greater trust. The cells in which boys were locked at night have been torn away, and a light and airy dormitory formed in place of them. Fewer bolts and bars, and more appeals to a sense of honor and desire for approbation, seem now to mark the place. And thus far the system seems to be working well; the boys, in common with most human beings, loving to have confidence placed in them, and often trying to show themselves worthy of its exercise.

Training in various industries still goes forward in connection with the ordinary studies of a school, it being felt that nothing is so much needed by boys of the class here gathered as that they should go out knowing how to work, and with a capacity to sustain themselves by their exertions. Tailoring, cane seating, machine knitting, farm work, and assistance in repairs and improvements of the buildings have given useful occupation to the inmates, and with good results.

Six teachers, besides the principal, with 10 superintendents and assistants in different departments, have had under them in the past year 204 boys, 140 of whom could read books generally, 110 others read in easy books, while 40 have been in the merest elements. Arithmetic, grammar, geography, natural philosophy, and even elementary algebra have been studied, in addition to reading and writing, and in view of the material to work upon fair progress seems to have been made.—(Report for 1875.)

AMERICAN ASYLUM FOR INSTRUCTION OF THE DEAF AND DUMB, HARTFORD.

Pupils from all the New England States are received and instructed here, the number present May 1, 1875, being 218; the total number under instruction during the year preceding that date, 270; the average attendance during the year, 222. Officers, a principal and 17 instructors, besides the attending physician, steward, assistant steward, matron, and 2 assistant matrons, with a master of the cabinet shop, master of the shoe shop and mistress of the tailor shop. The employment of the pupils in these shops is considered one important means of educating them to respectable industries and preparing them for eventual self-support. Ten of the boys, after some years' instruction for three hours daily in the shoe shop, are said to be able to earn for themselves two dollars a day at shoemaking, and as many more have acquired in the cabinet shop sufficient skill at cabinet making to be able to go into a shop and support themselves. With training in these industries is combined instruction in ordinary English studies through a course of seven years, in the language of signs, and in articulation, Mr. Bell's method of "visible speech" being used in teaching this last. Forty pupils in all have been instructed in this branch one hour daily; experience, the principal says, confirming a previously expressed opinion that few except the semi-mutes and semi-deaf can be advantageously taught articulation.—(Report for 1874-'75.)

WHIPPLE HOME SCHOOL FOR DEAF-MUTES, MYSTIC RIVER.

This school was founded by Jonathan Whipple, who claimed to be the first in this country to show that deaf-mutes may be taught to talk with the organs of speech and to understand conversation by watching the motions of the mouth. This manner of communicating with the deaf is made the basis of instruction in the school. The present principal, a grandson of the founder of it, receives and instructs with the aid of two lady teachers a limited number of deaf-mutes.—(Circular and return for 1875-'76.)

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

This association held its twenty-ninth annual meeting in Hartford, October 21 and 22. The Rev. Dr. R. S. Dennen, of New Haven, delivered an able address on "True culture," and papers were read on "The school room versus health," by C. C. Dudley, of Bridgeport; "The course of study in lower grades," by Superintendent S. Crosby, of Waterbury; "Detention of the pupils after school hours," by James D. Whittemore, of New Haven High School; "The science of teaching," by O. P. Ames, of Waterbury; "The prerequisites for success in teaching," by Prof. I. N. Carlton, of the Normal School at New Britain; "Our public schools," by Dr. Judah Wechler, pastor of the Jewish congrega-

tion in New Haven; "Future education," by Superintendent Ariel Parish, of New Haven; and "Co-education of the sexes," by Prof. Homer B. Sprague, of Brooklyn, N. Y. Hon. B. G. Northrop spoke on the question "Shall we have Kindergarten schools?" and Henry Bergh, of New York, on "Superior and inferior animals." The advocacy by the Jewish pastor of the reading of the Psalms of David rather than any other portion of the Scriptures called forth a discussion characterized by very great and decided diversity of opinions.—(National Teacher, November, p. 471.)

LIST OF SCHOOL OFFICIALS IN CONNECTICUT.

STATE BOARD OF EDUCATION.

Names.	Post-office.
<i>Ex officio.</i>	
His excellency Charles R. Ingersoll.....	New Haven.
His honor George G. Sill.....	Hartford.
<i>By appointment of the general assembly.</i>	
William H. Potter, term expires 1876.....	Mystic River.
George M. Woodruff, term expires 1877.....	Litchfield.
Thomas A. Thacher, term expires 1878.....	New Haven.
Elisha Carpenter, term expires 1879.....	Hartford.
Hon. Birdsey Grant Northrop, secretary of the board.....	New Haven.

CITY SUPERINTENDENTS.

Names.	Post-office.
Henry E. Sawyer.....	Middletown.
Ariel Parish.....	New Haven.
Charles D. Hine.....	Norwich.

ACTING SCHOOL VISITORS.*

Town.	Names.	Post-office.
Bridgeport.....	Dr. A. H. Abernethy.....	Bridgeport.
Danbury.....	Dr. E. F. Hendrick.....	Danbury.
Derby.....	Rev. L. B. Baldwin.....	Derby.
Enfield.....	Dr. E. F. Parsons.....	Thompsonville.
Hartford.....	Dr. E. K. Hunt.....	Hartford.
Meriden.....	Luther G. Riggs.....	West Meriden.
Middletown.....	Samuel J. Starr.....	Middletown.
New Britain.....	Charles Northend.....	New Britain.
New London.....	Ralph Wheeler.....	New London.
Norwalk.....	Joseph W. Wilson.....	Norwalk.
Norwich.....	John W. Crary.....	Norwich.
Stamford.....	Nathaniel R. Hart.....	Stamford.
Stonington.....	Rev. A. G. Palmer, D. D.....	Stonington.

The full list of these exceeding the space at command, those of the chief towns only are given.

DELAWARE.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children of school age, (5-21)	Not given.
Number enrolled in school during the school year	19,881
Average daily attendance in schools	Not given.

SCHOOLS, TEACHERS, AND TEACHERS' PAY.

Number of schools in the State	369
Number of teachers employed in public schools	430
Number of teachers necessary to supply public schools	456
Average salary of teachers in public schools per month	\$23 23

SCHOOL INCOME AND EXPENDITURE.

Total income from taxation for schools	159,733 63
Total income from funds	33,001 37

Total from all sources	192,735 05
Expenditure <i>per capita</i> of average attendance in public schools	9 64

—(From return by Hon. J. H. Groves, State superintendent of free schools, 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1831 continued (Art. VII., section 11,) the provision of that of 1792, viz: "The legislature shall, as soon as conveniently may be, provide by law for * * * establishing schools and promoting arts and sciences."

PROVISIONS OF THE SCHOOL LAW.

From "Revised edition of the law relating to free schools," 1868, and "An act in relation to free schools," 1875.

OFFICERS.

Until 1875, the legal officers of the Delaware free school system consisted only of a superintendent for each county, a committee (called also commissioners) for each school district, and commissioners specially appointed by a county levy court, at the request of twelve or more freeholders, for the formation of new school districts and location of new schools. By an act passed March 25, 1875, a State board of education was created, and the appointment of a superintendent of free schools for the State was authorized.

POWERS AND DUTIES OF THESE OFFICERS.

The State board consists of the president of Delaware College, the secretary of state, the State auditor, and the State superintendent of free schools. It is to hold annual meetings in the capitol, at Dover, on the first Tuesday of January in each year, the president of Delaware College acting as chairman and the State auditor as secretary. Its duties are to hear appeals and determine finally all matters of controversy between the superintendent and teachers or commissioners and between school commissioners and teachers; to determine what text books are to be used in the free schools, and to issue a uniform series of blanks for the use of teachers, requiring all records to be kept and returns to be made according to these forms.

* *The State superintendent*, who must be of good moral character and mental attainments adequate to his position, is to be appointed and commissioned by the governor on the second Tuesday in April of each year, holding his office for one year, and until his successor shall in like manner be appointed. He is to visit each school once in the year, and to note, in a book kept for that purpose, the number of scholars, the condition of the school building with its grounds and appurtenances, the qualification and efficiency of the teachers, the conduct and standing of the scholars, the methods of instruction, and the discipline and government of the schools. He has power to suspend or withdraw the certificate of teachers on their refusal to comply with reasonable directions, subject, however, to an appeal to the State board; is to examine and license other teachers, keeping an accurate list of certificates granted by him, with the date thereof, and names of persons to whom they may be granted; is to give his entire

time to his supervisory duties, and not engage in any other business; and is annually, on the first Tuesday in December, to report in writing to the governor the condition of the schools, with such recommendations and suggestions as he may think proper.

As to county superintendents, the old law, apparently not yet repealed, says: "The governor shall, yearly, before the first of March, appoint a superintendent of schools in each county, whose term of office shall continue until a successor is duly commissioned." Their duties, as defined, are simply to "correspond" with committeemen and teachers, "to aid them with advice, to supply proper forms, to collect information, and report to the general assembly the state of the districts and such matters as they shall deem proper."

The school committeemen, or commissioners, (three for each school district,) are elected by the people for a term of three years, these terms, however, being so arranged that one member of the committee shall go out of office on the first Saturday of April in each year, and a successor be chosen at the same date to fill the vacancy thus created. Their duties are to assess and levy the annual school tax; to determine the site for a school building for the district, lease or purchase the necessary ground, and build or procure a suitable house as near the centre of the district as possible; to keep this house in good repair and supply it with the needed furniture and fuel; to bring actions for any injury to it; to provide a school for the district when, and as long as, their funds will enable them; and to employ teachers; none, however, to be employed who do not hold certificates from the State superintendent. They may dismiss a teacher, may make regulations for the government of the school, and by these may provide for the expulsion of a scholar for obstinate misbehavior.

SCHOOLS.

The elementary schools thus established are made "free to all the white children of the district over five years old.*" High schools do not seem to enter, thus far, into the view of the State system, though they exist, under special legislation, in the chief towns of the State. Normal, classical, and scientific instruction has been provided for by adopting Delaware College, Newark, as the State college, and instituting normal and agricultural departments in connection with it.

SCHOOL FUND.

A permanent school fund of considerable amount, with an annual revenue derived from marriage and tavern licenses and various other sources, enables the State government to supplement quite liberally the sums raised by local taxation for the support of free schools.

INSTITUTES.

Under the new law the holding of a teachers' institute in each county, at least once a year, for three days, is made the duty of the State superintendent—all the teachers of the county to attend.

CITY SCHOOL SYSTEMS.

WILMINGTON.

School officers, a board of education of 30 members, of whom one-third are changed each year, with a city superintendent.

Statistics.—Number of school-houses, 17; number of rooms, 98; number of sittings for study in day schools, 4,932; number of schools, 21; whole number of teachers in day schools, 98; number of pupils enrolled, 6,033; average number belonging, 3,813; average daily attendance, 3,505; average number of pupils to teacher based on the number belonging: in high schools, 20; in grammar schools, 36; in primary schools, 42.

Grammar and high schools.—Superintendent Harlan says these schools are centres of interest. The long established policy of promoting the best teachers to them, and of making for them liberal provisions otherwise, has made them the pride of the city. In them is a corps of teachers who work early and late and who spend time and money freely for their own intellectual improvement. These schools put a thorough English education within the reach of every boy and girl in the city, with the addition of the elements of Latin for the boys. The high schools graduated their first classes July, 1875.

Promotion of pupils.—Examinations for promotion are held twice each year, during the last week of each of the two terms. The last third of the terms is spent in reviewing what was gone over the first two-thirds of the terms. The questions are prepared by the superintendent and sent to the schools in sealed envelopes, the envelopes not to be opened until the pupils are ready to begin the examination. Pupils while under examination are not to have any communication among themselves or with other pupils, nor to be assisted in any way; nor are they to be permitted to use any book or

*On the petition of the colored population of the State, provision was made by an act passed March 24, 1875, for the taxation of colored citizens and the establishment of schools for colored children from the proceeds of such taxation through the Delaware Association for the Education of Colored People.

anything else from which they can get information. All the pupils of a class have the same questions. The written answers are given to the teachers, who mark them according to a scale previously agreed upon. These examination marks and the marks during the last four weeks of the review, the number of absences and age of each pupil examined, are sent to the superintendent, who makes up the list of those to be promoted. In case of doubt of the scholarship of a pupil, he consults the teacher. To prevent overwork in school hours, the superintendent recommends that the children of the primary schools learn all their lessons at school, except that the older ones learn their reading lessons at home, where they can practise them aloud.

Teachers' institute.—The teachers of the public schools, organized into an institute under the presidency of the principal of the boys' high school, were instructed by a series of lectures on such topics as Kindergarten schools, teaching, methods of instruction, higher education, &c. This organization, the superintendent says, has been one of the most important agencies in improving the schools.—(Report of Superintendent D. W. Harlan for 1874-'75.)

TRAINING OF TEACHERS.

The preparation of teachers for the free schools is attended to in the normal department of Delaware College, Newark. By an act of the legislature, the conditions of which have been accepted by the trustees of the college, the faculty are required to furnish free instruction of a suitable character to ten students from each of the three counties of the State, whenever such students, on presenting themselves for admission, shall bind themselves to teach in the free schools of the State for not less than one year.

The members of the legislature are authorized to make the appointments to the scholarships thus established, each member being entitled to make one.

The course of study in this department extends through three years, embracing the branches of a good English education and the most approved methods of teaching these.

Candidates must be at least 16 years of age, must bring satisfactory evidences of good moral character, and must sustain an examination in the rudiments of primary English studies.

A diploma is to be given to such students as complete, with approval, the full three years' course, and a certificate of merit proportioned to the progress made to such as remain for less than the full time, but not less than one year.—(Circular of Delaware College.)

TEACHERS' INSTITUTES.

These means of improving teachers already in the schools are required by the new school law to be held by the superintendent in each of the counties of the State at least once a year, with at least a three days' session, and all the teachers of the county in which the session may be held are to attend unless unavoidably detained.

The institute in Wilmington, for teachers of the city schools, has been already mentioned.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only high schools respecting which distinct information comes for 1875 are those of Wilmington, one of which is for boys and one for girls. The former reports 6 teachers, including the principal, with 77 pupils; the latter, 5 teachers, including also the principal, with 44 pupils. The course of study in the boys' school is given, including a very fair selection of secondary English branches, with Latin, from the grammar into Virgil, at least the first two books of the *Æneid* being read. The examination questions indicate considerable thoroughness. The course in the girls' schools is said by the superintendent to be "nearly the same," probably omitting the Latin.—(Reports of principals in city report.)

OTHER SECONDARY SCHOOLS.

The private and denominational schools of this class reporting themselves include 2 for boys, 1 for girls, and 4 for the two sexes together. These present the following statistics: Teachers, 36; pupils, 487, an average of about 13½ pupils to a teacher; in classical studies, 166; in modern languages, 105; preparing for classical course in college, 59; preparing for a scientific course, 32. All but 1 of the 7 schools give some instruction in drawing; all but 2, in vocal music; 6, in instrumental music. One has the aid of a laboratory in its chemical training and 2 of a philosophical cabinet in their teaching of natural philosophy. Four have libraries, numbering, respectively, 150, 400, 500, and 1,000 volumes.

This summary includes some schools specially named in that for 1874.—(Returns to Bureau for 1874-'75.)

SUPERIOR INSTRUCTION.

DELAWARE COLLEGE, NEWARK.

The classical course here requires that the candidate for admission be at least 14 years of age, give satisfactory evidence of good moral character, and sustain an examination in arithmetic, geography, English grammar, history of the United States, elements of algebra, Latin—from the grammar through the reader, Cæsar or Sallust, and Cicero's select orations, into Virgil; but how far is not said—and Greek, from the grammar through the reader and two books of Xenophon's Anabasis.

The course of study after admission extends through four years and leads to the degree of bachelor of arts.

A literary course for ladies extends through three years, omitting the higher mathematics and substituting one of the modern languages for Greek.—(Circular of college.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC DEPARTMENT OF DELAWARE COLLEGE.

The scientific course of this college omits the Latin and Greek from its requisites for admission, examining the applicant only on English studies. Latin and French or German are embraced in the course after admission, scientific studies, however, seeming to predominate. The course is three years, and, when completed with approval, entitles to the degree of bachelor of philosophy.

The agricultural course, also of three years, is largely devoted to instruction in practical agriculture and horticulture, with the mathematical and scientific studies related to these. French or German is optional in this course.—(Circular of college.)

Statistics of a college and school for professional instruction, 1875.

Name of college and school of science.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Delaware College.....	7	0	0	41	\$75,000	\$83,000	\$5,000	\$1,000	\$3,000	\$0	27,200
SCHOOL OF SCIENCE.											
Agricultural department of Delaware College.*				34							

* Statistics included in those of the college.

a Includes society libraries.

EDUCATIONAL CONVENTIONS.

DELAWARE STATE TEACHERS' ASSOCIATION.

At a county teachers' institute, held at Middletown, Del., in October of the present year, a committee was appointed to call a meeting during the winter, for the purpose of organizing a State Teachers' Association. In response to the call, a number of gentlemen and ladies met in the High School building, in Wilmington, on Thursday, December 30, 1875.

There are about three hundred teachers employed in this State, but in consequence of unfavorable weather, and perhaps other causes, the attendance was small. A temporary organization was made, a committee appointed to prepare a constitution and by-laws, and a recess voted in order. The committee, during the recess, prepared a plan of organization, which was adopted by the meeting with little discussion, and the machinery of an association was in working order. Sixteen persons enrolled themselves as members. The following officers were elected: President, Prof. E. D. Porter, of Newark College; vice-president, City Superintendent D. W. Harlan, of Wilmington, for New Castle County; (as there were no members from Kent and Sussex Counties, no other vice-presidents were elected;) secretary, William Reynolds, of Wilmington;

treasurer, Miss E. D. Frazer, of Wilmington. The officers of the association, consisting of the president, three vice-presidents, (one from each county,) the secretary, and the treasurer are to constitute the executive board. The by-laws provide that the annual meeting shall be held at such time during the summer vacation as the executive board shall select, and continue not more than three days.

Remarks on the advantages of an association of this character, and its influence upon the cause of education, were made by different members, and the meeting was adjourned.—(New England Journal of Education, January 15, 1876.)

LIST OF SCHOOL OFFICIALS IN DELAWARE.

STATE BOARD OF EDUCATION.

Names.	Post-office.
W. H. Purnell, LL. D., president of State College, president.....	Newark.
J. C. Grubb, secretary of state	Wilmington.
J. H. Groves, State superintendent of free schools.....	Smyrna.
N. Pratt, M. D., State auditor, secretary.....	Milford.

STATE SUPERINTENDENT OF FREE SCHOOLS.

Name.	Post-office.
James H. Groves	Smyrna.

CITY SUPERINTENDENT OF PUBLIC SCHOOLS.

Name.	Post-office.
D. W. Harlan	Wilmington.

FLORIDA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons of school age, (6-21:) Males, 47,786; females, 46,736.....	94, 522
Number enrolled in schools during school year.....	32, 371
Number in average daily attendance.....	28, 306
Average duration of school in days.....	132

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in public schools.....	796
Number necessary to supply these schools.....	1, 000
Average salary of male teachers per month.....	\$50
Average salary of female teachers per month.....	30

INCOME AND EXPENDITURE.

Receipts.

Income from State tax for public schools.....	\$14, 785
Income from local taxes for public schools.....	155, 867
Total from taxation for public schools.....	170, 652
Interest on permanent school fund.....	17, 500
Revenue from other funds.....	800
Total receipts.....	188, 952

Expenditures.

For sites, buildings, and furniture.....	No record.
For libraries and apparatus.....	No record.
For salaries of superintendents.....	\$15, 600
For salaries of teachers and miscellaneous expenses.....	No record.

—(Return from Hon. William Watkin Hicks, State superintendent of public instruction, for 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

From 1845 the constitutions of the State have contained provisions for retaining as a separate fund for the use of schools the proceeds of all lands granted for that purpose; those of 1861 and 1865 requiring further that the general assembly should take such measures as might be necessary to preserve from waste or damage lands so granted or appropriated for educational purposes.

The constitution of 1868, article IV, section 22, directed the Legislature to provide by general law for incorporating educational and other useful associations, and in article V, sections 17, 19, 20, placed a superintendent of public instruction on the list of executive cabinet officers, county superintendents of common schools among the county officers, and made the governor and cabinet a board of commissioners of State institutions. In article VII, section 7, it gave to the superintendent of public instruction "the administrative supervision of all matters pertaining to public instruction, the supervision of buildings devoted to educational purposes, and of the libraries belonging to the university and common schools." Article VIII, on education, declared it "the paramount duty of the State to make ample provision for the education of all children residing within its borders, without distinction or preference," directed the legislature to "provide a uniform system of common schools and a university, and provide for the liberal maintenance of the same," instruction in them to be free; made the official term of the superintendent of public instruction four years; designated the sources from which the common school fund should be derived; made the interest of this exclusively applicable to the support and maintenance of common schools and the purchase of suitable libraries and apparatus therefor; devoted a special State tax of not less than one mill on the dollar annually to the same purpose; required each county to raise annually by tax for the support of common schools a sum not less than half the amount apportioned to it that year from the income of the school fund; and made the superintendent of public instruction, secretary of state, and attorney-general a board of education for the State, the superintendent to be president.

PROVISIONS OF THE SCHOOL LAW.

From School Law of the State of Florida, revised by Charles Beecher, superintendent of public instruction, 1872.

OFFICERS.

The officers of the department of public instruction are a State board of education, with a State superintendent of public instruction as president, boards of public instruction, and superintendents of schools for each county, and local school trustees, with treasurers and agents. Term of office, not exceeding four years, during good behavior.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State board of education embraces the superintendent of public instruction, the secretary of state, and the attorney-general. Its duties are: (1) To hold and manage all lands granted to or held by the State for educational purposes; to fix the terms of sale, rental, or use of such lands, and to do whatever may be necessary for the preservation and improvement of them. (2) To have the direction, management, safe keeping, and expenditure of the educational funds of the State. (3) To audit the accounts of the superintendent of public instruction. (4) To entertain and decide upon questions and appeals respecting school matters referred to it by him. (5) To remove any subordinate officer in the department of instruction for incompetence or neglect of duty. (6) To use the available income of the university or seminary fund of the State in establishing, at such place as may offer the best inducements, one or more departments of the contemplated State university, beginning with a normal and preparatory department. (7) To keep in view the establishment, on a liberal basis, of a university to instruct youth in the professions of teaching, medicine, and law; in the knowledge of the natural sciences; in the theory and practice of agriculture, horticulture, mining, engineering, and the mechanic arts; in the ancient and modern languages; in the higher range of mathematics and literature, and in useful and ornamental branches not taught in the common schools.* (8) To co-operate with the superintendent of public instruction in the organization of the department of instruction and in the diffusion of knowledge in the State.

The superintendent of public instruction has "the oversight, charge and management of all matters pertaining to public schools, school buildings, grounds, furniture, libraries, text books, and apparatus."

It is his duty (1) to prepare and cause to be distributed among school officers and teachers the needful number of copies of school laws, forms, instructions, &c.; (2) to provide plans and specifications for the construction of school buildings, with directions concerning furniture, apparatus, &c.; (3) to call meetings of county superintendents and other officers, for obtaining and imparting information on the practical workings of the school system and the means of promoting its efficiency and usefulness; (4) to assemble teachers in institutes and employ competent instructors to impart information on improved methods of teaching and conducting schools; (5) to grant certificates to graduates of the normal school of the university and to successful teachers, as well as fix the grades and standards of qualification of teachers generally; (6) to annually apportion the interest on the common school fund and the fund raised by a one mill tax on property among the several counties of the State according to the number of persons between the ages of 4 and 21 residing therein; with such other things as properly belong to his position.

The county boards of instruction, each of which has the county superintendent of schools for its secretary and agent, have the titles of the school property of the counties vested in them and their successors in office.

Their duties are to obtain possession of all such property and manage it for the promotion of the best interests of education; to locate and maintain, in every locality in the county where they may be needed, schools to accommodate, if possible, all the children of school age; to appoint, on the recommendation of the patrons, trustees for these schools, and employ such teachers as may be satisfactory to the trustees; to provide for each school a dry, airy, healthful, pleasant, and conveniently central site, of not less than one acre in the rural districts and as nearly that amount as practicable in villages and cities; to do whatever they may deem expedient with regard to constructing, repairing, furnishing, warming, ventilating, and improving the school-houses; procuring for the schools the proper apparatus and text books, with books and stationery for the teachers' use; grading and classifying the pupils, and providing separate schools for the different classes in such manner as will secure the largest attendance and promote harmony and advancement among those that may attend. They are also to establish schools of higher grades where the advancement and number of pupils require them, and establish and maintain school libraries. The examining and licensing of teachers for the county schools belong to them, as well as the settlement of the salary of the county superintendent and the performance of all acts necessary for the promotion of the educational interests of the county.

* Such a university is provided for in the constitution of 1868.

The county superintendent of each county is to make timely inspection of the county with a view to the selection of localities for schools, the ascertainment of the number of children to attend them, and the aid for them that may be looked for from the citizens. He is to present to the board of public instruction plans and estimates for the construction of school buildings and improvements. He is to visit each school at least once in each term and make thorough examination of its condition, of the progress of the pupils, of the discipline maintained, and everything affecting its efficiency, giving such advice as he may deem proper; is to do all in his power to promote an interest in education; to select and frequently confer with proper school trustees; to keep a record of all schools established; to notify the State superintendent of the names and addresses of county school officers and teachers; to examine candidates for teaching when authorized to do so by the county board; and, where that board proves neglectful of its duty in respect to the establishment of schools, is to endeavor to remedy the neglect.

School trustees have, for the districts in which they are appointed, essentially the same duties to perform as to the schools with the county superintendents, only that their inspection of schools is to be once a month instead of once a term, and that they are to report quarterly to the superintendent of their county. They have also the whole management and oversight of the school property, the supply of text books and apparatus for the schools, and the power of expelling or suspending refractory pupils.

SCHOOLS.

The schools established under the State law appear to be of the primary, intermediate, grammar, and high school grades; the studies in them to be spelling, reading, writing, arithmetic, geography, and history in the lower grades, with such others in the higher as are "usually taught in high schools." The school day is of six hours; the school month, twenty-two days; the school term, three school months; and the school year, three terms. School age, 6-21.

The State Agricultural College, provided for by legislative action in February, 1872, and located in Alachua County in 1873, is meant to be supplementary to the system of common schools and to afford means for free higher education.

SCHOOL FUNDS.

The permanent school fund is derived from the proceeds of lands granted by the United States for educational purposes, from donations by individuals for such purposes, from appropriations by the State, from the proceeds of escheats or forfeitures and property granted to the State the purpose of which is not specified, from moneys paid for exemption from military service, from fines collected under the penal laws, from such portion of the *per capita* tax as may be prescribed by law, and from 25 per cent. of the sales of public lands owned by the State.

In aid of the interest from this, a special tax of not less than one mill on the dollar of taxable property is levied and apportioned annually for the support and maintenance of common schools, each county getting its share in proportion to the number of residents between 4 and 21 years of age, on condition of its raising not less than half the amount of what is to come to it and of keeping open its schools for at least three months in each year.

ELEMENTARY INSTRUCTION.

SCHOOL CENSUS.

No report of schools in this State having been printed for 1875, in consequence of the legislature to which such report is referred having now biennial sessions instead of annual, the following letter, received from the State superintendent, as the report of the Bureau goes to the press, embodies the only information to be had respecting the school population beyond what is contained in the general statistical summary before given.

"A general census of the State was taken last year, in accordance with a statutory enactment, and from it we find that the number of persons in the several counties between 4 and 21 years of age is as follows: Alachua, 7,860; Baker, 870; Bradford, 1,495; Brevard, 276; Calhoun, 576; Clay, 871; Columbia, 2,773; Dade, 50; Duval, 7,013; Escambia, 4,751; Franklin, 555; Gadsden, 4,663; Hamilton, 1,574; Hernando, 1,273; Hillsborough, 1,936; Holmes, 940; Jackson, 4,242; Jefferson, 6,370; Lafayette, 1,109; Leon, 8,642; Levy, 1,000; Liberty, 321; Madison, 5,562; Manatee, 1,216; Marion, 5,002; Monroe, 4,934; Nassau, 2,156; Orange, 1,342; Polk, 977; Putnam, 2,091; St. John's, 1,146; Santa Rosa, 2,984; Sumter, 1,456; Suwannee, 2,039; Taylor, 718; Volusia, 945; Wakulla, 980; Walton, 1,566; Washington, 1,014.

"The total number on register in the several counties is as follows: Alachua, 1,982; Baker, —; Bradford, 508; Brevard, —; Calhoun, —; Clay, —; Columbia, 195; Dade, —; Duval, 1,929; Escambia, 587; Franklin, 187; Gadsden, 1,785; Hamilton, 538; Hernando, 564; Hillsborough, 848; Holmes, 228; Jackson, 1,403; Jefferson, 2,396;

Lafayette, 518; Leon, 3,604; Levy, 556; Liberty, 178; Madison, 1,753; Manatee, 490; Marion, 1,982; Monroe, 956; Nassau, 1,008; Orange, 576; Polk, 227; Putnam, 663; St. John's, 414; Santa Rosa, 1,029; Sumter, 350; Suwannee, 724; Taylor, 264; Volusia, —; Wakulla, 336; Walton, 607; Washington, 331."

The superintendent writes further: "We are at present engaged in taking a special census from which we shall obtain the number of deaf-mutes, of blind, of orphans and half-orphans, and the grade of scholarship of each person taken. When these returns are all in and digested, I shall be happy to send you the result."

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law requires the establishment of "schools of higher grades of instruction where the advancement and number of pupils require them," and the State superintendent kindly furnishes the following list of such schools at present existing, thus: "The high schools of the State are the Douglas (colored) and Sears (white) High Schools at Key West; the Duval (white) and Stanton (colored) High Schools at Jacksonville; the Peabody (white) High School at St. Augustine; the Madison High School at Madison; the Lincoln Academy (colored) at Tallahassee; the Midway, near Miccosukee, in Leon County; the Quincy Academy at Quincy; the Jefferson High School at Monticello; the Franklin High School at Apalachicola, and the Pensacola High School at Pensacola. These are all high schools in the sense that their curriculum of studies embraces Greek, Latin, chemistry, natural philosophy, astronomy, physiology, botany, and all the higher branches of arithmetic. The East and West Florida Seminaries, situated at Gainesville and Tallahassee, are not included in this list and rank as distinct institutions." Whether all the above are strictly public high schools does not quite appear.

OTHER SECONDARY SCHOOLS.

A Roman Catholic school for girls at Jacksonville reports to the Bureau of Education 8 teachers, without either the number of scholars in it or the classification of these. Drawing and vocal and instrumental music taught. Another, at Key West, reports 14 teachers and 353 scholars, of whom 40 were in a classical course and 153 in modern languages. Drawing and vocal and instrumental music are attended to, and there is a library of 900 volumes.

Three schools for boys and girls—the Cookman Institute, Jacksonville; the Masonic Academy, Milton; and Christ Church School, Pensacola—report a total of 8 teachers and 167 pupils, 39 of whom were in a classical course and 13 in modern languages. In the last named school the course marked out is abundantly full, reaching up not only to Latin but Hebrew, though how far it is prosecuted is not told. The Cookman Institute has a library of 50 volumes and the Masonic Academy one of 1,000. Other appliances for instruction appear to be yet incomplete.

SUPERIOR, SCIENTIFIC, AND SPECIAL INSTRUCTION.

Respecting these various forms of instruction matters are yet in their infancy in this State, and information as to the measures on foot for the promotion of them has to be waited for till the publication of the State report for 1875 and 1876.

LIST OF SCHOOL OFFICIALS IN FLORIDA.

STATE BOARD OF EDUCATION.

Names.	Post-office.
Hon. William Watkin Hicks, superintendent of public instruction, president.....	Tallahassee.
Hon. Samuel B. McLin, secretary of state	Tallahassee.
Hon. William Archer Cocke, attorney-general	Tallahassee.

List of school officials in Florida—Concluded.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Alachua	L. G. Dennis	Gainesville.
Baker	J. W. Howell	Sanderson.
Bradford	J. M. Johns	Starke.
Brevard	W. H. Sharpe	Fort Pierce.
Calhoun	Alexander Hawkins	Iola.
Clay	Ozias Buddington	Green Cove Springs.
Columbia	A. A. Hoyte	Lake City.
Dade	E. T. Sturtevant	Biscayne.
Duval	J. F. Rollins	Jacksonville.
Escambia	George Lindsay	Pensacola.
Franklin	John Howe	Apalachicola.
Gadsden	Samuel Hamblin	Quincy.
Hamilton	J. H. Roberts	Jasper.
Hernando	T. S. Coogler	Brooksville.
Hillsborough	W. F. White	Tampa.
Holmes	J. A. Vaughn	Cerro Gordo.
Jackson	C. E. Harvey	Marianna.
Jefferson	Robert Meacham	Monticello.
Lafayette	J. C. Ramsay	New Troy.
Leon	Joseph Bowers	Tallahassee.
Levy	F. E. Faitoute	Bronson.
Liberty	M. J. Solomon	Coe's Mills.
Madison	B. F. Tidwell	Madison.
Manatee	J. F. Bartholf	Pine Level.
Marion	W. I. Tucker	Ocala.
Monroe	J. W. Locke	Key West.
Nassau	C. M. Lewis	Fernandina.
Orange	W. C. Roper	Apopka.
Polk	W. B. Varn	Bartow.
Putnam	R. Chadwick	Platka.
St. John's	O. Bronson	St. Augustine.
Santa Rosa	D. H. Colson	Milton.
Sumter	A. P. Roberts	Leesburg.
Suwannee	George R. Thralls	Live Oak.
Taylor	J. S. Sappington	Shady Grove.
Volusia	C. G. Selleck	Port Orange.
Wakulla	G. Jaineche	Crawfordville.
Walton	J. L. McKinnon	Uchee Anna.
Washington	Thomas Hannah	Vernon.

GEORGIA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number white children of school age, (6-18).....	218, 733
Number colored children of school age.....	175, 304
Total	394, 037
Number of confederate soldiers under 30 years of age.....	6, 854
Number white pupils enrolled: Males, 54,458; females, 44,292.....	98, 750
Number colored pupils enrolled: Males, 22,131; females, 21,847.....	43, 978
Estimate for 13 counties not reported in the above: White, 15,898; black, 11,290.	
Total number enrolled: Whites, 114,648; colored, 55,268.....	169, 916
Average attendance.....	105, 766

TEACHERS AND TEACHERS' PAY.

Neither of these items is included in the State report, nor do they appear in the return to the Bureau of Education.

SCHOOLS.

Number public schools for white children.....	2, 790
Number public schools for colored children.....	879
Average monthly cost of tuition per pupil in public schools.....	\$1 73
Amount of the same paid by the State.....	88

Private elementary schools.

Number of private elementary schools.....	820
Number of instructors in same.....	903
Number of pupils: White males, 11,786; females, 10,089; colored males, 2,118; females, 2,058.....	25, 451
Average number of months taught.....	3½
Average monthly cost of tuition per scholar.....	\$1 88

Private high schools.

Number of private high schools.....	104
Number of instructors in same.....	171
Number of young men attending.....	3, 087
Number of young women attending.....	2, 292
Total	5, 379
Average monthly cost of tuition per scholar.....	\$3 13

Colleges from which reports were received.

Number colleges reporting statistics.....	17
Number of instructors in same.....	96
Number of young men attending.....	845
Number of young women attending.....	1, 184
Total	2, 029
Average monthly cost of tuition per scholar.....	\$4 71

INCOME AND EXPENDITURE.

Receipts from July 1, 1874, to July 1, 1875, at the treasury.

Poll tax.....	\$3, 792 83
Tax on shows and exhibitions.....	2, 069 50
Half rental Western and Atlantic Railroad.....	150, 000 00
Poll tax 1875 will be.....	140, 015 00
Total available fund from State	295, 877 33

Expenditures for the same period.

Amount apportioned among counties from the treasury.....	\$151,304 00
Poll tax retained in counties.....	140,015 00
Expenses of office, salaries, postage, printing, &c.....	4,828 22
Paid printing for 1874, (bills presented 1875).....	635 19
	296,782 41

Raised in cities and counties under local laws for support of public schools in their limits, and expended on same.....	\$144,000 00
Sum actually expended by State on public schools.....	291,319 00

Total sum expended in State on public schools..... 435,319 00

—(From report of Hon. Gustavus J. Orr, State school commissioner, for 1874-75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1777 provided for the erection of schools in each county, to be supported at the general expense of the State; but this was not continued in subsequent revisions.

That for 1798, article IV, section 13, said: "The arts and sciences shall be promoted in one or more seminaries of learning, and the legislature shall, as soon as conveniently may be, give such further donations and privileges to those already established as may be necessary to secure the objects of their institution."

It was not until 1868 that the legislature was required to provide, at its first session after the adoption of the constitution of that year, for "a thorough system of general education, to be forever free to all children of the State," the expense to be provided for by taxation or otherwise.

PROVISIONS OF THE SCHOOL LAW.

From the Public School Laws of Georgia, of general operation and now in force, 1875.

OFFICERS.

The official staff is composed of a State board of education, State school commissioner,* county boards, and county commissioners of education.

POWERS AND DUTIES OF THESE OFFICERS.

The State board is composed of the governor, attorney-general, secretary of state, comptroller-general, and State school commissioner. Its main duties appear to be to hold in trust the educational funds of the State; to authenticate by seal its acts and all important acts of the State school commissioner; to advise with him when he is in doubt as to his official duty; to hear appeals from his decisions on questions touching the construction or administration of the school law, and to render a judgment which shall be final and conclusive upon the matter in issue.

The State school commissioner is the chief executive officer of the board; is appointed by the governor and confirmed by the senate; is charged with the administration of the system of public instruction and a general superintendence of business relating to the common schools of the State. He apportions the school funds; he prescribes suitable forms and regulations for school reports; he issues these to the local school officers, with such instructions as may seem necessary for the organization and government of schools. As often as possible he must visit the several counties of the State, to examine into the administration of the school law, to counsel with school officers, and to do what else may best subserve the interests of popular education. And annually he must make report of all school matters to the general assembly, with such statement of plans for managing and improving them as he may think important. His salary, originally \$2,000, has recently been reduced, it is said, to but \$800, though faithful and able service has been done by the incumbent.

The county boards of education are composed of five freeholders, selected by the grand jury of each county, and hold office for four years, but with the arrangement that every two years the seats of two or three are filled by new elections, intermediate vacancies, if they occur, being filled by the judges of the superior courts. They hold regular sessions every three months; must lay off their counties into school districts, and establish in these primary or graded schools up to a high school, according to circumstances; must locate these in the most convenient and economical position. They are empowered to employ teachers for the schools, making contracts with them in writing; to purchase, lease, or rent school sites; to build, repair, or rent school-houses; to pur-

* The office of State school commissioner was created by the constitution of 1868.

chase maps, globes, and school furniture; and make all other arrangements of this kind necessary to the efficient operation of the schools. They are invested with the custody of all school property in the districts under their care; may receive gifts, grants, donations, and devises made for the use of public schools within their respective counties; must make arrangements for the instruction of the white and colored children in separate schools, but as far as possible provide the same facilities for both races as respects attainments and ability of teachers and length of school term; must prescribe text books and books of reference for the schools, not excluding the Bible, and act as a court of local appeal in school matters. The only compensation allowed for the performance of their duties is exemption from road, jury, and militia duty.

The county commissioners are elected by the county boards from their own number, or from other citizens of the county, for terms of four years; act as secretaries of the boards; have the examination and licensing of teachers for their counties, and may revoke licenses, for such causes as incompetency, immorality, cruelty, or neglect of the business of the school; must keep records of all such proceedings, and report them annually to the State school commissioner; must visit the schools of their counties at least twice in each year, with a view to the increase of their usefulness and the elevation of their standard; must take or cause to be taken quadriennially a census of the school population of their districts, at such times as may be designated by the State commissioner, noting separately whites and blacks, males and females; and must make report to the State commissioner of this census, and all other needful information respecting private schools, high schools, colleges, and other institutions of learning within their counties, in order to a full view of educational facilities. They also apportion the school fund to the districts, disbursing it upon the order of the county board, and act as agents of the county board in procuring school furniture and apparatus. Compensation not over \$3 a day for all time actually employed in the discharge of official duties.

SCHOOLS.

The schools of the State, under this system, are "primary or graded schools, up to a high school," the last, however, being mainly limited to the cities. The studies rise from the elements of orthography, reading, writing, arithmetic, English grammar, and geography, up to a fair range of commercial and classical instruction. Separate schools for whites and blacks are required by law, the same facilities, however, to be provided, as far as practicable, for both races. Provision is also made for evening schools for such as cannot attend the day schools, and for one or more self-sustaining manual labor schools in each county. Admission is free to all the children residing in the subdistricts where the schools are located. The school year is required to be at least three months, and in ordinary cases six. The school age is from 6 to 18 years.

No normal schools have yet been provided by State authority, but a normal department exists at Atlanta University, a private normal school with 165 pupils at Waynesborough, two others, with small attendance, for members of the colored race, and a few normal classes in schools.

A State University exists at Athens, with a State Agricultural College connected with it, but without any special link of connection with the lower schools. A branch of the agricultural college has been established at Dahlonga. There is also a State institution for the deaf and dumb at Cave Spring and a State academy for the blind at Macon.

SCHOOL FUNDS.

The annual State school fund is derived from a poll tax, a special tax on shows and exhibitions, and on sales of spirituous liquors; a charge on exemption from military service; endowments, gifts, devises and bequests to the State or State board of education; educational funds and incomes not belonging to the State university, and one-half the net earnings of the Western and Atlantic Railroad; aggregate yield, nearly \$300,000. This is used to supplement the means derived from local subscriptions for the support of schools, being apportioned to the several counties and school districts on the basis of the number of youths in each between 6 and 18 years of age.

No permanent school fund seems to have survived the war, beyond the interest of the State in the Western and Atlantic Railroad.

ELEMENTARY INSTRUCTION.

PROGRESS.

The commissioner says: "Since the inauguration of public schools in this State, there has been a constant increase in the number of children reached by the system. In the year 1871, there were enrolled in the schools as follows: White pupils, 42,914; colored pupils, 6,664; total, 49,578. In the year 1872, there were no public schools in the State, except those under local laws, in consequence of a misapplication of school funds, which occurred previously to that date. In 1873, the attendance was as follows: Whites, 63,922; colored, 19,755; total, 83,677; being an increase over the attendance of

1871 of 34,099. The enrolment in 1874 was as follows: Whites, 93,167; colored, 42,374; total, 135,541; increase over former year, 51,864. For the year 1875 the attendance, exclusive of fourteen counties not reported, has been as follows: Whites, 105,990; colored, 50,359; total, 156,349; increase over the attendance of 1874, 20,808. The figures above given, though far from being satisfactory, afford much ground for encouragement."—(From State school commissioner's report, 1875, p. 5.)

AID FROM PEABODY FUND.

The commissioner further says: "I take pleasure in again expressing the obligations of the people of Georgia to the trustees of the Peabody fund for substantial aid rendered to our public schools. The report of Rev. B. Sears, D. D., general agent, shows the following contributions to schools in Georgia, for the year ending July, 1875: Griffin, \$2,000; Columbus, \$900; Savannah, \$800; Atlanta Normal School, (colored,) \$500; Dalton, (colored,) \$300; Rabun Gap, \$300; Grove Level, \$300; nine hundred and fifty-sixth military district, \$300; Brown Institute, \$300; Cedar Town, \$300; Liberty County, (colored,) \$300; eight hundred and seventy-fourth military district, \$300; total, \$6,900.

Donations not included in the statement above were made to other schools in the State of Georgia during the year 1875, the statement coming down, as mentioned, to July of that year."—(From State school commissioner's report, 1875, p. 14.)

CITY SCHOOL SYSTEMS.

ATLANTA.

City system.—The board of education consists of twelve members elected by the mayor and common council, one-third retiring every two years. The mayor is *ex officio* a member of the board, and the city superintendent is *ex officio* its secretary.

General statistics.—Population, 32,000; children of school age, (6-18:) White, 7,238; colored, 3,124; total, 10,362. Number enrolled in white schools, 2,358; in colored schools, 1,269; total number enrolled, 3,627. Enrolled in high schools, 277; in grammar schools, 3,350. Number of teachers in high schools, 6; in grammar schools, 51; total, 57. Average number of pupils to teachers, 44. Number of high schools, 2; of grammar schools, white 5, colored 3; total number of schools, 10. Total cost of schools for the year, \$49,458.10; cost per scholar, based on total enrolment, for tuition, \$10.54; on average attendance, \$15.21. Cost per scholar, including all expenses, on total enrolment, \$13.63; on average attendance, \$19.67.

The superintendent says: "There are five grammar schools for white and three for colored children. Some of these, in the lower grades, have been much crowded, and another year's progress will render increased accommodations necessary." He therefore recommends that the present buildings be enlarged. He says that of the 57 teachers now in the schools, 36 have been employed since the opening in February, 1872, and have shown great ability both in instruction and discipline. The normal class of public school teachers meets every Saturday morning. Their work for the past year has been unusually interesting and profitable. In addition to the usual essays, lectures, and discussions, they have taken as regular studies physical geography, botany, and geology.

Three examinations of applicants for teachers' positions have been held during the year; number of applicants, 65.

Written examinations are held each month on the work of that month, the teachers preparing the questions. These examinations determine the monthly scholarship of the pupils, which is reported to their parents or guardians. Written examinations are held at the close of each of the three terms, for which the superintendent prepares the questions. Public oral examinations are held at the end of the first term in December and at the end of the school year in June.

Pupils.—Of the 10,362 pupils enrolled in the schools during the year, 32 were non-resident, and, in accordance with the rules of the board, were required to pay a tuition fee of \$25 per annum in the grammar schools and of \$40 in the high school.

The graduating class of the girls' high school numbered 18 and that of the boys' high school, 9.

Colored schools.—During the year the number of pupils in the colored public schools has been 1,269. From two to three hundred have had to be refused admission for want of room. The superintendent recommends that as soon as practicable a new house be built in the western part of the city to meet this want.—(Annual report of Superintendent B. Mallon, 1875.)

SAVANNAH.

City system.—There is here a board of public education composed of twelve members, who have the control of the public schools of the city of Savannah and the county of Chatham, with a city superintendent under them.

Statistics.—The number of children enrolled in the city public school during the year was 3,577; the average attendance, 2,745. Number of teachers, including teachers of modern languages and calisthenics, males, 11; females, 50; total, 61. Average enrolment of pupils to teacher, 61; average attendance, 47. Number of buildings under control of the board, 7. These buildings are divided into apartments, affording accommodations for 19 primary, 16 intermediate, 15 grammar, and 8 high school classes. These school-rooms are well furnished and, with a few exceptions, well adapted to the end for which they are used. The total expenses of schools during the year have been \$48,350.94; cost per scholar, on total enrolment, \$11.15; on average attendance, \$15.12.

Review.—The organization of the schools remains the same, with the exception of an additional class in the boys' primary school and the extension of the colored schools by renting six more rooms, which furnish accommodations for 675 pupils.

Out of an enrolment of 4,572 children in the city and county public schools, only 3 have died.

The normal class, the primary object of which is instruction in theory and practice of teaching, was kept up during the year. The weekly meetings of this class were attended by the regular public school teachers, and also by a number of ladies, who were desirous of qualifying themselves for teaching.

The usual oral and written examinations were held. At the end of each term the various classes were subjected to written examinations. The superintendent says: "With a view of ascertaining the relative progress of corresponding grades in different schools, most of the questions for the examination in July were prepared by myself. The results, although unequal, were, in the main, satisfactory. The examination papers, as a general thing, were remarkably neat in their execution and correct in their scholarship."

Two classes, consisting of 19 girls and 8 boys, having finished the prescribed course of study, were graduated at the close of the year. The course embraces the work generally covered by city school systems.

The superintendent recommends the admission of non-resident pupils to the high schools, which are never full, upon the payment of tuition fees.—(Annual report of Superintendent W. H. Baker, 1875.)

NORMAL TRAINING.

MEANS TO MORE EFFICIENT TEACHING.

On this topic Mr. Orr writes: "There is great lack of efficient, well qualified teachers for our public schools. It is needless to say that money paid to an incompetent teacher is poorly expended. In extreme cases of incompetency, the money so expended is absolutely wasted, and this is not the worst part of the evil. Mental habits are sometimes formed by pupils under such instructors which result in absolute and often permanent damage. Besides, modes of teaching and discipline have been much studied of late years, and every intelligent educator knows that great advances have been made in these respects. It is but a truism to say that a teacher without the requisite knowledge cannot instruct. It is not so evident, but nevertheless it is just as true, that one with the requisite knowledge, but without professional training, acquired either in a school for teachers or in the actual labor of the school-room, cannot do the most efficient work. A good corps of well trained, thoroughly efficient teachers would do more, perhaps, to popularize our public schools and to render our school operations efficient than any single cause. The want of well qualified teachers for our white schools has been much felt.

"The want of the white schools in this respect, however, is small in comparison to that of the colored schools. It has been impracticable to put colored schools in operation at all, in some places, in consequence of the lack of competent instructors. We shall not succeed in commending our public schools to the confidence of an intelligent public till the State takes some steps to supply the want of which I have been speaking. I therefore recommend that an annual appropriation of \$10,000 be made for establishing two normal schools for whites, one to be located in the northern and the other in the southern portion of the State, and that the law making an appropriation of \$8,000 to the Atlanta University be repealed, and that, in lieu thereof, \$10,000 be annually appropriated for establishing a normal school for colored pupils."—(From State school commissioner's report, 1875, pp. 8 and 9.)

NORMAL SCHOOLS AND CLASSES.

As was said under the head of schools, a normal department exists in Atlanta University, with 169 pupils in 1874-75, and a normal school with 165 pupils at Waynesborough. Teachers for colored schools are also in training at the Storrs School at Atlanta and in the preparatory school of Clark University, number not known.

The county superintendent of public schools in Bibb County reports the existence of three distinct normal classes in the public schools, during the years 1874-75, viz:

A class for teachers in the Macon city schools, a class for white teachers of country schools, and a class for colored teachers of country schools; the first holding weekly, and the other two, monthly meetings. At these meetings reports are rendered, school difficulties discussed, and methods of instruction illustrated.—(Educational Journal of Virginia, May, p. 318.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The only facts respecting schools for secondary instruction to be obtained from the report of the State school commissioner refer to private high schools. There were 174 such schools kept in 1875, having 171 instructors and a total attendance of 5,379 students, of whom 3,087 are young men and 2,292 young women. The average monthly cost of tuition was \$3.13.

In 77 of these schools the course embraces Latin or Greek, or both; in 9, modern languages; while in several, "languages" are mentioned without more specific designation; and in others the course is said to be "academical," or "usual high school course." "Mathematics" and "sciences" are generally reported as a portion of the course.—(Statistical table No. 5, pp. xxiii-xxvi, of State report.)

The public high schools at Atlanta contained, in 1875, 277 pupils, under 6 instructors, and graduated 27 in the summer of that year. Those of Savannah had 8 high school classes, with 7 teachers and 237 pupils. The course here is three years for boys, embracing Latin, French, and German, and four years for girls, embracing the same. The boys may also study Greek.

OTHER SECONDARY SCHOOLS.

Besides the above, 12 institutions, devoted largely to secondary training, report 28 instructors, with 653 pupils. Of these pupils, 246 are reported to have been engaged in classical studies and 14 in modern languages, 135 to have been preparing for a classical course in college, and 27 for a scientific course. In 4 of the 12 schools drawing is taught; in 6, vocal music; in 5, instrumental music; while 5 report chemical laboratories and 4 some philosophical apparatus. Only 3 of the 12 report libraries, of 150 to 3,000 volumes.

In the preparatory schools of colleges for males and females, there are reported 630 students additional to both the previously mentioned classes, making 6,662 in secondary schools.—(Returns to Bureau of Education, 1875.)

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SUPERIOR INSTRUCTION.

UNIVERSITY OF GEORGIA, ATHENS.

The university comprises five departments: the academic, the State College, law, medical, and North Agricultural College, at Dahlonega. The academic department is divided into 8 schools: (1) of Latin languages and literature; (2) of Greek language and literature; (3) of modern languages; (4) of belles-lettres, including rhetoric, criticism, and æsthetics; (5) of metaphysics and ethics; (6) of mathematics; (7) of natural history and astronomy; (8) of chemistry, geology, and mineralogy. The separate schools are so arranged as to be combined into several departments, which thus offer systematic courses of education of different types of culture. The State college department embraces schools of agriculture, engineering, and applied chemistry. State scholarships in this department (entitling the student to free tuition) are granted to as many students, residents of the State, as there are members of the house of representatives and senators in the general assembly.—(Catalogue, 1875.)

OTHER COLLEGES.

Atlanta University.—This university admits to its advantages both sexes, without regard to race, color, or nationality. It was founded by the American Missionary Association in the South, and the association, the Freedmen's Bureau, and the State of Georgia have furnished the means for its support. The last session of the legislature (1875?) passed an act appropriating \$8,000 annually to the uses of the university, (to be paid upon the approval of its expenditures by the board of visitors of the State University,) upon condition that the institution shall educate free of tuition one pupil for every member of the house of representatives, to be nominated by the members. The curriculum embraces college, preparatory, normal, and higher normal courses, with a theological class.—(Catalogue, 1874-'75.)

Bowdon College, Bowdon, (non-sectarian,) is for both sexes; has preparatory, collegiate, irregular business, and normal courses.—(Catalogue, 1873-'74.)

Of *Clark University,* Atlanta, still in its infancy, the only report reaching the Bureau for 1875 is one presented to the Georgia conference, under whose care it is. This report indicates in general terms, without statistics, an increase of both teachers and students,

an improvement in the buildings, and a prospect of the early initiation of college classes proper.—(The Methodist, October 27, 1875.)

Emory College, Oxford, has classical, mathematical, and scientific courses; also a full course in English literature. There were, in 1875, 152 pupils, with 8 instructors. (Report of State school commissioner, 1875, p. xxvii.)

Mercer University, Macon, has at present three departments: the college of liberal arts, the department of theology, and the school of law. The scheme of instruction in the college of liberal arts includes two courses of study, viz, the classical and the scientific. Each of these courses has a carefully arranged curriculum, between which applicants have an election.—(Catalogue, 1875.)

Pio Nono College, Macon, (Roman Catholic,) opened in 1874, under the supervision of Rt. Rev. Bishop Gross. The plan of instruction consists of three courses: a preparatory, lasting one year; a classical, lasting six; and a commercial, supposed to last three years, but the time may vary according to the talents and progress of the student.—(College catalogue, 1874-75.)

• COLLEGES FOR WOMEN.

Fifteen institutions claiming this rank report to the Bureau 93 instructors and 1,364 students. Of the instructors, 23 are in preparatory departments, and of the students 470 are in the same. Of the students in the college courses proper, 863 are regular, 20 special, and 11 post graduate. For fuller statistics, see Table VIII of the appendix.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Atlanta University.	6	0	40	19	\$100,000	\$0	\$0	.....	\$8,000	\$300	3,600
Bowdoin College *...	4	...	23	45	5,600	.....	.....	\$2,500	.....	.....	6600
Emory College	7	0	45	64	75,000	20,000	1,000	4,500	.....	.....	67,000
Mercer University	6	.....	145	175,000	150,000	12,500	4,000	0	.....	.....	612,000
Pio Nono College.....	11	.....	75	57	.....	.....	.....	.....	.....	.....	300
University of the State of Georgia.	13	.....	206	200,000	373,000	22,000	8,000	0	.....	.....	13,000

* From Report of Commissioner of Education for 1874.

b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State College department of the University of Georgia, at Athens, is the State Agricultural College, and at present includes departments of agriculture, engineering, and applied chemistry. Other departments, it is expected, will be organized as soon as means are provided for them. Students are required to take one of the several courses prescribed, or a partial course, with the addition of any of the schools of the university for which they may be prepared. An appropriation of \$15,000 was made by the legislature in 1875 for the purchase of apparatus for this college. It was to be paid in three annual instalments of \$5,000 each. The first of these has been received and expended for the purpose intended, greatly increasing the advantages for study and illustration. North Georgia Agricultural College, located in Northern Georgia, at Dahlonega, was opened in January, 1873. A portion of the annual income derived from the national land grant is set apart to aid in the support of this institution, thus rendering it a department of the University of Georgia.—(Catalogue of University of Georgia, 1875.)

PROFESSIONAL SCHOOLS.

The law department of the University of Georgia offers a course of study embracing common and statute law as it existed before July, 1776, and also as it is now in force in England and the United States; constitutional law, equity, medical jurisprudence,

parliamentary law, rhetoric and metaphysics, and commercial jurisprudence. The course is completed in one year. No examination and no previous course of study are necessary for admission.—(Catalogue University of Georgia, 1875.)

The law school connected with Mercer University offers instruction in equity jurisprudence, pleading and practice, international and constitutional law, and common and statute law. Law students whose opportunities have been limited may take up some of the studies in the regular college curriculum, and the hours of recitation are so arranged that the regular students in the university may carry on the law and collegiate courses together.—(Catalogue Mercer University, 1875.)

The medical department of the University of Georgia claims superior facilities for the study of medicine. These comprise a faculty of 11 professors and instructors, a rich museum, a library of about 5,000 volumes, and a complete chemical laboratory and cabinet of *materia medica*, with ample clinical resources. The course of instruction only lasts one year. The Atlanta and Savannah Medical Colleges have a course of two years.

Theology is taught to some extent in Mercer University, Macon; in Atlanta University, Atlanta; and in the Clark Theological Seminary; in the last two, mainly to students of the colored race.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Georgia State College of Agriculture and Mechanic Arts	6	87	3, 4	\$40, 000	\$243, 000	\$17, 010	\$0	-----	
North Georgia Agricultural College.....	3	245	3	80, 000	45, 000	3, 500	350	1, 000	
SCHOOL OF THEOLOGY.									
Augusta Institute.....	2	0	70	9, 000	0	0	-----	375	
SCHOOL OF LAW.									
Law department, University of Georgia...	3	14	1	-----	-----	-----	-----	-----	600
SCHOOLS OF MEDICINE.									
Atlanta Medical College*.....	11	140	2	25, 000	0	0	3, 700	300	
Medical College of Georgia, (University of Georgia.)	12	63	1	50, 000	0	0	3, 300	5, 000	
Savannah Medical College.....	14	13	2	40, 000	0	0	-----	4, 000	
College of American Medicine and Surgery, (eclectic.)	7	30	-----	10, 000	0	0	2, 500	500	

* From Report of Commissioner of Education for 1874.

SPECIAL INSTRUCTION.

INDUSTRIAL TRAINING FOR WOMEN.

Mrs. Maria J. Westmoreland, of Atlanta, proposes to establish at that place an industrial and educational school, wherein may be taught certain industries in which women may engage, and for many of which they show particular aptitude, often excelling men who follow the same employments. She aims to teach therein not only such industries as plain sewing, cutting and fitting by measurement, tapestry, wax-work, hair-work, lace-making, cooking, &c., but also drawing, painting, including house and decorative painting, designing in wood, &c., as well as several branches that come under the head of employments, such as printing, telegraphy, book-keeping, phonography, and hygiene; her object being to open to the women of the South, in their present impoverished condition, the means to independent self-support.—(Letters from Mrs. Westmoreland to Bureau of Education.)

GEORGIA INSTITUTION FOR THE DEAF AND DUMB, CAVE SPRING.

Instructors, 5, 1 a semi-mute; pupils, 60; studies: English language, geography, arithmetic, history, grammar, and penmanship. Students also receive instruction in

type setting, printing, and shoemaking, with a view to a future ability for self-support. A newspaper called the Cave Spring Enterprise has been printed mainly through the labor of the pupils and has had 400 subscribers, with a respectable advertising patronage. Library, about 1,000 volumes.

A department for colored deaf-mutes is still wanting, and the creation of it is strongly urged.—(Report for 1874-'75, and return to Bureau of Education.)

GEORGIA ACADEMY FOR THE BLIND, MACON.

Instructors and other employés, 11, of whom 3 are blind; pupils, 54; library, 300 volumes in raised print and 500 in ink print; employments taught: Broom-making, cane-seating, mattress-making, sewing, knitting, housework, &c. Receipts from all sources for the year, \$13,130; expenditures, \$12,601.63.—(Return to Bureau of Education, 1875.)

EDUCATIONAL CONVENTIONS.

GEORGIA TEACHERS' ASSOCIATION.

The ninth annual meeting of this association was held in Griffin on the 4th, 5th, and 6th of May, 1875. The attendance was not so large as had been expected, the number of delegates present being scarcely more than half that of the previous year. Several causes combined to bring about such a result. Prominent among them is the widespread financial distress, preventing many from assuming the expense of a journey. Many, too, thought it inexpedient for them to take any respite from school work at the time when the association held its meeting. It is also believed that a large proportion of the teachers of Georgia do not fully appreciate the real objects to be attained by these annual meetings. They do not yet see the necessity for organization and frequent communication among members of the profession in order to keep up its influence and develop and preserve an *esprit de corps* among the teachers.

Despite the small attendance, however, and the unavoidable absence of three who had prepared papers, the exercises were full of interest; there was no difficulty in occupying every hour, and much spirited debate was elicited. Among the topics considered by the association may be mentioned "The teacher's resources, outside of texts, routine, or rule," presented by Hon. David W. Lewis; "What are the most important elements of success in teaching?" by Mr. B. Mallon; the "Present duties and opportunities of southern teachers," by Mr. B. M. Zettler; "Science education," by Prof. W. L. Broun, of the State University. The evening of the first day was occupied with a powerful address on public education, by Dr. Sears, agent of the Peabody fund. In the afternoon of the second day Mr. Alexander H. Stephens spoke for an hour on "The nature of the teacher's work" before a large audience, which filled every available yard of space in the ample hall where the association had convened. Immediately upon the close of Mr. Stephens's speech, in accordance with the request of a committee of teachers, Professor Broun explained the causes of the recent cyclones which have spread so much devastation in the upper parts of the State. He was followed by Mr. Stephens, who, though not a professed scientist, has been a careful observer of atmospheric phenomena during the past forty years, and who added his explanation of some points which Professor Broun, for fear of occupying too much time, had left unnoticed.

A series of resolutions submitted by the association's committee on publication was adopted, one of which provided that for the next twelve months the Educational Journal of Virginia should be the organ of the Georgia Teachers' Association. It was provided that the subscription price of the Journal for a year to members should be, to gentlemen, including their annual fee for membership, \$2, and to ladies only \$1.25.

To encourage and stimulate the teachers of Georgia, Dr. Sears offered to the association the sum of \$200, to be used in defraying its expenses, as soon as a subscription list of two hundred readers should be obtained.—(Virginia Educational Journal, June, pp. 359-363.)

LIST OF SCHOOL OFFICIALS IN GEORGIA.

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency James M. Smith, president; term expires January, 1877.....	Atlanta.
N. C. Barnett, secretary of state; term expires January, 1877.....	Atlanta.
W. L. Goldsmith, comptroller-general; term expires January, 1877.....	Atlanta.
N. J. Hammond, attorney-general; term expires January, 1877.....	Atlanta.
Gustavus J. Orr, State school commissioner.....	Atlanta.
Henry T. Lewis, clerk.....	Atlanta.

List of school officials in Georgia—Continued.

COUNTY COMMISSIONERS.

[Term, 4 years.]

County.	Superintendent.	Post-office.
Appling	Benjamin Milliken	Holmesville.
Baker	Thomas W. Fleming	Newton.
Baldwin	William G. McAdoo	Milledgeville.
Banks	T. C. Chandler	Homer.
Bartow	Rev. T. E. Smith	Cartersville.
Berrien	James F. Goodman	Nashville.
Bibb	B. M. Zettler*	Macon.
Brooks	Rev. Charles D. Campbell	Quitman.
Bryan	A. G. Smith	Eden.
Bullock	Stephen H. Kennedy	Statesborough.
Burke	A. H. A. Bell	Waynesborough.
Butts	E. E. Pound	Indian Springs.
Calhoun	J. J. Beck	Morgan.
Camden	F. M. Adams	St. Mary's.
Campbell	Capt. J. W. Beck	Fairburn.
Carroll	Samuel A. Brown	Bowdon.
Catoosa	D. W. Williams	Ringgold.
Charlton	James W. Leigh	Centre Village.
Chatham	W. H. Baker	Savannah.
Chattahoochee	Dr. C. N. Howard	Cusseta.
Chattooga	W. T. Irvine	Summerville.
Cherokee	James W. Hudson	Canton.
Clarke	James M. Lumpkin	Athens.
Clay	R. E. Kennon	Fort Gaines.
Clayton	John M. Huie	Jonesborough.
Clinch	H. D. O'Quin	Lawton.
Cobb	William F. Groves	Marrietta.
Coffee	James M. Wilcox	Douglas.
Columbia	J. T. Smith	Appling.
Colquitt	Dr. B. E. Watkins	Moultrie.
Coweta	R. E. Pitman	Sharpsburgh.
Crawford	John W. Ellis	Knoxville.
Dade	James C. Taylor	Trenton.
Dawson	Samuel Harben	Dawsonville.
Decatur	Maston O'Neal	Bainbridge.
De Kalb	E. A. Davis	Decatur.
Dodge	James Bishop	Eastman.
Dooly	O. P. Swearingen	Vienna.
Dougherty	L. E. Welch	Albany.
Douglas	John C. Bowdon	Salt Springs.
Early	Joel W. Perry	Blakely.
Echols	J. P. Prescott	Statenville.
Effingham	Samuel S. Pittman	Springfield.
Elbert	Augustus Bailey	Elberton.
Emanuel	Josephus Camp	Swainsborough.
Fannin	J. F. Adams	Morganton.
Fayette	Samuel T. W. Minor	Fayetteville.
Floyd	M. A. Nevin	Rome.
Forsyth	Isaac S. Clement	Cumming.
Franklin	Lemuel N. Trimble	Carnesville.
Fulton	Jethro W. Manning	Atlanta.
Atlanta, (city)	Bernard Mallon†	Atlanta.
Gilmer	Dr. E. W. Watkins	Elijay.
Glascok	Seaborn Kitchens	Gibson.
Glynn	Stephen C. DeBruhl	Brunswick.
Greene	James A. Thornton	Union Point.
Gordon	H. C. Hunt	Calhoun.
Gwinnett	Rev. J. L. King	Lawrenceville.
Habersham	Thomas J. Hughes, sr.	
Hall	Dr. H. S. Bradley	Gainesville.
Hancock	W. H. Bass	Sparta.
Haralson	Thomas Philpot	Buchanan.
Harris	Joel T. Johnson	Hamilton.
Hart	C. W. Seidel	Hartville.
Heard	John J. Bledsoe	Franklin.
Henry	David Knott	McDonough.
Houston	D. M. Brown	Perry.
Irwin	James Paulk, sr.	Irwinville.
Jackson	G. J. N. Wilson	Jefferson.
Jasper	W. R. Berner	Monticello.
Jefferson	Rev. David G. Phillips	Louisville.
Johnson	Maj. James Hicks	Wrightsville.
Jones	David W. Lester	Haddock, M. and A. R. R.
Laurens	Rev. W. S. Ramsay	Dublin.
Lee	William H. Baldy	Starkville.
Liberty	John B. Mallard	Walthourville No. 4, A. and G. R. R.
Lincoln	C. R. Strother	Lincolnton.
Lowndes	J. H. Zant	Valdosta.

* Superintendent schools for city and county.

† Superintendent of city schools.

List of school officials in Georgia—Concluded.

County.	Superintendent.	Post-office.
Lumpkin	B. F. Sitton	Dahlonega.
Macon	B. A. Hudson	Oglethorpe.
Madison	John M. Skinner	Danielsville.
Marion	W. A. Singleton	Buena Vista.
McDuffie	R. H. Pearce	Thomson.
MacIntosh	Isaac M. Aiken	Darien.
Meriwether	Alonzo H. Freeman	Greenville.
Miller	Dr. P. C. Wilkins	Colquitt.
Milton	Thomas L. Lewis	Alpharetta.
Mitchell	James H. Powell	Camilla.
Monroe	Andrew Dunn	Forsyth.
Montgomery	John L. Matthews	Mount Vernon.
Morgan	W. H. Cocroft	Madison.
Murray	Rev. S. H. Henry	Spring Place.
Muscogee	N. G. Oattis	Columbus.
Columbus, (city)	George M. Dew ^t	Columbus.
Newton	Dr. H. T. Shaw	Oxford.
Oconee	James M. Lumpkin	Athens.
Oglethorpe	Thomas H. Dozier	Winterville.
Paulding	L. J. Spinx	Dallas.
Pickens	A. P. Mullinax	Jasper.
Pierce	Dr. A. M. Moore	Blackshear.
Pike	A. P. Turner	Milner.
Polk	T. L. Pittman	Cedar Town.
Pulaski	Rev. G. R. McCall	Hawkinsville.
Putnam	J. B. Reese	Eatonton.
Quitman	Joel E. Smith	Hatcher's Station.
Rabun	F. A. Bleckley	Clayton.
Randolph	Thomas A. Coleman	Cuthbert.
Richmond	Maj. A. H. McLaws	Augusta.
Rockdale	J. C. Barton	Conyers.
Schley	Rev. John N. Hudson	Ellaville.
Screven	Dr. W. L. Matthews	Ogeechee.
Spaulding	H. E. Morrow	Griffin.
Stewart	W. H. Harrison	Lumpkin.
Sumter	Maj. William A. Wilson	Americus.
Talbot	W. R. Warthen	Talbotton.
Taliaferro	Henry D. Smith	Crawfordville.
Tatnall	John Hughey	Reidsville.
Taylor	A. M. Rhodes	Butler.
Telfair	Alexander McDuffie	McRae.
Terrell	L. M. Lennard	Dawson.
Thomas	O. D. Scott	Thomasville.
Towns	W. R. McConnell	Hiwassee.
Troup	John E. Toole	La Grange.
Twiggs	A. E. Nash	Griswoldville.
Union	Thomas J. Butt	Blairsville.
Upson	J. C. McMichael	Thomaston.
Walker	D. C. Sutton	La Fayette.
Walton	Rev. G. A. Nunnally	Monroe.
Ware	Burrell Sweat	Waresborough.
Warren	A. S. Morgan	Warrenton.
Washington	Dr. Horatio N. Hollifield	Sandersville.
Wayne	Rev. A. Clark	Jessup.
Webster	John T. Stapleton	Preston.
Wilcox	John A. Tomberlin	Abbeville.
Wilkes	Rev. F. T. Simpson	Washington.
Wilkinson	Franklin Chambers	Irwinton.
Worth	J. M. C. Hollamon	Isabella.

* Superintendent of city schools.

ILLINOIS.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Persons of school age, (6-21:) Males, 487,820; females, 470,183.....	958,003
Number enrolled in public schools.....	685,676
Average monthly enrolment.....	Not given.
Average daily attendance.....	Not given.

SCHOOLS.

Number of school-houses.....	11,451
Number of months schools were sustained, 1874-'75.....	6.91
Total number of days' attendance.....	58,349,565

TEACHERS AND TEACHERS' PAY.

Whole number of male teachers in all grades of schools.....	9,288
Whole number of female teachers in all grades of schools.....	12,330
Average salary of male teachers, per month.....	\$48.21
Average salary of female teachers, per month.....	33.32

INCOME AND EXPENDITURE.

Income for public schools from State tax.....	1,060,000 00
Income for public schools from local tax.....	5,949,674 42
Income for public schools from permanent fund.....	455,605 43
Income for public schools from other sources.....	455,274 47

Total income..... 7,860,554 32

Expenditure for sites, buildings, and furniture.....	864,934 20
Expenditure for libraries and apparatus.....	225,640 10
Expenditure for salaries of teachers.....	5,326,780 29
Expenditure for fuel, lights, rents, repairs, &c.....	971,854 60

Total expenditure..... 7,389,209 10

—(From return of Hon. S. M. Etter, State superintendent of public instruction, for 1874-'75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The convention which formed the original constitution of the State in 1818 accepted by an ordinance the offer from the General Government of the sixteenth section lands in every township for the use of schools; of thirty-six sections, or one entire township, for "a seminary of learning;" and of three-fifths of 5 per cent. of the proceeds of sales of public lands "for the encouragement of learning;" with special reference to "a college or university."

It was not, however, until 1870 that distinct constitutional provision appears to have been made for the perpetuation of the school system which had been inaugurated in 1823 and gradually improved up to 1856. The article on "education," 1870, directs, in section 1, that "the general assembly shall provide a thorough and efficient system of free schools, whereby all the children of this State may receive a good common school education;" in section 2, that "lands, moneys, or other property donated, granted, or received for school, college, seminary, or university purposes, and the proceeds thereof, shall be faithfully applied to the objects for which such gifts or grants were made;" in section 3, that aid shall not be given from any public fund or by appropriation to sectarian schools of any class; in section 4, that no teacher or school officer shall be interested in the sale or profits of any book, apparatus, or furniture used or to be used in the schools; and, in section 5, that "there may be a county superintendent of schools in each county, whose qualifications, powers, duties, compensation, and time and manner of election and term of office shall be prescribed by law."

PROVISIONS OF THE SCHOOL LAW.

From the Illinois School Law, including the latest amendments, 1872-1874.

OFFICERS.

The officers now existent are a State superintendent of public instruction,* county superintendents of schools, township trustees of schools, and district school directors, with boards of education for the State Normal University, for the control of county normal schools, and for districts having 2,000 or more inhabitants.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent is elected by the people of the State, holds office for four years, gives bond in \$25,000 for prompt discharge of duties and faithful application of school moneys, keeps record of all school matters, advises with experienced practical teachers as to the best methods of conducting common schools, has the supervision of all the public schools in the State, is the general adviser of county superintendents and other school officers, and must make to the governor biennially, on or before December 15 preceding a regular session of the legislature, a report of everything relating to the public schools, with any needed suggestions respecting school laws, schools, and the means of promoting education.

The county superintendents are elected by the people of the counties in which they are to serve; hold office for four years; give bonds in \$12,000 for the faithful performance of their duties; apportion the school moneys granted their counties to the several townships and parts of townships that have kept schools in accordance with law; must visit, at least once in each year, every school in their counties, to note the methods of instruction, the branches taught, the text-books used, and the discipline, government, and general condition of the schools; must give, where necessary, directions in the science and art of teaching, and must encourage and assist in managing county teachers' institutes, with a view to elevate the standard of teaching and improve the condition of the common schools.

The trustees of schools, three for a township, are elected by the legal voters of the township from among the residents, 21 years old or upwards; serve each for three years, one, however, going out each year and being replaced by an annual election. They hold in trust the school property of their townships; must lay off these townships into school districts to suit the wishes and convenience of the inhabitants; must change these districts, if petitioned to do so by a majority in those to be affected by the change; must apportion the school moneys to the respective districts in proportion to the number of residents under 21 years of age in each; must, on a vote of the inhabitants in favor of it, establish a high school for the township, in addition to the ones of lower grade; and must, on or before the second Monday in October preceding each regular session of the legislature, make report of the condition of the schools to the superintendent of the county in which their township may be situated, giving full details of various required particulars.

The district school directors, three for each district, are elected by the legal voters of the district, and, like the township trustees, hold office for three years, one vacancy occurring annually by retirement, which is filled by an annual election. The directors have the supervision and control of schools in their respective districts; must establish a sufficient number of them for the accommodation of all the children between 6 and 21 years of age; must keep these open at least five months in each year; and, for this purpose and for the building, repairing, and furnishing of proper school-houses, may levy taxes on the property of their district or borrow funds. They may adopt rules for the schools, appoint teachers, assign pupils to them, suspend or expel for incorrigibly bad conduct, direct what branches shall be taught and what text books and apparatus must be used, provided that text books be not changed oftener than once in four years.

The boards of education are as follows: State board, so called, having charge of the interests of the Illinois Normal University;† county boards, for a like charge of county normal schools; and school district boards, for districts where the growth of population, from the number or size of towns, imposes duties more onerous and responsible than can be well performed by the ordinary school directors. The lowest limit of population for such districts is 2,000. The supervision of the schools contained in them is generally intrusted to city superintendents.

SCHOOL FUNDS.

The permanent school fund of the State is derived from sales of public lands donated to the State by the General Government; from the State's share of the "surplus rev-

* The office of State superintendent is put beyond the possibility of legislative interference by being placed among the executive offices in the constitution of 1870, and the incumbent is made in it ineligible to any other office during the period for which he is elected.

† The Southern Illinois Normal University has a "board of trustees," instead of a "board of education."

ence" distributed by act of Congress of 1836 and made a part of the common school fund by legislative action, March 4, 1837; and from "county funds" created by the legislature February 7, 1835. The total amount from these and other sources was, in 1875, \$7,860,554.32. The basis for the distribution of the proceeds from the fund is the number of children in each county under 21 years of age. The distributable school fund is composed of the interest on the above permanent fund and of the proceeds of a two mill tax on every dollar's worth of property.

SCHOOLS.

The schools under the control of the State are of the usual elementary, intermediate, grammar, and high school grades, with two State normal schools for the training of teachers, and a newly organized State Industrial University. There are also institutions for the deaf and dumb, for the blind, and for the training to right principles such as need reform. The school year for sessions is "at least five months;" for reports and accounts, it begins on the first day of October and ends on the last day of September. The school month is "twenty-two school days actually taught." The schools are open to all, without distinction of color, and by an act approved March 24, 1874, school officers are prohibited from excluding, directly or indirectly, any colored child from 6 to 21 years of age from entering any of the public schools on account of color; penalty for such offense, \$5 to \$100.

ELEMENTARY INSTRUCTION.

KINDERGARTEN SCHOOLS.

Special reports have been received from 5 Kindergarten schools, all located in Chicago, and having a total attendance of 109 pupils. The ages of these children range, in one school, from 3 to 8 years; in another, from 3 to 9; in two, from 3 to 7; and, in one, from 4 to 8. The day's session in one school lasts 4 hours, in all the rest only 3. In addition to Fröbel's 18 Kindergarten "gifts," these schools are nearly all furnished with pianos and plants, and ornamented with children's work.

THE PUBLIC SCHOOLS.

The reports upon the working of the school system in this State being made biennially, no full official account of the schools for 1874-'75 can be presented. It will be included in the report for 1875-'76. The statistical summary given on a preceding page and the reports respecting school systems in the cities embody all that is available for 1875.

CITY SCHOOL SYSTEMS.

BELLEVILLE.

City system.—A board of education of six members, two of whom go out every year, and a city superintendent, who is *ex officio* secretary of the board.

Statistics.—Number of pupils enrolled, 1,601; average daily attendance, 1,450; number of teachers, 39; average number of pupils taught by one teacher on the number enrolled, 46; on average number belonging, 44; cost per pupil for the year, \$19.62; cost of tuition per pupil in vocal music, 62 cents; total amount expended for schools, \$32,140.98.

Studies.—Object lessons have been found of great benefit in the improvement of the pupils. Great stress has been laid upon the composition exercises in all the grades, and the examinations show great improvement. Satisfactory progress has been made in drawing; zoölogy, botany, and natural philosophy have been taught, but, owing to want of apparatus, only to a limited extent. An extension of German to the first and second school years has proved a very wholesome measure. Teachers have practised exercises in vocal music with zeal; scholars love to sing; and the results obtained in the year have been very satisfactory. A full and excellent course of study for the schools is given in the report, embracing, in many instances, the text books used.—(Report of Superintendent Henry Raab, 1875.)

CHICAGO.

City system.—The schools here are managed by a superintendent and assistant superintendent, and a board of education of fifteen members, who hold office three years, one-third of them going out each year.

Statistics.—The entire population of the city in 1874 was 395,408. The school census for the same year was 102,555, its increase since 1872 having been 14,336. The enrollment of pupils in public schools during 1874-'75 was 49,121, an increase for the year of 1,158. The average number belonging was 34,983, and average daily attendance, 32,998. The percentage of punctual attendance in 1873-'74 was 94.6; in 1874-'75, it was 94.5. Number of schools in the city: High school, 1; normal, 1; district, 21; grammar, 3; primary, 15; total, 41. Number of teachers: Gentlemen, 34; ladies, 666; total, 700. Of

these, 12 ladies and 12 gentlemen teach in the high school and 1 gentleman and 4 ladies in the normal. Adding the attendance in private schools, 16,645, to the enrollment in the public schools, gives a total of 53,061. Receipts for school purposes: From school tax fund, \$765,968.21; from State fund, \$109,044.40; from rents, interest, &c., \$91,634.53; total, \$966,697.19. Total expenditures, \$814,833.48.

School accommodations.—In spite of all the effort made within the past nine years to provide sufficient accommodations for the children, the schools are further behind the demand in this respect than at any time for the past twelve years. The growth of the city has far exceeded the supply provided. Sitings can be furnished now for only about 34 per cent. of the school population. Of the remaining 66 per cent., 23 per cent. are reported as enrolled in private schools, 16 per cent. are engaged at regular employment, leaving 22 per cent. unprovided for, except as provision is made for half-day attendance in the case of about 10 per cent.

School attendance.—There has been a gratifying increase in regular and constant attendance. The percentage of daily attendance, based upon the number enrolled, is this year more than 2 per cent. larger than last year. The average number of days' attendance is also more than 3 per cent. in advance of that of last year, although the number who have been perfect in attendance for the year is smaller by more than 11 per cent. The efforts which were made for several years so strenuously in the direction of a high degree of punctual attendance have of late been slackened, and wisely so, the superintendent thinks. What has been apparently lost in this direction has been gained in others. It is considered not wise to press the average daily attendance beyond its present limit, but it may be maintained where it is without injury to other interests.

Scholarship.—The increase in good scholarship is marked. The table of promotions shows an increase of nearly 10 per cent.

Discipline.—The number of suspensions for misconduct is far less than in any previous year, and the general order of the schools has been at least equal to that of any previous year. Suspensions for misconduct are far less frequent than in the years when corporal punishment was in vogue.

Extravagance in dress.—The superintendent has aimed to discourage among the pupils a display of fine clothing upon graduation day, partly because of the pecuniary burden it entails upon many poor people and partly because of the influence of such display upon the habits of extravagance already too much encouraged. The exhibitions in the grammar schools have been very largely modified in this respect, but in the high school tyrant fashion still holds sway. It is the ambition of parents to have their daughters appear respectable, and the measure of respectability is the dress of the wealthy. In one case, a daughter's graduating expenses required a full month's earnings of the father; in others, worthy girls, who have struggled over almost insurmountable obstacles to the completion of their education, have not appeared upon the stage with their classmates, lest their plainer dress should mar the harmony of the scene. "Such displays of dress," says the superintendent, "may be well for such as have nothing better to show; but our public schools, the schools for the people, should display more sense and less silk, more training and less trimming."

Drawing.—At the commencement of the year, Walter Smith's system of free hand drawing was introduced into the schools. Arrangements were made for giving instruction to the school teachers, who were called together twice a week for that purpose, and to all the classes in the normal school. The teachers took a deep interest in the work of preparation, and the success of the system is established beyond a doubt.

Music.—Satisfactory progress has been made in the study of music. Instruction in this branch is given almost entirely by the regular teachers; the superintendent of music giving his instructions to the teachers and superintending the instruction given by them.

German.—The instruction in German is assuming a more profitable form; the pupils have come to feel that the study is not a pastime, but that it requires close attention and as earnest efforts as any other branch.

High schools.—A measure of the greatest possible good has been the establishment of division high schools, one in each division of the city, having a course of study of two years complete in itself, of the most positive, direct, and lasting value. The necessity existing for this class of schools is apparent from the fact that for years more than 50 per cent. of those who annually enter the high school course of four years leave at the expiration of the second year, while many were deterred by the length of the course from entering at all. The regular course of four years at the high school is continued, with some changes.

School for deaf-mutes.—At the close of the year 1874 the school board established a free public day school for deaf-mute children residing in the city.—(From the twenty-first annual report of the board of education, 1875.)

JACKSONVILLE.

City system.—There is here a board of education composed of one member from each of the four wards of the city. The mayor is *ex officio* president of the board, and the city clerk and treasurer are *ex officio* clerk and treasurer of it.

Statistics.—Estimated population, 11,000; number of school age, 3,683; number of pupils enrolled, 1,679; average number of pupils belonging, 1,230; attending, 1,147; percentage of attendance on total enrolment, 68.3; number of days schools were taught, 183; number of teachers employed, including the city superintendent, 34.

Schools.—The schools are divided into ward and high schools; the ward schools have six grades and the high school four. The high school this year, 1875, graduated a class of 13, 2 of whom had been neither absent nor tardy during the four years of the course.

Normal class.—The superintendent says an attempt was made to do away with the normal class, as it was thought that the time spent in the instruction of the class could be more profitably employed in grading, examining, and more thorough supervision of the schools; but the difficulty of obtaining trained and efficient teachers to act as substitutes in cases of sickness or absence of regular teachers necessitated its continuance. The number of the class was 18 and the average attendance larger than in previous years. Besides the regular studies, a thorough course was pursued in the science of pedagogics.

An excellent feature of this year's report is a full schedule of the course of instruction in the schools from primary to high, with the text books used.—(Annual report of Superintendent D. H. Harris.)

PEORIA.

City system.—The management of the city schools is vested in a "board of school inspectors," consisting of the mayor and two members from each ward, who hold office for two years each and are divided into two classes, that one-half may be elected annually. A city superintendent of schools was formerly employed, but under the pressure of a heavy debt the board have endeavored to economize by dispensing with the services of that officer. They claim that they have saved \$2,000 by the change, and that the schools are still in as good condition as when the office was filled. But, of course, the end is not yet, and those acquainted with the usual issue of efforts at economy in that direction may well fear for the result. Already there is a proposal to depute to the secretary of the board a portion of the duties of the superintendent, with an increase of compensation for the performance of these, and another proposal to employ a competent lady teacher to pass on the examination papers, the visitorial duties of the superintendent even then remaining unprovided for.

Statistics.—Number of persons of legal school age, (6-21,) 8,749; number enrolled in public schools, 4,013; average number belonging, 2,714; average daily attendance, 2,513; percentage of attendance on number belonging, 94; pupils attending other schools, 1,928.

There appear to be nine school buildings, with ten grades of schools below the high school, and an evening school. Teachers, including 1 music teacher, 67, with salaries of \$350 to \$2,000 per year.

Studies.—A schedule is given of a full course of studies running through eight years in the lower schools and through four more years in the high school, the latter embracing both a classical and scientific course. Candidates for admission to the high school are required to make an average of 70 per cent. in arithmetic, geography, English grammar, United States history, reading, and spelling.—(Report of inspectors for 1875.)

QUINCY.

City system.—This city has a board of education with six members, one for each ward, appointed by the city council for terms of one year, and a city superintendent, who is *ex officio* a member and treasurer of the board.

Statistics.—The whole number of pupils registered during the year was 3,250; average number belonging, 2,119; average daily attendance, 1,951; per cent. of attendance on the number enrolled, 60, and of the average number belonging attending, 92. Total cost of schools for the year, \$44,892.46, which is \$8,162.17 less than for the year preceding. The cost per year for each scholar, based on the number admitted, was \$10.65; on average number belonging, \$16.34; on average daily attendance, \$17.74. Number of teachers employed, including two special teachers, 47.

Teachers' institute.—Eleven meetings of the teachers were held during the year, in which the method of instructing classes in different studies was explained, and class exercises in reading, history, &c., were attended to. These meetings are esteemed an important means of improvement.

Studies.—A full course of study is given in the report, which course has not been changed for several years save by the addition of vocal music, with manifest advantage. In one school, half day sessions have been tried, with a measure of success. In others,

the youngest pupils are dismissed at recess in the morning and afternoon. The examinations of all grades above the second intermediate are both oral and written. At the end of each year all the classes are examined for promotion.

Remarks.—The superintendent speaks of the great evil of irregularity of attendance. He says, "We had a much less number of cases of truancy to deal with this year than in any previous one since my connection with the schools." He adds, "There may have been two or three light cases of corporal punishment, but they were not formally reported."

The rolls of honor in the different schools contain the names of 6 pupils who have not been absent during the year, of 150 not tardy, and of 18 neither absent nor tardy. These rolls have done much towards stimulating pupils to the performance of their duty in respect to regularity of attendance.—(Report of board of education, 1875.)

ROCK ISLAND.

City system.—A board of education of 5 members, and a city superintendent, who is the clerk of the board.

Statistics.—Number of pupils enrolled, 1,882; average number belonging, 1,332; average number attending, 1,246. Percentage of attendance, 93 $\frac{1}{2}$; number promoted by examination, 1,072; number of cases of tardiness, 991. The total amount paid for schools during the year was \$23,588.52.

The schools.—The elementary schools embrace nine grades: 3 primary, 2 intermediate, and 4 grammar. The high school is divided into two departments—the English and the classical—the former requiring three and the latter four years to complete the prescribed studies.—(Report of the board of education, 1874-'75.)

SPRINGFIELD.

Officers of city school system.—A board of education of nine members, and a city superintendent.

Statistics.—The whole number of children enrolled in the schools, 2,530; average number belonging, 1,931; the average number attending, 1,875.5, or 97.1 per cent.; monthly cost of tuition alone per scholar, \$1.40. The superintendent compares the cost and attendance of the schools of Springfield with those of various other cities having like schools, and makes a highly creditable showing for the schools under his charge.

Studies.—Natural science and composition have been taught by oral lessons, so that those not studying the subjects might learn facts from the remarks of the teachers. The grades of the schools have been reduced from ten to eight, partly with a view to comparison with other city systems. Leigh's phonetic edition of the Primer and First Reader have been used during the year, and the teachers are enthusiastic in its praise. Penmanship, drawing, and music have been taught as a part of the regular studies of the course. The results have been highly gratifying and the prospects are very encouraging for great improvement during the ensuing year. A full course of study for all the schools is given in the report, with a list of the text books used.

Teachers' institute.—The teachers in the city schools convened regularly at the times fixed by the rules, for the discussion of topics connected with their work, and it is evident from the list of topics discussed that the meetings must have been anything but formal ones.—(Annual report of Superintendent Andrew M. Brooks.)

TRAINING OF TEACHERS.

ILLINOIS STATE NORMAL UNIVERSITY, NORMAL.

This institution was established by the State at Normal, McLean County, in 1857, for the training of men and women as teachers for the State. The course of study covers three years, or four if the Latin and Greek languages are included.

At the commencement in July, 1875, the university graduated, from its normal department, 19 students, 14 young men, and 5 young women, and from the high school department, 4. The attendance, during the fall term of 1875, was, in the normal department, 158 women and 99 men, 257; in the high school department there were 64 pupils; in the grammar, 71; primary, 28; total in the university, 420.—(Illinois Schoolmaster, 1875, January, pp. 27-28, May, p. 175, August, p. 283, October, p. 353.)

The total number in attendance during the school year was, according to official report, 394 males and 385 females; total, 779; of whom 467 were in the normal department and 312 in the model school. Drawing and vocal music are taught, and students have the aid of a chemical laboratory, of a fair collection of philosophical apparatus, and of a museum of natural history, with a library of 1,400 volumes.—(Return to Bureau of Education, 1875.)

The report of the board of education in charge of the institution states that in the winter of 1874-'75 an examination as careful as could be made showed 695 of the pupils to be teaching or superintending schools in eighty-four counties of the State. This,

however, is believed to be much below the true number so engaged, while 82 are known to be teaching in other States and foreign countries, making the whole known number 777.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

This university was chartered by the general assembly of the State, April 29, 1869. It was located in Carbondale, Jackson County, during the autumn of that year, and the foundation was begun early in 1870. After various vicissitudes in building and many delays, the building was dedicated July 1, 1874. The following day it was opened for students, and a normal institute begun. On the 7th day of September of that year, the first regular session commenced, with 117 students, and the number increased from week to week and by terms, till in May there were enrolled 283 students in all the departments. The total entered during the year was 403, a degree of success which seems fully to justify the wisdom of the people of the State in establishing it in what many have regarded as an extreme southern location. The fall term (1875) commenced with 210 students.

The building is in the form of a parallelogram for the main part, with a smaller parallelogram at each end, running at right angles to the main one. The first is 105 feet by 80, the others each 55 by 110, projecting 10 feet in front and 15 feet in the rear of the main one. It has a basement 14 feet high in the clear, two stories, one 18 and the other 22 feet, and a Mansard story finished 19 feet. Its internal arrangement is admirable, with ample halls running the entire length and width of the building; 4 large and easy stairways leading from the bottom to the top; 8 large furnaces for heating, with study, recitation, and reception rooms, and, in the upper story, is the magnificent normal hall, 101 feet by 76, and 22 feet high, with a capacity for seating 504 students.—(Illinois Schoolmaster, November, pp. 378, 379.)

The number in attendance during the school year 1874-'75 was 201 males and 202 females—total, 403—distributed as follows: In the model school, 61; in the preparatory school, 206; in the normal department, 136. Drawing and vocal music, a chemical laboratory, philosophical apparatus, and a museum of natural history are reported, with a library of 1,444 volumes.—(Official return for 1874-'75.)

NORMAL TRAINING SCHOOL, WHITESIDE COUNTY.

The Illinois Schoolmaster (September, 1875) quotes from the Whiteside Sentinel to the effect that the attendance at the training school was at that time very large, a majority being ladies and very earnest in the pursuit of knowledge. The work done was said to be of the most thorough kind, the common branches receiving a prominent position in the daily work of the school.

OTHER NORMAL SCHOOLS.

The German Evangelical-Lutheran Normal School at Addison; the Chicago Normal School; the Northwestern German-English Normal School, Galena; and the Peoria County Normal School, Peoria, report, altogether, 18 instructors and 533 pupils, 251 of whom were males and 257 females. The course in these schools is from 2 to 5 years; the libraries from 100 to 5,000 volumes, the highest numbers in each case belonging to the first named. The graduates in the past year numbered 86, all but one of whom seemed to have engaged in teaching. Vocal music is taught in all these schools, drawing in 2. One has a chemical laboratory and 2 have philosophical apparatus, with the beginnings of a museum of natural history. Into the Chicago Normal School none but high school graduates are admitted, and the training is hence strictly professional. It furnishes some of the best teachers for the city schools.—(Returns to Bureau of Education for 1875.)

Normal departments to aid students in preparing for teaching are formed annually at several of the colleges of the State—as at Abingdon, Eureka, Lincoln, Monmouth, Rock River, and Westfield—but the returns respecting these are not easily separable from the general statistics of the colleges.

SCHOOL JOURNALS.

The Illinois Schoolmaster continues still to be an important aid in the improvement of teachers, and was followed, with no unequal steps, by the Western Journal of Education, published at Chicago during 1875.

SCHOOL AND COLLEGE ASSOCIATION OF NATURAL HISTORY.

A meeting of this association was held at Normal, Ill., commencing July 14 and continuing until August 11, for the study of botany and zoölogy. The course of study was arranged systematically and with sole reference to the needs of teachers. Instructors in special departments were employed and unusual facilities provided for detailed and thorough study. Teachers not belonging to the association were admitted, up to the number of 53, which was as many as could be accommodated conveniently. The instructors were Professor Thomas, State entomologist; Professor Burrill, of the

chair of botany at the Industrial University; Prof. W. S. Barnard, of Cornell University; Prof. S. A. Forbes, curator of the museum at Normal; and Dr. J. A. Sewall, professor of chemistry in the Normal School.

While the leading idea in the course of study pursued was to give practise in the peculiar processes of scientific investigation, it was not forgotten that to the average teacher a general knowledge of the whole is of more value than a special knowledge of a very little. The specimens selected for study were, therefore, typical ones, and the dissections and examinations were so planned and conducted that the chief facts demonstrated were true, not of the species or genus only, but of whole classes or subkingdoms, or else furnished notable exceptions to general statements about these larger groups. The material for dissection was abundant, varied, and extremely well selected. The fresh water specimens were obtained from Lake Michigan and the Illinois River and the marine animals were collected as needed along the New England coast. Of the latter, it was asserted by former students of the school of Agassiz that a greater variety was furnished at Normal than was to be had at Penikese itself. The laboratory work was made throughout the basis of the course, and the lectures were designed chiefly to explain and complete the knowledge gained with the scalpel and the microscope. The lectures, thirty in number, were delivered one and two a day, and nearly all were brought into close relation to the laboratory work. All were profusely illustrated by specimens, charts, diagrams, and blackboard drawings. All specimens for dissection and study were furnished at the expense of the museum of the State Natural History Society at Normal.

The class separated delighted with the result of the work and anxious to continue it in the future, and unless some unlooked for hindrances arise, a class of a hundred will be organized in the summer of 1876, when the studies of geology and chemistry will be added to the list and the session will be extended to six weeks instead of four.—(Illinois Schoolmaster, May, p. 168; June, p. 209; August, p. 278; September, pp. 311-313.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of these reported in 1874 was 116. No note respecting increase of their number or change in their course of study has been received for 1875, except that in Chicago several division high schools have been established with a course of study covering only two years. Natural science, language, mathematics, history, and civil government are the chief themes in these schools; while German, music, and drawing are optional. At the main high school, the regular course of four years is continued, with some changes, graduates of the grammar schools being given the choice of either a two years' or a four years' course, and a rigid test examination for graduation and promotion being substituted for the former public examination at the close of the school year, with good results.

High schools with well arranged courses appear also in the reports from Belleville, Jacksonville, Peoria, Quincy, and Springfield.—(Reports of school boards, 1875.)

OTHER SECONDARY SCHOOLS.

Twenty-three private academies and seminaries, the full returns from which may be found in Table VI, make report to this Bureau of 154 teachers and 2,785 pupils, 677 of whom are in classical courses and 844 in modern languages, 357 preparing for a classical course in college, and 72 for a scientific course. Drawing is taught in 14 of these schools, with the addition of painting in 2; vocal music in 16; instrumental music in 18. Eleven have chemical laboratories; 13, philosophical apparatus; and 13, libraries, in most instances of some hundreds of volumes and in one case of 3,000.—(Returns to Bureau for 1875.)

Besides these, there appear, in the reports of colleges and universities, ^{2,912}2,707 students in their preparatory departments, 562 of whom are reported to be preparing for a classical course in these institutions and 740 for a scientific course.

BUSINESS COLLEGES.

Thirteen of these report 61 teachers and 2,362 students, of whom 22 are in German, 63 in French, 42 in "modern languages," without further specification, 60 in telegraphy, and 66 in phonography. The principal of one of these at Jacksonville is also head of the Illinois Conservatory of Music, an institution with 5 professors and 200 pupils.—(Returns for 1875.)

SUPERIOR INSTRUCTION.

REGULAR COLLEGES.

There are in the State, according to a statement in the Illinois Schoolmaster for January, 1875, pp. 23-24, 24 universities and colleges, besides 7 colleges for women. Among this number the following have forwarded to this Office their catalogue reports:

Abingdon College, Abingdon, (Disciples,) is for both sexes, and has preparatory, classical, scientific, normal, and commercial courses. The latter has been incorporated in the college proper, and hereafter book-keeping and Spencerian penmanship will be taught without extra charge. Hebrew, modern languages, and phonography have also been included in these gratuitous studies.—(Catalogue, 1875.)

Augustana College and Theological Seminary, Paxton, (Swedish Evangelical-Lutheran,) is exclusively for young men, and appears to embrace collegiate and theological courses.—(Circular, 1873-74.)

Eureka College, Eureka, (Christian,) is for both sexes, and embraces in its course college, Bible, normal, commercial, and music departments. The college department comprises three prominent courses of study, the baccalaureate, scientific, and academic, with the preparatory course which precedes each.—(Catalogue, 1875.)

Ewing College, Ewing, (undenominational,) is for both sexes; its course includes a preparatory, an academic, and a collegiate department, the whole extending through a period of seven years. In the collegiate department there are a classical course of four and a scientific course of three years.—(Catalogue, 1874-75.)

Illinois Wesleyan University, Bloomington, (Methodist Episcopal,) admits both sexes to all its departments. Four years of experience in co-education have given no occasion to doubt its beneficial results. A lady has also been admitted into the faculty here, Jennie F. Willing, A. M., as professor of English language and literature. The claims of physical culture have been recognized by the establishment of a gymnasium, and by lectures delivered by competent professors on the laws of health, in addition to the text books studied on anatomy, physiology, and hygiene. The university offers in its collegiate department three regular courses of study, classical, scientific, and philosophical. There is a post graduate course the completion of which entitles the student to the degree of Master of Arts. There are also preparatory and law departments.—(Catalogue, 1874.)

Knox College, Galesburgh, had the pleasure of welcoming back to it as president, in 1875, Hon. Newton Bateman, late State superintendent of public instruction in Illinois. He was installed June 22, in presence of a large audience, by Ex-Chief Justice Lawrence.—(Western Journal of Education, July, 1875.)

Lincoln University, Lincoln, (Cumberland Presbyterian,) is open to both sexes, and comprises collegiate, theological, law, and painting departments, and a conservatory of music. The collegiate department comprises classical, Latin-scientific, and scientific courses, with a selected course for those who do not wish to graduate.—(Catalogue, 1874-75.)

McKendree College, Lebanon, (Methodist Episcopal,) is open to both sexes, and comprises preparatory, academical, collegiate, commercial, and law departments.—(Catalogue, 1874-75.) By the will of the late Mrs. E. Riggen this college receives \$13,000, and in the event of her son's death an additional \$10,000.—(American Educational Monthly, October, p. 471.)

Monmouth College, Monmouth, (United Presbyterian,) is for both sexes, and offers a collegiate department, with classical and scientific courses, an academical, with preparatory and high and normal courses, musical, and an art department.—(Catalogue, 1875.) A professorship of philosophy has been established here, to embrace metaphysics, logic, political economy, and the Constitution of the United States.

Northwestern College, Naperville, (Evangelical,) admits both sexes; has preparatory, collegiate, commercial, and art departments; the courses in the collegiate department are classical and scientific, English scientific, German, and English-German. Union Biblical Institute, a school for instruction in theology, seems to be connected with the college.—(Catalogue, 1874-75.)

Northwestern University, Evanston, (Methodist Episcopal.)—The location of this university is eleven miles from Chicago; its grounds consist of about thirty acres of land on the shore of Lake Michigan, shaded by a native grove. Its various colleges and departments are (1) of literature and science, (2) of technology, (3) woman's college of literature and art, (4) college of theology, (5) college of law, (6) college of medicine, (7) preparatory school, and (8) conservatory of music. The courses of instruction in the college of literature and science and in the woman's college of literature and art are identical; elective courses are provided for those not able to take a full course. The woman's college has only recently become the property of the university, having formerly been known as the Northwestern Female College and later as the Evanston College for Ladies. In July, 1873, it was passed over to the university, which elected five women to its board of trustees, one on its executive committee, and one in its faculty. Here young women have equal privileges with the young men in all respects, and, at the same time, a home where they may be constantly under the special care of women. Aid to a limited extent has been provided for girls unable to make their own way, through a fund donated by Rev. O. Huse, I. R. Ritt, and others.—(Catalogue, 1874.)

Rock River University, Dixon, (unsectarian,) admits both sexes to its course of study, which, in addition to collegiate, includes normal, commercial, art, and music departments.—(Prospectus of the University, 1875.)

St. Ignatius College, Chicago, (Roman Catholic,) for males exclusively, is conducted by members of the Society of Jesus. It is intended for day scholars only, and offers two distinct courses of study, classical and commercial.—(Catalogue, 1875.)

St. Joseph's Ecclesiastical College, Teutopolis, (Roman Catholic,) admits only Catholic boys; the course is collegiate and preparatory, with classes in philosophy and theology for those who intend to become priests.—(Catalogue, 1873-'74.)

Shurtleff College, Alton, (Baptist.)—Its course at present consists of an academic and preparatory department, Kendall Institute for young ladies, the college, and the theological department. Ladies are admitted to the college, the academic and preparatory departments.—(Catalogue, 1874-'75.)

Swedish-American Ansgari College, Knoxville, was founded in 1875, by a gift of \$10,000 from Hon. James Knox, and \$5,000 from the citizens of Knoxville. The departments of instruction are preparatory and collegiate.—(College circular.)

University of Chicago, (Baptist.)—This university includes, in addition to its collegiate department, Rush Medical College and Union College of Law. Young women are admitted to the collegiate and preparatory classes on the same terms and conditions as are young men. The college buildings contain no dormitories for them, but accommodations are furnished by private families.—(Catalogue, 1874-'75.)

Westfield College, Westfield, (United Brethren,) admits both sexes to its departments of instruction, embracing preparatory, classical, scientific, ladies', and teachers' classes.—(Catalogue, 1874-'75.)

COLLEGES FOR WOMEN.

Six out of 8 institutions for the superior instruction of young women report 66 instructors, of whom 9 are males and 57 females. Five of the 6 classify their students, returning 211 in preparatory departments, 209 in the regular course, 136 in partial courses, and 3 in a post graduate course. The remaining 1 returns a total of 200 students, without classification of them. Five have libraries, numbering respectively 300, 300, 1,950, 2,090, and 3,000 volumes.

One of these institutions, the Rockford Female Seminary, besides sending a sketch of its course, which is full and good, sends, as a specimen of its work, a magazine conducted by a literary association connected with the seminary exhibiting a very creditable amount of ability, culture, and good taste.—(Returns for 1875 to Bureau of Education.)

INTERCOLLEGIATE CONTEST.

The intercollege contest of this State, which was arranged for by the Intercollegiate Association in April, 1874, took place in November of that year. Chicago University, the Northwestern, the Illinois Wesleyan, the Industrial, Illinois College, Knox, Shurtleff, and Monmouth were represented. The first prize was awarded to Thomas I. Coultas, of the Illinois Wesleyan, and the second to J. Frank Stout, of the Northwestern.—(Illinois Schoolmaster, January, p. 21.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Abingdon College	12	2	101	38	\$60,000						
Augustana College	9	54	38		50,000	\$20,000	\$2,000		\$0		5,600
Blackburn University											
Carthage College	9	1	130	86	50,000	40,000	3,000	\$3,700	0	\$0	2,000
Chicago University	15		100	114	700,000			6,000			48,000
College of the Sacred Heart of Jesus.*	7			50							
Eureka College*	6	0	77	83	60,000	25,000	2,000	4,465	0	0	a2,500
Evangelisch-Lutherisches Collegium.	6			26	2,400						300
Ewing College	6	0	150	39	10,000	0	0	1,800	0	0	a192
Hedding College	10		20	27	50,000			3,800			a1,350
Illinois Wesleyan University ..	26		275	136	200,000	75,000	5,000	6,000	0		
Illinois College*	12	3	61	39	190,000	135,000	11,500	4,500		3,000	a10,000
Knox College*	6	0	187	42	150,000	102,000	10,000	5,600	0	0	a7,700
Lombard University*	11		71	35	80,000	100,000	10,000	2,500			a4,100
Lincoln University	11		192	61	75,000	50,000	5,000	2,306			
McKendree College	9		94	130	50,000	44,000	2,300	5,400	0		a7,500
Monmouth College	11	2	134	151	50,000	30,000	2,193	4,761			2,000
Northwestern University	75	1	442	224	412,000	666,000	40,000	26,000	0		30,000
Northwestern College	12		303	42	50,000	120,000	9,200	1,360			1,000
Rock River University	16	0	64		40,000	0	0	0	0	0	
Shurtleff College	11	3	136	58	65,000	100,000	7,000	6,000		3,000	a5,835
St. Viator's College	16			(b)	50,000			9,519			1,200
St. Ignatius College	13	0	133	81	262,500	0	0	7,200	0	0	9,000
St. Joseph's Ecclesiastical College.	10		45	39							
Swedish-American Ansgari College.	7	0	26		20,500	0	0		0	0	
Westfield College	7	0	107	55	40,000	30,000	3,000	2,210	0	0	a865
Wheaton College	9	3	12	39	100,000	25,000	2,000	2,600	0	1,500	a4,000

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

b 150 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Illinois Industrial University.—The university at Urbana includes schools of civil, mechanical, and mining engineering, architecture, chemistry, agriculture, and literature, science, and art. Tuition here is free; the State appropriation for the past year (1875) was \$7,500. The number of students in attendance was 332, of whom 75 were ladies; the number of resident professors and instructors, 23. No degrees are conferred, but the university gives a certificate of actual attainments in a "full" or "partial" course. The value of grounds, buildings, and apparatus is estimated at \$359,411.46. The library now numbers 10,600 volumes, besides a large collection of unbound pamphlets.—(Special report from the president, J. M. Gregory, LL. D.)

The university was first opened for students in 1863, in a large five-storied edifice, donated by the county. The institution speedily outgrew this building, and a new one has lately been erected for it by the State at a cost, exclusive of heating apparatus and furniture, of about \$150,000. It is massive in proportions, having a length of 214 feet and a depth of wings of 124. The style may, perhaps, be called the American renaissance, and presents a sufficiently fine appearance, but the chief excellence of the building is in its interior arrangement. This was planned first with much care and study on the part of the faculty; the ground plans being placed in the hands of an architect whose part was to fit them with a suitable exterior. The problem was to furnish under one roof the public rooms needed for the instruction of a thousand students, a number which it is believed the university will reach within five or six years. The building

occupies three sides of a square, giving an inner court, in which the well, cistern, coal, &c., are partly concealed, also making it possible to have rooms lighted on three sides for library, cabinet, and laboratory purposes. The front is 214 feet in length, the corridors and stairways wide and well lighted; there are 30 large, well lighted, and beautiful class rooms, varying in capacity from 40 to 80 seats. The wing containing the library is fire-proof, and affords five large halls, each 61 by 77 feet; the basement, which is nearly all above ground and well lighted, is a natural history laboratory.—(New England Journal of Education, March 27, p. 149; New York School Journal, March 27, p. 195; advertisement in Illinois Schoolmaster, April.)

PROFESSIONAL.

Theology.—Four independent institutions for theological instruction are reported, namely, the Baptist Union Theological Seminary, Chicago; Chicago Theological Seminary, (congregational;) Presbyterian Theological Seminary of the Northwest; Garrett Biblical Institute, Evanston, (Methodist Episcopal.) Provision is also made for theological instruction in Augustana, Eureka, St. Joseph's, Shurtleff, and Northwestern Colleges, and in the Illinois Wesleyan and Northwestern Universities.

Medicine.—Catalogue reports have been received from Hahnemann Medical College and Hospital, Bennett Medical College, and the Woman's Medical College of Chicago. The first admits both men and women to its privileges, and furnishes two courses, one (which is advised) of three years, the other (permitted) of two. The Woman's Hospital College is exclusively for women. Length of course not given here or at Bennett; but in the catalogues of both it is stated that candidates for graduation must show that they have studied medicine three full years and have attended at least two full courses of lectures. Medical instruction is also given in departments of the Northwestern University at Evanston and the Chicago University.

Chicago College of Pharmacy.—The ninth annual announcement, 1875-76, refers to several important additions to and changes in the course of instruction for the approaching session. The chairs of pharmacy, chemistry, and materia medica were to be more fully supplied than ever before with appliances, specimens, charts, &c. The course of instruction consists of forty lectures in each department, viz: of pharmacy, chemistry, materia medica, and botany, which last includes the analysis of plants, with the use of the microscope in illustration.—(The Pharmacist, October, p. 3.)

Law.—Law departments exist in connection with the Illinois Wesleyan, Lincoln, Chicago, and Northwestern Universities, and McKendree College

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Illinois Industrial University*.....	28	...	335	4	\$339,411	\$319,000	\$29,410	\$6,743	10,060
Illinois Agricultural College.....	5	...	78	4	25,000	30,000	1,200	1,950	500
SCHOOLS OF THEOLOGY.									
Augustana Theological Seminary.....	3	2	18	2	.....	20,000	2,000	.....	.....
Baptist Union Theological Seminary.....	6	.....	73	3	50,000	100,000	8,000	.....	15,000
Bible department of Eureka College.....	2	0	27	2	.....	.....	.....	.....	.....
Chicago Theological Seminary.....	7	5	37	3	125,000	220,000	19,600	.....	5,500
Concordia College.....	4	.....	112	.....	17,000	.....	.....	.....	5,900
Garrett Biblical Institute.....	15	0	81	3	50,000	300,000	20,000	.....	3,000
Jubilee College.....	1	.....	.....	4	35,000	.....	.....	.....	3,600
Presbyterian Theological Seminary of the Northwest.....	6	4	23	3	225,000	149,750	14,975	.....	8,000
Theological department of Illinois Wesleyan University.....	3	.....	.....	.....	.....	.....	.....	.....	.....
Theological department of Lincoln University.....	4	1	80	4	.....	18,000	1,700	.....	400
Theological department of Shurtleff College.....	3	2	5	3	.....	45,000	3,000	.....	1,260
Theological department of Blackburn University.....	3	1	30	3	10,000	8,000	700	.....	2,600
SCHOOLS OF LAW.									
Law department of Illinois Wesleyan University.....	4	.....	25	2	.....	0	0	1,000	2,00
Law department of Lincoln University....	4	.....	15	.....	.....	.....	.....	.....	.....
Law department of McKendree College....	1	.....	7	2	.....	.....	.....	.....	.....
Union College of Law of Chicago and Northwestern Universities.....	38	.....	136	2	.....	0	4,000	5,000	.....
SCHOOLS OF MEDICINE.									
Chicago Medical College, (medical department Northwestern University.).....	19	.....	140	3	645,000	0	0	6,663	.....
Rush Medical College, (Chicago University).....	23	.....	200	3	.....	.....	.....	.....	.....
Woman's Hospital Medical College.....	17	.....	34	2	4,000	.....	.....	1,100	50
Bennett College of Eclectic Medicine and Surgery.....	12	.....	80	2	100,000	.....	.....	5,608	500
Hahnemann Medical College and Hospital of Chicago.*.....	14	.....	92	.....	60,000	.....	.....	6,500	0
Chicago College of Pharmacy.....	5	.....	30	.....	15,000	0	0	2,000	2,500

* From Report of Commissioner of Education for 1874.

a Appropriated by the universities to this college. b Value of buildings and apparatus.

SPECIAL INSTRUCTION.

PEORIA AND NORMAL SUMMER SCHOOLS OF NATURAL HISTORY.

A summer school of natural history of four weeks' duration was held in Peoria, beginning July 5. Its object, as stated by Hon. S. H. White, in Illinois Schoolmaster for September, p. 313, was to assist the members of the recently organized scientific association of the city to a clearer conception of the work they could do, the methods by which they could most successfully do it, and to stimulate a taste for the study of science on the part of the community in general. The school was a venture on the part of the association, that body assuming all the risks and obligating itself to make up all financial deficits. The enterprise was a success, not only financially but also in the direction for which the school was established. One important fact was impressed upon all, viz, that the scope of natural science is very broad. After attempting for a few days to study all three of the departments of botany, zoölogy of vertebrates, and entomology, a goodly

portion of the class limited their work to one or two studies, while the majority confined themselves in their laboratory work to only one, listening to and taking notes of all lectures. The instructors were Professors Wilder and Comstock, of Cornell University, in zoölogy and entomology, and Professor Wood, the eminent botanist, in his especial line.

The daily programme was about as follows: Work in botany began at 8 o'clock, generally by a lecture, and was continued by the arrangement of notes, by questions and answers, and by examination and analysis of plants, till 9½. At that time the lecture on entomology came in, and at 11 that on zoölogy. The method of work in each of these was similar to that in botany. Some one of the professors gave a lecture each evening. A course of six lectures in chemistry was given by Professor Hyatt. The afternoons were given to laboratory and field work, to which occasionally a whole day was devoted.—(Illinois Schoolmaster, September, pp. 313, 314.)

A school essentially similar to the above, but intended more for the benefit of teachers, was held in the latter part of July and the early part of August by some of the same instructors, with the aid of others, at Normal, not far from Peoria, under the auspices of the State Natural History Society. It appears, from the accounts published of it, to have been admirably conducted and fruitful of good results. For details see Illinois Schoolmaster, August, 1875, p. 278, and September, pp. 311-313.

INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

This institution has been located at Jacksonville in cheap frame buildings, unsafe, in case of a fire, as well as entirely inadequate in size to the accommodation of the large numbers of children who are brought to it. A bill has passed the legislature recently appropriating \$175,000 for a new building equal to the accommodation of 250 pupils, and \$10,000 more for land, providing also for the appointment by the governor of commissioners to select a site and farm for the buildings. It is estimated that there are in Illinois about 3,000 idiots, one-third of whom are of school age. The applications for admission to the school have increased during the last few years, but owing to lack of room many have had to be rejected. During the last ten years 421 applicants were refused admission, principally on account of want of accommodations.—(Report, 1874.)

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

In addition to the sign language, instruction in articulation has been given here for six years past to those likely to profit by it, and with great success. Within a few years past a disease which appears to have become endemic—cerebro-spinal meningitis—has added largely to the number of deaf mutes in the State; 24 per cent. of those admitted in 1874 having been made deaf by this cause. A large proportion of these were once able to talk, and it is a matter of great importance to preserve the capacity. The studies are the common English branches, natural philosophy, physiology, chemistry, and drawing. Special attention has been given to the latter branch, and some cases of quite marked talent have been found among the students. Instruction in some of the mechanic arts is also imparted, as an aid to usefulness and self-support.

The number of pupils who received instruction here during 1875 is 423; 240 of them were boys, 183 girls. There were 19 professors and instructors. The average number of years spent by the pupils in the institution is 7; ten of its graduates have become teachers in similar institutions. Since the foundation of the institution in 1839, 1,073 pupils have received instruction there.—(From special report to the Bureau of Superintendent Phillip G. Gillett, for the year 1875, and from the thirty-fourth annual report of the institution for 1874.)

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND, JACKSONVILLE.

This important special school, in the same neighborhood with that for the deaf and dumb, reports, through its principal, F. W. Phillips, 8 instructors and 21 other employes, 10 of these being blind. The present number of students is 93; the number instructed since the opening of the school in 1849, 506. In connection with the literary instruction given, and that in music, always an important element in the teaching of the blind, the pupils are taught broom and brush making, caning of chairs, carpet-weaving, bead work, knitting, crocheting, and sewing. The library contains 961 volumes. How many of these are in raised print is not stated.—(Return to Bureau of Education, 1875.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-second annual meeting was held at Rock Island December 29, 1875. After the address of welcome by the President, W. B. Powell, and one making a plea for more supervision in the schools, State Superintendent Etter presented the subject of the representation of the educational interests of the State at the Cen-

tennial Exhibition. Dr. Gregory, of the Illinois Industrial University, made an enthusiastic appeal for help in money, work, and interest, in order that a creditable exhibit be made of the educational work of Illinois. Papers were read by J. H. Blodgett, of Rockford, and Dr. Sewall, of the State Normal School, on the subjects of "Country schools," and "Uses and abuses of the laboratory method of instruction in natural sciences." Upon motion of S. H. White, the association instructed the president to appoint a State executive committee, consisting of five members, for the purpose of assisting to perfect and carry out plans for the educational exhibit of Illinois at the Centennial Exhibition. The committee appointed were Hon. S. M. Etter, Springfield; Dr. J. M. Gregory, Champaign; Hon. J. L. Pickard, Chicago; Dr. D. A. Wallace, Monmouth; and Dr. J. A. Sewall, Normal.

Dr. Wallace read a valuable paper before the college and high school section on "The work of the college, as distinguished from that of high schools and academies on the one hand and that of universities on the other." The work of the college, he thought, should be (1) one of inspiration, (2) of instruction, (3) of development, (4) of discipline, and (5), of investigation. Henry L. Boltwood read a paper on "Co-operation of high school and college," whose scope was to bring these two wings of the educational army into closer relations. He advocated the acceptance of quality rather than quantity in entering examinations, and of adopting a system of equivalents, by which a scholar from the high school could be credited with the work actually done and be classed accordingly. After considerable discussion of this subject a committee was appointed, consisting of Dr. Bateman, Dr. Wallace, Dr. Gregory, Dr. Allyn, Professors De Motte, Brooks, Frost, Everett, Boltwood, and Clark, with Superintendent Etter as chairman, to devise measures whereby closer relations can be established between the college and the high school, and to prepare a scheme of equivalents to be published, if possible, before the close of the present school year. A paper was read by S. H. White on "Education and crime," and one by C. C. Snyder, of Freeport, on "How to secure good teachers," which were discussed by C. I. Parker, of Danville, and E. P. Frost, of Peoria. A paper by E. A. Haight, of Alton, on "What is practical for graded schools?" was discussed by Messrs. Finney, Hanford, Andrews, Smith, Lewis, Forbes, Piper, Powell, and Barge.

The meeting was a most interesting one, with only a moderate attendance, but a very good representation of the leading teachers of the State. The spirit of all the sessions was admirable and the general character of the exercises of a high order.—(Illinois Schoolmaster, February, 1876, pp. 70-72.)

COUNTY SUPERINTENDENTS' ASSOCIATION.

The annual session of this association was held at Rock Island, December 27, 28, and 29, 1875, when many valuable papers were read and discussed. The first paper was by James H. Seaton, of Putnam County, on "How to make school visitation all it should be." James B. Donnell, of Warren County, next presented a paper upon "Plans for village and country school-houses," which was followed by a general discussion on the means of heating and ventilating. Owen Scott, of Effingham County, took up the subject of "County and township institutes: should they be made by law a necessity, and teachers be required to attend them?" The paper led to the offering of a resolution expressing the affirmative, which was voted down by the association, for the reason that the majority believed that the passage of such a law would do little good without additional legislative action. Mrs. Mary L. Carpenter, of Winnebago County, read a paper upon the "Best method of bringing directors up to their duty." John Gore, of Cass County, followed with a paper on "Qualifications of an examiner." James P. Slade, of St. Clair County, read a paper on "Character: its development in the public schools," claiming that such development depends more upon the manner in which school work is done than upon the particular subjects taught. The time of the last day's session was consumed in discussing questions pertaining to school law.—(Illinois Schoolmaster, February, 1876, pp. 68-70.)

ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

This society met at Champaign, in the Industrial University building, July 6, 7, and 8. About 45 principals were in attendance, besides county superintendents and others interested in school work. After the address of welcome by Professor Burrill, of the university, and response by the president of the association, J. S. McClung, the society witnessed an entertaining and instructive display of the powers of the magic lantern, by Professor Robinson, of the university. A committee of three was appointed to report a revision of the scheme of school reports adopted by the society at their meeting in Chicago, July 8, 1870. Papers were read and afterward discussed by the association on "Tact," by Prof. E. E. Haight, of Alton; on "Promotions," by Miss S. E. Raymond, of Bloomington; on "Narcotics of the school room," by E. C. Delano, of Chicago; on "Music," by Mrs. J. Humphreys, of Bloomington; and on "The competent teacher: how shall we secure him?" by Professor Hannan, of Chicago.

Among the topics discussed, that of "Recesses" awakened much interest. Many

were surprised to learn that in some of the largest graded schools in the State there is no such thing as an out-door recess during the morning or afternoon. At the close of each recitation an intermission of five minutes is taken, during which time the pupils are not permitted to pass from the room, except by special permission. Those who have given this plan a faithful trial enthusiastically declare that under no conditions would they return to the old way. The gains are said to be very marked in the matter of morals and manners.—(Illinois Schoolmaster, August, 272-277.)

OBITUARY RECORD.

MR. EDWARD C. WHITEMORE,

For ten years a teacher of music in the schools of Chicago, died in that city January 26, 1876. Mr. Whittemore was a born musician of unusual capacity and power. A student of Lang on the piano and of Buck on the organ and harmony, he brought to his work in the schools large musical culture, as well as native ability, and left on them an impression which will be likely to abide for years. He threw his whole soul into his teachings, and by the ardor of his enthusiasm in it swept others along with him, in spite of great physical infirmity, which finally compelled his retirement in 1875. A noble man, he has made a noble record.—(Chicago Teacher, June, 1875, and Western Journal of Education, February, 1876.)

LIST OF SCHOOL OFFICIALS IN ILLINOIS.

Hon. S. M. ETTER, *State superintendent of public instruction, and member ex officio of State board, Springfield.*

STATE BOARD OF EDUCATION IN CHARGE OF NORMAL UNIVERSITY.

Names.	Expiration of term.	Residence.
Hon. Samuel W. Moulton	1881	Shelbyville.
Hon. R. S. Canby	1881	Olney.
George W. Clark	1881	Chicago.
William H. Hill	1881	Pontiac.
J. C. Knickerbocker	1881	Chicago.
Hon. Charles F. Noetting	1881	Belleville.
Hon. William H. Greene	1879	Cairo.
Dr. Calvin Goudy	1879	Taylorville.
Thomas R. Leal	1879	Urbana.
E. A. Gastman	1879	Decatur.
Joseph Carter	1879	Normal.
B. G. Roots	1877	Tamaroa.
E. L. Wells	1877	Oregon.
N. E. Worthington	1877	Peoria.

COUNTY SUPERINTENDENTS OF SCHOOLS.

[Term, January 1, 1873, to December 1, 1877.]

County.	Superintendent.	Post-office.
Adams	John H. Black	Quincy.
Alexander	Mrs. Phoebe A. Taylor	Cairo.
Bond	Rev. Samuel G. Duff	Pleasant Mound.
Boone	Mrs. Mary E. Cray	Belvidere.
Brown	James P. Amonett	Mount Sterling.
Bureau	Jacob Miller	Princeton.
Calhoun	Israel J. Varner	Hamburg.
Carroll	James E. Millard	Lanark.
Cass	John Gore	Virginia.
Champaign	S. L. Wilson	Champaign.
Christian	Robert W. Orr	Taylorville.
Clark	Edw. Pearce	Marshall.
Clay	George W. Smith	Louisville.
Clinton	Phillip Bottler	Carlyle.
Coles	Allen Hill	Charleston.
Cook	George D. Plant	173 E. Raulolph street, Chicago.
Crawford	Presly G. Bradberry	Robinson.
Cumberland	Thomas C. Killie	Greenup.
De Kalb	Horace P. Hall	Sycamore.
De Witt	Miss Mary S. Welch	Clinton.
Douglas	J. W. King	Newman.
Du Page	Charles W. Richmond	Naperville.
Edgar	Rufus S. Cusick	Paris.

List of school officials in Illinois—Concluded.

County.	Superintendent.	Post-office.
Edwards	Levinus Harris	Albion.
Efingham	Owen Scott	Efingham.
Fayette	Benjamin F. Shipley	Vandalia.
Ford	R. N. Gorsuch	Paxton.
Franklin	J. W. Ross	Benton.
Fulton	Vincent M. Grewell	Ipava.
Gallatin	Thomas J. Cooper	Shawneetown.
Greene	Mrs. Catherine L. Hopkins	Carrollton.
Grundy	Rev. John Higby	Gardner.
Hamilton	John P. Stelle	McLeansborough.
Hancock	Rev. William Griffin	Carthage.
Hardin	Marshall Rose	Elizabethtown.
Henderson	Rev. James McArthur	Olena.
Henry	Benjamin F. Barge	Geneseo.
Iroquois	David Kerr	Gilman.
Jackson	L. H. Redd	DeSoto.
Jasper	Calvin S. James	Newton.
Jefferson	John D. Williams	Mount Vernon.
Jersey	William H. Lynn	Jerseyville.
Jo Daviess	Robert Brand	Galena.
Johnson	Thomas G. Farris	Vienna.
Kane	Charles E. Mann	St. Charles.
Kankakee	Miss Nettie M. Sinclair	Kankakee.
Kendall	John R. Marshall	Yorkville.
Kuox	Miss Mary A. West	Galesburgh.
Lake	John P. Manchester	Waukegan.
La Salle	Rinaldo Williams	Farm Ridge.
Lawrence	F. W. Fox	Bridgeport.
Lee	Daniel Carey	Rochelle.
Livingston	M. Tombaugh	Odell.
Logan	James G. Chalfant	Lincoln.
Macon	Simon P. Nickey	Oakley.
Macoupin	John S. Kenyon	Virden.
Madison	A. A. Suppiger	Highland.
Marion	James W. Primmer	Sandoval.
Marshall	Charles S. Edwards, jr	Sparland.
Mason	Solomon M. Badger	Mason City.
Massac	Henry Armstrong	Metropolis.
McDonough	John M. Dunsworth	Colchester.
McHenry	William Nickle	Ringwood.
McLean	W. H. Smith	Bloomington.
Menard	Kenyon B. Davis	Petersburgh.
Mercer	Miss Amanda E. Frazier	Aledo.
Monroe	William H. Hilyare	Chalfin Bridge.
Montgomery	Rev. Francis Springer	Hillsborough.
Morgan	Henry Higgins	Jacksonville.
Moultrie	James K. P. Rose	Sullivan.
Ogle	Edward L. Wells	Oregon.
Peoria	Miss Mary W. Whiteside	Peoria.
Perry	John B. Ward	DuQuoin.
Platt	C. J. Pitkin	Monticello.
Pike	James W. Johnson	Pittsfield.
Pope	James A. Rose	Golconda.
Pulaski	William M. Hathway, M. D	Caledonia.
Putnam	James H. Seaton	Hennepin.
Randolph	Peter N. Holm	Evansville.
Richland	John J. Coons	Olney.
Rock Island	Mansfield M. Sturgeon	Rock Island.
Saline	Barnett L. Hall	Raleigh.
Sangamon	Patrick J. Rourke	Springfield.
Schuyler	William A. Clark	Rushville.
Scott	Rufus Funk	Exeter.
Shelby	John Stapleton	Oconee.
Stark	Alonzo B. Abbott	Bradford.
St. Clair	J. P. Slade	Belleville.
Stephenson	Johnson Potter	Davis.
Tazewell	Michael E. Pomfert	Hopedale.
Union	Joseph H. Samson	Jonesborough.
Vermillion	Charles V. Guy	Danville.
Wabash	James Leeds	Friendsville.
Warren	James B. Donnell	Monmouth.
Washington	Samuel C. Page	Nashville.
Wayne	Rev. Francis M. Woolard	Fairfield.
White	Ahart S. Harsha	Carmi.
Whitesides	Orrin M. Crarey	Lyndon.
Will	Mrs. Sarah C. McIntosh	Joliet.
Williamson	Augustus N. Lodge, M. D	Marion.
Winnebago	Mrs. Mary L. Carpenter	Rockford.
Woodford	J. E. Lamb	Low Point.

INDIANA.

STATISTICAL SUMMARY.

ENUMERATION OF ATTENDANCE.

Number of whites of school age, (6-21:) Males, 340,514; females, 317,434.....	657, 948
Number of colored of school age, (6-21:) Males, 4,940; females, 4,848.....	9, 788
Total enumeration.....	667, 736
Increase over 1874.....	13, 372
Number enrolled in the schools: White males, 264,041; white females, 231,670..	495, 711
Number enrolled in the schools: Colored males, 3,422; colored females, 3,229..	6, 651
Whole enrolment for the year ending September 1, 1875	502, 362
Percentage of children enumerated over 15 years of age	23
Percentage of children enrolled in public schools over 15 years of age.....	15
Hence, number of children enumerated under 15 years of age.....	480, 770
Hence, number enrolled in public schools under 15 years of age.....	427, 008
Estimated number in private schools.....	30, 000
Total number between 6 and 15 receiving school training.....	457, 008

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 7,670; females, 5,463..	13, 133
Average salary of male teachers per month.....	\$65 00
Average salary of female teachers per month.....	40 00

SCHOOLS AND SCHOOL HOUSES.

Average duration of schools in days, 1874-75.....	120
Number of school-houses erected during the year.....	352
Whole number September 1, 1875.....	9, 307
Number of township and district graded schools.....	396

INCOME AND EXPENDITURE.

Receipts.

From State tax for public schools.....	\$1, 577, 533 00	
From local tax for public schools.....	2, 650, 622 00	
Total from taxation for public schools.....		4, 228, 155 00
Interest on permanent fund, including rents of school lands.....		607, 717 00
From other sources.....		205, 645 00
Total receipts for public schools.....		5, 041, 517 00

Expenditures.

For sites, buildings, and furniture	\$700, 000 00
For salaries of superintendents	50, 000 00
For salaries of teachers.....	2, 830, 747 05
For miscellaneous and contingent expenses.....	949, 457 49
Total expenditure for public schools.....	4, 530, 204 54

EXPENDITURE PER CAPITA.

Rate of expenditure in the year <i>per capita</i> of school population.....	\$6 78
Rate of expenditure in the year <i>per capita</i> of pupils enrolled.....	9 01
Rate of expenditure in the year <i>per capita</i> of average attendance.....	15 06

ADDITIONS TO THE SCHOOL FUNDS.

1.—Common school fund.

Amount of funds held by counties in June, 1874.....	\$2, 408, 393 04
Amount since added from fines and other sources	50, 014 77
Total amount held by counties June, 1875.....	2, 458, 407 81
Non-negotiable bonds.....	3, 904, 783 21
	6, 363, 191 02

2.—*Congressional township school fund.*

Amount held by counties June, 1874.....	\$2, 295, 778 66
Amount since added from sale of lands, &c.....	35, 044 71

Amount held by counties June, 1875.....	2, 330, 823 37
Estimated value of 11,567 acres of unsold school lands...	105, 177 25

Total congressional township school fund.....	2, 436, 000 62
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Grand total of common school and congressional township funds.	\$8, 799, 191 64
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Increase for the year.....	87, 943 33
Valuation of all school property.....	10, 870, 338 18

—(From report of Hon. James H. Smart, State superintendent of public instruction, to the governor, January 21, 1876, with extracts from special return to Bureau of Education.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The original constitution of 1816 provided (article IX, section 1) for the improvement of lands granted by the United States for the use of schools, and the application of all funds raised from such lands, or from any other quarter, to the accomplishment of the great object for which they were intended, and (section 2) made it the duty of the general assembly, as soon as circumstances should permit, to "provide by law for a general system of education, ascending in regular gradation from township schools to State University, wherein tuition shall be gratis and equally open to all."

The constitution of 1851 (article VIII, section 1) ordained, in the same spirit and nearly in the same words, that "knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the general assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement, and to provide by law for a general and universal system of common schools, wherein tuition shall be without charge and equally open to all." It went on to provide for the creation and safe investment of a common school fund, the principal of which might be increased but never diminished, the income to be inviolably devoted to the support of common schools, and to no other purpose whatever. Provision for the election of a State superintendent of public instruction was also made a duty of the general assembly, said superintendent to hold office for two years.

PROVISIONS OF THE SCHOOL LAW.

New School Law of Indiana, with opinions, instructions, &c., prepared by the superintendent of public instruction, 1873.

OFFICERS.

The chief school officers are a State board of education, State superintendent of public instruction, county superintendents, school trustees for cities, towns, and townships, county boards of education, city superintendents, and school directors.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The *State board of education* is composed of the governor of the State, the State superintendent of public instruction, the president of the State University, president of the State normal school, and the superintendents of common schools in the three largest cities of the State. The State superintendent is president *ex officio*. The main duties of the board appear to be (1) to grant State certificates of qualification to such teachers as it finds, upon examination, to possess eminent scholarship and professional ability, as well as good moral character; (2) to take cognizance of such questions arising in the administration of the school system as are not otherwise provided for; (3) to make regulations for the purchase of township libraries, issue warrants for the payment of said purchase, and cause the distribution of the libraries to the several townships of the State.

The *State superintendent* is elected by the qualified voters of the State at a general election, takes office on the 15th day of March succeeding, and holds it for two years. He is charged with the administration of the system of public instruction, and a general superintendence of the business relating to the common schools of the State, and of the school-funds and school revenues set apart and appropriated for their support; must exercise such supervision over these funds and revenues as may be necessary to ascertain their safety and secure the preservation and application of them to their proper objects; must publish the school laws, with necessary forms and instructions, for distribution among the townships; must render an opinion, in writing, to any school officer asking the same, as to the administration or construction of the

school law; must, in January of each year in which there is no session of the general assembly, make brief written report to the governor of the prime matters relating to common schools, and at each regular session of the assembly, on or before January 15, make a full biennial report of his administration of the system of public instruction, with a brief exhibit of his labors; of the results of his observations as to the operation of the school system; of the amount and condition of the permanent school fund; of the revenue derived from it and from other sources, with estimates for the following two years; and of such plans as he may have matured for the better organization of the schools, and for the increase, safe investment, and profitable management of school funds. He must also present a comparison of the results of the years then closing with those of the year next preceding, and, if deemed expedient, of the years preceding that, so as to indicate the progress made in public instruction, adding such other information as to the system of instruction as he may think will be of interest, with statistical tables showing the working of that system at all points. His salary is \$2,000 a year, with \$1,800 for clerk hire and \$600 for traveling expenses.

The county superintendents (who come into the place of the former county examiners) are appointed by the assembled township trustees from the several townships of their respective counties, on the first Monday of June every two years, beginning from 1873. Their duties are: (1) to hold monthly, public written examinations of persons desiring license to teach in the public schools; to license for six months, twelve months, eighteen months, or two years, according to the ratio of correct answers at these examinations, such applicants as may be found qualified to teach, if they furnish evidence of good moral character; to keep in a book, provided for the purpose, minutes of their proceedings, (at these examinations,) with written lists of those to whom they may grant licenses, distinguishing between the different grades; to report annually to the State superintendent who and how many have been licensed by them, marking the grade and sex of each, with the number, but not the names, of those rejected, and the number of licenses revoked; (2) to exercise a general superintendence of the schools of their respective counties; to attend each township teachers' institute at least once in each year, and visit each school of the county as often; to encourage teachers' institutes and associations, and labor in every practicable way to elevate the standard of teaching, and improve the condition of the schools; (3) to make annual report to the State superintendent of the school population of their counties, with statistical report of the number of school districts, schools taught, and grades; length of school term in days; teachers, male and female; average compensation of these in each grade; amount of funds received from county treasurer and expended for the schools, and the balance on hand; number and cost of school-houses erected during the year; number, kind, and value of preceding erections; account and estimate of other school property; number of volumes in township libraries, number used during the year, and number added; amount of general tax assessments for schools, and special for school-houses; amount of this last received, expended, and on hand; number of acres of unsold congressional school lands, with the value of and income from these; together with such information respecting the condition of the schools and the progress of education in their counties as the State superintendent may call for. The compensation for the performance of these duties is \$4 per day for all time actually employed in the discharge of school duty, or about \$800 per year.

The school trustees (three in number for each city,* town, or township) are elected, one each year, by the common councils of the cities and the boards of trustees of the towns or townships at their first regular meeting in April; hold office for three years from the date of election in each case; constitute, together, the school board of the city or town; receive such compensation from the special school revenue as the elective authorities may deem just; have general charge of school affairs in their districts; receive, pay out, and account for the school revenues; employ teachers; establish schools; provide school furniture, apparatus, and fuel; and have power to assess and levy local taxes for these ends. They can establish graded schools and assign scholars to them, or combine with other districts in a joint graded school, and must report to the county superintendent the particulars mentioned under the third head above, for his report to the State superintendent. Neglect to do this involves the withholding of \$25 from the State apportionment for the city, town, or township, (which sum a delinquent trustee must make up from his own funds,) while the remainder of the State apportionment cannot be paid over till the report of the delinquent is duly made and filed.

The county boards of education are composed of the county superintendent, the trustees of the townships, and the school trustees of the towns and cities in each county. They meet semi-annually at the office of the county superintendent, he presiding, with a right to vote on all questions. Their duties are to consider the general wants of the schools and school property of which they have the charge, and all matters relating to the purchase of school furniture, books, maps, charts, &c. The change of text books, except in cities, is under their direction, with the proviso that no book be

* In cities of 30,000 or more inhabitants a school commissioner for each ward is elected, instead of a trustee, by the people, on the second Saturday in June, and these form a board of school commissioners.

changed within three years from the date of its adoption, except by a unanimous vote of all the members of the board.

The school directors are officers elected, one in each school district, by the voters in that district, annually on the first Saturday in October, to preside at school meetings; to take charge of the school-house; to make needful repairs; to provide the necessary fuel; to expel, in case of need, a refractory pupil; and to act as a medium of communication between the inhabitants of the district and the township trustees.

City superintendents are the executive officers of boards of school commissioners in cities, are appointed by them for definite terms, and perform such duties as the appointing power may direct.

SCHOOLS.

The schools of the State are largely elementary, but out of the 9,105 reported as taught in 1874 there were 271 graded schools. How many of these included high school grades does not appear; but 350 teachers in high schools were represented in the report for that year as having under them 13,342 pupils.

A State Normal School for the training of teachers, and township institutes, to be held for the improvement of teachers at least one Saturday in each month while the schools are in session, form also a portion of the school system of the State; while a State University, receiving freely the certificated graduates of approved high schools and giving them opportunities for superior instruction without charge for tuition, carries out the original constitutional provision that there should be provided by law "a general system of education, ascending in regular gradation from township schools to State University, wherein tuition shall be gratis and equally open to all."

The only departure from the letter of this last provision is a requirement in the school law that "the trustee or trustees of each township, town, or city shall organize the colored children into separate schools," which schools, however, are to have all the rights and privileges of other schools.

SCHOOL FUNDS.

A State school fund of nearly \$9,000,000, composed at first of the proceeds of lands donated to the State by the General Government, and increased at the rate of many thousands every year from fines and forfeitures, enables the State, by annual distribution of the interest of this among the districts, to greatly aid the local provisions for the support of public schools. An annual appropriation is also made for the support of the State Normal School and in aid of the State University, as also for the benefit of certain special schools.

REMARKS UPON THE SYSTEM.

Of the school system above sketched, Superintendent Smart, in his report to the governor, January, 1875, remarks: "Our school system has become a vast and complicated machine. It employs nearly 2,000 officers to manage it. It educates more than half a million children and costs four millions of dollars annually. It extends its influence into every community, into every household. The welfare of every member of the Commonwealth is involved in its proper management. It is doing a work of incalculable benefit to us all. It would be worth supporting if it should cost far more than it now costs. That there is opportunity for great waste in its management, and that it is capable of doing much more good than it is now doing, there can be no reasonable doubt. The funds may be mismanaged, the revenues may be misapplied, extravagant buildings may be erected, and ignorance and incompetency may rule in our school rooms; these things will make the system weak. The people have a right to demand economy in all things; they will permit extravagance in nothing. They have the right, also, to demand that the best teaching talent which the money will buy shall be placed in charge of the children of the Commonwealth. Intelligent economy does not require that our system cost less, but that it produce more. Let every school officer, then, have a care how he executes the trust which the State imposes on him; let every person who assumes the important and dignified office of teacher realize in himself all that is pure and noble and good, so that he may teach by example as well as by precept; then will our schools become so strong that no man will dare attempt to destroy them."—(Report, pp. 15, 16.)

ELEMENTARY INSTRUCTION.

RECOMMENDATION RESPECTING GRADES IN SCHOOLS.

At a meeting of superintendents of city schools in the State held in Indianapolis April 7, 8, and 9, 1875, it was unanimously recommended that the same system of nomenclature of grades in public schools be adopted in all the cities and towns of the State that was adopted by a meeting of western superintendents of schools held in Chicago in December, 1874. It was there resolved that the instruction given during the first eight years be called elementary, the schools in which it is given to be styled district schools; these to consist of two departments, to be named, respectively, primary and grammar, the former to include the work of the first four years, the latter that of the last four, and those schools in which secondary instruction is given to be called high schools. The division into elementary and secondary instruction corresponds with

that made in the school systems of Europe, and the term grammar, in place of intermediate, was adopted in order to conform to the usage throughout the Eastern States.—(Indiana School Journal, May, 1875, p. 222.)

DECISION AFFECTING LADY SUPERINTENDENTS.

The Indiana School Journal of July, 1875, states that the attorney-general has decided, on constitutional grounds, that a lady appointed by the school commissioners of Lake County to be county superintendent cannot hold the office.

TOWNSHIP LIBRARIES.

The deterioration of these great aids to general intelligence has been made in one of the counties of the State a reason for petitioning the legislature to do away with them entirely. This, the Indiana School Journal remarks, is a step in the wrong direction. Admitting that the libraries have been greatly abused, in many cases almost ruined, it still argues that something better can be done with them than to break them up; that by putting them into fair condition, adding annually a few valuable books, taking care for their proper preservation and due distribution among the teachers and the people, an immense amount of good can be effected by them. Fifty new volumes a year added to each library would give new life and interest, and would have the effect to cause the old books to be read as well as new; and such an addition could be easily secured by a tax so slight as hardly to be felt by any one. Indianapolis, by a tax of 5 mills on the hundred dollars, secures \$12,000 a year to be expended on its library, and is building up by this means one that is an honor to the city and an agent of immeasurable good.

CITY LIBRARIES.

After the passage by the legislature in 1852 of the law authorizing the establishment of public libraries, Indianapolis was the first city in the State to establish one under the control of the board of education, and now sustains this at an annual cost of \$12,000. Evansville has lately opened one with a purchase of \$4,800 worth of new books and about 4,000 old ones donated by the city library association. It is conducted by the trustees of the city schools, who have fitted up for its use the best building for library purposes in the city. The town of Muncie has in like manner taken advanced ground in this matter.—(Indiana School Journal, May, p. 229.)

KINDERGARTEN SCHOOLS.

One of these, in the high school building at Indianapolis, reports 25 children in attendance in its first term, with sessions of 3 hours per day for 5 days in the week and 40 such weeks in the school year; all the pure Kindergarten occupations, including the use of Fröbel's 20 gifts, with care of plants, beautiful grounds for play, and a mineralogical cabinet. These occupations are said to form the basis of all the training in the school by giving clear impressions and accurate knowledge, as well as securing obedience, kindness, and gentleness, and making the children self-helpful. Results thus far very marked happiness and facility in all school work.—(Return to Bureau for 1875.)

A kindred school is reported by the Northern Indiana Teacher for July, 1875, as connected with the normal department of the Fort Wayne High School, and is securing excellent results in intelligence, tractability, and interest in study.

CITY SCHOOL SYSTEMS.

HUNTINGTON.

Officers of the city school system.—A board of trustees, 3 in number, and a superintendent of schools.

Statistics.—The superintendent gives the following statistics concerning the schools: School census, 1,202; whole number of pupils enrolled, 551, an increase of 57 over that of last year; per cent. of enrolment on enumeration, 45.8; average number belonging, 404; per cent. of belonging on enrolment, 73.3; average daily attendance, 380; per cent. of attendance, 94; number of school days, 200, an increase over last year of 20 days; number of teachers, 8; whole amount paid for tuition, \$3,758; cost of tuition per pupil, \$6.82; total amount expended for schools during the year, \$6,200.50; entire cost per pupil, \$11.25. The superintendent says: "To account for the small per cent. of the scholastic population enrolled in the city schools, it must be remembered that the Catholics maintain a very large school, while perhaps more than a hundred pupils attend two schools controlled by the Lutherans and the German Reformed Church. From all that I can learn, I am satisfied that at least 80 per cent. of all the children of school age have been in attendance on some school within the past year. Of those attending the city schools 6.4 per cent. have been in attendance on the High School, the remainder have been in the seven grades of the primary schools.

Work of the schools.—An excellent summary of school studies, with some happy illustrative remarks respecting the best methods of instruction in these, adds value to the report and evinces thoroughness.—(Report of Superintendent James Baldwin for 1874-75.)

INDIANAPOLIS.

Organization.—A board of school commissioners of 12 members, one-third changed each year, and a city superintendent of schools with 4 assistant superintendents, 2 men and 2 women.

Statistics.—Estimated present population, 100,000; children of school age, 20,723; enrolled in public schools, 11,013; average daily attendance, 7,210; school buildings, 22; sittings for study, 7,907; rooms used for both study and recitation, including normal and evening schools, 182; used for recitation only, 20. Teachers at the close of 1875, including principals, 180; salaries paid these, \$450 to \$2,400; salary of superintendent, \$3,000. Two special teachers of music and penmanship receive \$1,800 each; 2 of drawing, \$1,000 and \$500. Total receipts for public schools, \$304,729.12; expenditures on them, \$269,145.57; average expenses per capita, \$23.66.

Kindergarten school proposed.—The board of education approve the Kindergarten system but doubt the legality of applying the tuition fund for the instruction of children under 6 years of age. They therefore try to harmonize the matter by authorizing the superintendent to furnish any unoccupied school room for such purpose, whenever the teacher can be paid by private subscriptions.

Private and other pupils.—The number estimated to be enrolled in private and parochial schools for the year was 1,500; of those enrolled in German classes in the public schools, 957; of those in night schools under the public school board, 457.

City normal school.—A training school for teachers, wherein instruction in theory is given for five months, and practice in teaching, under the direction of competent instructors, for another five months, has been in successful operation for several years, and has afforded a partial supply of competent instructors for primary and intermediate schools.—(Report of Superintendent George P. Brown for 1875, Indiana School Journal, and State report for 1874.)

RICHMOND.

Officers of city school system.—A board of education of 3 members with a city superintendent of schools.

Statistics.—Population of the city, 13,202; legal school age, 6–21; school population, 4,104; number of school days in the year, 180; number of schools, 33, including high school, 12 grammar schools, 18 primary, and 2 colored schools. Number of school-rooms, 35; number of sittings for study, 1,783; number of pupils enrolled, 1,812; average number belonging, 1,564; average number in daily attendance, 1,468; average number enrolled in each room, 52; total number of teachers, 37, of whom a large number had several years' experience.

Methods.—The work of each month is carefully tested by written examinations. A record of these examinations is made, and the promotions governed by this record. "These examinations," says the superintendent, "test not only the ability of the pupil, but also the work of the teacher. The rule of the board requiring that no teacher, while conducting a recitation in geography, arithmetic, physiology, or history, shall be allowed to use a text book, while it has involved much careful study on the part of many teachers, has done much to make the instruction uniform and efficient." Music and drawing seem to be taught with great success in these schools, and a full course of study in all the branches is given, with the methods to be pursued in each.

The High School.—This school graduated sixteen at the end of the year, out of 138 pupils enrolled and a per cent. of attendance of 96 on the average number belonging.—(Report of Superintendent John Cooper for 1874–75.)

SHELBYVILLE.

Officers of city system.—A board of trustees of 3 members, with a superintendent of schools, under whom are 16 teachers.

Statistics.—Population, 4,000; number of school age enumerated: white, 965; colored, 25; total, 990. Enrolled: white, 636; colored, 35; total, 671; per cent. of enrolment 67.7. The average number belonging has been: white, 487; colored, 25; total, 512; average daily attendance: 418 white, 20 colored; total, 438; per cent. of daily attendance, 85.5; average attendance to a teacher: white, 35; colored, 20.

The schools are: a high school, with principal and 2 assistants; grammar, with 3 teachers; intermediate, with 2; primary, with 5; German, with 1; colored, with 1.

Method in spelling.—In all the classes special attention has been paid to spelling, on the following plan: (1) the words, in the order of the book, were written on the black-board phonically, rejecting all silent letters, and using Webster's notation. (2) With this list before them the pupils prepared their lessons from their books, by study and writing. (3) Daily exercises in spelling were conducted by each pronouncing from the board, spelling and repronouncing ten or less words, with corrections, if necessary, from other members of the class. (4) Daily written exercises were also used, the pupils writing the whole lesson, or different portions of it, from the board. The results were greatly increased interest on the part of the pupils, relief to the teacher from the fatigue of pronouncing words, more than double the usual amount of spelling in the same time, a corresponding improvement in excellence, an acquaintance with the

use of the notation marks of the dictionary, and a nicer perception of the value of the sounds of the language.—(Report of Superintendent W. A. Bolles for 1874-'75.)

TERRE HAUTE.

Organization.—A board of trustees of three members, one of whom is changed each year, a city superintendent of schools, and an assistant superintendent.

Statistics for 1874-'75.—Population, 20,000; children of school age, (6-21,) 6,598; enrolled in public schools, 3,647; average daily attendance, 2,556; percentage of attendance on total enrollment, 70.4; on average enrollment, 93.4. Number of teachers in charge of session rooms, 55; assistants in high school, 3; teachers of German, 5; of music and drawing, 2; supply teacher and clerk, 1; total, 66. Salaries of teachers, \$525 to \$1,100; salary of superintendent, \$2,500; of assistant superintendent, \$750; receipts for public schools, \$117,903; expenditures on them, \$103,592; total valuation of all school property, \$167,550.

History.—School trustees of Terre Haute first sworn in January 21, 1853; schools opened September 12, 1853, with 7 or 8 teachers, subsequently increased to 12 or 13; cost of schools for 1853-'54, \$4,448, including \$764 for services of superintendent. Schools reorganized 1860-'61, with 18 teachers, 2 departments in third and fourth districts, and 4 in first and fifth, including in these last the subjects of algebra, drawing, vocal music, Latin, and Greek. The services of a superintendent, for some time dispensed with, were resumed, his duties distinctly defined, and a salary of \$500 given him. Since then the departments have been enlarged from year to year, and the names of grades changed every two or three years until the present time. The following table shows the progress of the schools.—(Report of Superintendent William H. Wiley for 1874-'75.)

Growth in 21 years.

	1854.	1860.	1865.	1870.	1875.	1876.*
Population of city		8,594		16,103	20,000	.....
Number of school buildings	3	4	4	8	10	.....
Value of school property	\$8,231	\$23,231	\$60,000	\$153,550	\$167,550	.....
Children of school age	1,324	2,100	3,136	5,272	6,598	6,598
Number enrolled in schools		1,122	2,420	3,359	3,647	3,351
Number daily attendance		752	1,320	2,027	2,556	2,635
Teachers employed		18	23	35	66	80
Paid teachers		\$2,550	\$8,727	\$21,330	\$37,532	\$43,069

* Average on three months.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TERRE HAUTE.

At the commencement for 1875, 9 students in the regular normal classes were graduated. The diploma of the institution was conferred on 24 young men and women who had completed the elementary course and had served two years in the public schools of the State since graduation. This institution is held strictly to *normal* work. Only those preparing to teach are admitted. Of the 45 new students who were present at the opening in September, 12 entered for the entire term, 24 for one year or more, and not one for less than two terms, an unusual circumstance, indicating the development of a professional spirit. Heretofore nine-tenths have entered for a term and afterward concluded to continue longer. The quality of the entering classes is good, above the average.—(Indiana School Journal, June, 1875, p. 295; September, p. 445; October, p. 494.)

Of this school Superintendent Smart writes, in his report to the governor, (p. 15)

"The greatest need of the schools is thoroughly trained teachers. They need men and women who are not only right minded, pure hearted, and intelligent, but who have been prepared for their work by a course of systematic study and practice. I think our normal school affords superior advantages for this needed preparation. This school educates, of course, but a small proportion of the teachers required for the State, but its influence reaches hundreds of teachers who never enter its walls. It is sending out into our cities and larger towns students, who, through the influence of better methods and by normal work in township and county institutes, lead their associates to a higher standard of excellence. Thus there is established a secondary normal school in almost every County in the State."

NORTHERN INDIANA NORMAL SCHOOL, VALPARAISO.

The principal of this institution writes, under date of December 15, 1875:

"The Northern Indiana Normal School and Business Institute was organized September 16, 1873. The enrolment was 61 the first term, second term, 90; third term, 172; first term, second year, 299; second term, 325; third term, 560; fourth term, 691; first term, third year, 860; second term, 945. The annual enrolment this year will

exceed 2,000 different students. These select their own studies and advance as rapidly as they may desire. There is much individual instruction.

"The institution is private. I have expended more than \$75,000 in improvements since the organization of the school, and \$50,000 to \$60,000 will be expended the coming year in erecting boarding houses."

How many of the students above mentioned are engaged in preparation for teaching does not appear. A return from the principal gives 13 as the number of graduates the past year, of whom 12 have engaged in teaching. One reason for the rapid increase of students is doubtless to be found in the fact that "\$125 pay for board, tuition, and room rent for a school year of 44 weeks." There are 15 instructors, 3 years in the full course, 3,000 volumes in the library, 150 of which are pedagogical, while 23 educational journals and magazines are taken. Drawing and music are taught, and there is a chemical laboratory, a philosophical cabinet and apparatus, and a museum of natural history.—(Return for 1875.)

OTHER NORMAL SCHOOLS.

The Northern Indiana Teacher, for October, 1875, states that the normal and classical school at Goshen reopened with nearly 100 pupils, not saying how many of these are normal students; that the one in DeKalb County (which is properly a normal institute, held for ten weeks each fall to assist teachers in preparing for the winter term) had an enrolment, for 1875, of 67, while about 81 teachers in the county were attending school to fit themselves for better work, and that the one at LaGrange, which is of the same character as the DeKalb County school, had an enrolment at the opening of 67, increased the next day to 75. A return to this Bureau gives the whole number in attendance as 110, and the superintendent who conducts it expresses the hope that it may grow into a permanent school for training teachers.

The North western Normal, Kentland, which is a department of the large public school at that place, reports for 1875 two resident instructors, 30 male and 31 female students, and courses of two and three years. Drawing and vocal music are taught. The other departments of the school afford opportunity for practice.

TEACHERS' INSTITUTES.

The various county institutes seem to have been well attended and to have done, in many instances, good work. One in Jefferson County, continuing five days, enrolled 182 teachers; one in Perry County, 100; one in Henry County, 113; one in Owen County, 102; in Greene County, 133; and in Fountain County, 100. Such subjects as the theory and practice of teaching; the cultivation of good morals and good manners; the proper methods of teaching arithmetic, grammar, geography, map drawing, the natural sciences, and history, were discussed, and much good can hardly have failed to come from such discussion. The Indiana School Journal, organ of the State Teachers' Association and of the State superintendent, has many interesting notices of such institutes in its monthly issues for the year.

EDUCATIONAL JOURNALS.

The Indiana School Journal, published at Indianapolis, has done good service during 1875 by its diffusion of educational information and by articles adapted to aid teachers in their work, and has had in these lines an able coadjutor in the Northern Indiana Teacher, published at South Bend. Both have had in them full descriptions of the Kindergarten system, one by Heinrich Hoffman and the other by Miss Blow.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the probably 200 or more high schools in the State, the information is, as usual, but slender. As before mentioned, the State report for 1874, gave 350 as the number of teachers in high schools and 13,342 as the number of pupils in them. No indication is given, however, of the precise number of such schools, nor does it seem that there is yet any uniform course prescribed for them. Indeed, here, as in most of the States, the only means we have of judging of the high school courses is from the schedules given of them in the published reports from cities and larger towns. These show generally a course of four years, in most instances including Latin, with higher English studies, and in some adding German and even Greek as elective studies.

From towns and cities the information is as follows for 1874 and 1875:

Fort Wayne, high school enrolment, 100; graduates of high school, 14.

Evansville, high school enrolment, 113; graduates of high school, 9.

Huntington, high school enrolment, 56; graduates of high school, 0.

Indianapolis, high school enrolment, 463; graduates of high school, 22.

Jeffersonville, high school enrolment, 63; graduates of high school, 5.

La Fayette, high school enrolment, 107; graduates of high school, 6.

La Porte, high school enrolment, 87; graduates of high school, 6.

Logansport, high school enrolment, 107; graduates of high school, 7.

Richmond, high school enrolment, 133; graduates of high school, 16.

Shelbyville, high school enrolment, 44; graduates of high school, 4.

South Bend, high school enrolment, 133; graduates of high school, 5.

Terre Haute, high school enrolment, 120; graduates of high school, 10.

Vincennes, high school enrolment, 113; graduates of high school, 7.

The Terre Haute high school, founded in 1863, has since that time had 606 pupils enrolled in it, and has graduated 101 at the close of a four years' course.—(City school reports and Indiana School Journal, June, 1875, p. 295.)

All high schools in the State which are prepared to teach orthography, arithmetic, geography, English grammar, algebra, geometry, physiology, history of the United States, Latin grammar, reader, prose composition, two books of Cæsar and two of Virgil, or their equivalents in Latin, and possess the other qualifications indicated by the State board of education, are entitled to a commission to prepare students for the State University, and to grant certificates of proficiency in the above studies which shall entitle the holder to admission to the freshman class of the university without further examination.—(Indiana School Journal, July, 1875, p. 343.)

The same journal, for the same month, is our authority for stating that the Indianapolis school board adopted, in 1875, a two years' course for their high school for the benefit of such as may be unable to complete the full four years' course.

OTHER SECONDARY SCHOOLS.

Ten private academies report to the Bureau 43 teachers and 1,646 pupils. Two of these do not in any way classify their pupils; the remaining 8 show 64 in classical studies and 53 in modern languages, 21 being engaged in preparing for a classical course in college and 23 for a scientific course. Only two of the schools teach drawing, 3, vocal music; 3, instrumental music; 3 have more or less chemical apparatus, and 5, philosophical, while 4 have libraries of 100 to 1,000 volumes.

Returns from 14 colleges and universities give 44 instructors in their preparatory departments, exclusive of those in the colleges, with 1,490 students, of whom 556 are preparing for a classical collegiate course and 316 for a scientific course.—(Returns for 1875.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The Indiana School Journal for October, 1875, says the State University opened with a fair prospect of a successful and prosperous year. The enrolment the first week was 230, of whom 114 were in college classes, with a large number of old students to come in.

The new president, Dr. Lemuel Moss was on the ground. He is about 45 years of age, is a man of broad and exact learning, an able and clear writer and speaker, has a fine physique and undoubted strength of character.

The completion of a new laboratory for the use of the scientific classes gives great additional facilities for instruction here. The department occupies three floors, a basement, and two above ground. The first affords room for storing dangerous material and for the heating and distilling apparatus; the other floors for all laboratory work. Forty-seven students can work here at a time, each operator having his own table and closet; his own gas jets, one for heating and one for light; his own tubes, filters, funnels, lamps, reagents, crucibles, retorts, and other apparatus necessary for analysis, either quantitative or qualitative.

The proportion of students pursuing a classical course is said to have considerably increased since the free opening of the university to the graduates of high schools, while the fact that there are said to be 15 post graduate students for the session of 1874-'75 shows an increasing tendency to more advanced and thorough study. The graduates for 1875 were, according to official returns, 12 bachelors of arts and 15 bachelors of science, while 3 persons received the honorary degree of A. M. and 2 that of LL. D.

DENOMINATIONAL AND OTHER COLLEGES.

Bedford Male and Female College, Bedford, (Christian.)—A classical, a scientific, a ladies', a normal, and a commercial course. No new report for 1874-'75.

Bourbon College, Bourbon.—This institution for sometime suspended was reopened under a new organization and with a new president, August 30, 1875. The president is Dr. J. A. Reubelt, from Ghent College, Kentucky.

Concordia College, Fort Wayne, (Evangelical Lutheran.)—Six full years in the complete course. Largely German. Ten young students from the father-land came to it in 1875. Library, 4,000 volumes.

Fort Wayne College, Fort Wayne, (Methodist Episcopal.)—A collegiate department with classical and scientific courses; a normal, a commercial, an art, a music, and an academic department. Astronomical, chemical, philosophical, and pharmaceutical apparatus, with globes, maps, and charts. Library, 600 volumes. Males and females both admitted.

Franklin College, Franklin, (Baptist.)—For both sexes. Same departments as the last, except the normal and commercial, and, like it, has both males and females in the faculty. Library, 2,000 volumes. Received \$30,000 in gifts the past year.

Indiana Asbury University, Greencastle, (Methodist Episcopal,) admits ladies as well as gentlemen, but the latter only to the faculty. Courses, a classical, a scientific, a biblical, a normal, and a legal; the last comprising two years, with some vacation studies. Some internal troubles existing in the past year seem to have been healed and a new president, Rev. Alexander Martin, D. D., is reported to have been enthusiastically received. Library, 10,000 volumes.

Hanover College, Hanover, (Presbyterian.)—For male students only. Courses, classical, scientific, and preparatory. Graduates in June, 1875, 13.

Hartsville University, Hartsville, (United Brethren.)—For both males and females. Courses, classical, scientific, preparatory, theological, commercial, and musical. Library, 775 volumes.

Northwestern Christian University, Irvington, (Christian.)—For both sexes. A lady professor in special charge of lady students. Departments: a literary college, a college of business, and a college of law. This university has changed its location from Indianapolis to Irvington, a suburban village four miles eastward of the city, securing by the change an excellent new building and a large present addition to its endowment from sale of its city property, with the prospect of still further increase of it from future sales. Library, 4,000 volumes.

Union Christian College, Merom, (Christian.)—Courses, academic or preparatory, classical, scientific, and musical. Open to both sexes on the same terms.

Smithson College, Logansport, (Universalist.)—Courses, preparatory, commercial, philosophical, and collegiate. Musical instruction is also given. Library, 300 volumes.

Moore's Hill College, Moore's Hill, (Methodist Episcopal.)—For both sexes. Courses, preparatory, collegiate classical and collegiate scientific, normal, and musical. Library, "several hundred volumes."

University of Notre Dame du Lac, Notre Dame, (Roman Catholic.)—For males only. Courses, the same as the above, except that, in place of the normal and musical, there is a course in modern languages and one in law. A post graduate course has also been arranged. "Some few hundred volumes have been added to the library."

Earlham College, Richmond, (Friends.)—Both sexes here admitted to equal privileges and equal degrees. Preparatory, classical, and scientific courses, with special attention to modern languages and English literature. Large additions have been made to the cabinet, by the president, from collections made by him in the Sandwich Islands and California. Library, 2,000 volumes. An observatory, with good telescope and apparatus, is possessed.

Ridgeville College, Ridgeville, (Free Baptist.)—For both sexes. A ladies' collegiate course is here added to the classical and scientific courses. There is also a department of music. Library, 300 volumes.

St. Meinrad's College, St. Meinrad, (Roman Catholic.)—For males only. Courses, preparatory and classical collegiate. Library, 6,000 volumes.

St. Bonaventure's College, Terre Haute, (Roman Catholic.)—For males only. A preparatory and a classical and scientific collegiate course.

Wabash College, Crawfordsville, (Presbyterian.)—An English and mercantile course, a collegiate preparatory, collegiate classical, and collegiate scientific. Library, 8,000 volumes, with 5,000 more in society libraries. Military drill for students.—(Catalogues and returns for 1874-'75 and 1875-'76.)

A NEW FREE COLLEGE.

The Philadelphia Evening Telegraph of October 4, 1875, contained the following statement, and although no distinct information from other sources has been received in confirmation of it, the paragraph is given for what it may be worth and in the hope that the facts may be as stated:

"In April last it was announced that Mr. Willard Carpenter, of Evansville, Ind., had decided upon a step which will place him among the great philanthropists of the world. He proposed to give \$1,000,000 to found a free college for poor students; clothing, tuition, and food to be furnished for nothing. Provision was to be made for the support of a faculty of instructors, and the whole fund to be placed in the hands of ten trustees, five of them to be residents of Indiana and five of adjoining States. A recent dispatch from Evansville announces that on the 30th ultimo Mr. Carpenter filed the articles of association for the endowment of the institution. The deeds will settle \$500,000 on the institution, and Mr. Carpenter declares that after it shall have been established he will make a further gift of \$200,000. The institution will be open to the poor alone, and will not be connected with any religious sect. Mr. Carpenter is 72 years of age, was born in Vermont, and began life traveling over the New England States and New York with a pack on his shoulder. His children have already had their share of his estate of \$2,000,000, and there still remains enough to carry his project to success."

COLLEGES FOR WOMEN.

Two institutions for the superior instruction of young women, the Presbyterian Female College of Indiana, Greencastle, and the Moravian Seminary for Young Ladies,

Hope, report for 1875, the former, 2 instructors and 30 pupils in the preparatory department and 4 instructors and 40 students in the collegiate; the latter, 8 instructors and 75 students, 1 in post graduate studies. Four years' course in the former, three in the latter.

INTERSTATE COLLEGIATE ORATORICAL CONTEST.

Representatives from the colleges of six States, Ohio, Indiana, Illinois, Wisconsin, Iowa, and Missouri, each of whom had won the first position in similar trials previously held in their own States, met at Indianapolis in May, 1875, and contested for the prize in oratory. One of the editors of the Wisconsin Journal of Education, who was present, says: "The six orations presented by the contestants were, upon the whole, good, judged by the proper standard of comparison. Young gentlemen of 20 are not expected to display the intellectual power of twice that age. As young men, they nearly all did well. The one who took the prize, Mr. I. M. Coultas, of Illinois, showed remarkable skill and power in declamation. Coming last on the list, appearing at a late hour before a partially exhausted audience, he banished every feeling of weariness, aroused the attention and interest of all, provoked applause at intervals during his speech, and at its close such a spontaneous and hearty manifestation of approval as showed he had cast over his auditors the spell of a master, albeit a youthful one." The second prize was awarded to T. M. Graydon, of Iowa, though, in the opinion of the Wisconsin judge, it should have been given Mr. McLeod, of Indiana, who made a very vigorous and manly speech.—(Wisconsin Journal of Education, June, 1875, pp. 263, 264.)

The Indiana School Journal, June, 1875, p. 294, says of this contest: "The performances were good of the kind, and the kind just what might have been expected under the circumstances. The subjects were of the old college style, entirely beyond the limits of a ten or fifteen minutes' oration, and mostly beyond the capacity of the orators. The style of composition was florid, and, in some cases, fulsome. The delivery was of the usual spread-eagle type." The Wisconsin editor speaks much more favorably of it.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corpus of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.	
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
Bedford College*	5	24	91		\$0							50
Bourbon College.	4	100	23	\$15,000			\$1,600					
Concordia College.	15	0	255	133	150,000			9,700	\$0			4,500
Earlham College	9		114	56	110,500	55,000	\$4,600	9,700	0			43,592
Ft. Wayne College.	8	0		617	75,000	0	0	2,000	0	\$0		600
Franklin College	4		51	19	40,000	70,000	3,000	2,200				23,000
Hanover College*	13	3	37	87	145,000	100,000	7,600	1,500				27,000
Hartsville University	6	1		71	20,000	25,000		813		4,250		775
Indiana University.	15		112	134	100,000	103,000	7,560	1,205	23,000			6,000
Indiana Asbury University.	16	8	277	283	200,000	171,000	14,000	4,890	0	500		214,000
Moore's Hill College.	5		92	38	27,000							
Northwestern Christian University.	12	2	45	114	15,000	300,000	13,000					4,000
Ridgeville College.	5		90	21	25,000	15,000	900	300		15,000		300
St. Meinrad's College.	8		30	41	10,000			1,800				6,000
Smithson College	10	0	44	23	100,000	3,000	300	1,000		3,000		2350
St. Bonaventure's College*	7		160	35	25,000			2,500				2650
Union Christian College.	9		80	56	50,000	8,000	5,000	500	0	1,000		500
University of Notre Dame du Lac.	27		200	200					0			20,200
Wabash College*	11		129	86	150,000	160,000	15,000			17,000		213,000

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

b Also 95 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Purdue University, La Fayette, is the State College of Agriculture and the Mechanic Arts. Opened in full for students September 16, 1874, after a partial opening March 2; it has (1) a school of natural science, (2) a school of engineering, (3) a school of agricul-

ture, (4) a school of military science, with courses for special and post graduate students in engineering, in natural history, in chemistry, in metallurgy, and in physics. Its location is on a tract of 185½ acres one mile west of La Fayette, on an elevated plateau overlooking the valley of the Wabash. The buildings erected and in use are a boarding house, dormitory, laboratory, boiler and gas house, all of brick, and a military hall, gymnasium, stable, and workshop of wood. The university building proper is yet to be erected, the funds for it gradually accumulating.

At the first annual commencement, June, 1875, one student graduated in the school of chemistry. The attendance at the opening of the autumnal session of 1875 was considerably in advance of that of 1874, both in numbers and scholarship; and as graduates of the State high schools are hereafter to be admitted to its classes, as they now are to the State University, there is likely to be a steady increase of students, especially if Hon. E. E. White, of Ohio, called to the presidency, should bring his matured powers to the fuller organization of its work.—(Report of trustees for 1874 and return to Bureau, 1875.)

Rose Polytechnic Institute, Terre Haute.—This institution, originally styled the Terre Haute School of Industrial Science, has been established and endowed by Chauncey Rose, esq., of Terre Haute, "to prepare young men for any of the activities of life by practical education." The amount donated by Mr. Rose for the endowment is \$450,000, with a lot of ten acres within the limits of the city for a site. "The cornerstone of the building," says the Terre Haute Express, "was laid on Saturday, September 11, 1875, with imposing ceremonies," and the secretary of the institute writes at the close of the year, "The academic building is now about inclosed, and will be completed July next, according to contract. Then the course of instruction, based on mathematics, sciences, &c., will begin."—(Return to Bureau, 1875.)

The several professional schools appear by their returns in the following table, and more fully in Tables XII and XIII at the close of this volume.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Purdue University.....	8	---	3,4	\$300,000	\$360,000	\$21,000	\$0	800	
Rose Polytechnic Institute <i>a</i>					186,000				
SCHOOL OF THEOLOGY.									
St. Meinrad's Theological Seminary.....	6	---	21	4	100,000				
SCHOOL OF LAW.									
Indiana University, (law department).....	3	---	40	2				7,000	
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons.....	10	---	62	2	5,000	10,000	2,000	5,000	
Indiana Medical College, (Indiana University.)	15	---	126	2	64,500	0	0	5,000	
Medical College of Evansville.....	10	---	25	1				5,000	

a Classes not yet organized; buildings not completed.

b Apparatus.

SPECIAL INSTRUCTION.

INDIANA INSTITUTE FOR EDUCATION OF THE BLIND, INDIANAPOLIS.

This institution reports, for 1875: Instructors, 25; students, 103; value of grounds, buildings, and apparatus, \$525,000; receipts from all sources, \$34,262.28; expenditures, \$34,182.78; employments taught, broom making, chair seating, piano tuning, sewing, knitting, bead work, fancy work, &c. Library, 2,500 volumes. Since the opening in 1847, there have been 521 pupils.—(Return to Bureau, December 18, 1875.)

INDIANA INSTITUTION FOR THE DEAF AND DUMB, INDIANAPOLIS.

Founded in 1844, there have been here, since that time, 1,096 pupils. At present there are 15 instructors and 340 pupils. The studies are the ordinary ones of a common school and academic course. The value of grounds, buildings, and apparatus is put at \$650,000; the income for the year, \$63,000 from State appropriation and \$6,314 from the shops in which the students work; expenditures, \$62,569. Library, 3,025 volumes.—(Return to Bureau, December 18, 1875.)

INDIANA REFORMATORY INSTITUTION FOR WOMEN AND GIRLS, INDIANAPOLIS.

Incorrigible conduct, needing both restraint and instruction, forms the ground of commitment here. The teachers reported number 6; the girls and women committed during the year, 52; those discharged, 17; remaining, 134. Only 61 could read when committed, and only 59 could write, as well as read. Of these 48 have learned to read since their commitment and 30 to write. All the branches of a common school training are taught, together with household duties, dress making, and laundry work. Three-fourths of those discharged are said to have become orderly members of society.—(Return to Bureau, 1875.)

INDIANA HOUSE OF REFUGE, PLAINFIELD.

Instructors, 20; inmates, 323, of whom 153 have been received during the year, either because of youthful crimes or at the request of parents. Only 289 could read when committed and only 109 read and write. The inmates are taught reading, writing, arithmetic, geography, grammar, and spelling, with farming, gardening, floriculture, caning of chairs, tailoring, printing, and shoemaking. Total received since establishment of school, 733, of whom three-fourths are thought to have been reformed.—(Return to Bureau, January 4, 1876.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-first anniversary and twenty-second meeting of the State Teachers' Association was held at Indianapolis, December 28, 1875. M. R. Barnard, esq., chairman of the school board of that city, welcomed the association cordially and response was made by President Jones, of the State Normal School. The president elect, Superintendent George P. Brown, of Indianapolis, delivered his inaugural address, taking for a topic education in Indiana. During the sessions of the next two days papers were read as follows: "Objects and methods of school government," by Superintendent Thomas, of Wabash; "Language culture," by Miss Bruce, of the State Normal; "Reciprocal duties of parents and teachers," Superintendent Todd, of Delaware County; "The district school," Superintendent McPherson, of Wayne County; "Drawing in public schools," Professor Brown, of Purdue University; "Poverty of ideas in high schools and the remedy," Miss Lyon, of the La Porte High School; "Superintendents' meetings," Superintendent Butler, of Attica; "History of public schools in Indiana," Professor Olcott, of Indianapolis; "A plea for the practical in common school education," Professor Smith, of Rockport. A powerful address was given on Thursday, by Dr. Martin, the new president of Asbury University, on "Mental science as a study for teachers." Wednesday evening was occupied by Professor Hunter, of Bloomington, with his sketch of the history of the association, and by a banquet at the Grand Hotel, in which over 300 participated. The next evening Dr. Moss, of the State University, pronounced an address upon higher education. On Thursday a centennial meeting was held, which was addressed by State Superintendent Smart, State Agent Green, and others, when resolutions were adopted pledging co-operation with the efforts of the centennial committee. Resolutions were also passed in honor to the memory of the late President Nutt, and others upon miscellaneous topics at some length. The total enrolment of members was 402.—(Northern Indiana Teacher, January, 1876, p. 38.)

MEETINGS OF COUNTY AND CITY SUPERINTENDENTS.

The county superintendents of the State met in convention at Indianapolis on the 15th and 16th of July, 1875. Papers were read on the mode of conducting teachers' examinations and of marking papers, on township institutes, on teachers' associations, and other topics of practical interest to the schools.—(Ibid., August, p. 317.)

A State convention of city superintendents was held in Indianapolis, April 7-9. The system of grading and nomenclature of the schools, (referred to elsewhere,) approved by a meeting of western superintendents, was unanimously adopted.—(Ibid., May, p. 193.)

OBITUARY RECORD.

DR. H. W. CLOUD.

The death of Dr. H. W. Cloud, of Evansville, is noticed by the Indiana School Journal for June, 1875, as a great loss to the cause of education. Dr. Cloud pursued his college studies at Asbury University, to the senior year, and then, passing to the State University, graduated in 1857. He became first a teacher, and found in that occupation so

much delight that he afterwards regretted he had not continued in it to the end. Pursuing medical studies and becoming finally one of the best chemists in his region, he still kept his love for the cause of education always warm. He was for some time a trustee of the State University and a member of the school board of Evansville. In the latter capacity he labored earnestly to secure a library for the city schools, and ad the happiness of seeing this cherished enterprise established, crowning the labors of a life well spent. That library will be his monument.

REV. CYRUS NUTT, D. D.,

Died August 23, at his home in Bloomington, after long and faithful service in educational work in Indiana. Born in Trumbull County, Ohio, September 4, 1814; he graduated at Allegheny College, Meadville, Pa., in 1836, and in the same year became principal of the preparatory department of that college. Called shortly after to a similar position at Asbury University, Greenville, Ind., he went thither, received a license to preach the Gospel, and so commended himself to favor by his work and character that in 1837 he was made professor of languages, and in 1841 professor of the Greek language and literature and instructor in Hebrew. Resigning this post in 1843, he entered upon pastoral work at Bloomington and Salem, but was recalled to his professorship at Asbury in 1848; served there for another year, and was then made president of the Ft. Wayne Female College; the next year, president of Whitewater Female College. Laboring here faithfully for five years, he, at the end of that time, again resumed the work of the ministry, becoming in 1855 presiding elder of the Richmond district. Once more elected to a professorship at Asbury, he went back there in 1857, and served for two years as professor of mathematics and acting president, till the inauguration of President Bowman relieved him of the latter duty. In 1859, his alma mater made him doctor of divinity, and in 1860 he was honored with the presidency of the Indiana University at Bloomington. It was at that time not much more than a grammar school; but grew gradually, beneath the good doctor's genial care, into an important State university, the head and crown of the school system of the State; and when, at the close of the session of 1874-'75, he ceased to be its president, its able faculty and handsome revenue entitled it to rank among the first of such institutions in the Ohio River States, if not the very first.

EDWIN W. THOMPSON,

A teacher of much repute in the Indianapolis high school, died August 19, of consumption, at the Mountain Sanitarium, N. C., aged 27, leaving behind him the reputation of being not only an excellent Christian gentleman, but also one of the best scholars in the State, especially in natural science.

LIST OF SCHOOL OFFICIALS IN INDIANA.

STATE BOARD OF EDUCATION.

Hon. JAMES H. SMART. *State superintendent of public instruction, ex officio, president.*

Superintendent.	Post-office.
His excellency Thomas A. Hendricks, governor	Indianapolis.
Hon. James H. Smart, State superintendent of public instruction	Indianapolis.
Rev. Lemuel Moss, D. D., president of State University	Bloomington.
William A. Jones, president of State Normal School	Terro Haute.
George P. Brown, superintendent of Indianapolis public schools	Indianapolis.
Alexander M. Gow, superintendent of Evansville public schools	Evansville.
John S. Irwin, superintendent of Fort Wayne public schools	Fort Wayne.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams.....	W. H. Walters	Decatur.
Allen	Jeremiah Hillegrass	Fort Wayne.
Bartholomew	John M. Wallace	Columbus.
Benton	B. F. Heaton	Fowler.
Blackford.....	James H. McEldowney	Hartford City.
Boone.....	D. H. Heckathorn	Jamestown.
Brown.....	John M. McGee.....	Nashville.
Carroll.....	Thomas H. Britton.....	Burlington.
Cass.....	Harry G. Wilson.....	Logansport.
Clarke.....	W. B. Goodwin.....	Jeffersonville.
Clay.....	Allen R. Julian.....	Bowling Green.
Clinton.....	Harrison Kohler.....	Frankfort.
Crawford.....	John P. Batman.....	Leavenworth.
Daviess.....	Edward Wise.....	Washington.

List of school officials in Indiana—Concluded.

County.	Superintendent.	Post-office.
Dearborn	George C. Columbia	Aurora.
Decatur	Philander Ricketts	Westport.
De Kalb	James A. Barns	Waterloo.
Delaware	O. M. Todd	Muncie.
Dubois	E. R. Brundick	Huntingburgh.
Elkhart	David Moury	Goshen.
Fayette	Josiah S. Gamble	Orange.
Floyd	Peter V. Albright	New Albany.
Fountain	Dr. M. T. Case	Attica.
Franklin	Aaron B. Line	Brookville.
Fulton	Enoch Myers	Kewanua.
Gibson	W. T. Stilwell	Fort Branch.
Grant	Thomas D. Sharp	Marion.
Greene	Reason C. Hilburn	Newberry.
Hamilton	A. P. Howe	Westfield.
Hancock	William P. Smith	Greenfield.
Harrison	Samuel D. Luckett	Corydon.
Hendricks	James A. C. Dobson	Brownsburgh.
Henry	George W. Hufford	New Castle.
Howard	Milton Garrigus	Kokomo.
Huntington	F. M. Huff	Warren.
Jackson	Addison J. McCune	Medora.
Jasper	J. H. Snoddy	Remington.
Jay	Simeon K. Bell	New Mount Pleasant.
Jefferson	George C. Monroe	Saluda.
Jennings	John Carney	Vernon.
Johnson	John H. Martin	Franklin.
Knox	Marcellus P. Roberts	Vincennes.
Kosciusko	W. L. Matthews	Warsaw.
La Grange	Elias T. Cosper	La Grange.
Lake	J. M. McAfee	Crown Point.
La Porte	James O'Brien	La Porte.
Lawrence	W. B. Chrisler	Bedford.
Madison	Robert I. Hamilton	Anderson.
Marion	Lea P. Harlan	Indianapolis.
Marshall	W. E. Bailey	Plymouth.
Martin	William C. Hayes	Logoootee.
Miami	W. Steele Ewing	Peru.
Monroe	M. M. Campbell	Bloomington.
Montgomery	John G. Everton	Crawfordsville.
Morgan	R. V. Marshall	Martinsville.
Newton	Benjamin F. Niesz	Kentland.
Noble	M. C. Skinner	Albion.
Ohio	John H. Pate	Rising Sun.
Orange	James L. Noblitt	Chambersburg.
Owen	William R. Williams	Patrickburg.
Parke	Eldwood C. Siler	Bloomingsdale.
Perry	Theo. Courcier	Rono.
Pike	Arthur Berry	Otwell.
Porter	James McFetrich	Valparaiso.
Posey	Harrison O'Bannon	Mount Vernon.
Pulaski	C. W. Wickersham	Winamac.
Putnam	L. A. Stockwell	Greencastle.
Randolph	Daniel Lesley	Winchester.
Ripley	Samuel B. Daubenheyer	Titusville.
Rush	A. E. Thomson	Rushville.
Scott	Allen H. Whitset	Deputy, Jefferson Co.
Shelby	Squire L. Major	Shelbyville.
Spencer	J. S. Stonecypher	Lake.
Starke	Alex. H. Henderson	Knox.
St. Joseph	David A. Ewing	South Bend.
Steuben	L. R. Williams	Angola.
Sullivan	James A. Marlow	Sullivan.
Switzerland	Charles J. Robenstein	Vevay.
Tippecanoe	W. H. Caulkins	La Fayette.
Tipton	B. M. Blount	Tipton.
Union	L. M. Crist	Liberty.
Vanderburgh	J. W. Davidson	Evansville, 507 5th av.
Vermillion	William L. Little	Newport.
Vigo	John Roysce	Terre Haute.
Wabash	Macy Good	Wabash.
Warren	Alonzo Nebeker	Williamsport.
Warrick	C. W. Armstrong	Boonville.
Washington	James M. Caress	Salem.
Wayne	J. C. McPherson	Richmond.
Wells	Smith Goodin	Bluffton.
White	William Irelan	Burnett's Creek.
Whitley	Alex. J. Douglass	Columbia City.

IOWA:

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Population of school age, (5-21:) Boys, 274,631; girls, 259,272	533,902
Number under 6 years of age, (estimated)	66,740
Number over 16 years of age, (estimated)	125,450
Number between 6 and 16 years of age, (estimated)	341,713
Number enrolled in public schools, 1874-'75	384,012
Percentage of enrolment on enumeration	72
Total average attendance	225,415
Increase of average attendance in two years	21,211
Percentage of attendance on enrolment	59
Percentage of attendance on enumeration	42

TEACHERS AND TEACHERS' PAY.

Number of teachers in 1874-'75: Males, 6,500; females, 11,645	18,145
Average monthly pay of male teachers	\$36 68
Average monthly pay of female teachers	28 34
Increase in pay of the former in two years	40
Increase in pay of the latter in two years	66

SCHOOLS AND SCHOOL HOUSES.

Number of ungraded public schools	9,203
Increase in two years	806
Number of graded schools	407
Whole number	9,610
Average duration of school in months	6.8
Number of private schools	131
Teachers employed in private schools	459
Aggregate attendance of scholars in these	13,350
Number of school-houses: Frame, 8,498; brick, 650; stone, 259; log, 121.	9,528
Increase in two years	672
Estimated value of sites, buildings, furniture, and apparatus	\$8,617,956 00
Increase in value in two years	453,631 00

INCOME AND EXPENDITURE.

Receipts.

From local tax	4,226,975 93
Interest on permanent fund and rent of lands	318,997 72
From other sources	489,524 32
Total receipts	5,035,498 02

Expenditures.

For sites, buildings, and furniture	1,087,933 30
For libraries and apparatus	26,700 55
For salaries of teachers	2,598,439 81
For miscellaneous and contingent matters	892,625 73
Total expenditures	4,605,749 39

EXPENDITURE PER CAPITA.

Rate of expenditure <i>per capita</i> of school population	6 75
Rate of expenditure <i>per capita</i> of pupils enrolled	9 38
Rate of expenditure <i>per capita</i> of average attendance	15 99
Rate of expenditure <i>per capita</i> of population 6-16 years old	10 53
Rate of expenditure <i>per capita</i> of population 6-16 years old, including interest on school property	13 67

SCHOOL FUND.

Amount of school fund, permanent and available	3,363,960 66
—(From report of Hon. A. Abernethy, State superintendent of public instruction, for 1874 and 1875, and return from the same to the Bureau of Education for the school year 1874-'75.)	

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The first constitution of the State, adopted in 1846, required the general assembly to provide for the election, by the people, of a superintendent of public instruction, to hold office for three years, his duties to be prescribed by law and his compensation to be such as the general assembly might direct. It also required the assembly to encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement; to form a school fund; to provide for a system of common schools, by which a school should be kept up and supported in each school district at least three months in every year; and to take measures for the protection, improvement, or other disposition of lands for the use of a university.

That of 1857 provided for a general management of the educational interests of the State by a State board of education, to consist of the lieutenant-governor and of one member to be elected from each judicial district in the State. This board, under a permissive clause in the constitution, was abolished March 19, 1864, and a superintendency of public instruction re-established.

PROVISIONS OF THE SCHOOL LAW.

Code of Iowa, 1873, title XII, pp. 294-352, and school laws of Iowa, 1874, from the code of 1873, as amended by the fifteenth general assembly, with forms, notes, and decisions, by Hon. A. Abernethy.

OFFICERS.

A State superintendent of public instruction, county superintendents, boards of directors for district townships, and subdirectors for subdistricts form the present official staff of the school system.

POWERS AND DUTIES OF THESE OFFICERS.

State superintendent.—The State superintendency provided for in the constitution of 1846 was supplanted by a State board of education in that of 1857, and again restored by act of March 19, 1864, in accordance with a constitutional clause allowing such change after 1863. The incumbent of this office, elected by the people, holds it for a term of two years; is charged with the general supervision of all the county superintendents and all the common schools of the State; files in his office at the seat of government all papers, reports, and public documents transmitted to him; is to keep a fair record of all things belonging to his official work; is to co-operate with county superintendents in organizing and holding normal institutes for the instruction of teachers and those who may desire to teach; is to see to the publication and distribution of acts amendatory of the school laws, after each session of the legislature, if deemed necessary; is to report annually to the State auditor, on the 1st of January, the number of persons of school age (5-21) in each county; and at each regular session of the State legislature is to report the condition of the common schools of the State, the number of district townships and subdistricts; the number of teachers, of schools, of school-houses and their value, of persons of school age, of attendants on schools in each county, of books in district libraries, together with the value of apparatus in the schools, and such other statistical information as he may deem important; this report to be accompanied with a detail of any plans he may have matured for the more perfect organization and efficiency of common schools.

County superintendents.—These officers are also elected by the people for terms of two years. They have charge of the examining and licensing of teachers for the schools of their respective counties and of making proper record of the name, residence, age, and date of examination of all persons examined and licensed by them, any certificate being revocable for such cause as would have justified the withholding it when given. They must visit the several schools of the county at least once in each term, and spend at least half a day in every such visitation; must act as organs of communication between the State superintendent and township or district authorities; must report to the superintendents of the State institutions for the deaf and dumb and blind the name, age, and post-office address of all such unfortunates within their counties, and must hold annually, at such times as the schools are generally closed, with such assistance as may be necessary, normal institutes, of not less than six days each, for the instruction of teachers and those who may desire to teach, aiding in defraying the expenses of such institutes by charging a registration fee of \$1 for each attendant, and of the same sum for each certificate issued, and transmitting to the county treasurer all moneys so received, to be designated, together with the State appropriation for institutes, the "institute fund," this transmission to be accompanied with a list of the names of all persons so contributing and the amount from each. They are also to act as presidents of county boards of trustees for high schools; to conform in all respects to the directions of the State superintendent in matters within his jurisdiction; to transmit to the lower officers the school blanks, circulars, and other communications directed to them; and on the first Tuesday of October in each year they

must make to the State superintendent a report containing a full abstract of all the reports made to them by the district secretaries, with such other matters as may be called for or as may seem essential to a true exhibition of the condition of the schools. They must also at the same time make report to the county auditor of the number of persons of school age (5-21) in each school district within their respective counties.

Failure to make either of these reports incurs a forfeiture of \$50 to the school fund of the county, with further liability to all damages caused by such neglect.

Boards of directors of township districts.—The subdirectors of the several subdistricts in any township compose the township district board, while if there are no subdistricts three are chosen for the township. This board has general charge of school matters in the township, such as the purchase of school sites, the erection of school buildings, the determination of the boundaries of school districts, and, hence, the decision where pupils shall attend school. It may establish graded or union schools wherever necessary, and may select a person to have the general supervision of the schools, subject to the rules and regulations of the board. It may select text books for use in the schools, not changing them oftener than once in three years, except on a vote of the people for such change. Out of any unappropriated fund in the treasury the board may purchase records, dictionaries, maps, charts, and apparatus for the schools, but may not contract a debt for this purpose. It elects for itself a president, who, besides presiding at its meetings, draws all its drafts upon the county treasury for money apportioned to the schools within the township, signs all orders on that treasury for funds, and signs, too, all contracts made by the board. It also chooses a secretary, whose duty it is to keep record of the proceedings of the board, preserve copies of reports made by it and files of all documents sent to it, countersign orders and drafts drawn by the president, make a register of all orders drawn on the treasury, and furnish the treasurer with a transcript of the same. He is to give due notice of the district township meeting; keep an account of all expenses incurred by the district; notify the county superintendent when each school term in the district begins and ends, and make to him, between the 15th and 20th of September in each year, a report containing the following items: (1) the number of persons of school age in his district, male and female; (2) the number of schools and the branches taught; (3) the number of pupils and average attendance in each school; (4) the number of teachers, male and female, and average weekly pay of each sex; (5) the length of school in days and average weekly cost of each pupil; (6) the amount of teachers' fund held over, received, paid out, and on hand in his district; (7) the amount of contingent fund held over, &c.; (8) the amount of school house fund held over, &c.; (9) the text books used, number of volumes in district library, and value of apparatus belonging to the district; (10) the number of school houses and their estimated value; (11) the name, age, and post-office address of each person of school age so far deaf and dumb or blind as to be incapable of instruction in the common schools.

Twenty-five dollars' forfeiture, with liability for all losses resulting from failure, is the penalty for neglect to make this report.

The treasurer of the board holds all moneys belonging to the district; pays them out on orders of the president, countersigned by the secretary; registers such orders, showing in each case the number of the order, its date, the name of the person in whose favor it was drawn, the purpose for which it was given, and the amount; receives all moneys apportioned to the district by the county auditor and all collected from it on district school tax by the county treasurer; keeps account of expenses and receipts in a book provided for the purpose; and renders from time to time a financial statement to the board.

Subdirectors.—Subdirectors are annually chosen at the yearly district meeting in the independent districts of townships organized before the passage of the present school code. They serve for terms of one year, or until their successors are duly elected and qualified; and have charge, under the township district board, of all school matters in their districts, such as employing teachers, repairing and furnishing school-houses, making contracts for supplying fuel for schools, and doing whatever may be necessary for promoting their comfort and prosperity. Each one is required to take a school census of his district between the 1st and 10th of September in each year, giving the names of heads of families and number and sex of children of school age, and reporting the latter to the secretary of the township board.

SCHOOLS.

In each subdistrict is to be taught at least one school for not less than twenty-four weeks, of five school days each. Graded schools and high schools are also provided for, with normal schools, normal institutes for the fuller training of teachers, schools for soldiers' orphans, for the blind, the deaf and dumb, and the youth that need reformatory training; while beyond all these come a State agricultural and mechanical college and a State university at the head of the school system.

Industrial expositions, to be held in each school once a term or oftener, and to consist of useful articles made by the pupils, are also here an interesting feature authorized and encouraged by school law.

SCHOOL FUNDS.

The State permanent school fund is derived (1) from 5 per cent. on the net proceeds of the public lands within it, (2) the proceeds of the sales of 500,000 acres granted it by the General Government in 1841, (3) the proceeds of escheated estates, and (4) the proceeds of sales of the sixteenth section in each township, or of lands selected in lieu thereof. Amount, 1875, \$3,363,961.

A temporary fund for school purposes, to be received and appropriated annually in the same manner as the interest on the permanent fund, is derived from (1) all forfeitures of 10 per cent. authorized to be made for the benefit of the school fund, (2) fines collected for violation of the penal laws, (3) fines collected for non-performance of military duty, and (4) sales of lost goods and estrays. Amount, 1874, \$92,768.

A local tax for school purposes, not to exceed 5 mills on the dollar annually, is also authorized.

ELEMENTARY INSTRUCTION.

ORGANIZATION OF THE SCHOOL SYSTEM.

Iowa became a Territory on the 4th day of July, 1838, and the territorial legislature on January 1, 1839, passed an act for the establishment of public schools, the first section providing that "there shall be established a common school, or schools, in each of the counties of this Territory, which shall be open and free for every class of white citizens between the ages of 5 and 21 years;" the second section providing that "the county board shall, from time to time, form such districts in their respective counties whenever a petition may be presented for that purpose by a majority of the voters resident within such contemplated district." Among the earlier enactments of the territorial legislature were those requiring that each district maintain at least three months' school every year, and that the expenses for the same be raised by taxes levied upon the property of said district. Among the later enactments was that providing for a county school tax to be levied to pay teachers, and that whatever additional sum might be required for this purpose should be assessed upon the parents sending, in proportion to the length of time sent. The rate bill was thus adopted near the close of the territorial period.

The first legislative assembly of the Territory addressed itself to the task of providing a system of common schools. The second assembly enacted in 1840 a much more comprehensive law, which was, however, in advance of the existing public sentiment, making ample provision for free public schools. It was not until 1848, and after much agitation of the subject by eminent men, that the people were ready for a system of schools wholly free and supported by taxation. A comprehensive bill prepared by Horace Mann, of Massachusetts, was adopted by the general assembly March 12, 1858. It made a radical change in the school system. Small districts were replaced by large ones; the rate-bill system by free schools, to be taught in every subdistrict for at least four months each year, and as much longer as the board of directors might determine. The office of county superintendent was created, and provision was made for the examination of teachers, the supervision of schools, and the establishment and support of graded and high schools. The management of the permanent school fund was removed from school officers and placed in the hands of those not otherwise officially connected with the public schools. This law awakened enthusiasm among the people and gave a grand impetus to the cause of popular education.—(State report for 1874-75, pp. 15, 23, 32.)

SCHOOL FINANCES.

The constant and rapid increase in the amount of money expended for school purposes is indisputable evidence of the appreciation of the public schools on the part of the people of the State. In the year 1849 the total expenditures for school purposes were \$44,738; in 1859, \$617,632; in 1869, \$3,434,822; in 1875, \$4,605,749. With the exception of the semi-annual apportionment, derived largely from the interest on the permanent school fund, these sums were raised by voluntary tax.

ATTENDANCE.

The number of persons who attended school during any year is considerably less than the whole number between the ages of 5 and 21 years. In a State with an area of more than 50,000 square miles and a school population of half a million, especially when unevenly distributed, a large number of children will reside so far from any school as practically to prevent their attendance. There is also a growing tendency to defer sending children to school till they are beyond the lowest limit of school age, and an undue haste in withdrawing them before the highest limit of that age is approached. Then, too, a small percentage of the youth of the State receive instruction in private schools. These facts largely account for the difference between the number enrolled in the schools and the whole number of legal school age. Still, after making these allowances, there are in the State thousands of youth between the ages of 8 and 16 who ought to be at school, though the relative number whose education is thus

neglected is slowly diminishing from year to year. The 384,012 youth 5-21 years of age attending public schools in 1875, added to the 13,350 attending private schools, makes 397,362 pupils of all ages attending school, a number which exceeds by 42,512 that of the children in the State between 6 and 16; which is regarded as a creditable showing.—(Report for 1875, pp. 45-47.)

SCHOOL-HOUSES.

From the year 1833 to 1853 the log school-houses prevailed and continued to increase until 1861, when 893 were reported. Since then the number of this class of houses has regularly diminished, there being: in 1865, 796; in 1870, 336; and, in 1875, 121. From 1854 to 1856 school-houses increased rapidly in number and improved greatly in character; the larger and better frame house replacing the log, and brick houses of more imposing appearance becoming more common in the cities and larger towns. The greatest annual increase in the number of school-houses occurred in 1871, when the number added was 730, since which time the annual increase has steadily lessened, that of 1875 being 303. While, however, the number built diminishes, the cost of building increases, that for 1875 being \$1,153,339 against \$935,617 for the year 1871, when the number built was more than twice as great. The present number of school houses is 9,528, which is one to every 140 inhabitants of the State.—(State superintendent's report, 1875, pp. 47, 48.)

TEACHERS.

The first report containing statistics of the number of teachers employed in the public schools and their compensation is that for November 1, 1848. Six only of the 34 counties then organized reported these items. The average pay reported was \$15.43 per month for gentlemen and \$8.20 for ladies. In the more complete report of 1849 the average pay was given as \$14.83 for gentlemen, \$7.64 for ladies. One county reported 2 ladies teaching for \$4.29 per month, and another 3 gentlemen teaching for \$8.72, these salaries being the lowest reported. In 1850, 549 male and 250 female teachers were reported as having, respectively, an average salary of \$14.76 and \$8.78 per month. The number of male teachers remained in excess of the number of females till 1862, when many young men enlisted in the United States service and their places were supplied by young women; the number reported for that year being 3,618 and 4,187, respectively. During the next year the number of male teachers diminished nearly 7,000, while that of females increased nearly 1,500. Since 1865 there has been a gradual increase in the number of both sexes teaching, the present number being 6,500 gentlemen and 11,645 ladies.

The average compensation of teachers per month has steadily advanced. The advance in the wages paid to women for teaching has been very marked and satisfactory, and shows a better appreciation of the value of their services in the work of education as they gradually become better qualified. The rule is becoming more general everywhere throughout the State from year to year to pay men and women the same salaries for the same grades of work. It has become common to determine the compensation first, making the question of sex in the selection of teachers subsidiary to that of qualification to teach and to govern, women being quite as often preferred as men.—(Report of superintendent, 1875, pp. 43-45.)

GRADED SCHOOLS.

The school law adopted January 15, 1849, contained a provision authorizing the establishment of graded schools. The same provision was embodied in the law of 1858, and yet, notwithstanding the repeated recommendations of superintendents, the formation of graded schools proceeded slowly. During the twenty years intervening between the passage of the law authorizing their formation and the collection of the first statistics in October, 1868, only 212 had been established. In all, 289 were reported in 1871 and 407 in 1875. Graded schools are now established in all the cities, larger towns, and villages. Schools in which more than one teacher is employed are universally graded.—(State report, 1875, pp. 36, 37.)

CITY SCHOOL SYSTEMS.

DUBUQUE.

The officers of the city school system are a board of directors of 6 members, of whom 2 are changed each year, and a secretary, not of their number.

Statistics.—Population, 8,379; schools: colored, 1; ungraded, 1; graded, 7; high school, 1; total, 10; enrolled pupils in colored school, 20; in ungraded school, 33; in graded schools, 2,714; in high school, 83; total enrolment, 2,855; teachers, 67, including a teacher of German. Other statistics not given.

Studies.—A course of studies running through 16 classes in the lower schools and four years in the high school, with a good list of text books, shows the possession of ample opportunities for advancement.—(Report for 1874-'75.)

JEFFERSON.

Officers.—A board of directors of 6 members, of whom 2 are changed each year, and a superintendent of schools.

Schools.—First primary, second primary, intermediate, grammar, and high schools, the first four having two grades each and the English course of the high school four grades.

Studies.—A full and well considered course of studies is presented, extending in English studies from the first primary through the high school, with an additional course for the last three years of the latter school, intended to prepare students for college or the university, and including Latin, German, and Greek, with mathematics, natural sciences, rhetoric, history, and politics.—(Public schools of Jefferson, 1875.)

WEST DES MOINES.

Officers.—A board of education of 6 members, 2 of whom are changed each year, and a city superintendent of schools.

Statistics.—Population, 10,000; enumeration of those of school age, 2,848; number registered in public schools, 1,831; number in average attendance, 1,097; per cent. of attendance, 60; average cost of tuition per pupil, \$10.64; number of weeks in school year, 38. Number of schools: 1 high, 9 grammar, 15 primary; total, 25. Number of teachers in high school, 3; in grammar schools, 9; in primary schools, 15; total, 28, of whom 4 were males and 24 females.

School arrangements.—The course of study (fully given in the report) occupies 12 years, 4 in the primary, 4 in the grammar, and 4 in the high school. The studies in the primary and grammar grades are essentially the same, the main difference being that in the primary no text book is used except the speller and reader. Music and drawing are taught throughout the course, and in the high school Latin, mathematics, and the natural sciences are added to the ordinary English studies, with some attention to English literature.

Industrial exposition.—At the end of the first term last year, instead of the usual reunion and literary exercises, there was an exposition of school handiwork, which proved a source of much interest. The articles exhibited included almost everything that could be hewed, whittled, kneaded, or sewed. Many of the articles were extremely well made and some represented the labor of months. Others were rudely constructed, but evinced ability which might be directed to useful purposes. Several hundred specimens of drawings by the pupils were among the things exhibited.—(Report of Superintendent J. H. Thompson, for 1874-'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

A law was passed in 1848 to establish at Andrew, Oskaloosa, and Mt. Pleasant normal schools for the education of common school teachers and others. By the provisions of this act, the superintendent of public instruction was required to divide the State into three normal school districts, and the board of trustees of the State University to appoint, for each district, a board of seven trustees whose duty it was to provide for the erection of suitable buildings, the employment of teachers, and the government of the schools. The sum of \$500 annually was appropriated to each school, to be drawn from the university fund. Two of these schools were organized, one in 1849, the other in 1852; but, no aid having been received from the university fund for their support, they were soon discontinued, and subsequent efforts to revive them have proved unsuccessful. In 1858 a normal department was established in the State University and maintained until 1872, when it was made to coalesce, in the main, with the academical department; since which time the chair of didactics has been maintained in the university for the purpose of allowing academical juniors who intend to become teachers, and special students who may be qualified to be classed with them, to pursue normal studies, to prepare them to teach in advanced schools.—(Report, 1875, pp. 104, 105.)

From an examination of the college catalogues at hand it appears that normal classes or departments are sustained also in Iowa, Cornell, Oskaloosa, Penn, Tabor, and Whittier Colleges, thus meeting, to some extent, the need for a due training of teachers for the schools.

TEACHERS' INSTITUTES.

The first official mention in Iowa educational records of teachers' institutes is made by Superintendent Thomas H. Benton, in his report to the legislature dated December 2, 1850, in which he briefly reviews their origin and objects, speaks of a few efforts which had been made in the State toward sustaining these instrumentalities, which he regarded as "the most effectual means that we can at present adopt to advance the prosperity of our schools," and recommends the appropriation of \$150 annually for three years toward sustaining three institutes. In 1858 the legislature passed an act

appropriating \$100 for the expenses of each institute in the State which should embrace a membership of not less than 30 teachers and remain in session not less than six days. In 1860 the law was changed, appropriating "a sum not exceeding \$50 annually for one such institute, held as provided by law in each county." In 1861 it was made by law the duty of all teachers and persons desiring teachers' certificates to attend such institutes, and providing that during their sessions the schools of the county should be closed.—(Report, 1875, pp. 68-72.)

NORMAL INSTITUTES.

In March, 1874, a law was passed establishing normal institutes, to afford to those intending to teach in public schools an opportunity for specific preparation. It provided that county superintendents shall hold annually one of these institutes for the instruction of teachers and those who may desire to teach, and, with the concurrence of the superintendent of public instruction, procure such assistance as may be necessary to conduct the same at such time as the schools in the county are generally closed. A uniform course of instruction for these institutes was prepared by the superintendent in 1874, and sent to all the county superintendents, and, during that year, institutes were held in 89 counties, 35 of them continuing in session 4 weeks, 26 for 3 weeks, 20 for 2 weeks, and 8 for 1 week. Three months previous to this they had been held, under the old law, in 5 counties. During 1875, normal institutes were held in all the counties except 2. They were held at a season of the year when the best instructors could be secured, and generally remained in session long enough to afford a fair opportunity for giving instruction in methods of teaching and illustrating the same by actual practice. Classes were formed and work was assigned with a view to secure the greatest amount of study in the given time. The attendance, though voluntary on the part of teachers, was unexpectedly large, being, in the aggregate, in 1874 nearly 7,000 and in 1875 a still larger number. While a number of these institutes have been so poorly conducted as to be comparatively worthless, as a whole they have been successful, awakening much enthusiasm among teachers and giving a great impetus to the school work in the State.—(Report, pp. 73, 102, 103.)

SECONDARY INSTRUCTION.

COUNTY HIGH SCHOOLS.

The law of March, 1858, provided for the establishment, under certain conditions, of county high schools, but the measure was in advance of public sentiment, and the revised law of December 28, 1858, discontinued it. No further efforts were made to establish county high schools until 1870, when a bill was passed providing that each county having a population of 2,000 or over may establish a county high school. The law required the board of supervisors, on petition of one-third of the electors of the county, to submit to the people the question of establishing a high school at the place named in the petition. This provision was modified in 1873 so as to authorize the board to order an election for this purpose without the petition. The question has been submitted in several counties, but generally voted down. In 1874 the people of Guthrie County decided to establish a county high school, which will soon be in operation. It is believed that, with a fair trial, these schools will prove to be a valuable and popular auxiliary to the common schools of the county.—(Report for 1875, pp. 39, 40.)

The number of high schools existing in the State is not given, but a large number of departments deserving this rank evidently exists in graded schools. In 61 of the 407 graded schools of the State Latin is taught, and in 87, Latin or German, or both.—(Superintendent's report, pp. 230-237.) And yet, *per contra*, Rev. George Thacher, chairman of a committee on unification of the school system, read at the meeting of the State Teachers' Association, December 29, 1875, a paper in which he said: "Of all the high schools of the State, there are only 15 which make any pretence of teaching the studies necessary for the university freshman class, and there is no evidence that even those few give sufficient attention to them to enable the pupils to make adequate preparation for that class."—(See report in *The Common School* for February, 1876, pp. 29, 30.)

SEMINARY FOR YOUNG LADIES.

Ottumwa Seminary for Young Ladies, at Ottumwa, (undenominational,) reports 50 students and 4 instructors. The course of instruction is not indicated. Both vocal and instrumental music and drawing are taught. The seminary is a private institution of not quite three years' standing.

ACADEMIES AND SEMINARIES FOR BOTH SEXES.

Special reports have been received from 26 of these schools. In all there are engaged 112 instructors, the attendance of students being 3,618; 1,733 of these were young men, 1,710 young women, and of the remaining 105 the sex is not reported. A

classical course is pursued by 403 of these students and modern languages by 183; preparing for a classical course in college, 215; for a scientific course, 124. Music, either vocal or instrumental, or both, is taught in 21 of these schools; drawing, in 13; 6 have chemical laboratories; 10, philosophical apparatus, and 12, libraries, ranging in size from 7 to 1,700 volumes, the total number of volumes being 4,611.—(Returns to Bureau of Education, 1875.)

PREPARATORY DEPARTMENTS OF COLLEGES.

In these were, during the year, 2,939 students, of whom 640 were preparing for a classical collegiate course and 462 for a scientific course.

BUSINESS COLLEGES.

Eight business colleges and commercial schools, 1 of them being the commercial department of Upper Iowa University, report a total attendance of students in day and evening classes of 1,639, of whom 198 were young women. The branches pursued in addition to the common English studies were book-keeping, penmanship, commercial arithmetic, commercial law and commercial correspondence, telegraphy, German, and phonography. The length of course in 4 of these schools is 1 year; in 1, six months; in 1, from six months to a year; in 1 it is optional, and in the return from the remaining college no mention is made of this point.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

IOWA STATE UNIVERSITY, IOWA CITY.

The university comprises three separate departments: the academical—which claims to afford the largest facilities for liberal culture in both letters and science—the department of law, and that of medicine. The academical department includes in its curriculum four elective courses of study, viz: classical, philosophical, scientific, and civil engineering. Provision is also made for irregular and special students. Both sexes are admitted. The number of students during 1874-'75 was: in collegiate classes, 146; in subfreshman classes, 187; pupils not in regular course, 90; in the law department, 106; in the medical department, 94; counted twice, 3; total, 620. These figures show an increase of 50 in all departments over the number of students for the previous year.—(Catalogue of university, 1874-'75.)

DENOMINATIONAL AND OTHER COLLEGES.

Information through catalogues or circulars has been received from colleges and universities in the State as follows:

Central University, Pella, (Baptist,) embraces collegiate, theological, classical academic, English academic, and music departments. Both sexes are admitted.—(Catalogue, 1875.)

Cornell College, Mt. Vernon, (Methodist Episcopal,) admits both sexes. The departments are preparatory, normal, and collegiate, the latter embracing classical and scientific courses. Special attention is given to physical training. There is a professorship of military science filled by a graduate of West Point, and all the young men, except those excused for special reasons, are required to drill. A gymnasium has been provided for the ladies, who are required to take regular exercise under the care of the teacher of physical training. Superior facilities are afforded for the study of vocal and instrumental music.—(College catalogue, 1874-'75.)

Humboldt College, Humboldt, (non-sectarian,) was organized in 1869 "for the education of youth in literature, science, and enlightened Christian morality, without regard to sex, race, or religious sect." The college edifice is a beautiful one, built of marble, at a cost of over \$40,000. The courses of instruction are preparatory, partial, and English.—(Catalogue, 1874-'75.)

Iowa College, Grinnell, (Congregational,) embraces the regular collegiate course of four years, with classical and scientific departments, a ladies' course of three, a preparatory of two years, and a normal and English department.—(College catalogue, 1873-'74.)

Oskaloosa College, Oskaloosa, (Christian,) affords classical, preparatory, ladies', special, and commercial courses, with Bible and normal departments. Both sexes are admitted.—(College catalogue, 1875-'76.)

Parsons College, Fairfield, (Presbyterian,) for both sexes, is recently organized, with collegiate and preparatory departments. The buildings are ample to accommodate several hundred students.—(College circular, July, 1875.)

Penn College, Oskaloosa, (Friends,) was opened in 1873; admits all, without regard to sex or religious denomination. There are collegiate, preparatory, and commercial departments, and a normal course.—(Prospectus, 1873-'74.)

Simpson Centenary College, Indianola, (Methodist Episcopal,) embraces the usual collegiate and preparatory departments, with a special course for those who desire it,

and a law department, just organized. Both sexes are admitted.—(College catalogue, 1874-'75.)

Tabor College, Tabor, (Congregational,) is open to both sexes; has both collegiate and preparatory departments, with classical and scientific courses; also a teachers' department with a two years' course of study.—(College catalogue, 1873-'74.)

Upper Iowa University, Fayette, (Methodist Episcopal,) offers to both sexes a course of study divided into eight departments, as follows: (1) literature and science, (2) preparatory, (3) grammar school, (4) commercial, (5) telegraphy, (6) music, (7) fine arts, and (8) Sunday school normal.—(Catalogue, 1874-'75, and circular, 1875.)

Whittier College, Salem, (Friends,) was organized in 1863, is for both sexes, and embraces, in addition to the collegiate, normal and commercial departments.—(Catalogue, 1874-'75.)

Western College, Western, (United Brethren,) embraces in its collegiate department classical, scientific, and ladies' courses. There are also preparatory and commercial departments, and instruction is given in music, drawing, and German.—(College catalogue, 1875.)

Special reports to the United States Bureau of Education give statistics of the following additional colleges:

German College, Mt. Pleasant, (Methodist Episcopal,) for both sexes, seems to be mostly devoted to preparatory studies, having but two students in college classes.

Algona College, Algona, (Methodist Episcopal,) organized in 1870.

Norwegian Luther College, (Lutheran,) for young men only.

Iowa Wesleyan University, Mt. Pleasant, (Methodist,) for both sexes.

The principal points in the returns from these may be found in the appended table; the full returns, in Table IX.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.		
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.			
Algona College.....	2	(a)			\$10,000	\$25,000							
Cornell College.....	19	3	436	64	70,000	50,000	\$5,000	\$2,000		\$20,000		66,400	
Central University of Iowa.....	12		206	61	54,000	50,000	5,000					2,000	
German College.....	12		32	8	16,000	21,000	1,800	335					
Humboldt College.....	4		97		60,000			0				1,300	
Iowa College*.....	15	c8	258	72	84,548	74,589	7,000	1,500	0	7,632		66,150	
Iowa State University.....	12		277	145	200,000	222,000	29,000	10,600	23,000			7,000	
Iowa Wesleyan University.....	17	1	30	120	50,000	54,296	4,000	1,663	0	0	0	62,985	
Norwegian Luther College.....	8	0	121	68	110,000	0	0	0	0	0	0	63,407	
Oskaloosa College.....	6	1	157	17	50,000	30,000	1,500	3,500	0			882	
Parsons College.....	7		46	2	24,000	20,000	2,000					13	
Penn College.....	9		200	32	40,000	15,000	1,450	4,000				61,300	
Simpson Centenary College.....	13	0	195	70	40,000	70,000	5,000	4,000	0	0	0	400	
Tabor College.....	17		146	58	20,000	40,000	3,500	3,100	0			3,670	
Upper Iowa University.....	14	1	250	24	50,000	15,000	3,000	4,000	0	0	0	64,300	
University of Des Moines.....	5	0	156	21	40,000	35,000	2,000	3,000	0	0	0	1,000	
Whittier College.....	6		183		6,000			2,500				660	
Western College.....	10	1½	149	23	40,000	15,700	895	1,756			11,000	61,302	

a Two hundred students unclassified.

* Includes society libraries.

c Three wholly, 5 in part.

* From Report of Commissioner of Education for 1874.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

State Agricultural College, Ames.—Here is provided a thorough system of scientific and industrial education for both sexes, with courses of study in agriculture, horticulture, and forestry; stock-raising; mechanical, civil, and mining engineering; military tactics; and general science and literature. Manual labor is a prominent and

popular feature, each student being required to spend at least two hours a day in manual labor, either in the college building or on the farm.—(Report of National Commissioner of Education, 1874.)

THEOLOGY.

Theological instruction is given in departments of Iowa Wesleyan University, Central University, Oskaloosa College, the German Presbyterian Theological School of the Northwest, and in the Swedish Lutheran Mission Institute.

LAW.

Law departments exist in the Iowa State University, Iowa Wesleyan, and Simpson Centenary College. The latter was organized in 1875, and is styled the Iowa College of Law.

MEDICINE.

Medical instruction is given in the medical department of the Iowa State University and of the Iowa Wesleyan University; also in the College of Physicians and Surgeons.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Iowa State Agricultural College	21	..	2306	4	\$400,000	\$500,000	\$40,000	\$3	3,540
SCHOOLS OF THEOLOGY.									
Bible department of Oskaloosa College	1	1	15	2,3	.....	30,000	1,500	.....	.....
Department of theology of Iowa Wesleyan University.	.....	.....	.....	2	.....	.....	.....	.....	.....
German Presbyterian Theological School of the Northwest.	4	.....	18	7	30,000	25,000	.....	.....	1,116
Theological department of Griswold College.	3	2½	4	3	125,000	.....	.....	.....	4,775
SCHOOLS OF LAW.									
Iowa College of Law	15	.....	34	1	.....	0	0	1,500	200
Law department Iowa State University.	8	.....	86	1,2	.....	.....	.....	4,120	1,623
Law department Iowa Wesleyan University.*	2	.....	16	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons..	10	.....	175	3	75,000	0	0	9,000	.....
Medical department of Iowa State University.	14	.....	100	2	.....	.....	.....	.....	.....
School of Pharmacy of Iowa Wesleyan University.*	.....	.....	3	1	.....	.....	.....	.....	.....

a Also 29 preparatory students.

* From Report of Commissioner of Education for 1874.

SPECIAL INSTRUCTION.

IOWA COLLEGE FOR THE BLIND, VINTON.

It is now nearly a quarter of a century since, through the labors of Samuel Bacon, the legislature of the State was induced to provide for the establishment of this institution. From that time the school has steadily advanced, but in no period has had a more marked prosperity than during the past two years. A larger number of pupils is reported for the two years 1874 and 1875 than has been present at any previous time; and the completion of the north wing has so increased the capacity of the build-

ing that when the rooms are properly furnished there will, perhaps, be sufficient accommodation for all the blind youth in the State capable of education, who may present themselves during the next two years. But the records of the institution show that there are not less than 600 partially or totally blind in Iowa. The attendance during 1874 and 1875 was 125 against 112 during the previous two years.

The literary department embraces all branches necessary to an English education, including the higher mathematics, English and American history and literature, mental and moral philosophy, rhetoric, logic, geology, chemistry, and botany. Music is made a special feature, and, besides careful vocal training, instruction is given on the piano, organ, and violin.

The making of corn brooms is the principal trade taught, and it has advantages over every other form of handicraft taught to the blind. The manufacture of mattresses is carried on to a limited extent. In the industrial department for women, fancy bead and worsted work and knitting are successfully taught. These three branches are under the charge of three graduates of the college who are totally blind and who have proved themselves most efficient instructors.—(Twelfth biennial report of the college, 1874-'75.)

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, COUNCIL BLUFFS.

The increase in attendance at this institution averaged fully 20 each year during the past three years. The aggregate attendance during the two years 1874 and 1875 was 183, of whom 95 were males and 88 females. The advancement of the pupils in their various studies has been, on the whole, satisfactory.

The records of the institution show a marked increase, of late, in the number of pupils whose deafness has been caused by accident or disease; the most marked increase being of those in whom it resulted from diseases affecting the nervous system, especially from cerebro-spinal meningitis. This rapid increase of induced deafness has an important bearing on the question of teaching articulation, in order to preserve the faculty of speech where it exists.

The course of instruction embraces the elementary English branches, special attention being given to written language.

An industrial department has been organized, including dress-making, cabinet-work, and shoemaking. School is held in the earlier part of the day, and the afternoon devoted to work, the apprentices being in the shop, the younger boys on the farm, and the girls engaged in sewing and domestic duties.—(Report of the institution for 1874-'75.)

SOLDIERS' ORPHANS' HOMES.

The two State Soldiers' Orphans' Homes, located at Davenport and Cedar Falls, report to the State superintendent for the year 1875 a total attendance of 410 pupils. The home at Davenport reports 4 instructors; the other reports only the attendance of pupils.—(Report of superintendent, 1875, p. 238.)

STATE REFORM SCHOOLS.

The State Reform School at Eldora reports an attendance of 146 pupils, with 3 instructors; that at Salem, 11 pupils and 2 instructors.—(Report of superintendent, 1875, p. 238.)

EDUCATIONAL CONVENTIONS.

STATE TEACHER'S ASSOCIATION.

After several ineffectual attempts to form an association of teachers in the State, a permanent organization was effected at Iowa City in June, 1856, under the name of the Iowa State Teachers' Association. Its officers are a president, five vice-presidents, a recording and a corresponding secretary, and treasurer, elected annually, and an executive committee of three, elected for three years, one member retiring each year; the president of the association being a member *ex officio* of the executive committee. Membership is secured by the payment of a fee of \$1 and retained by the annual payment of the same sum. The association has held, since its organization, four semiannual and eighteen annual meetings.—(Report of superintendent of public instruction, 1875, pp. 127-129.)

IOWA STATE TEACHERS' ASSOCIATION AND SOUTHEASTERN ASSOCIATION OF PRINCIPALS AND SUPERINTENDENTS.

These associations met in joint convention December 28-30, 1875, at Burlington. The address of welcome by Mayor Bell was responded to by Superintendent Thompson, of Des Moines, president of the State Teachers' Association, on behalf of that body, and by Professor Eldridge, of Grandview, on behalf of the Superintendents and Principals' Association. Subsequently addresses were delivered by Professor Thompson, Rev. Dr. Wm. Slater, of Burlington, and others. Hon. Charles Beardsley responded to the sentiment "The educational interests of Iowa." Rev. J. C. W. Coxe responded

to "The teachers of the State the custodians of her most important interests." Professor M. Hummel, of Burlington, read a paper upon "Reading in the grammar schools," after which followed papers and discussions upon "Our boys," "Elementary education," "Care and culture of primary schools," "Responsibility of the school in the personal development and culture of its pupils," "Normal institutes," "Science in the common schools," and other topics. Professor W. F. Phelps, Winona, Minnesota, delivered an address upon "The American common school and American citizenship," for which he received the thanks of the association. A report was read by Deputy State Superintendent Stewart on the "Centennial school interests." A letter was read from State Superintendent Abernethy, who was to have presented the centennial report, stating his inability to be present. Papers were read by Superintendent Jenkins, of Davis County, on "County superintendency;" on "Requisites for admission to the freshman class," by Professor Hugh Boyd, of Mt. Vernon; on the "Unification of our school system," by Dr. Thacher, of the State University. The latter paper was discussed by several gentlemen, and a committee was appointed to consider the subject. Among the resolutions passed was one consolidating the two associations.

The meeting was highly successful in most respects. It was quite exceptional in the fact that the persons invited to report upon topics designated by the executive committee and those to deliver addresses were present and prepared for the occasion, with but two or three exceptions. The weak point of the meeting, perhaps, was in the great number of addresses and papers presented and the small time afforded for discussion and exchange of views, a matter to be the more regretted as there were a manifest and unusual degree of interest and a readiness on the part of many to participate. —(Common School and Iowa Journal of Education, December, 1875, and January, 1876.)

COUNTY SUPERINTENDENTS' CONVENTIONS.

During the month of May, 1874, county superintendents' conventions were held at Charles City, Cedar Rapids, Fairfield, Des Moines, Council Bluffs, and Cherokee, the superintendent of public instruction attending and presiding at each. The meetings were in session two days at each place, and in the aggregate were attended by 82 of the 99 superintendents in the State. The principal topics discussed were normal institutes, examination of teachers, school inspection, teachers' associations, appeals, and annual reports.—(Report of superintendent, 1875, p. 105.)

LIST OF SCHOOL OFFICIALS IN IOWA.

Hon. ALONZO ABERNETHY, *State superintendent of public instruction.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adair.....	M. W. Haver.....	Dexter.
Adams.....	William W. Roberts.....	Mt. Etna.
Allamakee.....	John W. Hinchon.....	Lansing.
Appanoose.....	John W. Cary.....	Moulton.
Audubon.....	Benjamin F. Thacker.....	Exira.
Benton.....	Miss Salina Blackburn.....	Shellsburg.
Black Hawk.....	James S. George.....	Waterloo.
Boone.....	T. A. Cutler.....	Ogden.
Bremer.....	Henry H. Burrington.....	Waverly.
Buchanan.....	William E. Parker.....	Quasqueton.
Buena Vista.....	James D. Adams.....	Alta.
Butler.....	John W. Stewart.....	Shell Rock.
Calhoun.....	Mrs. C. E. O'Donoghue.....	Pomeroy.
Carroll.....	C. I. Hinman.....	Glidden.
Cass.....	Hiram A. Disbrow.....	Atlantic.
Cedar.....	Miss Eunice E. Frink.....	Clarence.
Cerro Gordo.....	Ira C. Kling.....	Mason City.
Cherokee.....	Rodney L. Robie.....	Cherokee.
Chickasaw.....	William D. Collins.....	New Hampton.
Clarke.....	Henry A. Tallman.....	Osceola.
Clay.....	Josiah E. Chase.....	Annieville.
Clayton.....	James F. Thompson.....	Elkader.
Clinton.....	Miss Kate Hudson.....	Lyons.
Crawford.....	Newton F. Smith.....	Denison.
Dallas.....	Amos Dilley.....	Adel.
Davis.....	I. F. Jenkins.....	Bloomfield.
Decatur.....	J. C. Robberts.....	Leon.
Delaware.....	Robert M. Ewart.....	Hopkinton.
Des Moines.....	E. S. Burrus.....	Franklin Mills.
Dickinson.....	H. C. Crary.....	Milford.
Dubuque.....	N. W. Boyes.....	Dubuque.
Emmett.....	Frank Davey.....	Estherville.
Fayette.....	G. A. Mathews.....	West Union.

List of school officials in Iowa—Concluded.

County.	Superintendent.	Post-office.
Floyd.....	Mrs. Holen R. Duncan	Charles City.
Franklin.....	Miss Oilla M. Reevo	Geneva.
Fremont.....	Thomas J. Brant	Eastport.
Greene.....	David Heagle	Jefferson.
Grundy.....	G. Riley Stoddard	Alice.
Guthrie.....	Giles C. Miller	Guthrie Center.
Hamilton.....	Benjamin S. Bakor	Webster City.
Hancock.....	A. K. Barnes	Garner.
Hardin.....	L. S. McCoy	Eldora.
Harrison.....	Samuel G. Rogers	Logan.
Henry.....	Samuel L. Howe	Mt. Pleasant.
Howard.....	Osmond N. Hoyt	Cresco.
Humboldt.....	L. J. Anderson	Nora.
Ida.....	T. S. Snell	Ida.
Iowa.....	George Ingram	Millersburg.
Jackson.....	Norman C. White	Maquoketa.
Jasper.....	W. G. Work	Newton.
Jefferson.....	McKinney Robinson	Fairfield.
Johnson.....	James M. Curry	Solon.
Jones.....	O. E. Aldrich	Wyoming.
Keokuk.....	Henry D. Todd	Sigourney.
Kossuth.....	Asahel A. Branson	Algona.
Lee.....	William J. Medes	Keokuk.
Linn.....	Eli Johnston	Mt. Vernon.
Louisa.....	James A. Kennedy	Grand View.
Lucas.....	Andrew Day	Chariton.
Lyon.....	Orrin A. Cheney	
Madison.....	H. W. Hardy	Winterset.
Mahaska.....	J. W. Johnson	Oskaloosa.
Marion.....	Aaron Yetter	Knoxville.
Marshall.....	Miss Abbie Gifford	Marshalltown.
Mills.....	Frank E. Stephens	Glenwood.
Mitchell.....	George D. Pattengill	Stacyville.
Monona.....	C. N. Lyman	Onawa.
Mouroe.....	James M. Porter	Albia.
Montgomery.....	W. P. Pattison	Red Oak.
Muscatine.....	R. W. Loverich	Muscatine.
O'Brien.....	Asahel B. Chrysler	Primghar.
Osceola.....	C. L. Gurney	Sibley.
Page.....	Elijah Miller	Clarinda.
Palo Alto.....	John C. Bennett	Emmetsburg.
Plymouth.....	Floyd B. Sibloy	Lemars.
Pocahontas.....	J. F. Clark	Fonda.
Polk.....	Robert S. Hughes	Des Moines.
Pottawattamie.....	F. C. Childs	Council Bluffs.
Poweshiek.....	William R. Akers	Malcom.
Ringgold.....	W. J. Work	Mt. Ayr.
Sac.....	John Dobson	Sac City.
Scott.....	Charles A. Clemmer	Davenport.
Shelby.....	Aaron N. Buckman	Harlan.
Sioux.....	Simon Kuyper	Orange City.
Story.....	C. H. Ballet	Nevada.
Tama.....	H. A. Brown	Toledo.
Taylor.....	J. B. Owens	Bedford.
Union.....	Miss J. E. Lester	Afton.
Van Buren.....	John W. Rowley	Utica.
Wapello.....	Clay Wood	Ottumwa.
Warren.....	Miss E. S. Cook	Indianola.
Washington.....	Miss Mary M. Jerman	Washington.
Wayne.....	J. W. Walker	Corydon.
Webster.....	J. A. Adams	Fort Dodge.
Winnebago.....	W. A. Chapman	Lake Mills.
Winnesiek.....	Nels Kessey	Decorah.
Woodbury.....	A. R. Wright	Sioux City.
Worth.....	George H. Whitcomb	Plymouth.
Wright.....	John Q. Hanna	Goldfield.

KANSAS.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of males of school age, (5 to 21 years).....	103,551
Increase for the year.....	1,679
Number of females of school age.....	96,435
Decrease for the year.....	703
Total number of both sexes.....	199,986
Increase for the year.....	976
Number of boys enrolled in public schools.....	73,078
Increase for the year.....	4,100
Number of girls enrolled.....	69,528
Increase for the year.....	2,908
Total number enrolled.....	142,606
Average daily attendance.....	85,580
Increase for the year.....	8,194

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed.....	2,448
Increase for the year.....	88
Number of female teachers employed.....	2,935
Increase for the year.....	252
Total number employed.....	5,383
Increase for the year.....	340
Average monthly wages paid male teachers.....	\$33 98
Decrease for the year.....	3 26
Average monthly wages paid female teachers.....	27 25
Decrease for the year.....	1 44

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the State.....	4,560
Increase for the year.....	165
Number of reports from district clerks.....	4,280
Increase for the year.....	99
Average length of school term in months.....	5.1
Decrease for the year.....	.4
Number of school-houses: Log, 239; frame, 2,696; brick, 269; stone, 511.....	3,715
Increase for the year.....	172
Value of school-houses.....	\$4,096,527 00
Increase for the year.....	107,441 33
Value of apparatus.....	43,563 00
Increase for the year.....	2,865 94
Number of district schools having unabridged dictionaries.....	541
Number of district schools having record books.....	3,306
Number of schools graded and having a course of study.....	352
Number having a uniform series of text books.....	1,357
Number of schools owning the text books.....	33

INCOME AND EXPENDITURE.

Receipts.

From State annual school fund.....	\$264,683 30
Increase for the year.....	2,730 68
From district taxes.....	685,162 27
Decrease for the year.....	209,931 53

Expenditures.

Amount paid for teachers' wages.....	689,906 65
Decrease for the year.....	33,671 98
For repairs and incidentals.....	113,208 41
State annual school fund disbursed.....	264,683 30
Total disbursements from all sources for public schools.....	1,478,998 64
Decrease for the year.....	159,979 35

—(Report of Hon. John Frazer, State superintendent of public instruction, 1875, pp. 4 and 5.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1859, under which Kansas came into the Union, provided (article VI, section 2) that the legislature should "encourage the promotion of intellectual, moral, scientific, and agricultural improvement, by establishing a uniform system of common schools and schools of higher grade, embracing normal, preparatory, collegiate, and university departments." Provision was also made in the same article for the election of a chief school officer, the creation of a school fund, the formation of a board for the management of this, the severance of all State school funds from the control of any religious sect or sects, and the establishment of a State university.

PROVISIONS OF THE SCHOOL LAW.

From the School Laws of 1873 with amendments of 1874 and constitution of 1859.

OFFICERS.

The official agents of the State, in matters relating to the public schools, are a State board of education, a State superintendent of public instruction, county superintendents of the same, county examiners, district boards, and boards of education for cities, with a board of commissioners for the management of the permanent school and university funds.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education, created in 1873, is composed of the State superintendent of public instruction, the chancellor of the State university, the president of the State agricultural college, and the principals of the State normal schools at Emporia and Leavenworth. Its one duty is simply to issue State diplomas and State certificates of high qualification to such teachers as may be found, upon examination, deserving of them; the diplomas, however, only to those who have taught two years in the State; the certificates to be of force for three or five years, and each to be valid in any county, city, town, or school district in the State.

State superintendency.—This office, with a view to its removal from the danger of hasty legislation, was made, by the constitution of 1859, one of the regular executive offices of the State, and its incumbent, who should hold his place for two years, was charged with the general supervision of the common school funds and educational interests of the State. His duties, as defined by law, are to visit each county at least once in two years for the purpose of awakening an interest in the cause of education; to file and preserve in his office the official reports made to him by minor school officers; to recommend the most approved text books for the common schools; to prescribe and cause to be prepared and forwarded to county superintendents all forms and blanks necessary in the details of the common school system; to give his opinion, upon a written statement of the facts, on all questions arising out of diverse interpretations of the school laws in their relation to the powers, rights, and duties of school officers; to keep a record of such decisions, when made; to see to the publication and proper distribution of the school laws; to apportion the income of the State school fund and annual State taxes for the support of schools among the counties from which he shall have received reports,* and to certify such apportionment to the State treasurer. He is also to certify to the treasurer and county superintendent of each county the amount apportioned to the county, and to draw his order on the State treasurer, in favor of the county treasurer, for that amount. In each year he is to prepare, for submission to the legislature, a report bearing date on the last day of December, embodying: (1) A statement of the number of public and private schools in the State, with the number of scholars attending them, their sex, and the branches taught, as well as the number of normal schools, academies, and colleges, with the number of their students and such other matters from the reports sent into him as he may deem expedient; (2) a statement of the condition of the common school fund and other property held in trust by the State for the support of common schools; (3) estimates and accounts of the receipts and expenditures for the current year; and (4) a statement of plans for the management and improvement of common schools, and such other information relating to the educational interests of the State as he may deem important.

Copies of papers filed in his office may be certified by him, and when so certified may be accepted in evidence in like manner as the original papers.

County superintendency.—Superintendents of public instruction in each county, to be elected by the people for terms of two years, are provided for in the constitution of 1859, as well as a State superintendent. They have charge of the common school interests of their respective counties, and are bound to divide these into a convenient number of school districts, as well as alter the same when the interests of the inhabitants require it. They are also, on the third Monday in March and in July, or as soon there-

* This apportionment must be in proportion to the number of children of school age (5 to 21) in each county, and is made twice in the year.

after as circumstances will permit, to apportion to the several districts, in proportion to the number of children of school age, the amount appropriated to their counties from the State treasury, and to draw their orders on the county treasurer in favor of the district treasurers for the amount apportioned to each district, provided that a common school has been taught in it at least three months during the year. They are to visit each common school within their jurisdiction at least once a term, noting the course and method of instruction, with a view to securing uniformity in schools of the same grade; are to acquaint themselves, as far as practicable, with the character and condition of each school, and make, in private, to the teachers such suggestions as may seem necessary respecting government, classification, and methods of instruction; are to note, too, the condition of the school-houses and furniture, and make to the district boards such suggestions as may promote the comfort and progress of pupils; are to aid teachers in efforts to improve themselves in their profession, and to this end are to encourage the formation of teachers' associations for mutual improvement; are to attend the meetings of such associations, and give whatever advice and instruction may seem needed to increase their efficiency; are to deliver, each year, a lecture to the people of each district for the purpose of elevating the standard of education and increasing the people's interest in the schools; are to give fifteen days' notice, in at least five public places, of the formation and boundaries of new school districts, and, if there should be no appeal, give like notice of the time and place for the first district meeting; are to furnish the county clerk with a description of the boundaries of each school district on or before the first Monday in August of each year; and, on or before the 15th of October in each year, are to transmit to the State superintendent of instruction a report showing how many school districts or parts of districts are in their respective counties, how many children of school age are residents in each, distinguishing those of each sex, how many schools of every sort there are, distinguishing district schools, graded schools, private schools, academies, normal schools and colleges, and showing the number and sex of pupils attendant on them, the number and sex of teachers, and the courses of study in the lower schools. This report is also to embody a statement of the amount of public money received in each district or part of a district and how much went toward the support of graded schools; of the amount raised in each district by tax and paid for teachers' wages, in addition to the public money paid therefor; of the amount raised by tax or otherwise for purchasing school sites, for building, hiring, purchasing, furnishing, repairing, or insuring school-houses; with such other information as the State superintendent may require. Failure to render such report in due season makes the county superintendent liable for any loss sustained by the county through neglect of the duty thus imposed.*

County examiners.—The county superintendent and two competent persons appointed by the county commissioners constitute a county board of examiners, who, giving ten days' previous notice of time and place, publicly examine candidates proposing to teach in the county schools; and, if satisfied as to the competency of such candidates to teach and govern such schools, and of their being of good moral character, license them to teach by giving a certificate, the county superintendent keeping a register of all those to whom certificates are awarded stating the character and grade of the certificate and the time when issued. Such certificates are of force only in the county in which they may be issued and for one year from the date of issue, unless earlier revoked for cause.

District boards are composed of a director, clerk, and treasurer, who are elected by the people of the district for triennial terms, who take oath faithfully to perform their duties, and who, in case of refusal to accept office when elected or to perform the legal duties of it, forfeit \$10 in each case. The duties of the board are to purchase or lease such a site for a school-house as may have been designated by the voters at a district meeting; to build, purchase, or hire such a school-house as these voters may have agreed upon, out of the funds provided for that purpose; to make sale and conveyance of any school property when directed to do so by the voters; and to carry into effect all lawful orders of the district. They have also the care of all school property belonging to the district and power to make regulations respecting the district library, to appoint a librarian, to admit scholars from adjoining districts, to engage on written contracts teachers for the schools, to dismiss such for incompetency or other sufficient cause, to provide the necessary appendages for the school-house during the time a school is taught therein, to suspend pupils guilty of immorality or persistent insubordination, to furnish each teacher with a suitable daily register, to establish graded schools when called for, and to visit the schools of their district once a term or oftener, examining the teacher's register and seeing that it is duly kept, as well as attending to all other matters relating to the condition and well-keeping of the school, including the requirement of a uniform series of text books and the providing of such books for indigent scholars at the expense of the district. Certain special duties are prescribed for each individual member of the board.

* The pay of county superintendents is graduated according to the number of children of school age within the county, and reaches from \$3 per diem for actual duty to \$1,500 per annum.

City boards of education have, for their cities, much the same powers with those of district boards, with the additional powers of acting as a board of examiners for teachers and of providing separate schools for white and colored children.

SCHOOLS.

The schools under this system are of all grades up to high schools, and are free to all children of the districts or cities where they exist from 5 to 21 years of age. The course of study in them has been published, and is admirably arranged and full. The branches taught are mentioned further on. The two State normal schools are also free to one pupil from each representative and senatorial district, and the State Agricultural College and State University are free to all properly prepared pupils resident in the State.

Nor are the public schools merely free to all pupils. All children from 8 to 14 years of age, not otherwise under instruction, or not excused by the proper authorities because of want of clothing or ill health of body or mind, must attend school for at least twelve weeks of each year, (six of such weeks to be consecutive,) unless it can be shown that they have already acquired the ordinary branches required by law or that there is no school taught within two miles by the nearest travelled road.

SCHOOL FUND.

The available permanent school fund of the State amounts to about \$1,163,000, with resources for increase which will probably make it \$3,000,000. In addition to the income from this fund there is for the support of schools, besides the local taxes, an annual State tax of 1 mill upon the dollar of all taxable property.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

During the year which has just closed, and especially during the early part of the year, it was feared by even the most sanguine friends of the public school system of the State that, in consequence of the calamitous destruction of crops, the people in many districts would be compelled to close their schools, and that the school reports for the year would, in diminished figures, tell a sad, but fitting sequel to the story of lost crops and prostrate industries. These fears were not realized. Instead of retrograding, the educational interests of the State during the past year have decidedly advanced, especially in elements most vitally affecting the usefulness of the common schools.

Although the school population of the State has remained nearly stationary during the past two years, having increased only by 976, the report for 1875, as compared with that for 1874, shows an increase of 7,008 in the number of pupils enrolled in the common schools; an increase of 8,196 in the average daily attendance; of 340 in the number of the teachers, of 172 in number of school-houses; of \$2,865.96 in value of school apparatus; of 107,441.33 in the value of school buildings, notwithstanding the great shrinkage that has taken place in the value of real estate; with a decrease of \$159,979.35 in the amount disbursed during the year for common school purposes; also a slight decrease in the pay of teachers and in the average length of school term. In other words, the people slightly cut down the length of the school term and the amount of their expenditures for school purposes for the year to suit their diminished resources, but sent their children to school in greater numbers and kept them there in more regular daily attendance than in any previous year.—(Report of State superintendent, 1875, pp. 2, 3.)

REPORTS OF COUNTY SUPERINTENDENTS.

Of the 76 counties in the State, 71 have forwarded to the State superintendent the annual reports required by law. These reports are, in several respects, an improvement on those of former years. For fulness, correctness, and neatness of reports, and for the success with which they have managed to get fuller and more correct reports than usual from their respective district clerks, three county superintendents—two of whom, by the way, are ladies—receive honorable mention in the superintendent's report.—(Report, p. 8.)

BRANCHES TAUGHT.

In all the common schools of the State, instruction is given in reading, writing, orthography, English grammar, and arithmetic. In many of the better class, instruction is also given in some or all of the following branches, viz: United States history, physiology, natural philosophy, botany, algebra, geometry, drawing, vocal music, and the elements of book-keeping.—(Report, p. 8.)

METHODS OF INSTRUCTION AND DISCIPLINE.

In June, last year, blank forms containing questions in reference to the methods of instruction and discipline pursued in the schools were sent to teachers of common

schools throughout the State, and from the answers received the following valuable information has been obtained:

Grades of teachers.—Of the 5,383 teachers employed in the public schools of the State, 24 per cent. hold the first grade certificate, 46 the second, and 30 the third grade. Of those reporting, 52 per cent. hold the first grade, 39 the second, and only 9 per cent. the third. Of the teachers reporting, 57 per cent. are men, 43 per cent. women.

Percentage of excellence attained.—Estimating the reports that give evidences of the best methods of instruction or management at 100 per cent. and those that give evidence of almost total ignorance at zero, the following averages are arrived at: discipline, 79 per cent.; general management, 74; reading, 69; writing, 73; book-keeping, 53; geography, 74; composition, 45; grammar, 69; average of all branches, 62 per cent.

Course of study.—A prescribed course of study is followed by 53 per cent. of those reporting. According to this course, 21 per cent. of the schools teach history, with an average of 6 pupils in each class; 8 per cent. teach natural philosophy, and average 3 pupils each; 8 per cent. teach physiology, and average 7; 9 per cent. teach algebra, and average 4; 13 per cent. teach physical geography, averaging 6; while 41 per cent. teach none of the above branches.

Reasons for failure.—Of the teachers, 25 per cent. complain that they are unable to be thorough, because parents are too anxious that their children go through text books rapidly; while 75 per cent. experience no difficulty in this direction; 56 per cent. complain of irregular attendance; 9 per cent., that parents interfere with their authority. In the whole number, 15 per cent. sometimes inflict painful punishment; 54 per cent. seldom do this, and 31 per cent. never; 58 per cent. are satisfied with their method of discipline and 42 per cent. are not.

Classes.—In 16 per cent. of the schools there is an average of 10 classes or less; 68 per cent. of them average between 10 and 20 and 16 per cent. between 20 and 30 classes. The reason given by 54 per cent. for the existence of so many classes is diversity of text books; that given by 46 per cent. is diversity of the grade of pupils.

Methods and results.—In teaching spelling, 36 per cent. use the oral method, 5 per cent. the written method, while 59 per cent. use both. Of these teachers 67 per cent. express themselves as satisfied with their methods of teaching this study and 33 per cent. are not satisfied with either their methods or results. About 53 per cent. are satisfied with their method of teaching reading and 47 per cent. are not. In the teaching of writing, 53 per cent. are satisfied with their method and results and 47 per cent. are not. In arithmetic, 62 per cent. are satisfied and 38 per cent. are not; 7 per cent. usually fail to interest their pupils in this study, while 41 per cent. never fail, and 52 per cent. seldom fail to do so. Geography is taught by 66 per cent. orally, before using a text book. Map drawing is taught by 66 per cent. usually; by 22 per cent. sometimes, and by 12 per cent. never; 55 per cent. are satisfied with their method of teaching this study and 45 per cent. are not; 17 per cent. fail to interest their pupils in it, while 83 per cent. seldom fail in this respect.—(Report, 1875, pp. 105-115.)

County teachers' institutes and associations were as regularly held and as largely attended throughout the State, notwithstanding the hard times, as in any former year.

NEEDED IMPROVEMENTS IN THE SCHOOL ECONOMY.

The State superintendent recommends several changes which he thinks ought to be made in the school law, among which are: (1) The adoption of a provision for the purchase of text books by each school district, a plan which would result, it is estimated, in a saving of about \$75,000 a year, the economy resulting from the purchase of books at wholesale instead of retail prices. In 338 districts of the State the text books are owned by the district, and the plan works acceptably where it has been fairly tried. (2) That the list of studies required to be taught by law be increased by the addition of geography, United States history, elements of natural science, book-keeping, elements of industrial drawing, and such other branches as may be determined by the district board. Geography was formerly a required study, but by act of 1874 it was dropped, it is thought, inadvertently. Some knowledge of United States history is essential to good citizenship, and it is, therefore, a part of a good common education. Many of the applications of the sciences so intimately and widely affect everyday life that a knowledge of their principles is rapidly receiving recognition as a part of a good common education. Industrial drawing is regarded as so important to the industries of the State that it should be taught in the common schools. The time required for the added branches, it is suggested, can be found by restraining, within proper limits, arithmetic, English grammar, and geography.—(Report, pp. 14-17.)

CITY SCHOOL SYSTEMS.

CITY OF LAWRENCE.

Officers.—A board of education, composed of 2 members from each ward of the city, one-half retiring each year, and a superintendent, W. H. Cole.

Statistics.—Population of school age: white, 1,724; colored, 464; total, 2,188. Whole

number enrolled : white, 1,341 ; colored, 245 ; total, 1,586. Percentage of enrolment on population, 72. Number of buildings occupied by the schools, 11 ; number of rooms, 27. Number of teachers employed : regular, 27 ; special, German, 1 ; total number of teachers, 28. Number of sittings, 1,352. The superintendent says that during the months when the attendance is the largest these sittings will not accommodate all the children in some of the schools at the same time, which compels half day sessions in the lowest grades. This may work well with the younger children, but the older ones could be profitably employed all day in school.

Promotions.—The basis for promotion to higher classes has been made during the past year, not on the result of a single examination, but upon the combined averages of the daily recitations, the monthly examinations, and the semiannual or annual examination.

Book-keeping has not hitherto been taught in the public schools, but has now been incorporated in the revised course of study in two grades, the fourth and second.—(Report of city superintendent, W. H. Cole, for 1874-75.)

ATCHISON.

Officers.—A board of education, consisting of 2 members from each ward, 1 of them elected annually and holding office two years, with a city superintendent.

Statistics.—Population, 10,927 ; persons of school age, 3,001 ; enrolled in public schools, 1,428 ; in private and parochial, 325 ; average daily attendance, not given. Teachers employed, 9 primary, 6 grammar school, and 3 high. Wages of these : in primary schools, \$40 to \$60 ; in grammar schools, \$50 to \$75 ; in high schools, \$60. Salary of superintendent, \$1,500. The school property is put down at \$72,260 ; the income for schools, at \$18,280.76 ; the expenditure on them, at \$18,275.83.

No sectarian doctrine may be taught or inculcated in the schools of the city, but the Holy Scriptures, without note or comment, may be used therein.—(Return to Bureau of Education, 1875.)

LEAVENWORTH.

The superintendent of Leavenworth County says of the schools of Leavenworth City : "The schools are under the very efficient management of Superintendent P. J. Williams, assisted by a corps of 40 teachers. An attempt to describe this splendid system of schools would be useless. Beginning at the *tenth grade*, they number upward like the steps of a ladder, until the culminating point is reached, which is the Leavenworth High School, the only one in the State that can be so called. It contains over one hundred and thirty pupils, with a full corps of teachers, and is in every particular a high school. The students of this school are thoroughly prepared to enter any of the eastern colleges and universities. Several of the graduates have entered Harvard University, and are now attending that institution.—(State report for 1875, p. 74.)

TRAINING OF TEACHERS.

EMPORIA NORMAL SCHOOL.

This school has shown, by an increased attendance, the influence of the return of agricultural prosperity to the State. The whole number of students during the year was 302. The steady increase in numbers marks a healthful growth in the school. At the same time with each term there has been a corresponding progress in the professional work of the school. The course of study, as rearranged, called for increased instruction in what may be denominated especially professional studies. At present the candidates for graduation in the elementary course are required to complete in the senior year the study of school economy, of methods of instruction, and of methods of culture, together with the school laws of the State. During two terms they observe in the training school, and for three terms teach, for one division per day, such classes as may be assigned them. This work is under the careful supervision of a critic teacher, and is subject to thorough revision and correction. Candidates for graduation in the normal course pursue, in addition to other studies, the history and philosophy of education, and observe one term and practise two terms in either the training school or the preparatory department of the normal. The result of this professional drill has been very satisfactory.—(Report, 1875, pp. 195-200.)

LEAVENWORTH NORMAL SCHOOL.

The enrolment of pupils during the year in the normal school was 420 ; in the training schools, 836. The average attendance of normal pupils was about 250. Thirty-three counties of the State were represented by the students. Having had an increased number of teachers during the year, it has been possible to carry out the plan of the school more completely than before, but still more teachers are needed. The graduating class for 1875, consisting of 12-3 ladies and 4 gentlemen—are all teaching, most of them having secured remunerative positions before graduation.

This school aims to supply the wants only of the district schools of the State. The

faculty have left Greek and Latin out of their course of instruction, and direct attention to the English studies only, and the modes of teaching these. An eight weeks' normal course has been incorporated into the curriculum, which is proving of great assistance to district school teachers.—(Report, 1875, pp. 203-209.)

CONCORDIA NORMAL SCHOOL.

The necessity for the establishment of this school in the northwestern portion of the State is evident from the patronage it receives. There were enrolled during the year 171 normal students, (90 gentlemen and 81 ladies,) and in the model and training department there were 83. The average age of pupils in the normal department is 19 years. All have pledged themselves to become teachers in the State. The building, a fine stone structure, has recently been enlarged, and has undergone extensive improvements. It is now of sufficient capacity to accommodate 300 students.—(Report, 1875, pp. 210-216.)

TEACHERS' INSTITUTES.

During the year the superintendent held judicial district institutes at fifteen different places throughout the State, in all of which he received the hearty co-operation of county superintendents, and also of members of the legal profession, who conducted exercises in State constitution and in elements of commercial law.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From Table X, p. 50, of the report of the superintendent, it appears that 11 towns and cities of the State have in them one or more public high schools and that the number of pupils in attendance is 513. No further statistics in respect to these schools are given. This number of pupils, however, being trained under an admirable course of instruction, such as here exists—sketched in the report of this Office for 1874—would indicate that a fair degree of preparation for higher studies is being made.

PREPARATORY SCHOOLS OF COLLEGES.

In these were reported for 1875 a total of 279 students: Males, 151; females, 128. Of that number 5 were preparing for a classical course in college and 84 for a scientific course.—(Returns to Bureau of Education.)

OTHER SECONDARY SCHOOLS.

One school for girls and 1 for boys and girls report respectively 17 teachers and 76 pupils in the former case, and 2 teachers with 17 pupils in the latter. The former, which includes 6 Osage children, teaches grammar, arithmetic, algebra, book-keeping, philosophy, history, chemistry, astronomy, botany, logic, and rhetoric, in its English course; has 50 students in its classical course and 8 in modern languages. The latter reports 16 in its English course, without specifying studies; 3 in its classical course, and 2 in modern languages. In the former, drawing and painting are taught and in both vocal and instrumental music. The latter reports both a chemical laboratory and chemical apparatus, with a library of 100 volumes; the former "a small apparatus," but no laboratory or library.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these institutions, 1 at Leavenworth and 1 at Topeka, report, the former 3 instructors and 126 pupils; the latter, 1 instructor and 70 pupils. Book-keeping, commercial law, arithmetic, penmanship, phonography, and telegraphy are in the course of study.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF KANSAS.

The action of the legislature in a time of great financial depression so reduced the allowance for salaries of instructors that it was feared the school could not be kept open during the year, but the faculty met the emergency by accepting for the time being lower salaries and an increase of labor; the number of students was greater instead of less than in previous years; a fine class of 7 was graduated in the summer of 1875; and at the meeting of the regents in November they found a list of 207 students' names, representing some 40 counties of the State and 5 other States, a faculty overworked but resolute, and a growing popular interest in the university.

There are now fully organized six courses of study, viz: classical, general scientific, modern literature, civil and topographical engineering, a special course in natural history, and a special course in chemistry. An opportunity for selection from a wide range of studies is given in the several courses of instruction, and yet these courses are so

adjusted to each other as to economize to the best possible advantage the professional teaching. Many of the students are pursuing special studies. Natural history, chemistry, English literature, and civil engineering are eagerly sought by the mass of students. Many students, from want of time or means, pursue a partial course of study. While graduates are desirable and the regular course of study to be preferred, it is considered that the richest benefactions the university can confer may come from aiding those who cannot complete in school any prescribed course of study.—(Report of superintendent, 1875, pp. 127–135.)

DENOMINATIONAL COLLEGES.

Baker University, Baldwin City, (Methodist Episcopal,) has a preparatory department, with a college of liberal arts beyond it, in which are both classical and scientific courses, and into which both male and female students are admitted. Library, 200 volumes, with 60 additional ones in a society library.

College of the Sisters of Bethany, Topeka, (Protestant Episcopal,) designed for the higher education of women, has both primary and preparatory departments as feeders for its college classes.

Ottawa University, Ottawa, (Baptist,) has arrangements for both preparatory and collegiate departments; but only the former appears to be yet in active operation.

St. Benedict's College, Atchison, (Roman Catholic,) presented as a preparatory school in the report for 1874, now has its collegiate course arranged and 50 students in it. The course is framed on the southern European method, with a different nomenclature for the classes from that which is common in America.

St. Mary's College, St. Mary's, (Roman Catholic,) reports only a collegiate department with a three years' course, and this still new, with only the beginnings of advantages which it is hoped may be eventually possessed.

Washburn College, Topeka, (Congregational,) is under the general auspices of the Congregational churches of the State, but opens its doors to all without distinction of race, color, or religion. It has an English and business course, a college preparatory, and a collegiate. Its location is a choice one, on an elevation a mile and a half southwest of the State house, overlooking the city, its grounds of 40 acres enclosed with an Osage orange hedge, and planted with nearly a thousand forest trees. A new building costing \$60,000 has been recently erected for it.—(Circulars and returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.	
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
Baker University	7		80	10	\$15,000		\$40	\$850				260
Highland University												
Lane University												
Ottawa University	3		62		100,000			400				
St. Benedict's College	2		18	50								2,000
St. Mary's College	5							\$10,000	\$0			
State University	10	0	119	79	250,000	\$10,500	713	1,492	13,201	\$0	\$0	62,448
Washburn College	5				60,000	40,000	4,800	500		0		3,000

a Including board.

b Includes society libraries.

SCIENTIFIC AND AGRICULTURAL.

KANSAS AGRICULTURAL COLLEGE.

The enrolment of students during the year 1875 was 237, a gain of 30 over that of the year 1874. Of these, 154 were young men and 83, or 35 per cent., young women.

The course of instruction, though aiming to be distinctively "industrial," embraces those literary and scientific branches usually pursued in agricultural colleges, as political economy, mathematics, chemistry and physics, French, German, botany, entomology, geology, and music. The industries taught are phonography, telegraphy, printing, dress-making, millinery, and various mechanical trades, such as carpentering, black-

smithing, wood-turning, iron-turning, cabinet-making, and scroll-sawing, besides the various branches of farming, including the cultivation of fruit and the care and breeding of stock. In the instruction of the class in practical agriculture, the discussion of all doubtful theories was avoided, and such topics taken up only as are recognized among practical men as "the best experience of the best farmers." In this department, a course of lectures in dairy practice was delivered to an advanced class of young ladies. In the department of chemistry and physics, a course of lectures in household chemistry was delivered to a class of 20 of the most advanced young ladies in the college. This first attempt at the introduction of such a series of lectures has resulted so profitably that it will be continued and extended as a regular feature of the course. These lectures embraced a consideration of the composition and properties of food; the manufacture of bread by a great variety of processes; cause and prevention of sour and heavy bread; the preservation and cooking of meats; the mineral elements of food, including the uses and importance of common salt; the composition and treatment of milk, butter, and cheese; the value of fish as food; the composition and uses of eggs as food; the composition, properties, and preparation of coffee, tea, and chocolate; the ripening and preservation of fruits and manufacture of jellies, together with a large number of other topics in which chemical principles are applied in the various practices of household economy.—(Report of superintendent of public instruction, pp. 150-191.)

Statistics of a school for scientific and professional instruction, 1875.

School for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.			Number of volumes in library.	
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		Receipts for the last year from tuition fees.
SCHOOL OF SCIENCE.									
Kansas State Agricultural College	15	.....	237	6	\$117,591	\$225,691	\$19,799	\$13,675	53,150

a From State appropriation.

b Includes society library.

SPECIAL INSTRUCTION.

KANSAS INSTITUTION FOR INSTRUCTION OF THE BLIND, WYANDOTTE.

Officers: A superintendent, matron, 3 teachers, (including 1 teacher of music,) a master of handicraft, and a physician. Pupils in attendance at the close of November, 1875, 39. Receipts for the fiscal year ending at the same time, \$8,988.54; expenditures, the same.

Pupils received instruction during 1875 in reading in New York point and Boston type, writing in New York point, writing with grooved cards, spelling, geography, grammar, arithmetic, algebra, United States history, modern history, ancient history, botany, rhetoric, natural philosophy, and vocal and instrumental music.

The boys are also taught broom-making, in which industry such progress has been made that they now turn out 40 dozen finished brooms per month, in place of the 8 dozen of the preceding year. The girls receive instruction in knitting, plain sewing, bead and fancy work, and make, it is said, daily progress in these branches.—(Report for 1875.)

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

This purely voluntary organization of teachers and other friends of education held its thirteenth annual meeting at Topeka on the 24th, 25th, and 26th of August, 1875. Important and practical questions relating to the improvement of the common school system were discussed at this meeting with an ability and earnestness creditable to the association and the State.—(Report of superintendent public instruction, 1875, p. 10.)

Of an address by President Anderson, of the State Agricultural College, the American Journal of Education for October says: "It rather startled the people of the State and country by the facts presented." Dr. Anderson gave at the meeting a detailed statement of the investment and expenditure of \$17,520,182.60 for school purposes in Kansas within the last ten years, and from the magnitude of this expenditure, wrung as often from the hands of toiling poverty as from the stores of accumulated wealth, argued for the most faithful use of the means thus furnished, for the employ-

ment of the best officers and teachers that can be had, for the furnishing of the most practical and useful training possible to pupils, and for such conscientious effort to make the most of the whole fund for the purposes for which it was designed as may be reasonably expected from the holders of a sacred trust.

LIST OF SCHOOL OFFICIALS IN KANSAS.

Hon. JOHN FRAZER, *State superintendent of public instruction, Topeka.*

COUNTY SUPERINTENDENTS, *for two years from second Monday in January.*

County.	Superintendent.	Post-office.
Allen	J. E. Bryan	Humboldt.
Anderson	L. H. Osborn	Garnett.
Atchison	J. E. Remsburg	Atchison.
Barbour	S. B. Douglas	Sun City.
Barton	H. A. Brundige	Great Bend.
Bourbon	Joseph H. Lawhead	Fort Scott.
Brown	R. C. Chase	Hiawatha.
Butler	John Blevins	El Dorado.
Chase	F. B. Hunt	Cottonwood Falls.
Cherokee	H. W. Sandusky	Sherman City.
Clay	J. S. Dodson	Clay Centre.
Cloud	Samuel Doran	Concordia.
Coffey	Miss M. P. Wright	Burlington.
Cowley	Thomas A. Wilkinson	Winfield.
Crawford	A. J. Georgia	Girard.
Davis	J. A. Truex	Junction City.
Dickinson	A. M. Crary	Abilene.
Doniphan	D. D. Rose	Troy.
Douglas	D. Shuck	Lecompton.
Edwards	W. C. Knight	Kinsley.
Elis	De Witt C. Smith	Hays City.
Ellsworth	John Connor	Ellsworth.
Ford	Thomas L. McCarty	Dodge City.
Franklin	A. C. Peck	Ottawa.
Greenwood	H. T. Johns	Eureka.
Harvey	F. L. Faatz	Newton.
Howard	J. N. Young	Paw Paw.
Jackson	T. W. Ramey	Holton.
Jefferson	Charles Smith	Perry.
Jewell	T. J. Patterson	Jewell Centre.
Johnson	Andrew Renwick	Olathe.
Labette	Mary A. Higbey	Oswego.
Leavenworth	William H. Bradshaw	Leavenworth.
Lincoln	J. P. Harmon	Vesper.
Linn	R. B. Bryan	Mound City.
Lyon	A. D. Chambers	Emporia.
McPherson	Philip Wickersham	McPherson.
Marion	Mrs. M. J. Sharon	Marion Centre.
Marshall	Alvinza Jeffers	Irving.
Miami	B. D. Rissel	Fonfana.
Mitchell	Cyrus Gaston	Cawker City.
Montgomery	B. P. Cunningham	Independence.
Morris	J. E. Minney	Council Grove.
Nebraska	Abijah Wells	Seneca.
Nosho	T. P. Leach	Thayer.
Norton	M. J. Fitzpatrick	Almena.
Oage	E. C. Newton	Osage City.
Osborne	William L. Bear	Osborne City.
Otawa	J. H. Elder	Minneapolis.
Pawnee	Emma Johnson	Fort Larned.
Phillips	C. J. Van Allen	Kirwin.
Pottawatomie	J. J. Hostutter	Louisville.
Reno	J. P. Cassidy	Hutchinson.
Republic	David C. Gamble	Seapo.
Ree	R. D. Stephenson	Brookdale.
Riley	J. F. Billings	Manhattan.
Rooks	A. S. Avery	Rooks Centre.
Russell	Ira S. Fleck	Bunker Hill.
Shine	D. Q. Miner	Honek.
Sedgewick	John Y. Zimmerman	Wichita.
Sawnee	Miss Una Hebron	North Topeka.
Smith	Henry C. Ellis	Gaylord.
Sumner	S. B. Fleming	Wellington.
Vaubansee	F. W. Kroenke	Alma.
Vallace	Thomas Smith	Wallace.
Washington	G. J. Main	Washington.
Vilson	W. B. Shirley	Fredonia.
Woodson	A. F. Palmer	Defiance.
Wyandotte	W. W. Dickinson	Wyandotte.

KENTUCKY.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children reported in the census, (whites)	437, 100
Highest number enrolled, (approximate).....	228, 000
Average number at school, (approximate).....	159, 000
Increase of enrolment on previous year	37, 888
Increase of average attendance	47, 397

TEACHERS AND TEACHERS' PAY.

Number of white teachers: Men, 4,020; women, 1,610.....	5, 630
Number of colored teachers: Men, 216; women, 122.....	338
Average salary paid white teachers a month.....	\$49 40

SCHOOL DISTRICTS AND SCHOOLS.

Number of districts for white schools.....	5, 963
Number of districts for colored schools	494
Number of schools for white children taught.....	5, 627
Number of schools for colored children taught	340
Average time schools for the whites were taught.....	5 months.

SCHOOL-HOUSES.

Number of school-houses for whites.....	4, 739
Number of school-houses for colored.....	155
Number of districts without houses for colored	954
Value of school-houses for whites.....	\$1, 608, 000
Value of school-houses for colored, (not including cities)	16, 000
Number of houses built in 1875 for colored	33
Increase for the year of schools for whites.....	18

SCHOOLS' OTHER THAN PUBLIC.

Number of private schools in the State.....	70
Number of academies in the State.....	4
Number of colleges in the State.....	0
Approximate number attending colleges, academies, and private schools.....	40, 00

INCOME AND EXPENDITURE.

Receipts.

From local tax for schools for white children.....	\$426, 500 00
From local tax for schools for colored children.....	3, 141 50
Raised by other means for schools for whites.....	128, 500 00
Raised by other means for schools for colored.....	9, 855 00
Total raised by local enterprise for both.....	567, 996 60
Apportioned by State to pay teachers for white schools.....	848, 490 00
Apportioned by State to pay teachers for colored schools.....	21, 660 00
Total receipts.....	1, 438, 146 60

Expenditures.

Salary of commissioners and other expenses of schools for whites	44, 456 19
Cost of new school-houses built in 1875.....	111, 406 00
State apportionment for pay of teachers.....	870, 150 00
Local pay of teachers and incidental expenses.....	533, 440 00
Total expenditures.....	1, 559, 452 19

—(Report of Hon. H. A. M. Henderson, State superintendent of public instruction, for school year ending June 30, 1875, p. 253.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The early constitutions of the State neglected to provide for education. That for 1850 made provision for the conservation and increase of the then existing common

school fund; for the distribution of the revenue from this, with any sum to be raised for that purpose by taxation or otherwise in aid of common schools, and for the election of a superintendent of public instruction, to hold office for four years.

PROVISIONS OF THE SCHOOL LAW.

From school laws of 1873, bound with the report of the State superintendent for 1874, and "An act to establish a uniform system of common schools for the colored children of this Commonwealth," approved February 23, 1874.

OFFICERS.

The official staff consists of a State board of education, a State superintendent of public instruction, county commissioners, county and State boards of examination, and district trustees.

POWERS AND DUTIES OF THESE OFFICERS.

The *State board of education* includes the State superintendent, the secretary of state, the attorney-general, and two professional teachers elected by them. These form a body politic and corporate, with power to take, hold, and dispose of real or personal estate for the benefit of the common schools of the State. The State superintendent is *ex officio* president, and he and the two professional teachers constitute a standing committee to prepare rules, by-laws, and regulations for the government of common schools, and, from time to time, determine and recommend a proper course of study* and select a suitable series of text books for the schools,† as well as recommend works suitable for district libraries, with such standard works and professional aids for teachers as they may deem proper.

The board have power to require reports from commissioners and trustees of common schools, and to organize and keep in existence a State teachers' association, with a State teachers' institute held annually at the same time and place for the instruction of members in attendance.

The *State superintendent*—term, four years; salary, \$3,000, with an office at the seat of government and clerk—is to keep account of all orders drawn or countersigned by him on the auditor, of all returns of settlement, and of all changes in the office of county commissioner, which must be furnished to the auditor when required. He must annually, by October 15, make report of the condition, progress, and prospects of the common schools; the amount and condition of the school fund; the distribution of the revenue from it the previous year; the amount produced and expended for common school purposes from local taxation or other sources; the details and objects of such expenditure, and the practical workings of the common school system of the State; with an abstract of the reports of county commissioners and any suggestions that may be required as to alterations of the school system.

In this report he is to set forth the objects of the various eleemosynary institutions of the State, with the methods of admission to them, and, to aid him in this, may require from the superintendents of these institutions an annual report, to be made before the 1st of September.

He is to prepare suitable blanks for school reports, registers, certificates, notices, &c., and cause them to be transmitted to the proper officers and persons with the information and instruction needful for an understanding and right use of them; is to report to the proper county judge any habitual neglect of duty or misappropriation of school funds on the part of a school officer; and is to have published, for annual distribution, the general school laws of the State, with the decisions of the attorney-general on any doubtful points thereof; with information and instructions as to application of the law and management of schools under it and with plates, illustrations, and descriptions of appropriate school architecture, important periods of the school year, and such other facts as may be of interest.

Copies of records and papers in his office, certified by him, are evidence equally with the originals; and to insure the due preservation of such originals, &c., he is, on retirement from office, to turn over to his successor all books, papers, and effects belonging to his office, on pain of suffering a fine of \$100 to \$500 for failure to do so.

County commissioners.—In each county of the State the presiding judge and justices of the peace, meeting as a court of claims, elect every two years for the county a commissioner of common schools, who must be of moral character, of sufficient ability to manage the school interests efficiently, and of a good English education. He must give bond, with sufficient security, to be approved by the court, for the faithful performance of his duties. The maximum compensation allowed him for such performance is \$100 from the distributable school fund due his county, 1 per cent. additional on the whole

* The instruction prescribed by the board—according to article 3, section 6, of the school law—shall embrace the elements of a plain education in English, including grammar, arithmetic, geography, and history; but the teaching of any other language or science shall not be prohibited.

† The adoption of these text books is discretionary with the school trustee of each district, but any series once adopted must be held for two school years.

amount thus due, \$3 for each school district reported by him in the county, and \$3 for each colored common school taught in it and visited by him.

The commissioner has power to lay off, alter, or abolish districts, and, if necessary, may lay off anew the districts throughout the county. He may also administer the oath of office to school trustees and teachers, and use his private seal in lieu of a corporate seal.

His duties are to visit, at least once a year, each district school in his county; to investigate and direct the operations of the common school system; to promote, by addresses or otherwise, the cause of common school education; to prepare and mail to the State superintendent, on or before the 1st day of June in each year, a sworn report of the number of children of school age in his county, (6-20 for whites, 6-16 for colored,) as well as of the number in each district; to prepare and transmit, on or before the 10th day of January, February, and May, and the 1st day of July, in each year, a like sworn report, showing the districts in which schools have been taught for a full session and those in which they have been taught for half a session; to pay the teachers in proportion to the amounts they are entitled to; to hold in trust any devise, gift, or donation in aid of the common schools of his county; to make settlements with the county judge in regard thereto, as in regard to moneys received from the school fund, and to forward a copy of all settlements, certified by the county clerk, to the superintendent. He is to attend in his office at the county seat on the first Saturday in January, February, May, and July, and at such other times as may be necessary, to receive the reports of district trustees and to transact the business required of him. He is also to be there on the first Friday in July to administer the oath of office to trustees; to make a record of the names, the districts, and the post-offices of those thus qualified; to deliver them the blanks needed for the current school year; and to give them such information respecting their duties as may be desired.

Before the 1st day of September in each year he must prepare and transmit to the State superintendent his official report for the year, showing the number of school districts in his county, the ones in which schools were taught and the length of time taught, as well as those in which no schools were taught; the highest, lowest, and average number of children at school; the cost of tuition for each child per session and per month; the number of private schools, academies, and colleges in the county, and the length of their sessions; the number of teachers—male, female, and total—in the common schools; the average wages of each class and of the whole; the amount raised for the schools by local tax or otherwise, and the disbursement of this; the number and kind of school-houses, and the value of each; the number built and value of each; the number of district libraries, volumes in each, and increase for the year; and the amount he has received for official compensation and expenses.

For failure to perform these duties he is liable to a fine of \$50, and, for false returns in his report, to one of \$200 to \$500, with imprisonment for six months.

Boards of examiners.—The county commissioner in each county, with two competent and well-educated persons appointed by him, constitute a board of examiners for the county, and at stated times examine all persons proposing to teach in the common schools of the county, giving a certificate of qualification to such as stand the tests applied and show evidence of good moral character and capacity to teach and govern. The superintendent of public instruction and two professional educators appointed by him form a State board, who examine all teachers applying for State certificates, and certify such as they find qualified. The county certificates are of two classes, and are valid in the county where given for two to four years. The State certificates are valid for five years throughout the State, entitling the holder to teach in the first grades of common schools without a county examination.

Trustees of school districts.—In each school district there is annually elected for the white schools a trustee,* who has charge and oversight of all matters relating to the common schools in it, such as the securing and holding of property for them, the erection and renewal of school-houses, the supplying them with furniture, the engagement of teachers, the levying of district taxes, and collecting contributions for their support; the visitation of the schools each month; and the taking of a census of children of school age, and the making annual report to the county commissioner.

SCHOOLS AND SCHOOL TERMS.

The schools for white and colored children are separate, and separate provision is made for their support, that for the latter class being derived from taxation of the colored people only. The school term is from three to five months, of twenty-two school days in each. An agricultural college and State university supplement the State system.

SCHOOL FUNDS.

The permanent school fund, the interest of which goes to aid the common schools throughout the State, amounts to about \$1,327,000, with 755 shares of Bank of Kentucky stock.

The annual school revenue is about \$1,000,000, derived from the interest and dividends on these, from fines and forfeitures, and from a State tax of 20 cents on \$100.

* For each colored school district three colored trustees are appointed by the county commissioner.

ELEMENTARY INSTRUCTION.

STATISTICAL SUMMARY.

The summary of statistics given, being prepared from a mass of imperfect statistics, Dr. Henderson says, only approximates correctness. He believes, however, that a perfect showing would exhibit more satisfactory results than does this. He thinks that there is a gratifying progress. The result with regard to local taxation has surpassed his most sanguine hopes. Commissioners complain that a majority of the districts voted down the tax; that the people are against the principle recommending a return to the "rate." But looking at the theatre of action from his more commanding position, the superintendent regards the returns as indicative of substantial victory. An average of two districts to a county voting for the tax the first year would have fully met his expectations. The facts prove that the public school system is not going backward, but forward, and that all the education being obtained by eight-ninths of the children of the Commonwealth is through the agency of its common schools.—(Report of superintendent, p. 252.)

SIGNS OF ADVANCE.

During the year 1875 the schools were taught by better teachers; the institutes, in most cases, were successful; a considerable number of new school-houses was built; a larger proportion of the children reported in the census were in attendance; about 800 districts voted the local tax for the year ending June 30, 1876, against 400 voting it for 1875; and graded schools were successfully established in several of the larger towns. Many of the representative public men of the State, upon the invitation of the teachers, addressed the institutes and the community in which they were held, awakening an interest which prophesies a healthier sentiment concerning popular education. The press, metropolitan and country, has greatly aided by judicious editorials, by the publication of the proceedings of the teachers' institutes, and by accounts of the official visitations of the commissioners to the district schools. The superintendent has delivered more than one hundred addresses upon education to large audiences, and has been listened to with a decorous attention which has made him feel that there is in the hearts of the people a lively concern for the betterment of citizenship through the agency of education. Professors in colleges, principals of seminaries and academies, and teachers in private schools have aided in the conduct of institutes, and many of them have spoken brave words in behalf of the common school system. The session of the State Teachers' Association at Glasgow was attended by three times as many teachers as ever convened before, and the exercises never for one moment flagged in interest. The general tone of the correspondence with the superintendent has been far more cheering than that of any previous year during his incumbency of the office.

Many of the wealthier citizens of the State have been among the foremost in advocating the taxation of property for the schooling of the children. Old prejudices are giving way, and even passion is quietly yielding to the pressure of the inevitable.

With all these causes for encouragement, progress must necessarily be slow. Delay in the development of the system is unavoidable. The most admirable systems of other States cannot be adjusted to the varied geographical peculiarities of Kentucky and to large districts of sparse and scattered population. A distinct problem is to be worked out here, and many of its details are very perplexing to statesmanship.—(Report, pp. 5-8.)

SCHOOLS FOR COLORED CHILDREN.

After one year of experiment, the results have fully justified the wisdom of the establishment of these schools. In many localities the colored people have received aid by voluntary subscriptions from the whites, the wisdom of farmers suggesting that, schools being at hand, labor is rendered more permanent and reliable. In many other districts the colored people themselves have rallied around the nucleus supplied by the law, and so supplemented the public fund by tuition fees as to secure most efficient schools. About 600 of these schools have been taught during the year, and about 18,000 colored children have enjoyed their advantages. The superintendent learns, from numerous sources, that the schools are starting off in the year 1875-'76 with increased interest. It may be safely said that the experiment of the first year has far surpassed in results those accomplished for the first few years succeeding the inauguration of the system of public schools for whites.

In consideration of the inability of the colored people to sustain their own schools, the superintendent suggests that the Federal Congress would do well to appropriate from the proceeds of the sales of public lands a sufficient sum annually to each of the States containing a large colored population for the education of the children of those whom it has freed. In anticipation of such a measure, the legislature has dedicated such a fund to this purpose.—(Report of superintendent, pp. 105-107.)

VISITS OF PARENTS.

Frequent visits of parents to the schools will result in great encouragement to the teacher and practical benefit to the pupils. Such a course promotes studious-

ness, punctuality, confidence, and good behavior. It excites the ambition of the teacher and his scholars. It convinces the child that there is an interest in his educational advancement at home and puts him upon his best efforts to gratify parental pride. Moreover, in the presence of others besides the instructor and his companions, children learn to overcome timidity and acquire ease of manners and freedom of expression, both essential to success when they front life upon the field of its trials and triumphs.—(State report, p. 16.)

ABSENTEEISM.

This forms one of the greatest obstacles in the way of educational progress. Many of the pupils enrolled are absent from one to three days in every week, and then the parents of such children complain that their children are learning nothing, and the fault is laid at the door of the teacher or of the school system. There is no adequate reason to justify such absenteeism, for the larger proportion of these absentees are too young to be of use at home. Many school officers and teachers, witnessing the evil results of irregular attendance and of non-attendance, have advised and advocated absolute compulsion by law. "It is," says the superintendent, "a problem worthy of the most patient and exhaustive attention of statesmanship, whether any measures not repugnant to republican institutions can be devised for the rescue of truant, vagrant, and neglected children, and for the protection of society from illiteracy and unrestrained passions and debauching habits, productive of bribery, demagoguery, and crime. Even in the city of Louisville, where there is established a system of schools so magnificent as to rival eastern cities, it is believed that there are at least 15,000 children of pupil age, or one-third of the school population, who are not in attendance upon either the public or private schools. Probably a close scrutiny throughout the State would reveal the fact that the condition of affairs in this respect is still worse in the rural districts. It probably would be no exaggeration to allege that 150,000 of the children reported in the census are growing up in absolute ignorance of the elements of an English education. What becomes of this immense population of ignorance? They reach maturity to repeat the sad spectacle of bookless homes, of purchasable voters, of shiftless poverty, and unblushing crime. They entail additional burdens upon wealth in defraying the expenses of good government; they swell the census of prisons and almshouses, and furnish the material with which demagogues debauch the franchises of citizenship. In a country where every man is a sovereign, it is appalling to reflect that now one-third of the entire voting population of Kentucky cannot read the ticket they vote."

Superintendent Henderson does not, however, advocate the plan of compulsory attendance by law as a remedy for the evils he points out. After an investigation of the results attained by those countries and States where such a law has prevailed, he concludes that Kentucky should devise other measures. A compulsory statute, he argues, even when strenuously enforced by all the pains and penalties that can be attached to it, cannot bring into the schools pauper children suffering from privation of food, clothing, and shelter, children without the care of parents and guardians, and who are shut up to a choice between working or stealing for a bare subsistence; and a considerable number of those growing up in ignorance belong to this class. A sentiment, too, pervades large districts that such a law is tyrannical, and this would render nugatory any attempts at its rigid enforcement. The primary move in this direction, he thinks, should be to secure comfortable school-houses and efficient teachers, that shall be magnets of influence to attract parental attention and draw patronage. The voluntary system might be re-enforced by the enactment of a judicious truant law, a well-considered law forbidding the employment of children in manufactories and mines and on farms without some provision for their elementary education. Every effort should be made to establish in the public mind the sentiment that ignorance is a vice and that those parents who encourage it by neglect of their children's education incur a fearful moral responsibility. Teachers should visit those families who fail to send their children, and urge upon them the proper motives to induce them to do so.—(Report of superintendent, pp. 12-15.)

KINDERGÄRTEN.

Two of these interesting schools, both in Louisville—one conducted by Mrs. M. W. Graham, the other by Miss Bertha Lauber, in connection with a German and English academy—make report, respectively, of 3 teachers and 18 children, and of 1 teacher with 30 to 40 children. In the former case, the children are admitted at from 4 to 9 years of age, and have sessions of 3 hours daily; in the latter, they are admitted at from 4 to 7 years, and the schools are in session 5 hours daily. Both use Fröbel's gifts and occupations.—(Returns to Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

COVINGTON.

Officers.—The board of education consists of 5 members, including the city superintendent of schools.

Statistics.—There are employed in the system 5 principals, 52 teachers, and 5 jan-

itors. The classification of studies is excellent. There is a high school taught by a principal and 4 assistants, in which were enrolled 174 pupils, with an average of 143.7 belonging, the attendance being 95.7 per cent. The total enrolment in all the schools was 3,513; average number belonging, 2,523; per cent. of attendance, 93.8.

Funds.—The funds for the support of the school are derived from a tax of one mill upon the dollar, a capitation tax, and the apportionment annually received from the State, with such other sources as the city council shall designate.—(Report of Superintendent Henderson, 1875, p. 149.)

FRANKFORT.

Officers.—The Frankfort public school is managed by a board of 3 trustees, elected for terms of two years each by the qualified voters of the city. One of their number is chosen president and one secretary.

Statistics.—The school embraces 4 departments—primary, intermediate, grammar, and high—divided into 13 grades. It is supported by a tax of 25 cents on each \$100 of taxable property in real estate, a tax which yields \$5,500 annually; by \$2,000 a year from the State apportionment; and by receipts of tuition from non-residents, amounting to \$500 or \$900. The enrolment is nearly 500; the average attendance, about 450. There are 12 assistant teachers, thoroughly trained. All are qualified to teach music, and the pupils above the seventh grade read it with ease through all the keys. Salaries of assistants, \$350 to \$800. Average cost per pupil, \$20.—(Report of State superintendent, 1875, pp. 153, 154.)

HENDERSON.

Officers.—A school board and superintendent of city schools, M. Kirby.

Statistics.—Population, about 5,000; enrolled in public schools, 785: in primary department, 499; in intermediate, 225; in high, 61. Average number remaining each month, 637; average daily attendance, 587; percentage of attendance, 92. Number of teachers, exclusive of principal, 14; salaries of these, \$400 to \$800. Salary of principal of high school, \$1,200; of the city superintendent, \$2,000. Average cost per pupil \$15.22.

Notes.—Henderson, with a population wealthy and refined, is remarkable for having absorbed into her public schools all the school going population; a result attributed by Dr. Henderson to the skilful organization of the schools by Professor Kirby, and his steadfast adherence to a settled plan when formed. The sexes are classed together in the schools, by which more even grades and better classification are secured, while government is made easier and emulation healthier and less passionate. Each teacher, except in the high school, has charge of one grade, and promotions are annual.—(Report of State superintendent, 1875, pp. 155, 156.)

LEXINGTON.

Officers.—Apparently a school board of 3 trustees, as the city is divided into three school districts, with a superintendent, Hon. J. O. Harrison. There is also an advisory board for colored schools.

Statistics.—There is in each of the three districts into which the city is divided a public school in charge of a principal and 4 assistants, making 15 instructors. The aggregate enrolment in these schools for 1874-'75 was 642; the average daily attendance, 581. Besides these there are two Roman Catholic schools, to which the city contributes \$100 a month during a session of ten months, on condition of their being free to any children of the city that may enter them, and that the course of instruction shall be substantially the same as in the public schools. In addition to these 5 schools for the education of white children, there are 4 for the colored children of the city, under the charge of 11 teachers chosen by the city school committee and paid monthly out of the city treasury on the certificate of the superintendent. For the incidental expenses of these four schools \$500 annually is allowed by the city, in addition to the payment of teachers' salaries. The enrolment in them has been 565; the average daily attendance, 479.—(Report of State superintendent, pp. 156, 157.)

LOUISVILLE.

Officers.—A city board, number of members not indicated, a city superintendent and assistant superintendent, and a board of visitors of colored schools.

Statistics.—Population, 120,000; children of school age, (6-20,) 44,827; enrolled in public schools, 17,593; average daily attendance in such schools, 11,551; average of pupils per teacher, 42 in lower grades, 27 in high schools. Number of different school buildings, 23 primary and grammar schools, 2 high schools, and 1 normal school. Number of teachers employed, 317, of whom 27 were teachers of German and 4 of music. Salaries of teachers, \$400 to \$2,500. Salary of superintendent, \$3,000; of assistant superintendent, \$1,650. Receipts for public schools, \$279,919.88; expenditures on them, \$269,263.51. Average expenses *per capita*, based on average daily attendance, \$22.04.

Notes.—An increasing interest in the schools upon the part of citizens, a very general fidelity and enthusiasm on the part of teachers, and studiousness and good order on the part of pupils are noted by the superintendent.

The attendance on the ward schools has somewhat diminished during the year past, perhaps from the fact that they have been greatly overcrowded, an evil which it is proposed to remedy by building a number of new school-houses and improving and enlarging some of the old ones. The attendance at the colored schools, however, has increased 253, and to meet this increase a beautiful and substantial building is being erected, containing 12 rooms, making the third of its kind for this class of citizens, who now have school accommodations surpassed by those of no other city in the country.

The night schools, an important branch of city public school instruction, employed 18 teachers, enrolled 1,355 pupils, and had an average attendance of 610.

The German language is taught in all the ward schools but 2, the aggregate number of children receiving instruction in it being 5,481, of whom 1,159 are of American parentage.

The city normal school graduated 29 students in the year past, and now furnishes a fair supply of well-trained teachers for the public schools.—(Report of State superintendent, pp. 157-162, and return to Bureau of Education from Superintendent George H. Tingley, jr., 1875.)

NEWPORT.

Officers.—The supervision of the schools is intrusted to a board of education of 12 members, 2 from each of the 6 wards, and a president from the city at large, with a city superintendent.

Statistics.—The increase in population since 1868 has been 35 per. cent. and the increase in school attendance 91 per cent. The number of pupils enrolled in 1868 was 1,456, and in 1875, 2,545; showing an increase of 1,089. Average number belonging, 1,965; average daily attendance, 1,880; average daily absence, 85. The teachers employed, exclusive of the superintendent, were: high school, 2; intermediate 3; primary, 32; special teachers: German, 3; penmanship, 1; drawing 1; total number of teachers, 42. Average enrolment of pupils to each teacher, 69; average belonging, 53; average attendance, 51.

Night school.—A night school was held for four months, the average enrolment in which was: Males, 465; females, 174; total, 639; average attendance: males, 225; females, 88; total 313. Seven classes were formed, in all of which reading, spelling, arithmetic, and penmanship were taught. In addition to these subjects, a little time was devoted to grammar, geography, and United States history in two or three of the most advanced classes. The time of one class was devoted exclusively to arithmetic and book-keeping. The general conduct of the pupils was most exemplary.

Special school.—The report of the committee on German says, "We only say our hopes were not realized in beholding a very decided increase in the number of pupils in this department. The whole number enrolled has only been 360. Two examinations were conducted during the year, the first in February, the second in June. The results so far as examined by the committee are satisfactory.

Economy.—The schools have been conducted with as much economy as possible, the report showing that the average salary per teacher was only \$545 against \$615 to \$865 in several neighboring cities; and the average cost per pupil only \$11.56 against \$13.40 to \$20.33 elsewhere.—(Report of board and Superintendent W. H. Jones for 1874-'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

No normal school has as yet been established in the State, though the need for such a provision for the training of teachers is very much felt. The State superintendent advises the establishment of a normal department in the State Agricultural College, and in the mean time the establishment of normal professorships in several graded schools throughout the State. The cost of five such professorships, he thinks, would not exceed \$10,000, while they would result in adding annually probably 200 trained teachers to the force.

The training school for teachers at Louisville is doing some good work. There were 29 graduates during the year, some of whom, at date of the superintendent's report, had obtained situations, teaching in Louisville or elsewhere, while all the graduates of the previous year, except one, had obtained eligible situations and had been successful in their labors.—(State report, pp. 36-38, 159.)

The normal department of Berea College reports 16 students in training during the last year under the instructors of the preparatory school and faculty of the college. The Kentucky Normal School, Carlisle, reports 3 instructors and 124 students. Vocal and instrumental music are taught in both these, and in both the students have access to practice schools.—(Returns to Bureau of Education, 1875.)

COUNTY TEACHERS' INSTITUTES.

During the last year institutes were held in nearly every county of the State. The aggregate of teachers in attendance was 5,012. The commissioners and teachers have regarded the object of these institutes and the proper manner of conducting them. During the day, the best methods of teaching the branches prescribed for the common

schools are illustrated and discussed; also, the most successful way of governing a school, of securing parental co-operation, &c. At night, popular lectures upon subjects related to teaching are delivered by representative men. During the past several years in which the institutes have been doing their work, it is believed that the quality of teachers has risen 50 per cent. The superintendent makes it a point to attend as many institutes as his office duties will allow, to assist in the illustration of methods by day, and to deliver addresses upon popular education, the pedagogic art, and cognate subjects by night.—(Report of superintendent, p. 39.)

COUNTY ASSOCIATIONS.

County associations of teachers have been formed in many counties, meeting monthly and itinerating the sessions from one section of the county to another. They have been found of great profit, in connection with the annual institute, elevating the teachers' profession in public opinion and improving those who engage in the exercises. A programme is arranged for each meeting a month in advance. It includes, among other exercises, the reading of essays, the exhibition of select pupils trained in different methods, the interchange of opinions and communication of facts, visits to each other's schools, the production or description of new apparatus, new books, &c.—(Superintendent's report, 1875, pp. 38-39.)

EXAMINATION OF TEACHERS.

The superintendent earnestly enjoins upon commissioners, as a measure just to those who are best informed and best capacitated to teach, and as the only reliable stimulus to those who are defective in the knowledge of the branches to be taught, in the ability to govern, and in general intelligence, to never grant a first class, first grade certificate except to one who is so manifestly entitled to it as to leave no possible doubt in the minds of the examiners.—(State report, p. 25.)

QUALIFICATIONS OF A GOOD TEACHER.

(1) Good common sense; a knowledge of human nature, as it is developed and modified by circumstances in the ordinary walks of life.

(2) A fair acquaintance with the branches upon which he proposes to give instruction. To conduct and instruct a school efficiently, a teacher must be so familiar with the studies pursued in it as to be able to determine at a glance the results and their value, and to correct mistakes upon the spur of the moment.

(3) Aptness to teach. However opulent he may be in knowledge, it will be comparatively valueless to his pupils unless he has a ready facility to communicate it to their minds.

(4) Perfect self-control. He cannot successfully govern others who is incapable of self-government.

(5) Love for his profession. All work is easily done which is prompted by love.

(6) Correct moral principles and a moral character free from stain or suspicion. If the teacher is a man of high moral principle, his pupils will soon discover and admire it, and they will be ready to adopt whatever sentiment he utters, because they esteem and admire him.—(State report, pp. 32, 33.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

It appears from the account given of the school systems of cities, in the report of Superintendent Henderson for 1875, that there are 8 cities of the State which have high schools, or else high school departments, forming a part of the graded school system. One of these cities, Louisville, has 2 high schools for the separate instruction of boys and girls, with a total enrolment of 645 pupils and an average attendance of 573. The total enrolment in all the schools, as far as it is given, reaches 1,135; 1 school only, viz, the higher department of the Frankfort school, failing to report this item. The average attendance, which is given by 5 out of the 8 schools, amounts to 833.—(Report of superintendent, pp. 149-169.)

OTHER SECONDARY SCHOOLS.

Thirty private or denominational academies—5 for boys, 11 for girls, and 14 for both sexes—report for the past year 161 teachers, 2,569 pupils, 561 of whom were in classical studies and 572 in one or more modern languages; 102 preparing for a classical course in college and 55 for a scientific course. In 16 of these schools drawing is taught, with the addition of painting in a few cases. In all these for girls, in most of those for both sexes, and in 1 for boys, vocal and instrumental music are taught. Ten have some sort of a chemical laboratory; 12, some philosophical apparatus; and 14 report libraries ranging from 90 to 3,500 volumes.

Besides these, the preparatory departments of 8 colleges report 12 instructors additional to those in the college proper, with 719 pupils, 143 in preparation for a classical and 193 in preparation for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these schools—1 at Lexington and 1 at Louisville—report 8 instructors and 362 pupils. Book-keeping, penmanship, arithmetic, commercial law, correspondence, and business practice appear to constitute the studies of the course, no special studies beyond these being indicated.—(Returns for 1875.)

SUPERIOR INSTRUCTION.

Kentucky University, Lexington, (undenominational.) The university embraces 7 independent colleges, each divided into several schools or departments of study, which are under the immediate government and instruction of a competent professor. The colleges are: (1) the college of arts; (2) the agricultural and mechanical college of Kentucky; (3) the college of the Bible; (4) the normal college, (not yet organized;) (5) the commercial college; (6) the college of law; (7) the college of medicine. While the course of study in each college is complete, yet the four first named are so associated that a student regularly matriculated in any one of them may have the benefit of instruction in the others without additional charge for tuition. Graduation in all the schools of the college of arts, except that of modern languages, is required for admission to the regular degree of bachelor of arts; the candidate, however, may substitute, with the consent of the faculty, the course in French, German, Spanish, or Italian for the calculus, or the senior Latin, or the junior and senior Greek.

There are good law, medical, and miscellaneous libraries belonging to the university and open to all the students, comprising about 10,000 volumes of valuable books. There is also a considerable collection of chemical, philosophical, and astronomical apparatus, with a museum of natural history, created through the energy and liberality of Regent Bowman, and containing already about 20,000 specimens. The anatomical museum is large, and contains many valuable wax models, skeletons, &c.—(Catalogue of university, 1874.)

OTHER UNIVERSITIES AND COLLEGES.

The following institutions for superior instruction present themselves by catalogue or circular as occupying a collegiate rank and doing really collegiate work:

Berea College, Berea, (Congregational,) embraces collegiate, normal, and preparatory departments. Both sexes are admitted and recite together when their studies are the same.—(Catalogue, 1875.)

Bethel College, Russellville, (Baptist,) is exclusively for young men. There are 8 independent schools, including 1 of theology. Students may choose their course of study, subject to the advice of the faculty, but graduation in 6 schools is required in order to the attainment of the degree of A. B.—(College catalogue, 1874-'75.)

Cecilian College, Elizabethtown, (Roman Catholic,) is for young men only; was founded in 1860 and chartered in 1867; confers diplomas in classical and commercial departments.—(Catalogue, 1874.)

Central University, Richmond, (Southern Presbyterian,) was established in 1873. To the collegiate and preparatory departments are added colleges of law and of medicine.—(Catalogue for 1874-'75.)

Centre College, Danville, (Assembly Presbyterian,) is only for young men. There are classical, scientific, and preparatory departments. Opportunity is given for the study of four modern languages, special attention being bestowed on German.—(College catalogue, 1874-'75.)

Concord College, New Liberty, (Baptist,) admits both sexes, and young ladies may take the same course of study and share the same honors as young men. There is a preparatory as well as collegiate department.—(College catalogue, 1874-'75.)

Eminence College, Eminence, (Disciples of Christ,) admits both sexes, and embraces preparatory and collegiate departments. French and German, with music, painting, drawing, embroidery, and wax work are taught. The sexes do not recite together, but are in distinct departments.—(College catalogue, 1875-'76.)

Georgetown College, Georgetown, (Baptist,) claims to afford full and thorough instruction in eight distinct departments, viz: English, Latin, Greek, modern languages, mathematics, physical sciences, history and political economy, and mental and moral philosophy.—(Circular of college.)

Kentucky Military Institute, Frankfort, (non-sectarian,) chartered in 1847, includes, with its regular collegiate department, a special commercial course and one in civil engineering; also a resident graduate course. The design of the military feature, which is made quite prominent here, is to aid in securing good discipline and physical culture, as well as to confer a knowledge of military tactics.—(Catalogue for 1875.)

Kentucky Wesleyan University, Millersburg, (Methodist Church South,) offers a regular collegiate course of four years, with classical and scientific departments.—(Catalogue, 1873-'74.)

Murray Institute, Murray, (non-sectarian,) is for both sexes, and embraces preparatory, ornamental, and collegiate studies. It has authority to confer "any or all of the diplomas or degrees conferred by the best colleges of this State."—(Catalogue, 1875-'76.)

St. Joseph's College, Bardstown, (Roman Catholic,) for young men only, was chartered in 1824. Its object is to afford a thorough religious and literary education. None but Catholic students are admitted. There is a classical course for those students who wish to prepare themselves for the ministry or the learned professions, and a commercial one which prepares for mercantile pursuits.—(Catalogue, 1873-'74.)

COLLEGES AND SEMINARIES FOR WOMEN.

Reports have been received from the following named colleges and seminaries for the superior instruction of women: (1) *Bethel Female College*, Hopkinsville, (Baptist;) (2) *Bowling Green Female College*, Bowling Green, (Presbyterian;) (3) *Daughters' College*, Harrodsburg, established in 1856; (4) *Franklin Female College*, Franklin, (non-sectarian;) (5) *Georgetown Female Seminary*, Georgetown, (Baptist;) (6) *Hocker Female College*, Lexington, (Christian;) (7) *Kentucky College*, for young ladies, Pewee Valley, ("undenominational, but evangelical;") (8) *Lexington Female College*, Lexington, (Baptist;) (9) *Logan Female College*, Russellville, (Methodist Episcopal Church South;) (10) *Shelbyville Female College*, Shelbyville, (Southern Presbyterian;) and (11) *Stanford Female College*, Stanford, (non-sectarian.)

These present in their collegiate departments a total of 71 instructors and 737 students. Of the students, 461 are in the regular course and 276 in special or partial courses. For fuller statistics of these institutions see Table VIII of the Appendix.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.	
		Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
Berea College	12	1	258	36	\$100,000	\$34,000	\$2,800	\$1,200	.....	.....	2,000
Bethel College	7	.....	20	73	20,000	91,000	5,460	4,000	.....	.....	1,500
Cecilian College	7	.....	125	7	40,000	.....	.....	12,000	.....	.....	1,000
Central University	10	.....	81	36	70,000	150,000	.....	5,000	.....	.....	1,000
Centre College	9	0	83	100	80,000	175,000	9,012	1,577	\$0	\$0	29,160
Concord College	3	.....	53	4	15,000	0	0	1,200	272	.....	140
Eminence College	10	.....	80	110	50,000	.....	.....	9,400	.....	.....	2,200
Georgetown College	8	.....	25	72	75,000	75,000	.....	.....	0	.....	11,200
Kentucky Military Institute	6	.....	100	60	125,000	0	0	9,000	0	0	4,500
Kentucky University*	8	5	.....	105	100,000	200,000	12,000	.....	.....	.....	10,000
Kentucky Wesleyan University	5	3	.....	85	30,000	43,000	3,000	.....	0	100,000	500
Murray Institute	4	.....	ci66	.....	16,000	.....	.....	2,500	.....	.....	0
St. Joseph's College	7	.....	.....	100	20,000	.....	.....	.....	.....	.....	2,000
St. Mary's College	10	.....	.....	87	20,000	.....	.....	15,000	.....	.....	.....
Warren College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874. a Includes society libraries. b Not all paid in. c Unclassified students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND MECHANICAL COLLEGE.

Located at Lexington, this is one of the colleges of Kentucky University. It is an institution belonging to the State, with an endowment fund given by the Government, and, with the splendid estate of Ashland, the homestead of Henry Clay, donated chiefly by citizens of Fayette County, as a site for its operations. It has a full corps of able professors and a liberal course of study, embracing the literary and scientific branches usually pursued in colleges, with modern languages and military science. Those students wishing to pursue the Latin and Greek languages have access to the classes in these and other branches in the college of arts, free of cost for tuition.

The institution is emphatically for the masses of the people. Under the charter each county or legislative district is entitled to send to it three properly prepared students, free of charge for tuition. Other expenses need not exceed \$150 for the col-

legiate year, and such young men as desire it can defray a portion of these by laboring four hours a day on the farm or in the shops.—(Report of Superintendent Henderson, 1875, pp. 277, 278.)

THEOLOGY.

Theological instruction is given in the College of the Bible, University of Kentucky, (Christian,) the Theological Seminary at Danville, (Presbyterian,) the Western Baptist Theological Institute, in Bethel College, (Baptist,) and in St. Joseph's College, Bardstown, (Roman Catholic.)

LAW.

The law college of Kentucky University claims to provide a complete and very thorough course of instruction for young men preparing for the bar in any part of the United States.

MEDICINE.

The medical schools of the State are the Transylvania Medical College, Lexington, a department of the State University, with three years of study in its course and two of lectures; the Louisville Medical College; the Louisville Hospital Medical College, with a course of two years; the medical department of the University of Louisville, and the Louisville College of Pharmacy.

For full statistics respecting such of these professional schools as report themselves, see Tables XI, XII, and XIII of the Appendix.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College, (Kentucky University.)*	2	..	a110	4	\$250,000	\$165,000	\$9,900	\$2,600	6260
SCHOOLS OF THEOLOGY.									
Bible College of Kentucky University.*	2	...	49	3	.....	.....	.....	.....	.....
Danville Theological Seminary.	4	..	19	3	14,000	120,000	9,658	.....	10,000
Theological department of Bethel College.	6	..	20	3	.....	.....	.....	.....	.....
Theological Seminary of the Diocese of Kentucky.	..	0	c4	3	.....	16,900	1,200	.....	1,654
Western Baptist Theological Institute.	2	...	23	2	.....	248,000	1,690	.....	.....
SCHOOLS OF LAW.									
College of Law, Central University..	2	...	4	2	.....	.....	.....	.....	.....
Law College, Kentucky University*..	5	...	16	2	.....	.....	.....	.....	2,000
SCHOOLS OF MEDICINE.									
Kentucky School of Medicine*	9	.....	.....	2	c500	.....	.....	.....	.....
Louisville Medical College*	7	.....	306	2	e2,000	.....	.....	11,000	.....
Louisville Hospital College of Medicine, (medical department Central University.)	13	.....	89	2	16,000	0	0	3,900	.....
Medical department University of Louisville.*	12	.....	170	2	.....	.....	.....	.....	4,660
Transylvania Medical College, (University of Kentucky.)	7	.....	3	2	.....	.....	0	.....	7,000
Louisville College of Pharmacy	3	.....	36	2	.....	1,350	80	1,690	30

* From Report of Commissioner of Education for 1874.

a Also 40 preparatory.

b Society library.

c Beneficiaries; the funds are invested and used to educate young men in other seminaries, until buildings are provided in Louisville.

d Twenty-six thousand dollars of this are temporarily unproductive.

e Apparatus.

SPECIAL INSTRUCTION.

INSTITUTION FOR THE BLIND, LOUISVILLE.

This institution is not an asylum nor a hospital for the treatment of diseased eyes, but one of the public schools which the State has provided. Here every child in the State whose eyesight is so defective that it cannot obtain an education in the ordinary schools may receive appropriate instruction free. The State charges the parents of the pupils nothing for board or tuition, and, in cases of destitution, provides clothing. Children are permitted to receive instruction for seven years, and in the case of meritorious pupils the time may be extended if the trustees see fit. The course of instruction embraces everything taught in the common schools; and, in addition, special tuition in music and in various branches of handicraft. The boys are taught to make brooms and various kinds of mattresses, to cane chairs, and to do general upholstering work. The girls are taught to knit, sew, do various kinds of fancy work, and use the sewing machine.

The proper age for admission is from 6 to 16 years, but, as it is the wish to exclude none who desire to learn, persons over 16 years of age will be received upon presenting the proper testimonials of character and fitness to associate with children. There are probably 400 children in the State who should be in the school, but less than one-fourth of them are there, the remainder growing up in a darkness that is made doubly intense by ignorance.—(Report of State superintendent, pp. 95, 96.)

INSTITUTION FOR THE DEAF AND DUMB, DANVILLE.

This school was established by legislative enactment in 1823, and has been in successful operation for 53 years. Every deaf-mute in Kentucky, of sound mind and body, is privileged to receive all the benefits of the institution, without charge for board or tuition, for a term of 7 years. The branches of study pursued are reading, writing, arithmetic, grammar, geography, history, natural history, physiology, the Bible, &c. A spicy little periodical, *The Deaf-Mute*, is published by the pupils.—(Report of State superintendent, pp. 97, 98.)

INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

This institution, located at Frankfort, was reconstructed in 1874. Its purpose is defined in the words of the law as follows: "It is distinctly avowed in this act that said institution is not an asylum for the custodial care of unimprovable idiots, but a school for the education of feeble-minded children." Children of this character, between the ages of 6 and 18 years, are entitled to board and tuition without charge, and for all children who have not the means of transportation the expense is defrayed by the State. The superintendent speaks of the management of the school in terms of unqualified approbation. Its utility and success in cultivating the dormant intellectual powers of the children sent to it are beyond doubt. Physical training forms an important part of the plan. It having been found frequently that the mental imbecility was connected with bodily weakness, special attention is paid to gymnastic training. Calisthenic exercises of the most graceful character, and to the measure of the sweetest music, are daily engaged in. Every muscle of the body is brought into play; and as vigor of body is imparted it is frequently accompanied by activity of mind.—(State report, pp. 99-101.)

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

This body convened in Glasgow, July 13, 1875, and held its closing session in the Gothic Chapel of the Mammoth Cave, on July 15. It was attended by 200 teachers of Kentucky and quite a number of professional visitors from Tennessee, Indiana, and Ohio. Among these were Hon. W. D. Henkle, formerly superintendent of public instruction of Ohio; Hon. John Hancock, of Dayton, Ohio, who delivered an address upon graded schools; Prof. J. R. Ridge, of Cincinnati, who delighted the audience with superior elocutionary readings, and Hon. Leon Trowsdale, superintendent of public instruction for Tennessee. The citizens of Glasgow extended the most cordial hospitality, and made the stay of the teachers so pleasant that every one was reluctant to leave.

The following papers were ordered to be printed by the association, and, consequently, appear in the report of the State superintendent for 1875:

"Special advantages of college training," by President J. G. Wilson, of Warren College; "Common sense in teaching," by William J. Davis, editor of *Home and School*; "The recitation," by Principal George A. Chase, of the Female High School, Louisville; and "Graded schools," by Hon. John Hancock, of Ohio.

The exploration of the Mammoth Cave was fraught with more than usual interest, for, in addition to the customary curiosity which prompts the underground pilgrimage, there were present the spirit of scientific inquiry and that preliminary culture which give zest to a review of the wonders of nature in a company of congenial minds.

In the Gothic Chapel a grand halt was made, and the president of the association, mounted upon a huge stalagmite, delivered a short address. A fine quartette of instruments discoursed delightful strains; a solo was sung by Kentucky's sweetest cantatrice, and a chorus of well trained voices sent a harmony sounding down those dark and mystic corridors such as never before woke its grotesque carvings into listening attention.—(State superintendent's report, 1875, pp. 40-67.)

SOCIETY FOR THE ADVANCEMENT OF EDUCATION IN KENTUCKY.

The object of this society is the encouragement of higher, technical, and normal education. In conjunction with the State Teachers' Association, it held a meeting at Mammoth Cave, July 15, 1875. Superintendent Henderson, its president, Major William J. Davis, secretary, and Professor Chenault made addresses explanatory of the objects of the organization. Reports were referred to the several permanent committees, which were instructed to report at a meeting to be called by the president during the session of the legislature.—(State report, 1875, p. 68.)

LIST OF SCHOOL OFFICIALS IN KENTUCKY.

Hon. H. A. M. HENDERSON, *State superintendent of public instruction, Frankfort.*

STATE BOARD OF EDUCATION. [Term, 1875-'79, four years.]

Name.	Post-office.
Hon. H. A. M. Henderson, superintendent of public instruction and <i>ex officio</i> president.	Frankfort.
Hon. J. Stoddard Johnston, secretary of state	Frankfort.
Hon. Thomas E. Moss, attorney-general	Frankfort.
R. D. Allen	Farmdale.
W. H. Bartholomew	Louisville.

COUNTY COMMISSIONERS. [Term, 1875-'76.]

County.	Commissioner.	Post-office.
Adair	M. H. Rohrer	Columbia.
Allen	M. A. Alexander	Scottsville.
Anderson	A. M. Portwood	Lawrenceburg.
Ballard	L. K. Swain	Blandville.
Barren	R. F. Collins	Glasgow.
Bath	W. H. Daugherty	Owingsville.
Bell	Peter Hinkle	Pineville.
Boone	H. J. Foster	Burlington.
Bourbon	W. H. Lockhart	Paris.
Boyd	Jacob Rice	Catlettsburg.
Boyle	R. H. Caldwell	Parksville.
Bracken	A. C. Armstrong	Augusta.
Breathitt	Nathan B. Day	Jackson.
Breckinridge	Milton Board	Hardinsburg.
Bullitt	R. J. Meyler	Shepherdsville.
Butler	William Wand	Morgantown.
Caldwell	William C. C. Jones	Princeton.
Callaway	Daniel Mathewson	Murray.
Campbell	Leo Tibbatts	Grant's Lick.
Carroll	J. A. Donaldson	Carrollton.
Carter	D. J. Caudell	Olive Hill.
Casey	D. W. Coleman	Middleburg.
Christian	G. A. Champlin	Hopkinsville.
Clarke	Leeland Hathaway	Winchester.
Clay	John E. White	Manchester.
Clinton	Thomas V. Stephenson	Cumberland City.
Crittenden	Singleton Hodge	Marion.
Cumberland	William Cheek	Burksville.
Daviess	David F. Todd	Owensboro'.
Edmonson	Frederick Merideth	Brownsville.
Elliott	W. W. Johnson	Sandy Hook.
Estill	R. W. Smith	Irvine.
Fayette	J. H. Carter	Lexington.
Fleming	William M. Harmon	Flemingsburg.
Floyd	William J. Martin	Prestonburg.
Franklin	U. V. Williams	Bridgeport.
Fulton	R. T. Tyler	Hickman.
Gallatin	Samuel Turley	Napoleon.
Garrard	John K. West	Lancaster.
Grant	H. D. Stratton	Williamstown.
Graves	J. M. Cosby	Mayfield.
Grayson	George A. Cabbage, jr.	Litchfield.

List of school officials in Kentucky—Concluded.

County.	Commissioner.	Post-office.
Green	Joseph Perry	Greensburg.
Greenup	J. W. Womack	Greenup.
Hancock	C. T. Duncan	Hawesville.
Harlan	James A. Gaither	Elizabethtown.
Harlan	John Nolin	Harlan Court-House.
Harrison	Joseph F. Lebus	Cynthiana.
Hart	Julius R. Curle	Munfordsville.
Henderson	H. H. Farmer	Henderson.
Henry	Samuel Jones	Newcastle.
Hickman	Willis White	Clinton.
Hopkins	James M. Compton	Madisonville.
Jackson	Thomas H. West	Greenhall.
Jefferson	James F. Hobbs	Long Run Station.
Jessamine	Dr. J. C. Welch	Nicholasville.
Johnson	W. B. Lemasters	Paintsville.
Kenton	George W. Carlisle	Independence.
Knox	John D. Jarvis	Jarvis' Store.
Larue	Thomas A. Robertson	Hodgenville.
Laurel	John T. Brown	London.
Lawrence	James R. Dean	Louisa.
Lee	C. D. Tyler	Beattyville.
Letcher	Harrison Banks	Whitesburg.
Lewis	Joseph A. Sparks	Vanceburg.
Lincoln	John M. Phillips, jr	Stanford.
Livingston	J. E. Lennen	Smithland.
Logan	J. B. Evans	Russellville.
Louisville	Oliver Lucas	Louisville.
Lyon	A. H. Champion	Eddyville.
Madison	C. A. Partello	Richmond.
Magoffin	H. G. Arnett	Salyersville.
Marion	Ben. F. Bowman	Lebanon.
Marshall	Elias Barry	Benton.
Martin	T. W. Newberry	Inez.
Mason	D. J. Rees	Sardis.
McCracken	William R. Reid	Paducah.
McLean	J. M. Nichols	Calboun.
Meade	William G. Beall, sr	Brandenburg.
Menifee	John Armitage	Frenchburg.
Mercer	James H. Lapsley	McAfee.
Metcalfe	Samuel H. Marrs	Edmonton.
Monroe	John J. C. Eubank	Tompkinsville.
Montgomery	E. E. Garrett	Mt. Sterling.
Morgan	Robert C. Day	West Liberty.
Muhlenburg	J. F. Richardson	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac M. Chism	Carlisle.
Ohio	W. L. Rowe	Hartford.
Oldham	W. H. Slater	Beard's Station.
Owen	John C. Strother	Owenton.
Owsley	H. C. Hogg	Booneville.
Pendleton	Gideon M. Colvin	Morgan Station.
Perry	Thomas F. Johnson	Grapevine.
Pike	Thomas O. Marrs	Piketon.
Powell	J. S. Vivion	West Bend.
Pulaski	William H. Isaacs	Somerset.
Robertson	C. N. Buckler	Mt. Olivet.
Rockcastle	J. J. Brown	Mt. Vernon.
Rowan	R. G. Scott	Farmers.
Russell	James M. Lester	Jamestown.
Scott	H. S. Rhoton	Georgetown.
Shelby	S. E. Thompson	Shelbyville.
Simpson	G. W. Roark	Franklin.
Spencer	Joseph B. Cox	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	W. E. Mobley	Fulton.
Trigg	J. H. Wilkinson	Cadiz.
Trimble	V. H. Abbott	Bedford.
Union	J. W. Marshall	Morganfield.
Warren	T. J. Smith	Bowling Green.
Washington	Thomas R. Browne	Springfield.
Wayne	R. Burnett	Monticello.
Webster	R. K. Thornberry	Paule's Mills.
Whitley	Mark White	Whitley Court-House.
Wolfe	M. D. Spencer	Campton.
Woodford	Samuel B. Lyons	Versailles.

LOUISIANA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children in the State 6-21 years of age.....	280,387
Number enrolled in public schools.....	74,846
Increase since 1874.....	757
Number attending private schools.....	21,711

TEACHERS AND TEACHERS' PAY.

Number of teachers employed: Men, 797; women, 760.....	1,557
Gain over 1874.....	63
Average salary of teachers per month.....	\$37 00

SCHOOLS.

Number of public schools.....	1,032
Decrease since 1874.....	9
Average number of months each school has been taught.....	3½
Decrease since 1874, in months.....	1
Whole number of months schools have been taught.....	5,231
Gain over 1874.....	270
Number of school-houses built in the State.....	35
Estimated value of all school property.....	\$896,100 00

INCOME AND EXPENDITURE.

Receipts.

From parish treasurers and tax collectors.....	\$14,659 32
From State apportionments.....	207,406 20
From corporate authorities.....	313,358 31
From interest due from the free school fund.....	33,051 23
From appropriation for salaries of officers, contingent expenses, &c.....	35,300 00
Balance on hand September 1, 1874.....	95,890 14

Total receipts.....	699,665 20
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Expenditures.

For previous indebtedness.....	\$33,214 75
For salaries of teachers.....	573,144 44
For rent and repair of school-houses, purchase of furniture, apparatus, &c.....	76,529 43
For school buildings and sites.....	5,985 95
For salaries of officers, office-contingent, and expenses.....	35,300 00
To balance in hands of school board treasurers.....	139,217 29

Total disbursements for 1875.....	863,391 86
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Amount paid in school certificates by New Orleans school board.....	163,726 66
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Total cash disbursements for 1875.....	699,665 20
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—(From report, for 1875, of State Superintendent Hon. William G. Brown, pp. 6-9.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitutions of 1845, 1852, 1864, and 1868 agreed substantially with one another in providing for free public schools throughout the State, to be supported by taxation or otherwise; for the appointment or election of a State superintendent of public education, to hold office for two or four years; for the formation of a permanent school fund from the proceeds of lands granted by the United States, or of property granted, bequeathed, or escheated to the State by any person; and for the establishment and maintenance of a State university in New Orleans.

That for 1868 went further than preceding ones by explicitly requiring the general assembly to establish "at least one free public school in every parish;" by making such schools and other State institutions of learning free to all children of the State between 6 and 21, "without distinction of race, color, or previous condition;" by forbidding the establishment of separate schools or institutions of learning exclusively

for any race by the State; by forbidding, also, appropriations by the general assembly for any private school or institution; and by providing that institutions for the insane, the blind, and the deaf and dumb should always be fostered by the State.

PROVISIONS OF THE SCHOOL LAW.

From School Law of 1870, with amendments of 1871, 1873, and 1874, and constitution of 1868.

OFFICERS.

The chief school officers are a State board of education, State superintendent of public education, division superintendents, parish boards of school directors, and a special board for the city of New Orleans.

POWERS AND DUTIES OF OFFICERS.

State board.—The six division superintendents in the State, with the State superintendent as president, constitute the State board of education, which holds a regular annual meeting at the office of the superintendent, in New Orleans, each January, and may hold special meetings at his call, at other times. Its duties are to appoint boards of school directors in each parish and a special one for New Orleans; to report to the general assembly the names of all such who may fail to serve; to provide for the enumeration of children of school age, (6-21;) to make all needful rules and regulations for the public schools, especially a general regulation opening them to all children of the proper age within the State, without distinction of race, color, or previous condition, according to constitutional provision; and to select text books for their use.

It has power to sue delinquent officers; to employ counsel in case of any suit; to remove parish directors for negligence, incompetency, or violation of law, after fair trial; to establish academies, normal schools, and teachers' institutes; and to provide for the government and control of them.

State superintendent.—This officer, provided for in each successive constitution of the State from 1845, is, according to that of 1868, eligible by the people; holds office for four years; receives a salary of \$5,000; and appoints for himself a secretary with a salary of \$3,000, whose duties he prescribes. He has his office at the seat of government; files there all documents and reports submitted by school officers; is charged with the general supervision of all the division superintendents and all the common, high, and normal schools under the State system; and is to see that this system is put into effect and carried on in uniform operation. With a general view to these duties he is to meet the division superintendents at least once in each year in each division, giving due previous notice of the time and place of meeting, and is to compare views with them, discuss principles, and listen to all suggestions made as to school matters. He is to visit also such schools as he can, and witness the manner in which they are conducted; is to cause the school laws and necessary forms and blanks to be printed and distributed; is to make quarterly apportionments of the State school funds, according to the number of children of school age, to each school board; is to cause notice of annual district meetings to be published thirty days in advance in each parish; and at each session of the general assembly and State board of education is to make them a report showing (1) the condition of the common school divisions of the State, the number of schools, number of children of school age, number in each parish who have attended school, number of books in division libraries, and value of all apparatus in the schools; (2) such plans as he may have matured for the management and improvement of the school fund and the more perfect organization and efficiency of the schools; and (3) all such other matters relating to his office and to the common schools as he may deem it expedient to communicate.

He may also provide for holding teachers' institutes in the divisions on receiving assurance from the division superintendent that not less than thirty teachers desire to assemble for this purpose.

Division superintendents.—For school purposes the State has six divisions, of which the city of New Orleans is one. A superintendent for each division is appointed by the governor on the nomination of the State superintendent, with the consent of the State senate, for a term of three years. He has general supervision of all public schools in his division, subject to the rules of the State board; examines* and licenses teachers, (and, if need be, revokes a license,) except where certificates are held from the State superintendent; receives and transmits to the latter all reports from parish school boards, serves as a medium of communication between the State board and State superintendent and these lower boards; transmits to them or to teachers all blanks, circulars, and other communications from the higher powers; entertains and decides appeals from the decisions of the parish boards, and has it laid upon him as his duty to organize and conduct, once in each year, in his division, a teachers' institute at some central and accessible locality, aided by a professor from the normal school or some practical teacher appointed by the State superintendent. He is also to encourage and

* In New Orleans a committee on teachers aids in this.

assist at teachers' associations to be convened in each parish or in a union of parishes four times each year; is to make before the 5th of October, annually, a report to the State board, containing a digest of the reports made to him by the secretaries of the lower boards in his division and showing the condition of each school in it; is also, at the same time, to file with the recorder of each parish an abstract of the number of youth of school age in each ward or school district of the parish, and is to report the number of private schools, academies, and colleges in his division, number of pupils, male and female, with such other information and in such form as the State superintendent may prescribe. By a later law he is further, on or before October 5, each year, to visit the several parishes in his division, examine the accounts of each school treasurer, and certify the correctness of such as he may find to be correct; and without such certificate from either the division or State superintendent, no treasurer's accounts shall be held to be finally adjusted.

The superintendent of the sixth division, composed of the city of New Orleans, has the aid of an assistant superintendent, at a salary of \$2,500. His own salary is \$4,000; that of other division superintendents, \$2,500.

Parish boards.—These, answering to the county boards of other States, consist of five or more persons; are appointed by the State board; hold office for two years; elect from among their members a president, secretary, and treasurer, the last of whom gives bond in \$5,000, and may have this increased. They are to visit and examine the schools of the parish, to report to the State board and State superintendent any deficiencies in them, or neglect of duty on the part of teachers or other officers; to receive from the State tax collector all proceeds of any parish school tax levied, and apportion the same among the several districts in proportion to the number of persons of school age within it, the treasurer acting as the agent of the board in such payments, keeping an account of receipts and disbursements in books provided for the purpose, which must be always open for inspection, and making a monthly report to the board and an annual one to the division superintendent. The boards make contracts for school buildings, consulting with the State superintendent as to plans; fix the site for each school-house; determine the number of schools to be established and the time each one shall be taught, as well as the branches for study in them; establish graded or union schools where necessary, and may select persons to have the general supervision of schools under them. Through their secretary, they report each year, on or before the 20th of September, to the division superintendent, the number of persons of school age in each district; the number of schools and the branches taught; the number of teachers, male and female, and the average compensation of each per week; the length of school in days, and the average cost per week for each scholar; the aggregate amount paid teachers during the year, and the balance of teachers' fund in the treasury; the text books used in the schools, the number of volumes in district libraries, and the value of apparatus possessed; the number of school-houses, and their estimated value; the amount raised within the year by tax for school purposes, giving all particulars; and the amount of public fund received, with such other information as may be deemed useful, \$25 to be forfeited for failure to make such report, and all losses resulting from the failure to be made up.

SCHOOLS.

The schools of all grades under this system are to be taught each year for at least twelve weeks of five days each, one or more in each school district, by a regularly certified teacher; and from none of them is the Bible to be excluded, though no pupil must be required to read it contrary to the wishes of his parent or guardian.

A State normal school, military academy, agricultural and mechanical college, and State university are contemplated as parts of the State system. The first and second, however, do not now exist, and the third is only in its infancy.

SCHOOL FUNDS.

For school purposes, the law authorizes the levying and collecting of an annual State school tax of two mills upon the dollar, with a parish school tax of the same amount.

ELEMENTARY INSTRUCTION.

REMARKS UPON STATISTICS.

The amount of disbursements in excess of the receipts—\$163,726.66—is represented by certificates of indebtedness, commonly called school certificates, issued principally in New Orleans to the teachers, but also to persons to whom the bureau of education (represented by the New Orleans city board of school directors) has become indebted. The corps of teachers, as a class, are too poor to wait for their pay; hence they are compelled to sell their certificates for whatever price the broker will allow. At the close of the fiscal year in 1874 the amount of outstanding school certificates was \$110,595.43; but this year it reaches, as before mentioned, \$163,726.66, an increase of indebtedness of \$53,131.23. If the revenues for school purposes are to be restricted to their

present amount, and if those sums which have been alienated therefrom cannot be restored, it is believed that it will become necessary to close about one-third of the schools.—(Report of State superintendent for 1875, pp. 4-6.)

PROSPECTS OF THE PUBLIC SCHOOL SYSTEM.

The fair prospects for the success of the public school work of the State, noted in the last report of the superintendent, (1874,) were suddenly darkened by the unfriendly alienation of a considerable part of the school revenue, nearly \$200,000. Of this, \$50,000—paid out of the current school fund—were interest due by the State from the free school fund; \$40,000 of the amount were revenue received by the State as a license from the Louisiana State Lottery Company; and \$15,000 were derived from the poll tax.

Notwithstanding this severe blow, the loss of nearly one-third of the school revenue, the amount of work accomplished during the year is nearly as much as that of 1874, and in some particulars it is more. The reasons given for this satisfactory result are that the school board find it possible to secure good teachers at more moderate salaries than before, while the certainty of prompt payment for school buildings and the confidence reposed in the integrity of the school boards make them desirable lessees. Then, the vigilant superintendence of school officers and the faithful returns made of work performed, in connection with the increased interest manifested by the people in all matters pertaining to the cause of public education, are no mean factors in accomplishing these results. The hostile agencies at work to subvert and overthrow the school interests of the State are becoming more and more puerile every year, and every attack upon the school system but establishes it on a broader and surer foundation.—(State report, pp. 1-3.)

M'DONOGH EDUCATION FUND.

Six school-houses have been recently erected from the munificent donation made by John McDonogh for the gratuitous education of the poor children of the city, of all races and colors, and named in honor of his memory in the order of their erection. This remarkable man spent a laborious and self-denying life in the hope of leaving behind him money enough to educate to the knowledge of the Lord and in the ordinary elements of an English education, if possible, every poor child in the States of Louisiana and Maryland. Had his directions been carried into effect the revenues of his estates would ultimately have been several millions annually, and his great expectations would have been eventually realized. But large portions of his estate have been lost by the indifference of officials and the rapacity of relatives and lawyers, so that today what should amount to millions is but a mere moiety.—(State report, pp. 53-59.)

CITY SCHOOL SYSTEMS.

NEW ORLEANS.

Organization.—A board of school directors, consisting of twenty members, viz: one from each representative district, one additional for each municipal district, the administrator of finance of the city, who is *ex officio* a member, and the superintendent of the sixth division, who is also a member *ex officio*, with the right to speak, but not vote in the board. The members from the districts are appointed by the State board of education for terms of three years, one-third to retire annually.

This board of school directors appoints a committee on teachers, which, with the superintendent of the sixth division, examines applicants for employment in the schools.

Statistics.—Number of children 6 to 21 years of age, 70,093; number of public schools, 76; pupils enrolled, 26,251; teachers employed, 450; average salary per month, \$67.82; estimated value of school property, \$775,000; receipts for school purposes, \$373,847.99; expenditures, including certificates issued, \$460,128.83.

Remarks.—A majority of the schools appear to be in a prosperous condition, although in many of them various causes are operating which are calculated to retard their progress, prominent among these being irregularity of attendance, caused by poverty and often indifference of parents. The three high schools are in good condition, having, apparently, rid themselves of the elements of discord, and entirely recovered from the effects of the lawlessness which culminated in open rebellion in 1874. The course of instruction in the central high school (for boys) embraces English studies, mathematics, natural sciences, classics, French, book-keeping, &c.; that of the two girls' high schools is similar, but with the omission of book-keeping and the classics.—(Superintendent's report, 1875, pp. 148-158.)

TRAINING OF TEACHERS.

LOCAL TEACHERS' INSTITUTES.

A beginning was made about two years ago in the organization of local teachers' institutes at points where six or more could readily be convened. As soon as the bene-

fits to be derived from these associations began to be appreciated, all earnest and faithful teachers became ardent supporters of the effort. Many discouragements were encountered, but only to be gradually yet surely overcome. Complete success has at last rewarded faithful and persistent effort. A work has been accomplished that no other power could have so speedily and effectually wrought. The schools are improved in efficiency more than 100 per cent. Five institutes have been organized, four of which have become permanently established.—(Report, 1876, p. 85.)

The foregoing appear to be the only efforts made by the public school system in the direction of securing professional training for teachers. A normal department exists in connection with New Orleans University; one in connection with Straight University, and one in the Minden High School, while at New Orleans is the Peabody Normal Seminary in and for Louisiana, sustained by local subscriptions of \$1,800 and by an allowance of \$1,600 from the Peabody fund. This last reports, for 1875, 4 resident instructors with 2 lecturers and 95 female students, of whom 45 were in the senior course.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Neither the number of public high schools in the State nor the statistics of attendance upon them is given in the superintendent's report for 1875. It appears, however, from a table of general statistics that such schools exist at least in New Orleans, East Baton Rouge, and the parish of Iberville. There are three in New Orleans, the upper girls' high school, lower girls' high school, and the central high school for boys. The number of pupils enrolled in 1875 in these three schools was 465; average attendance, 490; teachers, including principals, 18; average of pupils to a teacher, about 26. The course of study in these schools is not given.

PREPARATORY DEPARTMENTS OF COLLEGES.

Reports from these show, for 1875, a total of 294 students in these departments, 44 of whom were preparing for a classical collegiate course and 82 for a scientific course.—(Returns to Bureau of Education.)

OTHER SECONDARY SCHOOLS.

Four private schools for boys, as many for girls, and two for both sexes make report for 1875 of 62 instructors and 882 pupils, 111 of whom are said to have been in a classical course, and 532 in modern languages, mainly German and French. Ninety-three were preparing for a classical course in college and 82 for a scientific course. In 6 of the 10 schools, drawing was taught; in 9, vocal music; in 7, instrumental music also. None reports either chemical laboratory or philosophical apparatus, and only half the whole number have libraries, these ranging from 500 to 2,000 volumes.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these useful institutions, both in New Orleans, report a total of 13 instructors and 363 students in courses which comprise penmanship, book-keeping, mathematics, telegraphy, and modern languages; 3 students being in telegraphy, 18 in German, and 47 in French. One of the two schools has connected with it a literary institute, with a course of four years, and 164 of the students reported are in this branch of the college. Latin and Greek are in its course.—(Returns to Bureau, 1875.)

SUPERIOR INSTRUCTION.

LOUISIANA STATE UNIVERSITY, BATON ROUGE.

The university was founded in 1855, from grants of land made in 1806 by the General Government for establishing a seminary of learning, and was opened in 1860. It occupied, from 1859 to 1860, buildings erected for it in Rapides Parish, near Alexandria, and on the burning of these, in October of the latter year, was removed to temporary quarters at Baton Rouge, where it still is, in the building belonging to the Louisiana Institution for the Deaf and Dumb. The course of instruction embraces at present preparatory and academic departments, with commercial and civil engineering schools. Its fifteenth annual session closed June 30, 1875. There were no titled graduates, and so discouraging were its prospects that its able superintendent, Col. D. F. Boyd, who has done for it all that man could do for several years, accepted from the Khédive of Egypt an offer of the headship of his military school, and retired from the superintendency.—(Report and catalogue for 1873-'74 and special papers from Colonel Boyd, 1875.)

OTHER COLLEGES.

Centenary College, (Methodist Episcopal Church South.—This college for young men, located in the village of Jackson, was established by the State of Louisiana in 1825,

and was taken under the patronage of the Methodist Episcopal Church South in 1845, since which it has been growing in importance and usefulness. The number of students in 1874-75 was 98, of whom 59 belonged to the preparatory department.—(College catalogue, 1872-75.) At the date of return to Bureau, December 29, 1875, it was as given in the table below. The library contains 1,500 volumes, the students' society libraries 1,000 more.

Leland University, (Baptist.)—Pleasantly situated in New Orleans, at the corner of Charles and Chestnut streets, five miles from the more central portion of the city. Incorporated in 1870, it does not seem to have yet passed its preparatory stage. No pupil can ever be excluded from its privileges on account of race, color, sex, or sect. The courses of instruction pursued are preparatory, academic, collegiate, and theological. A system of manual labor is pursued on a tract of ten acres belonging to the college and in a workshop under its control.—(Catalogue 1874-75 and return to Bureau.)

New Orleans University.—This institution, at the corner of Camp and Race streets, New Orleans, belongs to the Louisiana Annual Conference of the Methodist Episcopal Church. It is organized into four departments, namely, classical, scientific, normal, and theological. Both sexes are admitted.—(Report of State superintendent, 1875, p. 390.)

St. Charles College, Grand Côteau, (Roman Catholic,) has a preparatory department and a collegiate, both apparently devoted to instruction in the old classical course, without any present admixture of the scientific.—(Return to Bureau of Education, 1875.) It has forty-three weeks in its scholastic year, six years in its collegiate course, and 5,000 volumes in its library.

St. Mary Jefferson College, (Roman Catholic.)—This college, situated at College Point, is under the Maurist Fathers, is exclusively for young men, and embraces classical, commercial, and preparatory courses. It confers the usual collegiate degrees. Great care is taken to promote the physical as well as the intellectual development of students.—(Catalogue, 1874-75.)

Straight University, (New Orleans.)—Incorporated June 25, 1869, with "power to confer all such degrees and honors as are conferred by universities in the United States." At present there are three departments organized, the theological, law, and academic. The theological department is open to members of all denominations. The academic department embraces two courses, classical and common English, the former including Latin, French, higher mathematics, algebra, geometry, astronomy, natural sciences, mental and moral philosophy. Graduates from this course receive a diploma.—(Report of superintendent for 1875, p. 391.)

COLLEGE FOR WOMEN.

The Silliman Female Collegiate Institute at Clinton, Presbyterian, appears to be the only institution in the State exclusively for the superior instruction of women. It reports for the year 1875, in its collegiate department, an attendance of 20 pupils; preparatory, 25; number of professors and instructors, 3. The course of instruction embraces music—vocal and instrumental—drawing, painting, French, and Spanish.—(Special report to United States Bureau of Education.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.
		Endowed professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
Centenary College of Louisiana.	4	26	22	\$125,500			\$2,755			23,500
College of the Immaculate Conception.										
Leland University	4	96		70,000			277			200
Louisiana State University*	0	4	3	\$2,035	\$138,000		6,317	\$0	\$0	11,500
New Orleans University	7	133	12	15,000						
St. Charles College	7	0	20	20,000			5,000	0	0	25,850
St. Mary Jefferson College	15		12	40,000						
Straight University										

* From Report of Commissioner of Education for 1874. a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College of Louisiana, which was mentioned in the last report as to be probably located on a site owned by the State, in the immediate vicinity of New Orleans, has been advertised as occupying the University Buildings, corner of Common and Baronne streets, New Orleans, and to have a preparatory department under the supervision of the faculty, with a collegiate course embracing, as a leading object, the study of the arts and sciences as bearing on the progress and improvement of agriculture and the mechanic arts, not neglecting the literary branches.

LEGAL.

A law department is connected with Straight University, which is instructed by members of the city bar. Graduates are entitled to admission into all the courts of the State.—(Circular of university, and report of American Missionary Association, 1875.)

MEDICAL.

Training in medicine is attended to in the medical department of the University of Louisiana at New Orleans and in the Charity Hospital Medical College, of the same city, each having a three years' course. The latter is a revival, under another name, of the New Orleans School of Medicine, which went down with the war, was reorganized 1874, and now claims "a system of instruction unknown in this country outside of New Orleans, viz, daily bedside teaching of every student by the corps of professors, who visit their wards every morning." "Amphitheatric clinics are altogether secondary."—(Returns to Bureau of Education, 1875.)

THEOLOGICAL.

Instruction in theology is given in Leland University, (Baptist,) in New Orleans University, (Methodist,) and in Straight University, (Congregational,) mainly to members of the colored race. The last named institution most liberally receives and supports members of any Christian denomination desiring to study within it. The class of last year was composed of Congregationalists, Baptists, and Methodists. There is a ten thousand dollar endowment for this department, which is presided over by Rev. W. S. Alexander, a graduate of Yale and Andover, with assistance from other members of the faculty. Some of the students in it already have churches or are preaching.—(Circulars of these institutions and report of American Missionary Association, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.			Number of volumes in library.	
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		Receipts for the last year from tuition fees.
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Louisiana.	6	.....	668	4	\$25,000	\$196,200	\$13,754	\$0	300
SCHOOL OF THEOLOGY.									
Thomson Biblical Institute, (New Orleans University.)	1	.....	15	3	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
Law department, University of Louisiana.	4	.....	36	2	15,000	.....	.....	2,000	.....
SCHOOLS OF MEDICINE.									
Charity Hospital Medical College.....	11	.....	36	2	35,000	0	0	4,765	1,500
Medical department, University of Louisiana.	8	.....	118	3	100,000	0	0	11,820	2,000
New Orleans Dental College.....	7	.....	9	2	500	0	0	550	0

a Also 22 preparatory students. b Apparatus.

SPECIAL INSTRUCTION.

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

The institution, at the beginning of the year 1875, contained in its hall at Baton Rouge, 39 pupils. During the year the number increased to 47—28 males and 19 females—and it would have been much larger but for the interruption of the school in 1874 for more than a month, and the total suspension in May, 1875, of the school until December, on account of the failure of the legislature to appropriate a sufficient amount to sustain it throughout the year. None but white youth have thus far applied for admission to the institution, although the law gives the colored an equal privilege. It is supposed that poverty in nearly every case, as well as in many cases among the whites, prevents their coming. The course of study lasts seven years, and is designed to afford the opportunity for acquiring a good and substantial education.—(Annual report of the trustees, 1876.)

LOUISIANA INSTITUTION FOR THE EDUCATION OF THE BLIND.

This institution comprises academic, musical, and mechanical departments. Pupils admitted between the ages of 8 and 14 years are allowed to continue nine years. All admitted between 14 and 17 remain six years, and those who are over 17 years of age when admitted remain only four years. An Industrial Home for adult blind persons is attached to the institution. The inmates of this home are provided with board and lodging, and are furnished with employment.—(Report of the trustees, 1874.)

LIST OF SCHOOL OFFICIALS IN LOUISIANA.

Hon. WILLIAM G. BROWN, *New Orleans, State superintendent of public instruction and ex officio president of State board of education.*

DIVISION SUPERINTENDENTS AND EX OFFICIO MEMBERS OF STATE BOARD OF EDUCATION.

Name.	Term.	Post-office.
T. Morris Chester, first division	1873-1876	Amite.
E. S. Stoddard, second division	1873-1876	Carrollton.
George B. Loud, third division	1873-1876	Plaquemines.
Charles W. Keating, fourth division	1873-1876	Shreveport.
James Brewster, fifth division	1873-1876	Monroe.
Charles W. Boothby, sixth division	1873-1876	New Orleans.
M. C. Cole, secretary of State board .....	.....	New Orleans.

MAINE.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons of school age, (4-21).....	221, 477
Number of persons enrolled in schools.....	157, 323
Average daily attendance.....	100, 641
Average duration of school in days.....	117

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed in public schools.....	1, 954
Number of female teachers employed in public schools.....	4, 475
Total of male and female.....	6, 459
Average salary of male teachers per month.....	\$37 00
Average salary of female teachers per month.....	18 00

INCOME AND EXPENDITURE.

Receipts.

From State tax.....	274, 570 00
From local tax.....	847, 655 00
Total from taxation.....	1, 122, 225 00
From interest on permanent fund.....	19, 558 00
From other funds.....	25, 585 00
From other sources.....	145, 938 00
Whole receipts for schools.....	1, 313, 306 00

Expenditures.

For sites, buildings, and furniture.....	110, 725 00
For salaries of superintendents.....	29, 668 00
For salaries of teachers.....	1, 046, 766 00
For fuel, lights, rents, repairs, &c.....	126, 144 00
Whole expenditure.....	1, 313, 303 00
Expenditure <i>per capita</i> of school population.....	5 41
Expenditure <i>per capita</i> of pupils enrolled.....	7 68
Expenditure <i>per capita</i> of average attendance.....	12 01

SCHOOL FUND AND SCHOOL PROPERTY.

Amount of available school fund.....	400, 558
Increase of permanent fund during the year past.....	30, 685
Total estimated value of sites, buildings, and other school property.....	3, 019, 549

—(Return from Hon. Warren Johnson, State superintendent of common schools, to Bureau of Education, for the school year 1874-75.)

COMPARATIVE STATISTICS.

	1874.	1875.
Whole number of scholars.....	225, 219	221, 477
Registered in summer schools.....	122, 458	117, 821
Average attendance in summer schools.....	98, 744	95, 058
Registered in winter schools.....	132, 333	130, 343
Average attendance in winter schools.....	108, 478	105, 625
Number of school districts.....	4, 043	3, 953
Number of school-houses.....		4, 180
Number in good condition.....	2, 591	2, 629
Built during the year.....	122	104
Cost of the same.....	\$150, 220	\$110, 725
Value of school property.....	3, 079, 311	3, 019, 549
Number of male teachers in summer schools.....	161	171

Number of male teachers in winter schools.....	1, 928	1, 984
Number of female teachers in summer schools.....	4, 306	4, 426
Number of female teachers in winter schools.....	2, 367	2, 475
Number of normal school graduates teaching.....	294	297
Amount of money voted by towns.....	\$673, 314	\$662, 558
In excess of sum required by law.....	187, 782	173, 026
Amount paid for supervision.....	28, 540	29, 668
Aggregate amount for common schools, exclusive of free high schools.....	1, 191, 712	1, 283, 396

—(Report of Hon. Warren Johnson, State superintendent, for 1874-75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

Maine, long a dependency on Massachusetts, did not come into existence as a State till 1820. Her constitution, adopted in that year, authorized the legislature, and made it a duty, to require the several towns (a New England term for townships) to make suitable provision for the support of public schools. It also made it a further duty of the legislature to encourage and suitably endow, from time to time, as circumstances might authorize, academies, colleges, and seminaries of learning. Out of this constitutional provision has come, by gradual growth, a State school system, of which the following are the chief existent features: (1) A general supervision of schools by an officer of the State government; (2) a local supervision by officers elected at the annual town meetings, as representatives either of the town at large or of the districts into which it is divided; (3) local taxation by the towns for the erection and support of schools within them; and (4) encouragement by the State of such local action, through an apportionment of State school funds.

PROVISIONS OF THE SCHOOL LAW.

Laws of Maine relating to public schools, compiled by the State superintendent, 1873, with amendments and additions of 1874.

OFFICERS.

The State officers under this system are a State superintendent of common schools, the local officers, superintending school committees or a supervisor for the towns, and school agents for the school districts within these; cities often having city superintendents of schools.

POWERS AND DUTIES OF SCHOOL OFFICERS.

State superintendent.—This officer is appointed by the governor and council for a term of three years, or during the pleasure of the executive, and receives an annual salary of \$1,800, with his necessary expenses.

His duties are (1) to exercise a general supervision of all the public schools and to advise and direct the town committees in their supervision of the districts under them; (2) to obtain information as to the school systems of other States and countries; to disseminate this, with practical hints derived from it, by addresses, circulars, &c., and to do all in his power to awaken and sustain an interest in education among the people and teachers of the State; (3) to take measures for holding a State educational convention once in each year, with a view to better acquaintance and mutual consultation among teachers and school officers; (4) to hold in each county where sufficient encouragement is offered an annual public meeting or institute for teachers and educators;* (5) to prepare and cause to be printed and distributed such portion of the proceedings at these county and State meetings as may further the interests of education; (6) to prescribe the studies that shall be pursued in the schools of the State, reserving to town committees the right to prescribe additional studies; (7) to act as superintendent and as a member of the board of trustees of the State normal schools; (8) to make to the governor and council annually, prior to the meeting of the legislature, a report of the result of his educational investigations, of the facts obtained from the school returns, and of the things which, in his judgment, will best promote the improvement of the common schools. He is also to prepare and distribute by the 1st of March in each year blank forms for the annual school returns and registers for the school year commencing on the 1st of April following; is to notify, June 1, school committees whose returns were not received at his office in May; and is annually to

* In consequence of a discouragingly small attendance of teachers on these institutes, the State appropriation for them was, on the recommendation of Governor Dingley, withdrawn in 1875, and the holding of the institutes abandoned. Instead of attending them, the State superintendent was recommended to visit each county, hold meetings of school committees, confer with friends of education, address the people on educational topics, and by every means in his power endeavor to awaken new interest in the common schools.

ascertain the number of children of school age (4-21) in the towns from which returns are received, and furnish a list to the State treasurer.

Superintending school committees.—These have been a part of the State system from the beginning, and when, in 1872, the county supervision of schools, which had existed from 1869, was abolished, they remained as the prime agency for local supervision. They consist of 3 members each, elected at the annual town meeting, for an official term of three years, but so arranged that one goes out each year and is replaced by a new election, unless the town choose a supervisor of schools, in which case his election terminates the office of all existing members of the committee, and he enters upon its powers and duties.

These duties are to examine, after at least three weeks' public notice, all persons proposing to teach in the public schools of the town; to license by certificate, or by endorsement of previous certificates, such as are found qualified to teach and govern; to employ for the schools, unless the town vote otherwise, duly certified teachers, and give notice to the several district agents of the teachers employed and the compensation agreed upon; to direct the general course of instruction for the schools, and select a uniform series of text books, not to be changed for five years without a vote of the town; to examine the regulations and discipline of the several schools, and the proficiency of the scholars, at least twice in summer and twice in winter; to endeavor to secure the regular attendance of the youth of the town at school; to dismiss, after due notice and investigation, any teacher found to be incapable or unfit to teach, immediately notifying the district agent of such dismissal; to expel from school any obstinately disobedient and disorderly scholar, and restore him on satisfactory evidence of his repentance; to exclude from the public schools, if deemed expedient, any unvaccinated children; to direct or approve in writing the expenditure of school money apportioned to inhabitants not included in any district; to prescribe the sum on payment of which persons of school age on territory ceded to the United States near a school district may attend school in that district; to determine what description of scholars shall attend each school, classify them, and transfer them from school to school, when necessary.

The committee, or supervisor, are further to make, at the annual town meeting, a written report of the condition of the schools for the year past, of the proficiency shown by the pupils, and of the success attained by teachers in their modes of instruction and government. A copy of this report is to be transmitted to the State superintendent, to whom also they are to make, on or before the 1st of May in each year, a statement of (1) the amount of money raised and expended in the town for public schools, designating what part is raised by taxes and what from other funds; (2) the number of school districts and parts of districts in their town; (3) the number of children of school age in each district on the 1st of April preceding; (4) the number of such on islands or other parts of the town not included in any district; (5) the whole number and average number of scholars attending the summer schools, the same as regards the winter schools, and the number of different scholars attending school two weeks or more in the preceding year, as shall appear from the teachers' registers returnable to the committee; (6) the average length of summer schools and winter schools in weeks, and the same for all the schools for the year; (7) the number of male and of female teachers employed during any part of the year in public schools; (8) the wages of male teachers per month and of female teachers per week, exclusive of board; (9) the number of scholars existent on the 1st day of April preceding this return.

For the performance of these duties, committee men and supervisors are allowed \$1.50 per day and necessary traveling expenses.

School agents.—Elected at the annual town or district meeting for terms of one year each, the school agent has, in his school district, the oversight of school buildings; provides them with fuel; sees that they are kept in due repair; procures insurance on them, if the district so direct; returns to the assessors and to the town school committee, in the month of April, a certified list of the resident children of school age; and by authority from the town, at its annual meeting, may employ the teachers for the district schools, instead of the superintending school committee. Before the expiration of his term of service, he must return to the municipal authorities an account of his official expenditures, with the necessary vouchers therefor.

SCHOOLS.

The schools of the State are of every grade, from primary to high, about 200 free high schools being sustained, together with two State normal schools, two others aided by the State, and an agricultural and mechanical college. In 1875, the superintendent reported 4,180 school houses in 3,953 school districts and 368 parts of districts, with an average attendance of 100,641.

SCHOOL FUNDS.

The permanent school fund of the State, derived mainly from the sale of school lands, amounted in 1875 to \$400,558. The interest of this fund, at the rate of 6 per cent., is annually appropriated to the support of common schools among the towns, according

to the number of school children therein between 4 and 21 years of age who have been enrolled in schools and have attended for at least two consecutive weeks during the year.

An additional annual income for this purpose is derived from a tax of a quarter of 1 per cent. on the deposits in savings banks, from a State tax of 1 mill on the dollar of all property, from fines and forfeitures for infraction of the school laws, from local taxes of not less than eighty cents for each inhabitant, from pay for the tuition of non-resident school children, and from the interest of certain local funds. The amount from these various sources aggregates over \$1,300,000.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS IN TWENTY YEARS.

A letter from State Superintendent Johnson in the *New England Journal of Education* for March 21, 1875, gives the educational statistics of the State for the years 1854 and 1874, from which he makes the deductions of progress for twenty years: (1) A substantial increase in the sinews of educational warfare, the funds for schools; (2) increased co-operation of town and State in providing school revenues; (3) better as well as more numerous school houses, value \$870,000 against \$3,000,000; (4) wages of teachers doubled; (5) local supervision trebled; (6) the normal school element gradually working upward; (7) an extension of academic privileges to the producing classes at the expense of towns and of the State; (8) popular judgment inclining to favor the town system, discarding the district system; also inclining to favor free text books on the town plan.

County supervision and teachers' institutes, he admits, have been abolished; but accounts for these backward steps thus: "The former, through inefficiency of a few of 'the sixteen' and political apprehensions; the latter, through non-attendance of teachers." Maine, he thinks, still believes in efficient supervision and professional training of teachers, though without two important means to these.

COMPULSORY LAW.

The compulsory school law enacted by the legislature of 1874-'75, Mr. Johnson in the same letter says, was not a forced measure, but originated in the senate and passed to its third reading by a majority surprising to friends and astonishing to opponents, indicating that the people of Maine subscribe to the doctrine that, if the State compels them to *pay* for the education of youth, the State is under obligation to fulfil her duty and *secure* that education to every child.

RIGHTS OF PARENTS AND TEACHERS.

The supreme court of Maine has decided, in a case where a teacher punished a boy for throwing stones at a teamster while on his way home from school, that either a teacher or parent may correct a child for misconduct on the way between home and school. In school the teacher's authority is absolute; at home, the parents'; to and from school the jurisdiction is concurrent, and both teacher and parents must keep punishment within reasonable limits as to severity.—(*Wisconsin Journal of Education*, July, p. 311.)

ADORNMENT OF A SCHOOL ROOM.

A specimen of what may be done to make a school attractive is shown in the change that has been wrought in the appearance of the grammar school-room in Augusta. Four or five years ago its walls were bare and uninviting. Now the room, by its attractiveness, makes study a delight and the hours spent in the school-room pleasurable as well as profitable. Besides a fine-toned piano, pictures, flowers, and plants unlock the door to a new avenue of thought and feeling. Over the entrance doors of the school-room are black-walnut shelves, supported by fancy brackets, on which rest, respectively, large busts of Washington and Lincoln. Over the clock above the door of the principal's room is a horseman, in bronze, with a fiery, untamed steed. On the wall, back of the desk, are illuminated mottoes, "Lest time can never be found again" and "God bless our school." On opposite corner brackets stand "The Harvesters," in bronze. On the side walls of the room are large and elegant steel engravings representing "The Departure of the Pilgrims," "The Landing of the Pilgrims," "Pharaoh's Horses," "Saved from the Wreck," "Washington Crossing the Delaware," "Full Practice." On the easterly end of the room hang chromos artistically arranged and representative of some of our most interesting scenes. Taste is thus cultivated by good models, and eye and intellect alike receive impressions likely to abide.—(*New England Journal of Education*, June 26, 1875, p. 209.)

KINDERGÄRTEN.

Two of these, both in Bates street, Lewiston, make return for the session of 1875-'76, presenting, in each case, a conductor without assistants, and in one instance 20, in the

other 25, children in attendance. Both have the usual Kindergarten apparatus and occupations; both receive children of from 4 to 7 years of age and hold daily sessions of five hours, weekly ones of five days, and semi-annual ones of twenty-six weeks. Both claim, too, that the children are strengthened physically and mentally by the Kindergarten exercises; that ideas of order, time, beauty, and neatness are developed; that the ability to express their own thoughts and to understand the thoughts of others as expressed to them is increased; and that when admitted to schools of higher grade, they get on better and more quickly than other children.—(Returns to Bureau of Education, February, 1876.)

CITY SCHOOL SYSTEMS.

PORTLAND.

Officers.—A superintending school committee or board of education and a superintendent of city schools.

Statistics.—Estimated present population, 36,000; number of school age, (4–21,) 10,101; number enrolled in public schools, 5,275; in private and parochial, 1,337; average daily attendance, 4,268. Number of days that schools were taught, 230 in the high school, 210 in primary and grammar schools; sittings for study, 5,695. Number of teachers employed: males, 9; females, 102; total, 111; wages of these, from \$400, in primary schools, to \$900, \$1,800, and \$2,500 in high school. Special teachers of music, drawing, and penmanship, \$1,000 to \$1,200.

The receipts for city schools have been: from State apportionment, \$17,925.90; from local tax, \$83,155; total, \$101,080.90. Expenditures: for furniture and apparatus, \$50; for supervision, \$2,500; for teaching, \$59,150; for supplies and current expenses, \$21,505; total, \$83,155. Expenditure *per capita* of average daily attendance, \$18.23.—(Return to Bureau from Superintendent E. Hunt. No printed report.)

TRAINING OF TEACHERS.

FUNCTIONS OF THE NORMAL SCHOOLS.

The act establishing normal schools in Maine prescribes that they shall be thoroughly devoted to the work of training teachers for their professional labors; that the course of study shall include the common English branches, in thorough reviews, and such higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils; that the art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercises of the school.—(New England Journal of Education, February 6, 1861.)

EASTERN NORMAL SCHOOL, CASTINE.

The instructors at this school in the fall of 1875 were 7 resident and 9 non-resident; the students attendant for 1874–75: males, 100; females, 150; the graduates for that year, 12, all of whom engaged in teaching. Principal Fletcher, in his report of the progress of the school at the close of the eighth year, stated that it had registered more than 800 pupils and graduated 100, of whom 96 had become teachers, while of the whole 800 it was believed that 600 were or had been such. For several years 40 per cent. of the pupils attendant had been males, a proportion much larger than is customary in New England normal schools. Drawing and vocal music are taught, and students have the aid of a model school in their training for their future profession. The apparatus and library have been somewhat increased, the latter now numbering 1,200 volumes, of which 75 are pedagogical. One educational journal only is taken. The course is three years.—(New England Journal of Education, June 5, 1875, and return to Bureau of Education.)

WESTERN NORMAL SCHOOL, FARMINGTON.

Instructors here, 7, all resident; students for 1874–75: males, 60; females, 174; graduates, 12; all engaged in teaching. Drawing and vocal music form a part of the course of instruction, which extends through two years, while students in chemistry have the aid of a laboratory, and students in natural philosophy the means of illustration by apparatus. The library contains about 1,000 volumes, 65 of which are pedagogical. Five educational journals are taken, and practice in teaching is secured by means of a model school, in which those about to graduate take occasional classes during the last term of their school life, exercising upon them the theories of teaching they have received. During the closing examination, also, the students both here and at Castine have to give public exhibitions of their ability as teachers by drilling classes in the model schools.—(Return to Bureau of Education and New England Journal of Education, May 29, 1875, p. 261.)

OTHER NORMAL SCHOOLS.

The normal department of the Maine Central Institute, at Pittsfield, reports 2 resident instructors in that department; 2 male and 22 female students in a two years'

course; no graduates yet. Drawing is taught, with instrumental music, and there is a small chemical laboratory, but no philosophical apparatus. The only library is a comparatively small one, belonging to the seminary in general. The teachers take two educational journals and have several works on pedagogics.

The aim here is said to be (1) to give thorough instruction in the common branches and, to a limited extent, in such other branches as are deemed best adapted to mental discipline, and (2) to fit young men and women to teach by requiring them at each recitation to express in appropriate language what they have learned, and by requiring each student to conduct recitations, subject to the criticisms of classmates and teacher.

The normal department of the Oak Grove Seminary, Vassalborough, reports 1 resident and 2 non-resident instructors; 15 male and 25 female students in a three years' course; 10 graduates in 1875, of whom 8 engaged in teaching; drawing and vocal music taught, and a chemical laboratory, a philosophical apparatus and a gymnasium possessed. No model school.—(Returns to Bureau of Education and catalogue of Maine Central Institute for 1875.)

TEACHERS' ASSOCIATIONS.

A letter from Hon. Warren Johnson, in the *New-England Journal of Education*, February 20, 1875, says the teachers in the city of Augusta have formed a teachers' association, and hold meetings on the first Tuesday evening of each month, and special meetings subject to the call of the president or secretary. The several branches taught in the schools, the methods of instruction, school government, and kindred matters are made subjects of discussion.

The report of the school committee of the town of Orono states that such meetings were held there also for some time, but that the attendance grew less and less, till finally these gatherings—almost indispensable to the success of young teachers, and valuable to all—were discontinued. The hope is expressed, however, that the next corps of teachers will be able to re-establish and maintain them at least once a month.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The Maine department of the *New-England Journal of Education* for January 22, 1876, contains the following statement respecting these schools in the various towns: "The State superintendent of schools has received returns from 143 towns, in which nearly 160 free high schools have been held the past year, and there will probably be returns from 10 or 15 more, making about 160 against 142 last year. The towns thus far reported will receive about \$37,000 from the State treasury and will pay about \$50,000 on their own account. The whole amount paid by the State will be about the same as last year, \$45,000. Reports indicate an increasing interest in the free high school system and a growing conviction of its great value to the State."

The report of Superintendent Johnson furnishes the following additional facts on this subject: The free high school system has been in operation three years. During that time such schools have been held in 210 of the 421 towns in the State. There have been 937 terms aggregating 9,973 weeks, with an attendance of 38,389 pupils, at an entire cost of \$320,112. Of this cost the State has paid \$107,237. During the year ending December 1, 1875, there have been kept 345 terms and 3,646 weeks of such schools in 156 different towns, during which terms 13,275 pupils have been in attendance. The cost for the year has been \$116,308, of which the State has paid \$38,133. The influence of these schools cannot be easily estimated. Besides their direct effect upon the pupils attending, in opening to them sources of culture not otherwise attainable, they have exerted a powerful influence upon the common schools. They have furnished these schools better teachers, and have served to inspire the pupils with new zeal in their work, in their strife to prepare themselves for admission to these schools of higher grade.

One city high school, that of Portland, stands prominently forth among the public schools, having had, according to a report in the *New-England Journal of Education* for February 27, 1876, an attendance of 416 pupils during the winter of 1874-'75; average attendance, 406; per cent. of attendance on enrolment, 93. On a scale of marking from 0 to 10, the average scholarship was 8.891, that for girls being 9.217 and that for boys 8.455.

OTHER SECONDARY SCHOOLS.

One private school for boys, 2 for girls, and 21 for both sexes, 24 in all, report for the year past 79 instructors and 951 pupils, 329 of whom were in classical studies and 256 in modern languages, 112 specifically preparing for a classical course in college and 7 for a scientific course. In 12 of these schools drawing was taught, vocal music in as many, though not in all cases the same; instrumental music in 14, while in 11 there was some apparatus for chemical experiments and in 18 some for illustration of natural philosophy. In 12 there were libraries of 150 to 2,270 volumes and in two others collections of books numbering 20 and 50.

Three other schools with advanced departments for the preparation of youth for college report 12 instructors and 250 pupils, of whom 82 were in classical studies preparatory to college and 3 in scientific, making a total in all these institutions of 91 teachers and 1,201 pupils, of whom not less than 670 are engaged in studies which lead up toward the highest class of culture. For further details see Tables VI and VII in the Appendix.—(Returns to Bureau of Education, 1875.)

DENOMINATIONAL ACADEMIES.

Among the above mentioned schools is the East Maine Conference Seminary, an influential institution with 6 teachers and 173 pupils. Then from other sources we have information of the Westbrook Seminary, Deering, under control of the Universalists, for both sexes, giving not only a good foundation for a collegiate course, but also a fair practical education for any ordinary business; of a new Congregational school at Hallowell, meant to act as a feeder to Bowdoin College; of the four schools which the Baptists are endeavoring to endow for preparing young men and women for Colby; and of the Maine Wesleyan Seminary, at Kent's Hill, with property to the amount of \$157,000, and with a normal and a theological department in addition to the academical. This, as elsewhere mentioned, reports, in a return for 1875-'76, 760 pupils in all departments, and in its catalogue for 1874-'75 shows 57 in its classical course and 62 in a scientific course, both courses being of four years and both including Latin to a fair extent, while the classical course adds Greek and the scientific adds French and German to the Latin.

PREPARATORY DEPARTMENTS OF COLLEGES.

Forty-eight students in the preparatory department of Bates College are reported in the college return for 1875, the report stating that 43 were preparing for a classical collegiate course and 5 for a scientific course.

SUPERIOR INSTRUCTION.

REGULAR COLLEGES.

Bowdoin College, Brunswick, (Congregational,) the oldest of the colleges of Maine, having succeeded in arranging with her rebellious students the difficulty of 1874 respecting military drill, seems to have proceeded quietly through the session of 1874-'75. The close of that session was made memorable by the celebration of the fiftieth anniversary of the notable class of 1825, and by the recital by Henry W. Longfellow, one of its members, of his noble poem "*Morituri salutamus*," written for the occasion.

At the meeting of the boards several important changes were made in the positions of different members of the faculty and one new professor was elected.

An effort made during the year to raise by subscription an additional \$100,000 for the fuller endowment of the college is said to have been successful, and about \$30,000 on endowment and scholarship account to have been paid in.

The library now amounts to 13,760 volumes, with 4,400 unbound pamphlets; those of the two students' societies to 13,100 volumes.—(Various numbers of *New-England Journal of Education* and other sources, with return from the college for 1875-'76.)

Bates College, Lewiston, (Free Will Baptist,) has, like Bowdoin, been endeavoring to increase its endowment fund, Mr. B. E. Bates, of Boston, after whom it is named, and who had given it \$200,000, having offered it another \$100,000 on condition that other subscribers should meet this with a like amount. The college return shows that at least \$87,000 of this conditional sum has been pledged, and its friends will surely not let the effort fail when within \$13,000 of complete accomplishment.

A course of lectures on English history, by Professor C. Howard Malcom, D. D., was among the additions to the course for 1874-'75.

A high standard of admission prevails here, the requirements, additional to English studies, being 9 books* of the *Æneid*, Sallust's *Catiline*, 6 orations of Cicero, Harkness's Latin Prose Composition and Latin Grammar, with 3 books of the *Anabasis*, 2 of the *Iliad*, and Goodwin's or Hadley's Greek Grammar. Nine New England academies act as preparatory schools for the college, the chief being the Nichols Latin School, of Lewiston, owned and managed by the college authorities, and preparing students of both sexes for the freshman class in a course of study covering three years.

The library of the college contains 3,685 volumes and 1,000 pamphlets, and is increased at an average yearly rate of 300 books and 200 pamphlets from a library fund of \$6,000. Two students' society libraries have 560 and 490 volumes, and increase about 50 volumes annually.—(Catalogue of 1874-'75 and return for 1875-'76.)

Colby University, Waterville, (Regular Baptist,) reports an addition of \$1,500 to its funds, \$1,000 being for general purposes and \$500 for its library. This has already 11,100 bound volumes, with 5,200 unbound pamphlets, and increases at an average yearly rate of 500 volumes and 300 pamphlets, mainly from the interest of a fund of \$2,000 and an annual gift of \$500 from Gardiner Colby, esq. A commodious reading room, well supplied with papers and magazines, is open to all the students.

An excellent feature in the instruction here is that a course of reading germane to the course of study is recommended and in part prescribed to the students, each professor preparing from time to time for his department a list of books, monographs, and essays, and supervising the reading of the students therein. "The object of this is to save the students the loss resulting from aimless and desultory reading, to train them in habits of exact investigation, to broaden their views, and inform them respecting the literature of the subjects which may be occupying their attention in the class room." A written analysis is required from each student of the prescribed part of this course of reading.

The Waterville Classical Institute, under the control of the trustees of the university, serves as a preparatory department to Colby, graduates of the institute being admitted to the university on the certificate of the principal that they have completed the course and attained an average scholarship of at least 70 per cent. in each study.

Colby, as well as Bates, admits young ladies.—(Catalogue for 1875-76 and return for the same.)

COLLEGES FOR WOMEN.

The Maine Wesleyan Seminary, Kent's Hill, besides a seminary scientific course, a seminary classical course, a normal course, a department of drawing and painting, a commercial department, and a music department, has a college course for ladies, from which 5 young ladies appear to have graduated in 1875. It reports, in all, 14 instructors and 760 students, of whom 19, according to the catalogue, belonged to the collegiate department in 1874-75. The course in this department is of 4 years. To enter it, candidates must pass a satisfactory examination in English grammar, geography, outlines of history, arithmetic, algebra, Latin grammar, 2 books of Cæsar's Commentaries, 6 of the Æneid of Virgil, and Cicero's select orations. Being in, they study Latin, with other things, in the first two years, and French for the same period, then German till near the conclusion of the course. For French and German, however, Greek may be substituted, and be carried through the Anabasis and Iliad, Plato's Apology and Crito.—(Catalogue for 1874-75 and return for 1875-76.)

There is also, in connection with the Waterville Classical Institute, a four years' collegiate course for young ladies, in which appear 52 students. The course here, however, does not reach the standard of that at Kent's Hill, ending, in Latin, only a little beyond where the other begins.—(Catalogue of 1874-75.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
Bates College.....	9	2	48	96	\$100,000	\$120,000	\$3,400	\$3,000	\$0	\$560	24,735
Bowdoin College.....	15	3	0	148	418,850	200,500	12,000	27,000	0	34,500	31,860
Colby University.....	10	2	0	91	130,000	200,000	13,000	6,000	0	50,000	14,100

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Maine State Agricultural College, Orono.—"While the course of study here is especially adapted to prepare the student for agricultural and mechanical pursuits, it is designed that it shall be also sufficiently comprehensive to secure the discipline of mind and practical experience necessary for entering on other callings or professions. Five full courses are provided: a course in agriculture, a course in civil engineering, a course in mechanical engineering, a course in chemistry, and an elective course. Students in the elective course will pursue the required studies common to all the other courses, and may select from other courses and the elective studies to make up their full course."—(Catalogue for 1874-75.)

Scientific department of Bowdoin College, Brunswick.—Applicants for admission here are examined in mathematics, geography, history, Latin, and English. The studies of the first two years are common throughout the department, and are intended to lay a broad and substantial foundation for all branches of subsequent study. In the last

two years they are arranged in distinct courses, in accordance with certain leading objects, such as the preparation for civil or mechanical engineering, for chemical pursuits, for banking and finance, &c.—(Catalogue.)

PROFESSIONAL.

Theology is taught in the Bangor Theological Seminary, Bangor, and in the theological school of Bates College, Lewiston, the former Congregational, the latter Free Baptist; three years in each course; the former an old and well-endowed institution, with a library of 15,000 volumes; the latter connected with a growing college and partaking somewhat of its life.

Medicine has its field of instruction in the Medical School of Maine in connection with Bowdoin College. Candidates for the degree of doctor of medicine here must have devoted three years to their professional studies under the direction of a regular physician and have attended two full courses of medical lectures in some incorporated medical institution, the last course previous to graduation being at this school. They must also present evidence of good moral character and of having prosecuted their medical studies for the required term; must pass a satisfactory examination in all the branches of study in the school; must read and defend before the faculty a thesis or dissertation on some medical subject; and, if without collegiate education, must satisfy the faculty of their proficiency in Latin and in natural philosophy.—(Catalogue of college.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Maine State College of Agriculture and Mechanic Arts.	7	.....	115		4 \$100,000	\$134,400	\$3,264	^a \$12,500	2,260
Scientific department of Bowdoin College. <i>b</i>	.....	.....	.....	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Bangor Theological Seminary	5	4	40	3	80,000	170,000	10,000	.....	15,000
Theological school of Bates College	4	1	25	3	.....	.....	.....	.....	2,300
SCHOOL OF MEDICINE.									
Medical School of Maine, Bowdoin College	8	.....	97	3	25,000	2,500	150	5,297	4,000

a From State appropriation.*b* See report of college.

SPECIAL INSTRUCTION.

STATE INDUSTRIAL SCHOOL, HALLOWELL.

The New-England Journal of February 6, 1875, contained a statement from State Superintendent Johnson that "the new industrial school building at Hallowell was dedicated Wednesday, January 27, with appropriate exercises. Ex-Governor Perham presided and gave an interesting historical address in relation to the institution. Addresses were also made by Governor Dingley, Speaker Thomas, Hon. J. L. Stevens, Judges Kingsbury and Baker, and others."

The board of managers elected Mrs. W. Currier, of New Sharon, as housekeeper, with a board of lady visitors from the chief towns of the State, and threw open the school for the admission of pupils, asking, however, for \$1,000 more to complete the furnishing of the home.

PRISON TEACHING.

The same correspondent, in the same journal for February 27, wrote: "The educational effort at the prison"—what prison is not stated, but probably the State penitentiary—"under the charge of Mr. D. J. Stannett, proves very successful. Many convicts who three months ago could neither read, write, nor cipher can now do all. This is the more strange as Mr. Stannett sees each convict but once or twice a week, and then in the evening. The influence on the discipline of the prison is very great."

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The ninth annual session of the State Teachers' Association was held at Augusta Monday, Tuesday, and Wednesday, November 22, 23, and 24, 1875. There was a good attendance at Representatives' Hall at the opening exercises on Monday evening, when addresses of welcome greeted the teachers and an address on "The teacher's responsibilities, lights, and shadows" was given by Rev. George Forsythe, of Bucksport.

Tuesday the attendance was large, and the papers, 16 in number, awakened deep interest from the careful study and ability manifested in them. Mr. Mulcher's essay on "The present plan of study for graded schools" severely criticised the elaborate scheme of study laid down for model schools. In the lower grades of our schools such studies should be pursued as would give the child the most useful knowledge, as the greater number of pupils leave school before reaching the high school, and the object of the latter school should be to discipline the mind. His plan of study would be to attend to the perceptive faculties of the child in the earliest years, when liveliest, and cultivate the reflective later. The plan would give the child some knowledge of the principles of our State government and would reduce arithmetic to those matters which are practical only. Grammar would be confined to a few pages and leave out the rules of syntax. Drawing would have a place.

Mr. D. D. Patten, principal of the Portland High School, read a paper on "School hygiene," in which the necessity of proper ventilation and the means of securing it were referred to, and also the general inadequacy or the entire lack of means to secure it. The teacher in charge of the school-room should, especially in the colder months, exercise the utmost care that the resort to opening windows—often the only means at hand to obtain pure air in the room—does not cause more harm than the fault it is intended to remedy. Dr. Angus Smith has said "though foul air is a poison, we must not forget that a blast of cold air may slay like a sword." Occasionally, in the cold winter months, it may become impossible to secure warmth in the school-room sufficient for the comfort of the scholars. In such cases no considerate man will condemn the dismissal of the school rather than that the health of the pupil be imperilled. The hindrances to the pupils maintaining proper positions at desks, so as to avoid a rigidly upright and, on the other hand, a loose, lounging position at the desk, were briefly alluded to, as was also the apparent prevalence, among architects and committees of school buildings, of the impression that the pupil should be made for the school furniture, not the furniture for the pupil. The comfort of the scholar needful for successful study requires frequent change of position, involving of course more or less noise that may interrupt the quiet of the room; but the judicious teacher, careful for the health as for the mental improvement of the victims of others' stupidity, will submit to the inconveniences rather than endanger their physical well being. Preferences were expressed for exercises unrestrained by exact rules and out of doors to any system of school gymnastics.

The third essay was delivered by President Allen, of the State College, on "Practical education." To a certain extent a good education for every student demands a general knowledge of all studies, that the mind may be systematically developed; yet the field of knowledge is so widely extended that it is impossible to be proficient in every branch of study. Some discrimination is necessary: all studies are not equally important and the same studies are not of equal value to all students. There are two ways of procedure in the work of education. The one seeks to discipline the faculties by directing the mind to abstract truth without regard to useful application. The other course seeks for the attainment of knowledge which is available for good in the duties of life. A practical education is not confined to those studies that have an exchange or money value, but embraces anything that fits the individual to be useful to himself or others and makes him fruitful in good works. Knowledge is to be sought not for its own sake, but for the good it will do to ourselves or to others. Practical education is not a mere business or professional culture. Sharpening one's faculties in a one-sided development, without any broad basis of general intelligence, has a tendency to produce narrow, sharp men. The great mass of the people must be educated for the industries of life. The studies should be those which will prepare one most fully for productive employment. In the method of study, that course is to be adopted which will best secure good results. From the object lessons of the Kindergarten, through all the exercises of public schools, to the tasks assigned by the college professor in the laboratory, all successful teaching of science is practical. In literature there is need of practice, that grammar may not be a judge of words alone and that rhetoric may not be confined to names of tropes and definitions of style and taste. In natural history we can hardly imagine live teachers listening to memoriter recitations from a learned text book. They place the objects themselves, and not the description, in the hands of the pupils, training the perceptions to notice the exact outlines, the minute peculiarity, the full details; training the judgment to compare, to arrange, to classify; to train

the reason to infer with certainty; to train the imagination by steady flight; to read the very thoughts of the Creator.

Mr. R. Woodbury, of the Farmington Normal School, read an excellent paper on "Why have we so many poor teachers?" He very soon told the audience why, as is shown by the following: In an examination of 50 teachers it was found that 12 per cent. of the number began to teach under 15 years of age, 24 per cent. less than 16 years of age, 64 per cent. less than 17, and 74 per cent. under 18 years of age. Nearly half of the 50 never attended any other school than the town school and but 5 had read any work on practical teaching. To remedy the evil of bad teachers, he would have no person allowed to teach who was not 18 years of age. He would have them obliged to take a course of special training. Second, he would have a rigorous system of examination and certification of teachers. Mr. Woodbury both criticised and satirized the present practice of examining and certifying teachers. It was the bane of our schools. A few did the work well, but most in so wretched a manner as not to save the whole from bad odor. He favored a county board, chosen by town committees, who shall examine all the teachers. He would have longer sessions of schools, which could be done by the abolition of the district system or the consolidation of districts.

The fifth paper was read by Mr. J. M. Hawkes, of the Pembroke High School, on "Drawing in the public schools." The essay was of interest and practical value.

Professor Carmichael next addressed the association on "Science-teaching." He said that the text books are imperfect. The only way to teach natural sciences profitably is to teach practically, by illustrations. He then called attention to a circular issued by himself and Professor Robinson, of Bowdoin College, in which it is proposed to give a course in chemistry and mineralogy, extending through six weeks, beginning July 17, 1876, at a cost of about \$20. Those who take this course will have the advantages of laboratory instruction.

N. A. Luce was elected State editor of the New-England Journal of Education, and the president of the association a member of the advisory board. State Superintendent Johnson urged the claims of the Journal, and a hand vote showed that most of those present patronized it.

In the afternoon a paper of interest on "School discipline" was read by A. F. Richardson, principal of the high school in Bridgton, who claimed that the teacher ought to be able to govern himself and keep himself pure from all defilement. Then the discipline of the school-room will be easy.

Perhaps the most entertaining and interesting paper of the series was then read by Professor A. H. Davis, of Bowdoin College, on "Juvenile reading." He took the ground that English literature was not properly taught in our schools; that a portion of the time could properly be given up to the best English classics without interfering with the regular studies.

Professor M. C. Fernald, of the State College of Agriculture, read a paper on the "Relation of education to labor," showing the necessity of training those who are to work with their hands; that education is as much a help to these as to those who crowd the learned professions. The afternoon session closed with a brief paper by Mr. A. H. Kelley, of Belfast, on the "Relation of the teacher to his employer."

The evening's exercises began by the reading of a practical and argumentative paper on "The qualification of teachers," by D. L. Smith, principal of the Johnson School in Topsham. He took high ground, and held up an exalted standard for the teachers to follow.

Rev. Thomas Hill, D. D., of Portland, advocated, in an able and scholarly paper, the teaching of natural history in the primary schools, and even to the youngest scholars. Teaching through the eye, as form, color, and substance, is the most effective teaching. He asserted that children should be taught strictly scientific truths.

A. P. Marble, superintendent of schools in Worcester, Mass., presented as the essay of the evening "Thoughts in regard to the representation of Maine's educational work at the Centennial."

At the close Mr. Johnson, State superintendent of schools, gave a reception to the members of the association at his house.

The closing session of the association was held at the Representatives' Hall, Wednesday morning, November 24. The following officers were chosen for the ensuing year: President, Samuel W. Libby, of Orono; vice-president, Albro E. Chase, of Portland; secretary and treasurer, W. O. Fletcher, of Warren; executive committee, Thomas Tash of Lewiston, D. D. Patten of Portland, Burleigh Pease of Bangor.

Resolutions were adopted as follows:

Acknowledging encouragement in the work, as attested by the large attendance, showing substantial progress.

Favoring the establishment of a teachers' exchange under the supervision of the State superintendent, where application for teachers may be made.

That the approaching Centennial should excite every educator to personal effort, so that the State may be well represented.

Recognizing the value of the services of the National Bureau of Education and asking for the establishment of an independent Department.

That the nation should assume the authority in educational matters so far as to order a free public school system in all the States.

Superintendent Johnson, chairman of the committee on Centennial, reported a plan for the educational exhibit from the State, of which the following is a synopsis: First. A brief statement of the present public school system. Second. Brief history of the growth of the same. Third. An educational map of Maine, which will be a map of the State surrounded by two margins, the outer for the representation of the public school system and the inner for academies, seminaries, colleges, and all that relates to superior education. In these margins will be pictorial representations of the towns and institutions contributing to the exposition. Under each representation will be brief statements and references to cabinets and albums exhibited. Fourth. A series of municipal exhibits in cabinets 2 by 3 feet, embracing courses of study, methods of instruction, text books, pupils' work, such as drawing, writing, examination papers, and graphic representations, numbered so as to correspond with the pictorial representation on the map. Fifth. Photographs of public school buildings, public school educators and teachers, in folios and albums, with foot notes, &c. Sixth. Same of higher seminaries and colleges, presidents, and professors, same as above. Seventh. Miscellaneous drawings, school literature, plans for warming, lighting, ventilating, hygienic regulations, &c.

The subject of "Industrial art education" was discussed in an interesting paper by B. W. Putnam, of Jamaica Plain, Mass., followed by a paper on "School-house ventilation," by W. H. Pennell, of Portland. The association then adjourned to such time and place as the executive committee may determine.

This was the most fully attended and most profitable session ever held by the association. Every part of the State was represented by leading teachers and educators, who returned to their labors with new zeal and courage. A special feature of the session was an exhibition of drawings, maps, &c., executed in the schools of Augusta, Lewiston, Eastport, and Pembroke, in the normal school at Castine, and the engineering department of Bowdoin College. This exhibition gave new interest to the able papers on "Drawing" and "Industrial art education," read before the association by Messrs. Hawkes and Putnam.

CHIEF SCHOOL OFFICIAL IN MAINE.

Hon. WARREN JOHNSON, *State superintendent of common schools, Augusta.*

MARYLAND.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth between 5 and 20 years of age.....	276, 120
Number of boys of legal school age, (5-20)	138, 813
Number of girls of legal school age	137, 307
Number of pupils enrolled in schools	142, 992
Average monthly enrolment.....	99, 382
Average daily attendance.....	69, 259

TEACHERS AND TEACHERS' PAY.

Number of men teaching public schools.....	1, 129
Number of women teaching public schools.....	1, 594
Total	2, 723
Number necessary to supply the schools	2, 603
Average salary of teachers per month, (men and women)	\$41 73

SCHOOLS.

Number of schools in Baltimore City, 125; in the counties, 1,721.....	1, 846
Increase on the preceding year.....	44
Average duration of school in days.....	187

INCOME AND EXPENDITURE.

Income.

Income from State tax.....	\$499, 563 96	
Income from local tax	808, 350 75	
Total from taxation.....		1, 307, 914 71
Interest on permanent fund.....		53, 131 84
Income from other sources		15, 000 00
Total income.....		1, 376, 046 55

Expenditure.

Paid for sites, buildings, and furniture.....	272, 539 43
For salaries of superintendents.....	25, 440 00
For salaries of teachers	1, 035, 754 82
For miscellaneous or contingent expenses.....	307, 313 52
Total	1, 641, 047 77

PER CAPITA EXPENDITURE.

Expenditure in the year <i>per capita</i> of school population.....	\$5 01
Expenditure in the year <i>per capita</i> of school pupils enrolled	9 63
Expenditure in the year <i>per capita</i> of average attendance.....	19 99

—(Special report from Hon. M. A. Newell, State commissioner of schools, for 1874-'75, and printed report for the same period.)

The State board give, in their report for 1875, a comparison of the statistics of 1866, the first year of the present school system, and of 1875, the tenth year, thus:

RESULTS ACHIEVED IN TEN YEARS.

ATTENDANCE.

	1866.	1875.
Total number of different pupils	64, 793	100, 414
Per cent. of increase, (nearly).....		55
Highest number enrolled in one term.....	48, 395	81, 043
Per cent. of increase.....		67

SCHOOL INCOME.

Received from State, as State school tax, free school fund, and academic fund	\$369, 193 34	\$336, 110 11
Per cent. of decrease, (nearly).....		9

	1866.	1875.
Amount received from county school tax.....	\$107, 534 93	\$368, 962 39
Per cent. of increase.....		2.43
Total receipts of public school moneys from all sources	596, 025 86	922, 000 17
Per cent. of increase, (nearly).....		54.7

EXPENDITURES.

For teachers' salaries	388, 239 54	609, 035 07
Per cent. of increase		57
For building, repairing, and furnishing school-houses	20, 078 41	105, 175 65
Per cent. of increase		423
Total expenditures for public school purposes.....	566, 866 60	924, 108 95
Per cent. of increase.....		63.7

—(From report of State board of education, 1875, p. 8.)

Remarking upon these comparative statistics, the board say: "The increase in the number of pupils attending school is much greater than the increase of population during the decade; and the increased expenditure is out of all proportion to the increase of wealth of the State. Taken together, they are an indication of the popularity, and, indirectly, of the efficiency of the public school system. The year 1875 was marked by stagnation and depression in almost every department of business, but the schools do not seem to have suffered, except, perhaps, in having made less of an advance over the previous year than they might have done under more favorable circumstances. The symptoms, on the whole, show healthy life and vigorous growth, with prospects of continued progress. With only two exceptions, there has been an increase in every item of both receipts and expenditures."

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS, ETC.*

Neither the charter granted by Charles I to Lord Baltimore, in 1682, nor the State constitution of 1776, nor its amendments in 1812 and 1835, made any provision for free schools. Such schools were, however, by act of the colonial general assembly in 1694 directed to be established, and in a few districts were, to some extent, sustained for nearly thirty years by an export duty on furs, beef, bacon, and tobacco, and an import duty on liquors. In 1723, these schools having practically come to nothing, an act was passed directing the establishment of a school for each county, to be governed by a board of trustees in each case, and to have each a hundred acres of land attached for the use of the schoolmaster. They were to be further sustained by an impost on pork, pitch, and tar imported by non-residents, and on tobacco exported, the masters to receive £20 a year. In 1728 it was ordered that these masters should teach gratuitously as many poor children as the visitors should see fit to direct. How long and how far this was enforced does not appear. Other attempts in the same line were made at different periods, and in 1823 it was made a rule that each school, academy, or college receiving money from the State should, for each \$100 received, afford tuition and school books free of charge to at least one poor child. A subsequent examination showing that this had been imperfectly complied with, the State allowance was withdrawn from these schools and colleges in 1825, and a system of public instruction, meant to include all the youth of the State, was inaugurated. This system—providing for a State superintendent, 9 county commissioners, and 18 inspectors of schools, to be appointed by the levy courts—formed the basis of all subsequent ones; but, as it was made dependent upon somewhat uncertain revenues, and was to be operative in any county only on the vote of the people, it had the elements of a fatal weakness in itself, and went to destroy existing schools without assurance of others in their stead. Such as it was, however, it worked, with some modifications, till 1864, when a new State constitution was adopted, providing for a good free school system, uniform throughout the State, with schools kept open in each school district for at least six months in the year, with arrangements for their support by an annual tax of not less than 10 cents on the hundred dollars, and for the formation of a permanent school fund by a further annual tax of 5 cents on the hundred dollars. A State superintendent of instruction, State board of education, and county school commissioners were to have the general oversight of schools under this system. With some changes as to officers and their titles, as to the grades of schools, schools for colored children, and the amount of taxation for the schools, the system thus outlined has continued till the present time.

PROVISIONS OF THE SCHOOL LAW.

The public school law of Maryland, passed at the January session, 1872, as amended at the January session, 1874. By authority of the State board of education.

* Constitutions of 1776-1867; Rev. Ethan Allen's Compend of Early Acts.

OFFICERS.

Educational matters affecting the State at large are intrusted to a State board of education. Such as affect a county are under the control of a board of county school commissioners. Such as affect only a school district are under the supervision of a board of district school trustees.

The State board consists of the principal of the State Normal School, the governor of the State for the time being, and four persons appointed by him with the concurrence of the senate at every regular session of the general assembly. The county boards are composed of three persons, or, in counties having more than a hundred schools, of five persons, appointed by the judges of the circuit courts and serving for two years from the 1st day of January next succeeding their appointment. The district school boards are also composed of three members, who are appointed by the county school commissioners at their first meeting in May of each year.

POWERS AND DUTIES OF SCHOOL OFFICERS.

These, as defined by the present school law, are as follows:

The State board has the general care and supervision of the public schools; is the official adviser of the county school boards; enacts by-laws for the administration of the public school system; interprets the school law; decides controversies and disputes that arise under it; examines candidates for the office of county examiner, when asked to do so by a county school board, and gives a certificate of qualification when satisfied that it is deserved. It is required to hold regular meetings four times a year and special meetings as occasion may require; and, for expenses incurred in attending these meetings and obtaining any needed clerical assistance, may draw, through its president, from the State treasury, a sum not exceeding \$1,000 annually. It may grant to teachers of long experience and established reputation professional certificates, to be valid until revoked for cause; and may suspend or remove any examiner or teacher connected with the public school system for inefficiency, incompetency, or such moral delinquency as unfits him for his place. To insure uniformity in the statistical reports of the public schools, the board is required to issue blanks for the use of teachers and county boards and to demand that accounts be kept and returns made according to these forms. All schools and colleges receiving any State donation are to make report to the board by the 15th of November in each year, on such matters and in such form as it may require, for publication in the annual school report. The members of the board are *ex officio* the trustees of the State Normal School, and hold their meetings in its building. The principal of the normal school is *ex officio* a trustee of the State Agricultural College; acts as president of the board of education; to some extent performs the field duties of a State superintendent, and prepares and issues the annual report of the condition and progress of public schools.

The board of county school commissioners has the general supervision and control of the public schools within the county; builds, repairs, and furnishes school-houses; fixes the salaries of teachers; adopts, purchases, and distributes text books for the schools, which must contain nothing of a partisan or sectarian character; and performs such other duties as may be necessary to secure an efficient administration of the public school system; is *ex officio* trustee of all property, estates, effects, money, funds, claims, and State donations devoted to the use and benefit of the county public schools of every class. In case the apportionment of the State school tax and free school fund should not prove sufficient to meet the necessary expenses of the schools in any county, the county school board may have levied and collected within the county a local tax sufficient to make up the deficiency. In any instance in which the county has not been properly divided into school districts and full records of the boundaries of these have not been filed, the county board may appoint a committee and employ a surveyor to make such a division and duly describe the boundaries. It may also revise and alter an existing division, in case of need, making full description and record of such changes. Annually, by the 15th of November in each year, the board must make report to the State board, in such form as may be prescribed by the latter, of all matters relating to the schools and the educational interests of the county, and also, in the same month, must publish a statement of their receipts and disbursements for school purposes, with the amount of indebtedness remaining at the end of the fiscal year, and forward a copy of this to the State board.

The secretary of the county board, who also acts as its treasurer and as county examiner, is elected by it from outside of its own membership. It is his duty to examine candidates for the position of teacher in the public schools, in presence of at least one county school commissioner or district trustee, and to give to such as are found qualified, morally and intellectually, a certificate of the branches they are competent to teach. He must number and register such certificates according to their grade; may revoke any one at the expiration of six months, unless satisfied of the candidate's ability to teach and govern; and may, if satisfied on these points, issue a certificate available for three years from the date of issue. Of his examinations of teachers, due public notice must be given, and for the certificates issued no fee may be charged. At least three

times a year he must visit the schools in his county, if there are not more than 50, and twice a year if there should be more than that number, observing the methods of the teacher and giving him such practical suggestions as the circumstances may require; and also must, whenever possible, attend the public examinations of the schools, reporting quarterly to the county board the results of his observations. As secretary and treasurer, he must be present at each meeting of the board; must keep its minutes, conduct its correspondence, prepare its annual report, make strict account of all moneys received and disbursed by him, preserving and delivering over to his successor his minutes, accounts, and vouchers; may debate, but not vote on, any question before the board; and must devote his whole time to the duties of his office, reporting at the expiration of each year to the county comptroller how many months the schools of his county have been kept open.

The boards of district school trustees have the care of the houses and lands within their districts devoted to school purposes, attend to the preservation and repair of these under a certain degree of control by the county board; employ properly certified teachers, subject to confirmation by the county board; exercise a general supervision over the schools; visit them as often as may be; and cause instruction to be given in them for ten months in the year, if possible. They are to see that every school-house is provided with suitable outbuildings, and that it is not used for any other than public school purposes, unless by consent of the county board.

SCHOOLS.

The schools of the State system are numbered one, two, three, &c., of their respective election districts; are kept open six days of each week, and, if possible, ten months in each year; and are free to all white youths over 6 and under 21 years of age, special schools being held for colored children, which are to be kept open as long as the others, and are to be free to colored youth between 6 and 20 years of age within their respective districts.

In every district school must be taught orthography, reading, writing, English grammar, geography, arithmetic, history of the United States, and good behavior. Whenever deemed expedient by the trustees, algebra, book-keeping, natural philosophy, the Constitution of the United States, the constitution of the State of Maryland, and the history of the State, with vocal music, drawing, physiology, the laws of health and domestic economy, or any one or more of these, may be added. German may also be introduced, under order of the county board, where there is a considerable German population. Schools of different grades may be established in any district where more than a hundred children are attendant. High schools are yet few.

A normal school for white students of both sexes, as well as one for colored students, exists in Baltimore, and furnishes trained teachers for the State schools. There is also a State agricultural and mechanical college, free to all youth of the State qualified for it, while St. John's College, Annapolis, answers somewhat the purposes of a State college, and receives grants as such.

SCHOOL FUND.

The amount of the permanent school fund is stated by the president of the State board of education to be \$350,370, all available.

ELEMENTARY INSTRUCTION.

ATTENDANCE.

The average attendance for 1874-'75, though larger than it has yet been, in proportion to the number of pupils, is still much smaller than it ought to be. In making comparisons, however, with the attendance in other States, it should be borne in mind that every name placed on the register remains there until the end of the quarterly term. If the register were corrected from week to week by the removal of the names of pupils not "belonging" the "average attendance" would be denoted by a higher figure, but the amount of instruction given would not be increased. From a somewhat similar cause the number of enrolled pupils appears small when compared with the number of legal school age. "School age" is an ambiguous term. In Maryland it may mean the ages between which children may enter school, viz, 6 and 21, or it may mean the ages according to which the school tax is distributed, (5 to 20,) or the age at which children, under ordinary circumstances, are expected to be at school, say from 6 to 15. "This last," it is remarked, "is the only proper standard of comparison in educational statistics; for it is absurd to assume, as is often done, that all young persons between 5 and 20 or between 6 and 21 ought to be in school, and to estimate the amount of preventable non-attendance on that basis."—(State report, pp. 10, 11.)

SCHOOL CENSUS.

It is much regretted that no accurate knowledge exists, either of the number of children in the State who are at school or the number who ought to be there. The

number who are enrolled on the registers of the public schools is known with reasonable accuracy; but it is neither known how many go to private and denominational schools nor how many attend none. It is suggested and recommended that a school census should be taken annually in the city of Baltimore, and biennially in the several counties, for the purpose of ascertaining the number of children between certain specified ages who do not attend school and the number who go to other than public schools.—(State report, p. 11.)

GENERAL VIEW OF EDUCATIONAL PROGRESS IN THE STATE.

The scholastic year may be regarded as one of satisfactory progress and of hopeful promise. As usual, the city of Baltimore leads the way. The county schools are following, with unequal steps, it may be, but in the right direction, and with a patient energy that will finally insure success. Some school-houses have been built during the year which for size, beauty, and convenience will rank with what were the best of city schools a few years ago. The addition of geometry and physiology to the studies in which all teachers must be examined before receiving a certificate has stirred up many old teachers to renew their acquaintance with the friends of their youth, and will have the effect of repressing the youthful ardor of immature candidates for teachers' salaries. There is a promise that some counties which have heretofore been able to keep the schools open but seven months and a half in a year will soon be able to make a full annual session of ten months. The closing of schools for four and a half months in summer is a severe loss to young children who cannot brave the severe weather of winter.

Finally, it is remarked that, "while the schools have done remarkably well, considering the time they have been organized and the money that is expended on them, yet, speaking absolutely, there is a large number of schools in the State that are very far behind the demands of modern scientific education, and even behind the necessary requirements of practical life."—(State report, pp. 30, 31.)

CITY SCHOOL SYSTEM.

BALTIMORE CITY.

Officers.—A board of public school commissioners of 20 members, 1 from each ward of the city, with a secretary, city superintendent, and assistant superintendent, not of their number.

Statistics.—Number of schools, 125, of which 4 are evening schools for colored pupils, 11 day schools for the same, 3 English-German schools, 6 evening schools for whites, 30 female primaries, 28 male primaries, 20 female grammar schools and 19 for males, 1 Saturday normal school, 2 high schools for young women, and a city college meant to serve at once the purposes of a high school and college for young men. Number of teachers, 706; of whom 6 are teachers of drawing; 5 of music; 16 in evening colored schools; 52 in other colored schools; 36 in English-German schools; 13 in evening schools for whites; 160 in female primary school and the same number in male primaries; 112 in female grammar schools; 107 in male grammar school; 5 in the Saturday normal school; 23 in the female high schools; and 11 in the city college. Number of pupils, 31,356; of whom 12,801, were pay pupils and 18,555 free; average attendance, 24,920; whole number of different pupils in school during the year, 42,589, exclusive of 2,487 promoted to the grammar schools and 489 promoted to the city college and high schools. Irregular attendance is said to be a matter of annoyance and regret, and the board see no effective remedy for it but in the adoption and enforcement of a compulsory system.

The total appropriation for the schools amounted to \$773,526.15; the total expenditure on them \$716,938.82; of which \$577,005.19 went for current expenses and \$139,933.63 for erection and repair of buildings, leaving an unexpended balance of \$56,567.33, which will be applied to the completion of unfinished buildings.

School-houses.—The completion and dedication of the new building for the use of the city college during the year covered by the report is noted as a grand era in the history of the public schools of the city, the new edifice affording better and more elegant quarters than have ever been previously enjoyed. Another building for the use of grammar schools 3 and 14 and primary school 23, commodious, well-lighted, and ventilated, has also been finished during the year; while still another of like character has been nearly completed and will furnish accommodations for 1,000 pupils. Several others have been commenced and far advanced toward completion, going to meet the needs of important schools with facilities of which they have been too long deprived. But 7 other buildings are said to be still so overcrowded, so unfavorably situated, or so little under control of the board as to require many new erections to meet existent and prospective needs.

Schools.—Three English-German schools were opened during the year in rented buildings, and soon had in them 1,500 pupils, of whom all but 5 were pay pupils from

choice. Under teachers qualified to give instruction in both languages, they are said to be accomplishing excellent results. The 15 schools for colored children, under 68 white teachers, have had in them 3,562 pupils, classified in the same manner as in the primary and grammar schools for whites and taught in the same studies, as far as possible. In the primary and grammar schools generally there appear to be the usual success in arithmetic, something of the too frequent deficiency in spelling and other elementary studies, a fair success in music, and some advance in drawing. The female high schools and city college seem to be working well; but improvements in their course are suggested by the new superintendent, Professor H. E. Shepherd, who succeeds Mr. Creery, deceased. The nautical school proposed last year is still in the future. The Saturday normal class is said to be fruitful in good to the teachers and in promise to the schools, 147 pupils, mainly primary teachers, receiving in it regular weekly instruction in the theory and practice of teaching.

Public school library.—A decided addition to the means of improvement previously enjoyed is the establishment of a free library for the use of teachers and pupils in the public schools. Three rooms in the city college have been appropriated to the purpose, and \$1,500 applied in the purchase of books. Around this small nucleus it is hoped that there may gather such aggregations of literary material as have brought up a kindred library in St. Louis from 1,500 to 40,000 volumes in a few years, and put large amounts of educational and general reading within the reach of scholars and teachers.—(Report of board and Superintendent Shepherd for 1874-75.)

KINDERGÄRTEN.

Three of these schools, not apparently connected with the city school system in either case, report themselves from Baltimore. All have the Kindergarten gifts and occupations; have the children from three to four hours daily in the schools for five days of the week; admitting them in one case at from 3 to 8 years of age, in another from 4 to 8, and in the third from 3 to 7, and retaining them, in either one continuous session or in four successive ones, from 37 to 48 weeks. The teachers have respectively 20, 11, and 30 pupils each under them; and each school claims, as the results of its instruction, a harmonious development of the physical and mental capacities, a great quickening of the intellect, and an improvement of the taste for beauty, order, &c.—(Returns to Bureau of Education, 1875.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This school was established under the school law of 1865, and was opened in January, 1866. On the first day there were 10 students; at the close of the session the number was 48. In the nine following years the enrolment was 129, 137, 144, 170, 163, 162, 146, 174, 207, respectively. The whole number enrolled during the ten years is 993. Of these, 197 are on the roll of the present scholastic year. Of the 796 remaining, 511 have fulfilled or are now fulfilling their contract to teach in the public schools of the State. The remainder, about 28 per cent. of the whole, consists chiefly of those who, having entered without suitable preparation, were unable to keep up with the work of the school, and showed no capacity for teaching and very little for learning. As a rule, with hardly an exception, every student who attended school as long as one year and was possessed of fair abilities afterward became a teacher. The whole number of graduates is 194, of whom 169 are ladies and 25 gentlemen. All the ladies became teachers but 3 and all the gentlemen but 2.

The course of study has been somewhat enlarged and the qualifications of graduates have been slightly raised from year to year. During the first four years there were two classes of graduates, primary and grammar school, but in 1870 the primary grade was dropped and all graduates were required to take the advanced course. The further extension of the curriculum will depend on the preparation of students for entrance. It was not and is not thought advisable to make the course larger or higher than what an ordinarily well prepared and industrious student can accomplish in two years. Nothing is required from candidates for admission beyond what every district school professes to teach, but a large number of them have given evidence of having been very badly taught. The normal school has done much to raise the standard of education in the primary schools of the State, and now they are beginning to react on the normal school. Not until the former do their whole work well can the latter do the best service of which it is capable.

The new building will probably be ready for occupation in March, and the school will feel in September the good effects of the additional facilities thus provided. The house is of an L shape, fronting 120 feet on Carrollton avenue and 105 on Lafayette avenue, with a tower 170 feet high, at the intersection of the two streets. It contains two class rooms, reception, assembly, apparatus, lecture, laboratory, library, cabinet, gymnasium, cloak, and retiring rooms, an office for the State board of education, and a residence for the principal of the school.—(Report of principal, in State report, pp. 16-19.)

TEACHERS' INSTITUTES.

Since the date of the last annual report, teachers' institutes were held in 14 counties, in one of which teachers of another county joined. The institute was omitted in one county on account of the meeting of the State Teachers' Association there; in another, on account of the sickness of the examiner; and in other counties, for reasons not reported. In Baltimore County there are four meetings of the Teachers' Association in the year, which more than make up for the annual institute.

The good results of these institutes have been as marked in Maryland as in any other State of the Union; and so long as two-thirds of the new teachers every year are selected from those who have had no experience and no training and who can show no fitness for the work except a knowledge of the branches taught sufficient to entitle them, in the judgment of charity, to a low grade certificate, the institutes must be a necessity.—(Report of principal of normal school in State report, pp. 19, 20.)

EDUCATIONAL JOURNAL.

The Maryland School Journal, published at Baltimore and edited by the State superintendent, has been a useful medium of communication between his office and the teachers of the State, enabling him to present in its monthly issues whatever he might desire to say to them respecting defects which it seemed to him should be remedied or improvements which it seemed to him should be made in methods of teaching, of classification, or of management.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The State superintendent reports having visited high schools in five different towns of the State during the year 1875, but does not give the number of such schools existing in the State. Table F, however, gives the number of public school pupils engaged in studies above the sixth grade as 1,757; the number studying book-keeping was 1,263; algebra, 1,649; philosophy, 1,920; drawing, 555; geometry, 206; physiology, 251; Latin, 697. It is expected that the State board of education will, during the year, define more explicitly the functions of the county high schools and arrange specifically their programme of studies, as they have already done for the primary schools. The Baltimore City College and the two female high schools of that city had in them, according to the report of the school commissioners, 1,621 students, under 34 instructors. An additional year has been secured for the course of the city college, to enable its pupils to receive advanced instruction and be prepared for entering the Johns Hopkins University.

ACADEMIES.

The old academies of the State are in an anomalous condition. Some have been converted into public high schools; some have disappeared entirely and the donations allowed them have been added to the primary school fund; some are nothing but public primary schools, the principal receiving the academic donation in addition to his regular salary; some are operating alongside of the district school, and taking the same class of pupils, of whom there are not enough for both; so that each helps to injure the other. The condition on which the academic donation is granted, viz, that the academy should educate one pupil free of charge for every \$100 received from the State, was imposed at a time when public free schools were not in existence. The object was twofold: to encourage the academies and to provide for the education of a few of the most deserving poor. The first object, the superintendent says, has failed; the second has been rendered unnecessary by the establishment of the public school system. So far, then, from its being an object now to encourage the academies, they should, he thinks, with one or two notable exceptions, be allowed to die with all convenient speed and the donations which now go to them be given to any teachers of public schools who can show the required results, or else each academy should be required to do strictly academic work.—(State report, pp. 21, 22.)

PRIVATE SECONDARY SCHOOLS.

Fourteen schools for boys, as many for girls, and 8 for both report, in all, 222 teachers, with 2,774 pupils under them. Of these pupils, 600 are said to be in classical courses and 1,598 in modern languages, mainly French and German; 167 to be preparing for a classical course in college and 87 for a scientific course. Twenty-two of the 36 schools teach drawing; 15, vocal music, and 16, instrumental music. Fourteen have some sort of chemical laboratory and 20 have some philosophical apparatus. Fifteen report libraries which have, with one exception, from 300 to 11,000 volumes each; less than half being provided with these important aids to instruction, but those which have them presenting rather larger libraries than is common.

The McDonogh Institute, noticed elsewhere, is not included among these schools, being somewhat *sui generis*.—(Returns to Bureau of Education, 1875.)

Two others, largely engaged in elementary instruction, but with academic departments, report a total of 10 instructors and 305 students, 19 of whom are preparing for a classical course in college and 2 for a scientific course.

PREPARATORY DEPARTMENTS OF COLLEGES.

In these departments the returns show 359 students, 195 of whom are said to have been in preparation for a classical collegiate course and 97 for a scientific one.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

Only 1 business college in Maryland reports itself for 1875, and this presents quite imperfect returns, stating that it had, for the fall term of that year, 6 instructors and a course of from 6 months to a year, embracing the "regular curriculum of business study," but giving no list of studies pursued and no number of students in these studies.—(For other details see Table IV.)

SUPERIOR INSTRUCTION.

THE COLLEGES.

If the academies have been doing elementary work at academic prices, remarks the State superintendent, the colleges have been doing academic work, and even lower, at collegiate rates. And as the academies have injured the neighboring district schools by trenching on their province, so the colleges have helped to kill the academies by undertaking to do their work. If one class of institutions should be restricted to their own department, so should the other. It seems absurd that the State of Maryland should pay \$100 a year for having children taught to read, write, and cipher in a chartered institution called a college. Whatever money is paid to these colleges should be paid for instruction which is higher than academic. It is suggested that the colleges be restricted to such a curriculum as shall be intermediate between the academy or high school and the university. At first sight this would seem to be lowering the position of the college; in reality it would have the opposite effect. Not even St. John's need be ashamed to occupy, in relation to a first class university, the position which Eton and Rugby hold with regard to Oxford and Cambridge.

The superintendent gives a table embracing statistics of 7 colleges, including the agricultural college and the State normal school, all having received from the State the amount of \$45,090. There was an attendance of 670 pupils, of whom 325 were gentlemen and 345 ladies. The number of free scholarships belonging to all these was 461, nearly half pertaining to the normal school.

JOHNS HOPKINS UNIVERSITY.

This university will receive students October 3, 1876. The inauguration of its first president, Dr. D. C. Gilman, which occurred on February 22, 1876, was an occasion of great interest, his excellency the governor of Maryland and many other distinguished men being present. The congratulatory address was delivered by President Eliot, of Harvard.

It has been resolved by the trustees "that the university now taking shape should forever be free from the influences of ecclesiasticism or partisanship, as those terms are used in narrow and controversial senses; that all departments of learning—mathematical, scientific, literary, historical, philosophical—should be promoted, as far as the funds at command will permit, the new departments of research receiving full attention, while the traditional are not slighted; that the instruction should be as thorough, as advanced, and as special as the intellectual condition of the country will permit; that the glory of the university should rest upon the character of the teachers and scholars here brought together, and not upon their number, nor upon the buildings constructed for their use; * * * and that, among the professional departments, special attention should be first given to the sciences bearing upon medicine, surgery, and hygiene, for which some provision has been made in the establishment of the Johns Hopkins Hospital."

The faculties of medicine and law will not be organized at present, nor will all the proposed chairs in the faculty of philosophy be filled at first. Freedom of choice in courses of study will be permitted, but the diplomas of the university will be bestowed on those alone who shall have pursued a liberal course of instruction and given evidence of high attainments.—(Circulars of the trustees.)

REGULAR COLLEGES.

St. John's College, founded in 1784, and endowed by the State, is situated at Annapolis, on the banks of the Severn, a few miles from the Chesapeake Bay, which is in full view. The college has a preparatory and a collegiate department, the latter presenting three courses, viz, the regular academic, select, and post graduate. There are

121 students here, of whom 52 are in the preparatory department and 69 in the collegiate.—(Catalogue, 1874-'75.)

Western Maryland College is under the special patronage of the Maryland Annual Conference of the Methodist Protestant Church. The peculiar advantage claimed for it is that parents can have their sons and daughters educated in the same institution and under the same instruction. The course of study, however, is not the same for both sexes, the young ladies completing theirs in three years and the gentlemen theirs in four. Although both sexes have the same instructors, the two departments are kept entirely separate, the students meeting only at chapel service and in the dining room. Total attendance, 113: collegiate department, 47; preparatory, 66.—(Catalogue 1874-'75.)

St. Charles College, near Ellicott City, Md., (Roman Catholic,) is intended to give a religious and clerical education. The course of instruction includes six years, and is a full classical one to those who follow the entire course, embracing all the branches preparatory to the higher ecclesiastical studies.—(Prospectus, 1873.)

Washington College.—This college reports to the State board of education an attendance of 30 pupils in college classes. Additions have been made to the library of 250 volumes of standard works and extensive and valuable ones to the philosophical and chemical apparatus of the college, which is now in excellent condition.—(Report State board of education, p. 29.)

COLLEGES FOR WOMEN.

Six institutions for the superior instruction of young women report a total of 56 instructors, (11 male and 45 female,) with 384 students under them. Of these students, 102 were in preparatory departments, 227 in the regular course, and the remainder in partial courses.

Two only of these institutions—the Baltimore Female College and the Frederick Female Seminary—are authorized by charter to confer degrees. The courses in the 6 range from three to eight years. Four report libraries of 500, 700, 3,875, and 4,178 volumes. In 6, drawing, painting, and music are taught; in 5, French; in 4, German; in 1, Italian. Three have laboratories for chemical experiments; 4, some philosophical apparatus; 2, an art gallery; 2, a gymnasium for exercise, and 1, an observatory.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
Frederick College.											
Johns Hopkins University.*					\$3,000,000	\$190,000					
Loyola College	16		143								\$21,600
Mt. St. Mary's College.†	43	123	78	\$125,000			\$51,000	\$0	\$0		\$2,625
Rock Hill College	29	0	137	28	50,000	0	0		0	0	\$6,100
St. Charles College	11		175								\$4,450
St. John's College	11	0	52	69	200,000			2,000	25,000	0	4,000
Washington College.											
Western Maryland College.	15		45	65	35,000			4,788			\$930

* Classes not yet organized.
 † Includes society libraries.

† From Report of Commissioner of Education for 1874.
 ‡ Including board.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL COLLEGE.

"The decline in the Agricultural College, which was mentioned in the last report," says Superintendent Newell, "continued to the end of the past scholastic year. The college has now passed into new hands; of the old officers and professors but one is left; a

new programme has been laid down, and the public are expected to believe that under the new régime the errors of the past will be retrieved and the promises of the past redeemed. Were this the first time that a similar confidence has been invited, these promises would readily be accepted without discount. But, as the college has now had six different presidents in nine years and has been reorganized by each successive president, it is impossible to avoid the conviction that even reconstruction may fail to produce the long wished for result."

The new president of the college, Capt. William H. Parker, gives it as his opinion that the principal cause of the past failure has been a want of unanimity and permanence in the governing board of trustees. In addition to the feature of annual change in the individual members of the board, its constitution is such that there may be a change of policy every quarter without there being any change in the opinions of individual members. The board consists of 11 members, of whom 5 make a legal quorum; 3 members, or a majority of these, may determine on a certain policy, and 3 other members may reverse such decision at the next meeting. This has actually happened.

To remedy this condition of things, he suggests that the State, which now owns one-half the property of the college and pays directly or indirectly the whole expense of maintaining it, should become entire owner of it; that the trustees should consist of 5 members, to be appointed by the governor of the State, 3 from the State board of education and 2 from among the practical farmers of the State.—(State report, pp. 23-25.)

THEOLOGICAL SCHOOLS.

Theology is taught in the Centenary Biblical Institute of the Methodist Episcopal Church of Baltimore and in the Roman Catholic seminaries of Mt. St. Clement, Elchester, and Woodstock College, Woodstock, Baltimore County. The first, which is "for the education of colored preachers," reports a preparatory course of 6 years and a regular biblical course of 3 years; the 2 last report, respectively, courses of 11 and of 7 years, which include the literary as well as the theological. The libraries of these 2 number 9,000 and 18,000 volumes.—(Return for 1875.)

SCHOOL OF LAW.

"The faculty of law of the University of Maryland," in Baltimore, "was organized at an early period after the incorporation, (1812,) and the school opened under David Hoffman, LL. D., a single professor. After some years it was suspended, and reorganized under its present management February 1, 1870." It reports "Hon. George W. Dobbin, dean," with 3 resident professors, a two years' course, and 59 students, of whom 27 have had a degree in letters or science.—(Return for 1875.)

SCHOOLS OF MEDICINE.

Three medical schools exist in Baltimore, the College of Physicians and Surgeons, the School of Medicine of the University of Maryland, and the Washington University School of Medicine. Courses, in each case, 2 years.

The chemical department of the Maryland Institute provides a course of 25 lectures for instruction in elementary, analytical, and applied chemistry.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Maryland Agricultural College.....	6	...	64	4	\$100,000	.....	\$6,000	<i>a</i> \$6,000	b1,500
United States Naval Academy.....	63	...	3:2	6	3,000,000	.....	\$0	0	17,678
SCHOOLS OF THEOLOGY.									
Centenary Biblical Institute.....	15	0	c34	3	12,000	.....	3,100	212	.....
Mt. St. Clement's College.....	14	.....	134	11	.....	.....	.....	.....	9,000
St. Mary's Theological Seminary of St. Sulpice.*	6	.....	90	4½	.....	.....	.....	.....	15,000
Theological department of Mt. St. Mary's College.*	3	0	14	3	.....	.....	.....	.....	.....
Woodstock College.....	12	0	94	7	150,000	.....	0	0	18,000
SCHOOL OF LAW.									
School of law, University of Maryland.	3	...	59	2	.....	.....	0	0	3,000
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons of Baltimore.	11	.....	94	2	.....	.....	.....	.....	.....
School of medicine, University of Maryland.	11	.....	110	2	100,000	.....	.....	10,000	.....
School of medicine, Washington University.	13	.....	50	2	25,000	.....	.....	5,000	.....
Baltimore College of Dental Surgery.	10	.....	50	2	d10,000	.....	.....	8,000	1,000
Maryland Dental College.....	10	.....	16	2	.....	.....	.....	2,500	.....
Maryland College of Pharmacy.....	3	.....	60	2	5,000	.....	.....	.....	330

* From Report of Commissioner of Education for 1874.

b Society library.*a* From State appropriation.*c* Also 52 in a normal department.*d* Apparatus.

SPECIAL INSTRUCTION.

M'DONOGH INSTITUTE.

This school, located in Baltimore County, for poor boys of good character and respectable associations in life, sustained by a bequest from John McDonogh, reports an attendance during 1875 of 68 pupils. Of these 5 were withdrawn at the request of the authorities of the school, 3 were taken away by parents, 8 ran away, 1 left on sick leave, and 1 was removed on account of permanent bad health, leaving an attendance of 50 boys. The fund for the support of the school amounts to \$817,008.48, of which, at present, only the interest is used, but the trustees have the matter under consideration whether it would not be better to devote, as the ordinance permits, all the surplus over the sum of \$500,000 to the uses of the school, and thus secure provision for a greater number of boys. The object of the institution is, according to the will of Mr. McDonogh, to afford instruction in the Christian religion, a plain English education, music, and the art of husbandry. In the literary course of instruction the practical mastery of the English language is considered of the first importance; after that a thorough training in arithmetic is thought essential, with such further progress in mathematics as may be possible in the time allotted. To these are added geography, history, the elements of chemistry and natural philosophy, vocal music, book-keeping, and map drawing.—(Report of board of trustees, 1875.)

PEABODY INSTITUTE, BALTIMORE.

This important aid to the improvement of intelligence and culture in the chief city of the State continued, during 1874-'75, to afford the citizens its usual advantages of library, lectures, conservatory of music, and gallery of art. Its reading room, supplied with newspapers and periodicals, formed a pleasant and useful resort for multitudes

who might otherwise have been idle loungers at home or in the streets; its library, of which the reading room is part, reached, at the close of the year, 57,458 volumes, kept very largely in active use, for reference or full perusal; its lectures opened a means of entertainment and instruction to considerable audiences gathered from every portion of the city and its neighborhood; and its conservatory of music and gallery of art added their instructive and refining influences to all the rest, making the institute both a center of attraction and a radiator of pleasure and of good.

MARYLAND INSTITUTION FOR INSTRUCTION OF THE BLIND, BALTIMORE.

Incorporated in 1853, organized the same year, and opened to its first pupil December, 1854, this institution has had under its charge from that date a total of 171 pupils. All these are said to have received benefit from the instruction given them; many have been raised from almost absolute dependence to a position of comparative helpfulness and cheerfulness, while some have been qualified to obtain for themselves an independent support. It holds a valuable piece of property in Baltimore County, on the northern border of the city, improved by a handsome, well-warmed, and well-ventilated building, capable of accommodating 100 pupils, and has also under its care a workshop and salesroom in the city to assist the adult blind who are laboring to support themselves.

It reported, December 1, 1875, a body of 51 pupils, of whom 7 were from the District of Columbia and 44 from Maryland, with a superintendent, 2 teachers of literary branches, 1 of music, a matron, a governess, a mistress of handicraft, and a teacher of piano tuning and repairing. This last matter is being taught with special thoroughness, and it is thought may become one of the most useful and profitable occupations for the blind. Then, for further aid in self-support, mattress-making and chair-caning are taught the boys, while the girls learn sewing, knitting, crocheting, bead work, and the use of sewing machines.—(Thirteenth report of directors and superintendent.)

MARYLAND INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB, FREDERICK.

The seventh report of this interesting school gives 107 as the whole number of pupils for 1875, of whom 71 were males and 36 females, under a principal, 7 literary teachers, a teacher of articulation, a matron, a housekeeper, and foreman of shoe-shop; the other employes being a steward, assistant steward, engineer, and watchman—a physician looking after the health of all.

At the date of the report, 91 pupils were in attendance, of whom 16 had been admitted at the opening of the fall session of 1875.

The progress of students in their ordinary English studies for the year is said to have been generally satisfactory, and their conduct, with few exceptions, orderly and submissive. A class in articulation has contained twenty-eight members, most of whom have made good progress, while some have very greatly advanced. Others, who had only lately entered, promised well.

The work of the shoe-shop has been carried forward without material change, and to this means of useful industry a cabinet shop has been added, increasing the opportunities of the pupils for earning a livelihood when they go forth again into the world.

The whole number of pupils enrolled since the opening of the school has been 164, representing 147 families, 22 of which have had 54 deaf and dumb children. Far the larger part are shown to have either been born deaf or to have become so in their earliest years.—(Seventh report for 1875.)

INSTITUTION FOR COLORED DEAF-MUTES AND BLIND, BALTIMORE.

This has arisen under the joint patronage and control of the two before mentioned, and has been in operation for four years. With a total appropriation of \$40,000, received in equal portions during these four years, the joint committee of management has secured the ownership of an excellent dwelling house on South Broadway; has built a roomy and well arranged school-room and dormitory; has paid all the expenses of the establishment; and held in hand, at the date of report, sufficient funds to carry on the work till July, 1876, when another payment from the State was looked for.

There have been 40 pupils since the opening, and 31, under 4 teachers and a matron, were receiving care and instruction December 1, 1875. The work performed is similar to that in the parent institutions for white children, including ordinary education in the school room and instruction in different handicrafts.—(Report for 1875.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The eighth annual meeting of this association was held at Cumberland, August 25, 1875. The attendance was quite as large as could have been expected at so late a period of the vacation and at a point so remote from the center of the State. Eighteen of the 23 counties were represented, some of them by large and influential delegations. After the inaugural address by President Elliott, essays and addresses were read and delivered on the following subjects: "The qualifications of a teacher," "Latin," "American oratory," "The teacher's responsibilities," "Natural science as a school study," "Memoriter work in education," "The Teutonic languages," "Celestial weights

and distances," "The relation of the people to the public schools," and "Report of the committee on defense."

There was less discussion of topics of living interest, according to editorial remarks in the Maryland School Journal, than could have been wished. Such as was has seemed to turn into one channel: the comparative merits of language and science as instruments of education.—(Maryland School Journal, September, 1875, pp. 36-38.)

OBITUARY RECORD.

WILLIAM R. CREERY.

Mr. William Rufus Creery, for over seven years superintendent of public schools in Baltimore, died at his residence in that city on Saturday, May 1, 1875, after thirty years of faithful service in the cause of education. Born in Baltimore May 9, 1824, he graduated at Dickinson College, Pa.; became, soon after, assistant in the Baltimore Male Grammar School No. 6, and subsequently principal of the same. After some service in that capacity he accepted the principalship of the Lutherville Female Seminary, and continued there three years. He then returned to Baltimore, was made principal of Grammar School No. 12, and also of the Saturday normal class for the teachers of the city. Resigning the former position, but continuing the latter, he for some time served as professor of literature in the Baltimore City College. The dates of these various official services are not given in the authorities at hand. In January, 1868, on the resignation of Dr. J. N. Jilton as superintendent of the schools of Baltimore, Mr. Creery was elected to that honorable office and served in it till his death. The school board of the city attribute to him "much of the success of the schools during the past few years," and say that "he was eminently qualified for his position, combining in himself the special qualities which are necessary for success in teaching, while his great ability was evidenced by the happy issues of his labors."

Besides performing zealously his duties as teacher and superintendent, Mr. Creery, in conjunction with State Superintendent Newell, issued several volumes of spellers and readers, a Catechism of the History of the United States, and Questions on the Constitution of Maryland. During the last few months of his life he also edited, with Mr. Newell, the Maryland School Journal.—(Baltimore American and Baltimore Sun of May 3, 1875, with report of the city school board for that year.)

LIST OF SCHOOL OFFICIALS IN MARYLAND.

All terms from January 1, 1876, to January 1, 1878.

Hon. M. A. NEWELL, State superintendent of public instruction, Baltimore.

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency John Lee Carroll, governor	Annapolis.
Hon. M. A. Newell, secretary and <i>ex officio</i> State superintendent of public instruction	Baltimore.
Dr. M. J. Stone	Aquasco.
P. A. Witmer	Hagerstown.
Dr. William M. Hardy	Clarksville.
J. P. R. Gillis	Whaleville.

COUNTY EXAMINERS.

County.	Name.	Post-office.
Alleghany	George G. McKay	Cumberland.
Anne Arundel	William Harwood	Annapolis.
Baltimore	Dr. Samuel Kepler	Towsontown.
Calvert	Rev. Samuel Cornelius	Prince Frederick.
Caroline	Rev. George F. Beaven	Hillsborough.
Carroll	J. M. Newson	Westminster.
Cecil	Rev. John Squier	Port Deposit.
Charles	George M. Lloyd	Port Tobacco.
Dorchester	Dr. James L. Bryan	Cambridge.
Frederick	Daniel T. Lakin	Frederick.
Garrett	A. Matthews	Grantsville.
Harford	William H. Harlan	Bel Air.
Howard	Dr. William H. Hardy	Clarksville.
Kent	E. F. Perkins	Chestertown.
Montgomery	James Anderson	Rockville.
Prince George's	Dr. M. J. Stone	Aquasco.
Queen Anne	James W. Thompson	Centreville.
Somerset	William E. Jones	Princess Anne.
St. Mary's	George Thomas	Leonardtown.
Talbot	Alexander Chaplain	Easton.
Washington	P. A. Witmer	Hagerstown.
Wicomico	George W. M. Cooper	Salisbury.
Worcester	George M. Upshur	Snow Hill.

MASSACHUSETTS.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons in the State May 1, 1874, between 5 and 15 years of age	294,708
Increase for the year.....	2,227
Number of pupils of all ages in all the public schools.....	302,113
Increase for the year	5,093
Average attendance in all the public schools during the year.....	216,561
Increase for the year	6,613
Number of children under 5 years attending public schools.....	2,383
Decrease for the year.....	169
Number of persons over 15 attending public schools	32,986
Increase for the year.....	5,299
Number of towns which report that they have made provision for truants	130

TEACHERS AND TEACHERS' PAY.

Number of persons employed as teachers: Men, 1,169; women, 8,047....	9,216
Total increase	501
Number of teachers who have attended a normal school.....	1,792
Average monthly wages of men teaching, (including salaries of high school teachers)	\$88 37
Decrease for the year.....	5 96
Average wages of women teaching.....	35 35
Increase from last year	1 01

PUBLIC SCHOOLS.

Number of public schools	5,551
Increase for the year	126
Number of schools returned as high schools	208
Number of evening schools kept in 32 cities and towns	99
Number of teachers in evening schools.....	525
Attendance in evening schools: Men 12,594; women, 3,774.....	16,368
Average attendance	6,474

PRIVATE SCHOOLS AND ACADEMIES.

Number of incorporated academies returned	63
Average number of scholars.....	7,594
Aggregate tuition paid.....	\$161,215 63
Number of private schools and academies	369
Estimated average attendance	16,650
Estimated amount of tuition paid	\$438,938 48

SCHOOLS FOR SPECIAL INSTRUCTION.

Number of State charitable and reformatory schools.....	12
Number of different pupils attending.....	1,240
Average attendance during the year.....	812
Number of pupils under 5 years of age.....	22
Number over 15 years	431
Number between 5 and 15 years, August 1, 1875.....	457
Number of teachers: Men, 3; women, 16	19
Wages per month of men	\$50
Wages per month of women.....	25

INCOME AND EXPENDITURE.

Receipts.

From taxation, for wages of teachers, fuel, care of fires and school-rooms	\$4,358,523 59
Increase for the year	105,312 42
Income of funds appropriated for public schools at the option of towns.....	4,734 19
Voluntary contributions for board, fuel, apparatus, &c., for public schools	30,787 32

Income of local funds appropriated for schools and academies.....	\$120, 286 32
Increase for the year	21, 325 74
Income of State school fund paid to cities and towns in aid of public schools	88, 613 45

Expenditures.

For salaries of superintendents of public schools	\$86, 608 25
Total expended on public schools, exclusive of school-houses and books.	4, 668, 472 09
Increase for the year	134, 918 80
Amount expended for erecting and repairing school-houses	1, 533, 142 54
Total expenditures	6, 201, 614 63

—(From report of board of education for 1874-'75. Hon. Joseph White, secretary.)

SCHOOL SYSTEM OF THE STATE.

GENERAL CONSTITUTIONAL PROVISIONS.

The State constitution of 1780 contained, from the pen of the elder Adams, then recently returned from his European mission, the following important article on "the encouragement of literature:" "Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and these depending on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, it shall be the duty of the legislatures and magistrates in all future periods of this Commonwealth to cherish the interests of literature and the sciences, and all seminaries of them, especially the University at Cambridge, public schools, and grammar schools in the towns; to encourage private societies and public institutions by rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in dealings, sincerity, good humor, and all social affections and generous sentiments among the people."

An amendment adopted in 1857 precludes from voting and from eligibility to office all that cannot read the Constitution in the English language and write their names, the only exceptions made being in cases of physical disability, of an age over 60 at the time of the adoption of the amendment, or of an existing right to vote.

PROVISIONS OF THE SCHOOL LAWS.

School laws of Massachusetts, edition of 1875.

OFFICERS.

For the State at large, a State board of education, whose secretary performs the office duties of a State superintendent, with some visitorial ones; a general agent for the visitation of the towns and cities, a special agent for the western counties, with two others for the same kind of work, and a State director of art education. For the towns—which term in New England generally means townships—school committees, with prudential committees in such as are divided into school districts. For the cities, usually a superintendent of schools, in addition to the committees.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State board has the chief authority in school concerns. It consists of the governor, lieutenant-governor, and eight other persons, appointed by the governor with the concurrence of the council, each to hold office for eight years, but one retiring each year in the order of appointment. It is the trustee for the Commonwealth of all grants, devises, donations, and bequests for educational purposes, the State treasurer acting as its agent for the investment and safe custody of these. It prescribes the form of registers to be kept in the schools and that of the blanks and inquiries for the returns to be made by school committees; and annually, on or before the third Wednesday of January, must lay before the legislature a report containing a printed abstract of said returns, a detailed statement of its own doings, and such observations and suggestions respecting the school system as need may require or occasion seem to call for. Its members receive no salary as such, but are allowed compensation for expenses incurred in the discharge of their duties.

The secretary of the State board is appointed by it, with no express limitation as to term, and under its direction makes the required abstract of school returns; collects information respecting the condition and efficiency of the public schools; diffuses intelligence of the best systems of study and instruction; suggests to the board and legislature improvements in the school system; visits, as often as possible, different parts of the State, to arouse and guide public sentiment in relation to education; collects in his office such school-books, apparatus, maps, and charts as can be obtained without ex-

pense to the State; receives and arranges the reports and returns of school committees; and receives, preserves, or distributes the State documents in relation to the public school system. He is also expected to give notice of and attend meetings of teachers, superintendents, and friends of education throughout the State, collecting at these meetings all available information as to the condition of the schools, with a view to its presentation in the annual report of the board. The blank forms of inquiry, school registers, and annual report are sent out by him to the clerks of the several towns and cities for proper distribution. For the discharge of these duties the secretary receives an annual salary of \$3,000, with \$400 additional for travelling expenses, and also the necessary postage of his office.*

The general agent of the board is appointed by it to visit the towns and cities with a view to inquiry into the condition of the schools, conference with teachers and committees, lecturing on educational subjects, and performing such other duties as the secretary might do if present. An agent for the western counties is now also in the field, with two additional for special fields.

The director of art education has it as his duty to superintend the State Normal Art School, and to aid by deputy or in person in training the public school teachers of cities having more than 10,000 inhabitants to such a knowledge of drawing as will enable them to instruct pupils in the same.

The school committees are chosen by written ballots at the annual town meetings; consist of any number divisible by 3, and are kept at once fresh and experienced by one-third going out annually and being replaced by new elections, while the full term of each member is three years. Women are eligible as well as men. The committee of each town or city appoints its own secretary, and keeps through him a permanent record of its votes, orders, and proceedings. It selects and contracts with teachers for the public schools, requiring full evidence of the good moral character of those chosen and subjecting them to such examination as may determine their qualifications for both governing and teaching school. It gives to each approved teacher a certificate in duplicate of his qualifications, one copy of which, deposited with the selectmen, is their warrant for recognizing him as engaged to teach and for paying him in due time for his services. The committee may also dismiss a teacher whenever they think proper, in which case his pay ceases from the date of dismissal. In the first and last weeks of the school term the members, in whole or in part, are to visit statedly all the public schools, and make another visit, without previous notification, once a month, to aid in organizing the schools at the beginning, and to inquire afterward as to their methods, discipline, progress in study, &c. They are to direct what books shall be used in these schools; are to purchase a sufficient supply for them; to give notice where they may be obtained; to furnish them to pupils at cost price; to supply needy scholars with them at the expense of the town, and to do the same for all in case of a change of books.† They may also procure, at the town expense, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools, in accordance with appropriations previously made for that purpose.

Prudential committees.—In towns in which the school district system does not exist the school committees have the general charge of school-houses as well as of the schools; but in the districted towns a prudential committee, composed ordinarily of one person for each district, attends to this duty, and may, by vote of the town, contract with and engage instructors for the schools. The school committees or prudential committees also receive from the town clerk and distribute to the teachers the registers furnished by the State board, see that these are faithfully kept, annually before the last of April transmit the proper returns to the secretary of the State board, with a certified census of the children of school age, and publish yearly a detailed report of the condition and progress of the schools under their charge.

Superintendents of public schools are appointed annually by the school committees in such towns as require this by a legal vote and in such cities as direct it by an ordinance of the city council. Two or more towns are allowed to unite for the election of a superintendent. These superintendents, under the direction and control of the committee, have the care and supervision of the schools, with such salary as the city government or town may determine, in which case the members of the committee no longer receive the dollar or dollar and a half per diem for the discharge of the duties of their office to which they would be otherwise entitled.

SCHOOLS.

Every town is required to maintain at the public expense, for at least six months in each year, under teachers of competent ability and good morals, a sufficient number of schools, properly furnished and conveniently located, for the instruction of all the children who may legally attend school therein in orthography, reading, writing, English grammar, geography, arithmetic, drawing, the history of the United States, and

* The office of secretary of the board has been filled successively by Hon. Horace Mann, Dr. Barnas Sears, and Hon. George S. Boutwell before the present incumbent, Hon. Joseph White.

† Parents able to pay have this expense afterward collected from them by the tax-gatherers.

good behavior. Algebra, vocal music, agriculture, physiology, and hygiene are also to be taught by lectures or otherwise in any public schools in which the committee deem it expedient. Provision is made, too, for giving free instruction in industrial or mechanical drawing, in day or evening schools,* to persons over 15 years of age, in any town where the committee may think it best, and in all where the population is upward of 10,000, as well as for maintaining, in towns with over 500 families or householders, a school in which general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of Massachusetts and of the United States, and the Latin language shall be added to the studies mentioned above. In every town containing over 4,000 inhabitants, the teacher or teachers must further be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

The public schools are open to all children of school age, without distinction of race, color, or religious opinions, and all children from 8 to 14 years of age, not elsewhere taught, are required to be sent to them for at least twenty weeks in each year, in two terms of ten consecutive weeks each. Unvaccinated children may, however, be excluded.

Five normal schools, with a normal art school, form also a part of the school system of the State, which has, besides, an agricultural and mechanical college at Amherst, open to all qualified students among its citizens. In consideration of a grant of \$50,000 to the Worcester County Free Institute of Science, that school, too, receives annually 20 State scholars, to be instructed, free of tuition, throughout the entire course; while in the State charitable and reformatory institutions, 18 schools, with upward of 1,200 pupils, are maintained.

Teachers' institutes, for the fuller training of those already engaged in teaching, are provided for by the school law. They are to be appointed by the State board of education, whenever assurance is given that 50 teachers of common schools desire to assemble for instruction, and an amount not to exceed \$4,000 may be used to defray necessary expenses and procure teachers and lecturers for the institutes, of which sum not more than \$350 may be used for any single institute. More than 240 such institutes have been held in the State since 1845.—(School law of 1875.)

LIBRARIES.

Although school libraries are not made expressly a part of the State school system, encouragement is given in the school law to the formation and extension of these aids to intelligence and culture in all the towns and cities of the State.

STATE SCHOOL FUND.

A fund for aiding public schools, first formed from the sale of lands in Maine when it belonged to Massachusetts, now amounts to upward of \$2,000,000. One moiety of the annual interest on this, amounting to nearly \$90,000, is distributed among the towns and cities, in proportion to their school population, to supplement and encourage local appropriations to the schools, while another moiety is appropriated to the support of State normal schools and teachers' institutes.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

Remarking upon the many respects in which the schools have improved during the past thirty years, the superiority of their buildings, locations, furniture, and other needful appliances, grading, course of study, length of term, and increased teachers' wages, Mr. Phipps, general agent of the board, expresses the opinion that there has not been, during this period, a corresponding improvement in respect to the qualifications of teachers for their work. Excellent and often very costly school buildings have been erected and thoroughly equipped; schools have been graded; courses of study, carefully and wisely matured, have been prepared; and yet not infrequently all this has been of little avail through lack of that which is more important than either or all of them combined: thoroughly qualified teachers. A large proportion of the 8,000 or more teachers who were employed in the public schools of the State in 1873-'74 never taught before, and, as the graduates of the normal schools during the year numbered less than 200, comparatively few of these new teachers had the benefit of thorough, systematic, special training for their work. Most commence teaching with no well defined plan of the work to be accomplished. They are placed in charge of 50 or 60 children of different ages, habits, and attainments. They are unacquainted with the best methods of teaching, and too often with any method, and the wonder is that many accomplish so much as they do and achieve even a measure of success, when entire failure might reasonably have been expected.—(Report of board of education, 1873-'74, pp. 92, 93.)

* In 32 cities and towns 99 evening schools were maintained in 1874-'75, containing 12,594 pupils, and employing 525 teachers at an expense of \$68,442.

The report for 1873-'74 of George A. Walton, agent for the western portion of the State, who, during the year, visited 391 schools in 74 towns and cities, notes, among other signs of progress in public sentiment, the approval by committees and people of rational methods of teaching. This is shown by the demand for good teachers and the effort to retain those who have proved themselves competent to teach. It is shown in the increased attention bestowed, especially in the larger places, upon the arrangement of courses of study, in all of which more time is given to object teaching and illustrations and to general exercises. In many towns, evening schools are established and meetings of teachers are held regularly. Provision is made for the attendance of teachers upon teachers' institutes and upon the State and county associations, and teachers gladly avail themselves of the privileges thus offered. Drawing is coming to be recognized as a useful and necessary branch of education, and is receiving considerable attention in many of the schools. Evening classes of adults for the practice of mechanical drawing have been started in some of the larger manufacturing places, and are attended by operatives, book-keepers, and overseers in the mills, tradesmen, and mechanics of all trades. Another sign of progress in this portion of the State is the disposition to abolish the district system, which, in some sections, has had a particularly firm hold. One result which uniformly follows the abolition is better school-houses; and in many places the necessity for better houses is forcing abolition upon the town.—(Report of board of education, 1873-'74, pp. 79, 80.)

HINDERANCES STILL EXISTING.

On the other hand, the agent notices certain obstacles to progress, resulting, he believes, mainly from the want of enlightened public sentiment. The first specified is the need of more efficient supervision. In some instances the towns grudgingly pay the pittance charged for the too infrequent visits of the committee to the schools, and in many the task of superintending the schools has come to be so thankless that these best fitted for the duties refuse to accept the office of school committee. The worst possible form of supervision is that which results from the district system, where the selection of the teachers is left to a prudential committee and the oversight of their work, perhaps, to a subcommittee. Again, many persons are employed to teach who have neither zeal nor fitness for their calling, while even well qualified teachers are sometimes compelled to pursue traditional and often irrational methods in the schools. In very many, the time is spent in brief recitations of mere words; and even where something more is attempted than committing to memory meaningless expressions, the facts learned are so dissociated as to be of little or no use to the learner. To secure the best results in the schools the needs are an enlightened public sentiment, a careful supervision, and knowledge, skill, and enthusiasm in the teachers.—(Report of board of education, 1873-'74, pp. 81-84.)

REMARKS UPON STATISTICS FOR 1874-'75.

Attendance.—The statistics of attendance offer gratifying proofs of progress, in that they show a large increase in the number of pupils over 15 years of age attending school. It is a cheering indication of some check to the practice of crowding the education of the young into the shortest period.—(Report for 1874-'75, p. 122.)

Frequent changes of teachers.—Another phase of the practical working of the schools as presented by these statistics, namely, the increase of the number of different teachers, furnishes ground for some apprehension. This increase during 1874-'75 was 501, 91 being men and 410 women. While a considerable proportion of the excess in the number of teachers over that of schools may be due to various other causes, it is believed that a larger part must be charged to the unfortunate custom of changing the teacher with every term of the school, towns having thus sometimes three successive teachers in a year.—(Report for 1874-'75, p. 123.)

Truants.—The number of towns which report having made the provision required by law concerning truants is only 130, less than one-half the whole number. The early law relating to truancy simply authorized the towns to make useful by-laws concerning habitual truants; that of 1862 required them to make such by-laws, and in 1873 an important amendment was made to the law, requiring the school committee to appoint truant officers and fix their compensation. This duty is not contingent upon the action of the town, but is an actual command to the committee.—(Report of board of education, 1874-'75, p. 124.)

Prompt obedience to this feature of the law is urged.

MUSIC AND DRAWING.

The public schools of the State, in the opinion of Mr. Phipps, are generally doing a great and good work, highly creditable to them and to the State; but in order to bring them all up to a uniform standard of excellence and secure the best possible results, existing deficiencies and faults must not be ignored. He therefore calls attention to the unsatisfactory results witnessed outside of the cities and large towns in respect to singing and drawing. In many of the rural towns of the State, the teachers them-

selves know very little of these subjects; consequently can teach little of any real value. When the agent expresses a wish, in such schools, to hear the children sing, they repeat by rote and mechanically the words of a few songs, often with harsh and discordant voices, and without the slightest appreciation of the sentiment or its proper musical expression; and this is called singing. When he asks what attention has been paid to drawing he is shown a multitude of little books, often mere scraps of paper, covered with a great many strange objects that bear no resemblance to anything in the heavens above, or in the earth beneath, or in the waters that cover the earth; and this is called drawing. He advises, as a remedy for this state of things, that it be made an indispensable requirement of every applicant to teach that she shall know something, theoretically if not practically, of the science of singing and drawing, (for some persons very successfully teach these subjects without being able to sing or draw to their own satisfaction or that of others;) that she be furnished with suitable musical charts and aids in drawing, and then required to exhibit as satisfactory results in these branches as in others.—(Report of board of education, 1873-'74, pp. 99, 100.)

INDUSTRIAL ART EDUCATION.

Every town in the State, except one, having a population of over 10,000 inhabitants had, in 1874, complied with the law of 1870 relating to industrial drawing. Director Smith again urges upon the board of education that the statute should be amended to include all towns of 5,000 inhabitants and upward, believing that a greater number of mechanics would receive instruction in the 50 towns so included than are now receiving it in the 23 at present influenced by the statute. There is as much need of industrial art education in the smaller as in the larger centers of population, and in Europe it is not unusual to find the most successful classes in quite small towns.

The tendency of the work carried on in the free industrial drawing classes is toward mechanical and architectural drawing, and few take up free hand subjects. Where, however, this has been done, there is a manifest increase of interest displayed by the students. The difficulties in the way of making these classes successful have been very great, and are not yet overcome. More than half of these, Director Smith remarks, are removable at will, and until they are so removed the classes will be inefficient and in danger of being discontinued from want of pupils. He sums up the conditions necessary to carry on a free industrial drawing class successfully as follows: There must be (1) suitable class rooms, lighted by day and night, adapted to the character of work carried on in them; (2) proper examples to be used as copies and illustrations of the subjects studied, in line, color, light, and shade, with models of solid forms and natural objects; (3) a qualified teacher who is familiar with the general subject of art education, theoretically and practically, supported by subordinates who can teach special departments. Without these requirements it has been impossible to achieve absolute success, though even while working under such disadvantages many teachers have attained comparative success.

Exhibitions of drawings by the free industrial evening classes have been made annually for three years past, have been visited by many thousands of persons, and have attracted much attention. The progress made during these three years, says Director Smith, is remarkable, and their suggestiveness even more marked. In conclusion he declares that rapid and sound progress is being made in the subject of industrial drawing in all directions, more than he could have believed possible in the short period of time elapsed since the act of 1870 was passed.—(Report for 1873-'74, pp. 39, 44, 50.)

EMPLOYMENT OF NORMAL SCHOOL TEACHERS.

Secretary White presents a table collated from the returns for 1873-'74, showing the number of normal school teachers employed in the several counties of the State during that year, from which it appears that in only one county was there none employed. In 268 of the 340 towns of the State, 1,666, or nearly 20 per cent. of the whole number of different persons employed as teachers, were from the normal schools, and the demand for such is rapidly and constantly increasing. "Thus," he remarks, "we are slowly but, I believe, surely approaching the fulfilment of the purpose for which Levi Lincoln, as governor, and Dwight Foster, William B. Calhoun, and Henry Dwight Marsh, as legislators, nearly fifty years ago urged the establishment of the Massachusetts school fund, to wit, "That teachers' seminaries might be established in every county in the Commonwealth."—(Report for 1873-'74, p. 125.)

TEACHERS' MEETINGS.

Besides the larger and more public gatherings of teachers at national, State, and county associations, and at teachers' institutes, it is becoming a very general custom, in the cities and larger towns especially, for all the teachers in the town to meet at stated periods, generally once a month, for a half day or an evening, to discuss educational topics, to give and receive counsel in matters relating to their individual experience in teaching and governing their schools, and in various other ways to promote the interests of education. In some places the teachers are allowed a half day in each

month, or once in two months, expressly to attend such meetings, and then are required to attend them. In others they are expected to give a half holiday or an evening for this purpose, and a frequent neglect to do so is regarded as showing a want of interest in their vocation which often results in their failure to secure a re-election.—(Report for 1873-'74, p. 96.)

KINDERGARTEN SCHOOLS.

Ten Kindergärten, 5 of them located in Boston and the others in Newton, New Bedford, Northampton, Worcester, and Yarmouthport, report a total of 16 instructors and 167 pupils. Three of these schools were established in 1874 and 1 each in 1875, 1876, 1871, and 1870. The remaining school does not report its date of organization. In a majority of these schools the number of hours for daily study is 3, only 1 exacting 4, and 2, $3\frac{1}{2}$. The age of admission ranges from $2\frac{1}{2}$ to 3 years.—(Special reports to the United States Bureau of Education, 1875. For further particulars see Table V.)

CITY SCHOOL SYSTEMS.

BOSTON.

Officers.—The public schools of Boston are under the control of a board of education, consisting, since its recent reorganization, of 24 members, with a city superintendent and 6 assistant supervisors. The powers of the board are to supervise and direct the public schools of the city; elect teachers and other school officers, fix their compensation, and discharge them if there be cause; arrange the courses of study in schools and determine such rules as may seem necessary; elect a superintendent of schools and 6 supervisors and the head masters of the Latin, normal, high, and grammar schools. Women are not excluded, and are actually in the board, the only qualification demanded being residence in the city.—(New-England Journal of Education, May 29, 1875, p. 258.)

Statistics.—Number of children between 5 and 15 years of age, 60,255, an increase of 3,571 during the year; average number of pupils belonging to day schools of all grades, 44,984; average daily attendance, 41,606. Number of day schools, 477, of which 9 are high schools, 50 grammar, 114 primary, 2 for licensed minors, 1 Kindergarten, and 1 for deaf-mutes; number of evening, including 6 drawing schools, 21; making a grand total of 498 schools. There were 203 men engaged in teaching these schools and 1,093 women; total, 1,292; of whom 1,245 are regular and 51 special teachers. In the evening high school there was an average attendance of 330 pupils, of whom 124 were young women. In the 9 day high schools the average number of pupils was 2,091; teachers, 81; 455 pupils in these schools—382 girls and 73 boys—received diplomas of graduation at the close of the school year. The number of promotions among the 24,413 grammar school pupils was 1,245, of whom 625 were boys and 620 girls. The expenditure for school purposes during the year was \$2,081,043.35.—(Statistical report, for 1875, of the statistical clerk, Phineas Bates, esq.)

Drawing.—The work of the primary schools of Boston shown at the fourth annual exhibition of industrial drawings of the schools of the State held at Horticultural Hall, in June, 1875, was considered to be very full and fine. It consisted of free hand drawing from cards, blackboard dictation exercises, memory drawing, and model drawings from the blackboard, and original designs by children from 6 to 10 or 11 years of age. While the copy work of this class of pupils shows excellent practical skill, it is said that the cards of model and original drawings far surpass in execution any work of the kind ever before exhibited in America. Art critics are amazed at the results of the primary schools, and claim that they surpass in real merit the more finished work of the higher classes.—(New-England Journal of Education, June 12, 1875, p. 282.)

About two-thirds of the whole number of the public school teachers of this city have been examined by Professor Walter Smith and received from him certificates of ability to teach drawing according to the requirements of the drawing course.—(Same journal, May 29, 1875.)

Normal school.—The number of pupils who entered the Boston Normal School in the fall of 1875 was 76, all except 13 being graduates of the various high schools of the city. The average age was 19 years.—(Report for 1874-'75 of statistical clerk of school board, p. 18.)

CONCORD.

Officers.—A school committee of 8 members and a superintendent of schools, Dr. E. W. Emerson.

Statistics.—Whole number of schools 13, including a high school; whole number of pupils in three terms, 1,294; average enrolment each term, 431; average attendance, 349. Teachers employed, 18; wages of these, \$100 to \$500 a year.

Notes.—Want of moral tone, a low standard of teaching, and consequent superficiality, lack of system, and want of support from parents are evils complained of by the

superintendent, and for which he suggests some appropriate remedies. Drawing is practised as a required study in all the schools except the primaries, while in music surprising and gratifying progress has been made. Ventilation has been secured in winter by the simple device of narrow boards placed under the lower sash across the whole breadth of the window, thus throwing a current of fresh air upward toward the ceiling.—(Report of superintendent for 1875-76.)

FITCHBURG.

Officers.—A board of education of 18 members, 3 from each ward, of whom one-third go out each year, with the president of the common council as *ex officio* member, and the mayor of the city as *ex officio* chairman, and a superintendent of schools.

Statistics.—Whole number of schools, apparently, 36, including 8 ungraded ones, 15 primary and secondary, 8 intermediate, 3 grammar, and 1 high school. An evening drawing school has also been maintained. Enrolment in the schools for the year, 2,473; average number belonging, 1,944; average daily attendance, 1,750. Teachers employed December, 1875, 54, besides 3 special teachers; wages of teachers, \$350 to \$2,250 per annum.

A good and well arranged course of study accompanies the report, but the superintendent, having been in office only a few months, speaks only in a general way of the manner in which this is carried out.—(Report of Superintendent J. G. Edgerly for 1875.)

HAVERHILL.

Officers.—A school board of 18 members, 3 from each ward, one-third going out each year, the mayor of the city as chairman *ex officio*, and 3 truant officers.

Statistics.—Whole number of schools, including high, grammar, primary, and union schools, apparently, 51, besides an evening drawing school and an evening school for instruction in ordinary studies. Number of different pupils registered, 2,887; average number belonging, 2,260; average attendance, 2,013. Number in evening schools, 386; average number, 310; average attendance, 177. Percentage of attendance in all the schools, 85.24.

The schools of the city have been for 1874-75, as previously, under the dissociated charge of subcommittees of the school board. These different committees being differently conditioned as respected disposable time, experience, and qualifications, some schools have had the benefit of careful and judicious superintendence, while others have suffered from partial or complete neglect, and all have felt the lack of one central controlling influence, harmonizing all their varied work and guiding it by a thoroughly balanced system, step by step, from the lowest to the highest grade. By having, as in some other cities, a supervisory board, serving, like the city council, without pay, and establishing a superintendent, with suitable salary, to attend to the detail work and general control, there would be, the committee think, with a slight increase of expense, a much more fruitful result from the outlay now made.—(Report of school committee for 1874-75.)

HOLYOKE.

Officers.—A school committee of 9 members, 1 from each ward and 2 at large, with the mayor of the city as chairman and a superintendent of schools as secretary.

Statistics.—Number of schools, not distinctly given. Teachers, including 3 in high school, 4 in grammar schools, 3 in intermediate, 15 in primary, and 5 in mixed schools, 31. Pupils enrolled, 1,557; average number belonging, 1,003; average attendance, 860; number of tardinesses for the year, 7,349; number of pupils neither absent nor tardy, 11.

It is worthy of remark that while 1,557 have been enrolled in the public schools "about as many more" are said by the superintendent to have been enrolled "in the parochial schools connected with St. Jerome's parish." "Not less than 200 have been enrolled twice, once in public school and once in the parochial school." Still "more than 1,000 children of legal age daily absent themselves from school." This truancy, however, it is hoped, may be checked by enforcement of the truant ordinance, as now the name, age, and residence of every absentee from school are known, and the truant officers can thus act efficiently.

The committee on music report considerable progress made, and one on evening schools says that these schools were opened December 2, 1874; continued three months for 2 hours of 4 evenings each week, and had an attendance nightly of 450 eager pupils. The evening drawing school was taught in a room poorly lighted and not centrally located; consequently the attendance was not as large as might have been secured.—(Report of school committee and Superintendent L. H. Marvel, for 1874-75.)

LAWRENCE.

Officers.—A school committee of 2 members from each of the six wards of the city, with the mayor as chairman *ex officio* and a superintendent of city schools acting as secretary. One-third of the committee go out each year.

Statistics.—Number of school buildings occupied by public schools, 18; single rooms for both study and recitation in primary, middle, and grammar schools, 51; double rooms in these, 12; in high school, 2 rooms for studies and 5 for recitations. Pupils enrolled in public schools, 4,749; average monthly enrolment, 3,713. Enrolled in St. Mary's Roman Catholic schools, 1,029. No summary of average attendance. Teachers in public schools, 83, with three additional special teachers of drawing, writing, and music; wages of teachers, \$425 a year to \$2,500.

Under the operation of a truant law, with efficient truant officers, truancy has been reduced from 488 cases to none, not a single case of habitual truancy being known by the officers at the date of the report. In the schools the custom of daily marking each pupil in each recitation has almost entirely given place to a monthly examination in each study. Free evening schools have been maintained from October to March, 1 for men and boys and 1 for girls, with a total attendance of 419 and an average attendance of 287, under 23 teachers.—(Report of Superintendent G. E. Hood for 1875.)

NEWBURYPORT.

Officers.—A school committee of 9 members, with a chairman, secretary, and agent. One-third of the committee is changed annually.

Statistics.—Public schools, 23; number of sittings, 2,476; scholars enrolled during the year, 2,142; average attendance in winter, 1,468; in summer, 1,414. Teachers employed, 46; salaries of these, \$350 to \$1,900. Evening school for women: enrolment, 103; average attendance, 60; evening school for men: enrolment, 109; average attendance, 90.—(Report of school committee for 1875.)

SALEM.

Officers.—A school committee of 18 members from 6 wards, with the president of common council as member *ex officio* and the mayor as chairman *ex officio*, a superintendent of schools, and a secretary of the board.

Statistics.—Number of children of school age, 4,688; enrolled in public schools, 4,148; in private or parochial schools, 764. Average daily attendance in public schools, 2,960. Teachers employed, 83, of whom 42 were graduates of normal schools and 9 others had studied in them; salaries not given.

The study of vocal music is pursued in all the public schools, with marked improvement in its quality. Drawing also has been prosecuted with success. An evening school for boys enrolled 170, with an average attendance of 83; an evening school for girls, 105, with an average attendance of 57.

An interesting history of the school system of the city is given by the superintendent, beginning with the first free school in 1837 and coming down to 1875, and showing in succession, first, the individual school, then, the growth of a system of schools, and then, from the need of agents to regulate and inspect the schools, the appointment of a school committee and a superintendent, the last not till 1866.—(Report of school committee and of Superintendent A. D. Small for 1874-75.)

SPRINGFIELD.

Officers.—A school committee of 8 from the wards with 1 at large and a superintendent of schools, A. P. Stone, esq., who is also secretary of the board.

Statistics.—Population of the city, 31,026; children of school age, 5,668; enrolled in day schools, of this age, 5,234; whole enrolment, 5,690; average daily attendance, 3,944. Pupils in evening schools, 404; in draughting schools, 178; in all schools, 6,272.

The schools generally are reported to have been in good condition and to have made gratifying progress during the year; grading improved and discipline satisfactory.—(Report for 1874-75.)

TAUNTON.

Officers.—A school committee of 9, with the president of common council as member *ex officio* and the mayor as chairman. Superintendent of schools, W. W. Waterman, esq.

Statistics.—Population of the city, 20,429; children of school age, 3,846; enrolled in public day schools, 3,647; in 3 free evening schools, 187; in 3 private schools, 216. Average daily attendance in the city day schools, 2,567. Teachers in these, 74; wages, \$200 to \$1,600.

Some important remarks are made in the report on the proper method of securing good ventilation of a school-building.—(Report for 1874-75.)

WOBURN.

Officers.—A school committee of 7 men and 2 women, with a superintendent of schools, E. H. Davis, esq.

Statistics.—Population of the town, 9,599; children of school age, 2,122; enrolled in public schools, 1,977; average daily attendance, 1,498. Schools, 37; school-houses, 13. Teachers, 51; wages of these, \$350 to \$2,000.—(Report of committee and superintendent for 1874-75.)

A valuable historical sketch of the schools from 1673 accompanies the report.

WORCESTER.

Officers.—A school committee of 24 members, one-third changed yearly, with the mayor as president, and a city superintendent, who is also secretary.

Statistics.—Population of city, 49,317; children of school age, 7,988; registered in day schools, 8,896; in evening schools, 615; in free evening drawing schools, 155; total, 9,665; besides 1,200 in private and parochial schools. Average daily attendance in public day schools, 6,204; teachers in day schools, 164; in evening schools, 18; wages, \$450 to \$3,000.

The schools appear to be thoroughly organized, and the report respecting them is an excellent one throughout, a brief historical sketch of the school system of the city forming a part of it.—(Report of school committee and Superintendent A. P. Marble for 1875.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Secretary White states that at no time since his official connection with them have the State normal schools been in a more satisfactory condition than now. The school-buildings of the four older schools have been enlarged and greatly improved, so that 200 pupils can be accommodated in each, instead of 120 as before, thus allowing, at comparatively small cost, an increase of 320 pupils. The schools are rapidly filling. The Salem school is already full, having more than 230 pupils. The classes entering the schools at the beginning of the school year in September last were larger than ever before, notwithstanding the fact that nearly 100 offered themselves for admission at the new school in Worcester, of whom nearly 80 were admitted. This school was opened for pupils on Tuesday, the 15th of September, 1873. The building stands on a beautiful eminence in the easterly part of the city, and within five minutes' walk of the new station for the use of all the railroads which enter the city. It is built of stone, quarried near by, with granite facings. In its simple but grand proportions, and especially in its well-nigh perfect adaptation to its high purposes, it is alike an ornament to the city and an honor to the Commonwealth. It will easily accommodate 250 pupils. The enlargement of the boarding house at Bridgewater was completed early in 1874, and the house at the date of the report was occupied by nearly 130 pupils. A new boarding house at Westfield was completed in July, 1874, and is admirably adapted to its purpose. It has a capacity for 130 pupils. The five schools have now a capacity for 1,050 pupils. When these are filled, others will be called for and one after another established, until—and that at no very distant day—not less than 2,000 pupils will be found in them.—(Report for 1873-'74, pp. 123, 124.)

STATISTICS OF NORMAL SCHOOLS.

Framingham.—Opened at Lexington 1839. Attendance during the year, 142; graduates, 35, of whom 6 were from the advanced course. Of 657 graduates of this school heard from, 95 per cent. were found to have engaged in teaching for an average period of 6.33 years.

Westfield.—Opened 1844. Number of different pupils in attendance, 176; number who completed the course of study, 42. Since the opening of this school, in 1839, there have been 2,610 pupils, and 816 have received diplomas. Most of these have taught or are teaching in the schools of the State, the average period of their service being upward of five years.

Bridgewater.—Opened 1840. Number of different pupils during the year, 210; graduates from the regular course, 43; from advanced class, 6; total, 49. Number admitted since the beginning of the school, 2,275; graduates in that time, 1,337.

Salem.—Opened 1854. Number in attendance during the year, 273; graduates from the regular course, 55; from advanced class, 3; total, 58. Whole number of pupils since the opening of the school, 1,848; number of graduates, 863.

Worcester.—The number of pupils admitted since the beginning of this school in September, 1874, has been 122. Of these 29 have withdrawn, leaving 93, divided into 3 classes of 28, 18, and 47.

The library here has been increased by the purchase of 592 volumes of text books and 457 volumes of reference books. Some illustrative apparatus for teaching drawing, physiology, &c., has been supplied. A chemical laboratory, accommodating 18 working pupils, has been fitted up and supplied at a cost of \$800, and about \$300 more has been expended for philosophical apparatus.—(State report for 1874-'75, pp. 27-52.)

NORMAL ART SCHOOL.

“The progress made by this school since its first establishment,” says Mr. Walter Smith, State director of art education, “has been a subject of astonishment to many experienced educators.” When the school was first established, Mr. Smith's estimate that 100 students might be expected was, he says, regarded as visionary. But before

it had been opened three months 107 students had been admitted and nearly as many more refused admission on various grounds, want of accommodation being the principal. At the close of the year 1874, there were on the books and in attendance at the school 188 students, and more than that number were refused admission or their admission postponed. The school, which can only seat 72 students, has been made to accommodate 188 by giving to each of the classes an average of about one-third of the instruction applied for. This has been done in order to give as many individuals as possible a little instruction by way of a beginning. "It has been," says Mr. Smith, "almost impossible to do otherwise than this. Parents have brought their sons and daughters, who have chosen to adopt the vocation of the art teacher, and claimed admission to the school, offering to pay anything that might be charged for the instruction or bear all the inconvenience of crowding and confusion, if only they might be allowed to attend even for one or two days a week. Nearly one hundred pupils from other States, offering to pay the fee of \$50 per annum if they could come, have been refused on the ground that there was no room even for residents of this State. I judge that if a normal art school could be built in Boston, thoroughly adapted in plan and arrangements for the purpose and capable of accommodating as many students as applied for admission, it might be opened with 500 students." He therefore recommended very strongly in his report for 1873-74 the erection by the board of education of a building capable of holding as many students as would be likely to need such instruction as the school could give, in which provision should be made for a four years' course of study. This was not secured, but in the fall of 1875 additional and more commodious rooms were leased and fitted for the uses of the school, and are now occupied.—(Report for 1874-75, pp. 56, 57.)

Director Smith remarks that one of the most gratifying signs of the progress that is being made in the study of drawing is the great improvement in it which is found in the normal schools. During the year they were all examined in drawing more thoroughly than ever they had been before, and the result showed that every student who graduated from the schools would be able to teach drawing in some of its phases, and a large majority in all the elementary subjects. This advancement, he says, if continued, will make industrial art education both possible and permanent in the public schools, where, to be successful elsewhere, it must be commenced. He indorses a suggestion made by Mrs. Dickinson, who has charge of the drawing in the Westfield Normal School, that some students, who have a great love for drawing and intend to become teachers of it, could be prepared for the normal art school examinations and prepare the diploma works while studying in the normal schools. This he thinks a valuable suggestion, for thus the art school course could be shortened by a year.—(Report for 1873-74, p. 42.)

EDUCATIONAL JOURNALS.

The New-England Journal of Education, which grew out of the union of the State educational journals of New England together with the College Courant of New Haven, started at the beginning of the year 1875 under most favorable auspices. Each State association appoints its State editor, and thus each weekly issue brings tidings from all parts of New England. It is also becoming national in its character and circulation, already counting among its contributors many of the prominent educators of the country.—(Report of secretary of State board in Connecticut, pp. 131, 132.)

TEACHERS' INSTITUTES.

During the year 1873-74 8 sessions of teachers' institutes were held, with an attendance ranging from 40 to 130 and aggregating about 700. These institutes were conducted on a plan differing from that which has heretofore been followed, in respect to the time devoted to each and the number of instructors employed. Owing to the failure of the legislature to furnish the means required by law to be furnished, it was decided to employ only the agents of the board and the principals of the normal schools and to reduce the time of each institute to two full days and three evenings. Secretary White declared himself, on the whole, so well satisfied with the result of the experiment as to advise a further trial of it. Heretofore a serious obstacle in the way of the highest degree of success has been the failure to secure the constant attendance of a class during the week usually devoted to a session. The effect of holding the institute for a shorter time has been to give to the class a degree of uniformity highly favorable to successful work. Secretary White states, moreover, that he has found himself gradually coming to the conclusion that teachers' institutes must, at no distant date, give place to other agencies. In addition to the State normal schools, training schools or classes for teachers in high schools are existent in many of the cities and larger towns, and such schools, the secretary thinks, are doing far more efficient and thorough work in the education of teachers than the institutes can be expected to do. He believes, too, that the time has come when more labor and care should be expended on the supervision of schools, even to a remission of labor in the institutes, if there must be a choice between the two.—(Report for 1873-74, p. 122.)

Eight of these institutes were held in 1874-75, 6 in the western counties, by Special Agents Walton and Hubbard, and 2 in the eastern, by the general agent, A. J. Phipps.—(Report for 1874-75, pp. 142, 143.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The general agent, Mr. Phipps, reports the whole number of high schools in the State, according to his latest returns, (1873-'74,) as 209. These were maintained in 187 cities and towns—more than one half the number in the Commonwealth—many towns having such schools, though not required to by the statute, and a number having more than one. Of a large number of these schools the agent speaks in terms of the highest commendation, as being well supplied with apparatus for illustrating natural philosophy, chemistry, and such other subjects in the course of study as require illustration, with mural maps, classical and modern; with encyclopedias, dictionaries, and other books of reference, and with the very best teachers that liberal salaries can command. Not only can a most excellent English education be obtained in them, equal, and sometimes superior, to that obtained in many so-called colleges, but from many of these schools young men go to college with as thorough a preparation as the best New England academies can give. About one-third of the high schools, he thinks, are of this class. Another third embraces schools of much excellence, giving a fair English education and a passable preparation for college. The remaining third is of a much lower order, being but little in advance of the average grammar school. Even such as these, however, it is believed, are doing a good work, and are of great value to the towns maintaining them.—(Report of board of education, 1873-'74, pp. 90, 92.)

The report for 1874-'75 appears to show only 203 high schools, 162 in towns required to keep them and 41 in towns not so required; but reference is made to places holding them for short terms, which may include still others.—(Report for 1873-'74, pp. 90, 92; report for 1874-'75, pp. 137, 138.)

No report is made of the number of pupils enrolled in the high schools, nor of the comparative numbers engaged in English studies only, in classical courses, or in modern languages. For such returns the country still waits, in hope that they may yet be given.

ACADEMIES AND SEMINARIES.

Reports have been received from 49 schools of the above class, 5 of them for boys, 14 for girls, and 30 for both sexes. A majority of all these schools report themselves unsectarian, while 3 are under the influence of the Protestant Episcopal Church, and 6 under that of the Congregational. The Unitarian, Baptist, and Roman Catholic Churches have each 2, and the Universalist, New Jerusalem, and Methodist Episcopal Churches 1 each. Ten do not report on this point.

In 28 of these schools were libraries ranging from 36 to 3,409 volumes, the total number of volumes being 20,479. Some philosophical apparatus was possessed by 28, and at least the beginnings of a chemical laboratory by 15. Instrumental music was taught in 27, vocal in 30, drawing in 37.

The 5 schools for boys reported an attendance of 181 pupils under 19 teachers, 71 of the boys pursuing classical studies and 14 studying modern languages. The 14 schools for girls report 109 teachers and 578 pupils, 101 of them apparently engaged in classical and 352 in modern language studies, with 20 unclassified; while in the 30 schools for both sexes there was an attendance of 101 teachers and 3,394 pupils, (1,812 boys and 1,582 girls,) of whom 527 were pursuing classical studies and 417 in modern languages, making a grand total of 4,153 pupils (1,993 boys and 2,160 girls) instructed by 229 teachers, 699 of the pupils in Latin and Greek and 783 in modern European tongues.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOLS.

Twenty-two schools of this class, devoted, with one exception, exclusively or mainly to the preparation of students for colleges and scientific schools, report for 1875 a total of 1,142 students in training for a collegiate and 211 for a scientific course, besides 868 other students. Of these schools the Phillips Andover Academy shows 140 pupils in its classical department, with 99 scientific and general; the Public Latin School, Boston, 373 in classical studies, with no note of any others; the Adams Academy, Quincy, standing next to these, and showing the influence of an old family by reporting 130 in the classics; while Williston Seminary gives 110 in classical, 30 in scientific studies, and 100 others.—(Returns to Bureau of Education for 1875.)

Then 205 students are reported in the preparatory departments of Boston College, Boston, and the College of the Holy Cross, Worcester, all preparing for a classical collegiate course.—(Returns, &c.)

NEW SECONDARY SCHOOL.

A valuable addition has been made to the means of secondary education for this State by the founding of the Cushing Academy, Ashburnham, opened in 1875. This school is the fruit mainly of the liberality of Mr. Thomas Cushing, late of Boston, who devoted to it over \$80,000 of endowment, with a legacy of \$25,000 more, to come to it on the

death of Mrs. Cushing. The original sum was to remain at interest till enough should accrue to defray the expense of building, to facilitate which Mr. George C. Winchester gave a site of several acres, pleasantly improved. The academy building, completed in the summer of 1875 at a cost of about \$90,000, is said to be a fine specimen of school architecture, and was opened in September with 80 pupils of both sexes.—(New-England Journal of Education, July 31 and September 18, 1875.)

BUSINESS COLLEGES.

Five business colleges and commercial schools, 4 of them located in Boston, the other in Pittsfield, report a total attendance of 826 pupils in 1875, of whom 108 were young women. Penmanship, book-keeping, and commercial correspondence enter into the course, and in some cases nautical studies. In one, Comer's, Boston, engineering, surveying, mechanical and architectural drawing, French, German, and Spanish are also taught.—(Returns to Bureau of Education for 1875.)

SUPERIOR INSTRUCTION.

AMHERST.

The courses of instruction pursued here are classical, scientific, and partial, the latter being for the benefit of students who, from ill-health or other causes, may be unable to pursue the full course. Candidates for the degree of master of arts in course must be graduates of at least three years' standing and must have spent at least two years in professional and other liberal studies.

Special attention is paid to physical education. A professorship of hygiene and physical education is filled by a competent physician, under whose direction the students are required to exercise at an appointed hour each day. A prize of \$100, given by John H. Washburn, of New York, is offered to the class which shall most faithfully discharge its duties in the gymnasium and carry out most fully the instructions of the professor of hygiene. Great improvement in health has been secured during the last thirteen years by these provisions for physical education.—(College catalogue, 1874-'75, and Amherst Student.)

BOSTON UNIVERSITY.

The facilities for instruction in connection with the university were greatly increased and diversified during the year 1874-'75. At the close of that academic year the number of officers of instruction and government, exclusive of those in the preparatory departments and in co-operating faculties abroad, was 102 against 87 the preceding year. The number of students in attendance in 1874-'75, exclusive of those in preparatory departments, was 478, of whom 82 belonged to the colleges of liberal arts and of music and 402 were in the professional schools. Of the 478 in all the colleges and schools, 102 were young women, an excess of 33 over the number present the preceding year. No other university in the world, it is asserted, with possibly one exception, has admitted so large a number of young women to studies of the same grade. The number of graduates from the professional schools was 126, against 42 the previous year, an increase of 300 per cent. The collegiate departments, having been organized in 1872 and 1873, have not yet presented classes for graduation.

The financial resources of the university are classified as follows: (1) the real estate and funds of the school of theology, estimated, when received in June, 1871, at \$242,736 36; (2) a guarantee fund, subscribed in 1872, to meet anticipated deficits of the law school for the period of five years; (3) the real estate and funds of the school of medicine, valued at about \$150,000, part raised by subscription and part received from the trustees of the New England Female Medical College; (4) real estate and funds not restricted as to use, valued at a little over \$2,000; (5) the annual income from tuition in the different schools and colleges, not far from \$25,000; and (6, prospective) three payments from the trustees of the Rich estate, prior to its final transfer in 1882.—(President's annual report, 1874-'75.)

COLLEGE OF THE HOLY CROSS.

This college, located near Worcester, is under the control of the Roman Catholic Church. The course of study embraces seven years, three of which are preparatory. It is for male students only. Improvements involving an expense of nearly \$50,000 have been undertaken to enable the college to accommodate 230 students, with a new chapel, study hall and dormitories, and gymnasium.

The graduates in 1875 numbered 16; volumes in library, 11,000.—(College catalogue for 1875.)

HARVARD.

Two new professorships were established in the college during the year 1874-'75, one of music and one of the history of art. The theory and history of music were first made a subject of regular college teaching in the year 1871-'72. It has commended itself to

the faculty as a serious and difficult study and a fit part of liberal training, and last year it was made one of the subjects in which honors may be given at graduation. The history of art was first offered to the choice of the students as a college elective in the spring of 1874, and was immediately chosen by a considerable number of persons. The subject proved to have a double value, for, while it had to do mainly with art, it had also close relations with history and literature.

The experiment of voluntary attendance at recitations and lectures on the part of seniors, which has been in progress since the beginning of the year 1874-'75, has resulted satisfactorily. It has shown that, as a general rule—and taking due account of special reasons for absence—seniors absent themselves most from the least profitable exercises. The attitude of the students toward the university, their relations with their instructors, and their conception of their privileges and responsibilities are gradually undergoing a propitious change. Scholarship, as tested by the examinations, does not seem to have been affected either favorably or unfavorably by the voluntary attendance.

In the spring of 1875 the hours of recitations and lectures were arranged upon the plan of having a midday lunch, a free hour for exercise before dinner, and a late dinner; an arrangement which secures all the hours of daylight in winter for mental work, leaves a perfectly free hour for exercise after all lectures and recitations are finished, and dispenses with lectures and recitations by gaslight in winter. A trial of three months has developed no defects in this plan to counterbalance its merits.

The average age of the young men admitted has been gradually rising during the whole of this century, until, as the president of the college believes, it has now reached a limit which had better not be exceeded, namely, 18 years and 6 $\frac{3}{4}$ months.

The college library received four considerable funds for the purchase of books during the year 1874-'75: the proceeds of one-half of the residue of the estate of Charles Sumner, \$29,005; a bequest of \$15,000 from the late President Walker and of \$3,000 from Ichabod Tucker, the time of payment of which was anticipated by a lady of Mr. Tucker's family, who also added \$2,000 to the gift; while \$5,000 was received from the estate of the late Harriet J. G. Denny, paid by her children at her request—a total amount of \$54,005. The library has now an annual income of more than \$10,000 exclusively devoted to the purchase of books, and as the increase is far beyond the present accommodations for the books, an enlargement of Gore Hall has become a necessity.

Summer courses in botany, chemistry, and geology were given in 1875 with good results. The number of students, 98, was larger than ever before, and 64 of them were teachers. The course in field geology was a novel experiment, the object being to promote good teaching of elementary science in schools by giving teachers opportunities for laboratory and field work. The course was given in a camp at Cumberland Gap, Ky., and, although the season was unusually rainy, the measure of success attained was sufficient to encourage a repetition of the course upon the same ground in the summer of 1876.—(Report of the president of the college, 1874-'75.)

TUFTS COLLEGE.

This college, located near Boston, is under the influence of the Universalists, and is for the education of young men only. It has a classical, a philosophical, and an engineering course, the last extending through three years. The standard of admission to the classical course is a high one.

The degree of master of arts, subsequently to 1876, is to be conferred on graduates who shall pursue, under the direction of the faculty, a prescribed course for one year in at least two departments, and on graduates of other colleges whose courses of study have been equivalent to those required of the graduates of Tufts.—(College catalogue for 1875-'76 and special report to the United States Bureau of Education.)

WILLIAMS COLLEGE, WILLIAMSTOWN.

The catalogue for 1875-'76 shows that in this college the means of illustration in physics, chemistry, astronomy, and the other scientific branches are ample. The college library, open to students for two hours each day, contains 17,000 volumes. Physical training receives special attention.

The custom of hazing is dead here, a pledge to refrain from this and all similar practices being exacted by the faculty from all members of the sophomore class.—(College catalogue 1875-'76 and *New-England Journal of Education*, September 18, p. 131.)

COLLEGES FOR WOMEN.

Eleven institutions for the superior instruction of women report their statistics for 1875, as follows: number of instructors, 179; number of students, 1,318; of whom 789 were pursuing collegiate studies. Music, both vocal and instrumental, and drawing are taught in all, and painting and modern languages in all but 1; 9 report the possession of chemical laboratories; 10, that of philosophical apparatus; 6, museums of natural history; 3, astronomical observatories; 5, at least the beginnings of art galleries; 9, gymnasia; and 10, libraries ranging in size from 300 to 12,000 volumes. Eight of these colleges are non-sectarian in their influence; 2 are under control of the Congregational and 1 of the Methodist Church.

Smith College, at Northampton, was dedicated July 14, 1875. The requisites for admission are equal to those in colleges for men, and the length of the course and its requirements the same as those of Yale, Harvard, or Amherst. It is meant that what is done shall be done well.

Wellesley College already numbers 300 students, 60 of whom are pursuing collegiate studies. The building is represented as being one of unequalled beauty, convenience, and adaptation to its destined uses. Everything in the way of costly apparatus, fine working libraries, with charts, maps, and illustrations of all kinds, has been provided. A large corps of accomplished teachers has been engaged, selected almost at the will of the founder, who, by offering high salaries, has been able to call to his aid some of the highest talent.—(Replies to inquiries and *New-England Journal of Education*, February 6, 1875, p. 70.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Amherst College	20	7	0	338	\$375,000	\$396,234	\$25,595	\$36,611	\$0	\$271,581	37,084
Boston College	9	130	41	200,000	0	0	7,000	0	0	0	28,000
Boston University	10	0	84	250,000	0	0	35,090	0	0	0	12,000
College of the Holy Cross	15	0	75	80	250,000	0	0	35,090	0	0	12,000
Harvard College	53	13	0	830	*2,000,000	1,600,000	115,465	103,414	0	329,695	155,000
Tufts College	11	0	73	200,000	d1,000,000	0	0	0	0	0	15,000
Williams College	14	0	172	200,000	200,000	*20,000	*9,000	0	0	79,982	27,500

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

b Partially.

c Scholarship and fellowship funds.

d Total valuation of college property; the income is about \$40,000.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Massachusetts Agricultural College.—This college, incorporated in 1863 and located at Amherst in 1864, owns property worth about \$265,000, (including buildings, farm stock, books, apparatus, &c.) in addition to its endowment from the congressional land grant of 360,000 acres of land, making in all a sum estimated at \$518,000 for value for educational uses of the college.

The number of students admitted on examination since the beginning is 398, of whom 95 have completed the four years' course and received the degree of bachelor of science. It is a noteworthy fact that nearly all who enter the college become desirous of graduation. There is also a steadily increasing tendency to return after obtaining a degree for post graduate study. The number of post graduates in attendance during the fall term of 1875 was 6, all of whom devoted themselves to chemistry, 4 of them pursuing botany in addition, and 1 veterinary science.

Nothing has so severely checked the growth of this college as the high rate of tuition and the total want of means for the pecuniary assistance of students. If it could be more intimately connected with the educational system of the State by the establishment of a free scholarship in every representative district, which should be open to competition among pupils of the public schools, the results, it is believed, would amply compensate for the expense.—(Catalogue of college, 1875.)

Worcester Free Institute of Industrial Science.—The fifth annual commencement of this institute was attended by a large concourse of representative men from Worcester and some distinguished gentlemen from abroad. The examination and theses of the 19 graduates exhibited a thorough training in the rudiments of technical knowledge and a comprehension of the principles underlying the structures or appliances which were discussed. Students here have the very best facilities for learning the practical as well as the theoretical part of civil and mechanical engineering, as the instruction is given by practical teachers and experienced machinists, having drawings, models,

apparatus, and tools for illustration and practice.—(American Artisan, August, 1875, p. 214.)

This institution has heretofore given its graduates a simple diploma, while other similar ones confer the degree of B. S. upon pupils having the same attainments. Thus, the graduates of this school have been deprived of a recognition of merit, which is not only a recommendation, but a necessary prerequisite for future honors. Therefore the trustees decided to bestow the degree of B. S. on graduates of the institute, in addition to the certificate of attainments. It was conferred on the graduates of the institute for the four preceding years, as well as on those for 1875.—(Worcester Daily Spy, July 8, 1875.)

THEOLOGY.

Harvard Divinity School, (mainly, but not exclusively, Unitarian,) Cambridge.—Within six years two professorships have been added, and the amount of instruction given in the school has quite doubled. The school, since 1872, has offered greater advantages than ever before; yet the number of its students does not increase, but the contrary. The attendance in 1871-'72 was 30, while that in 1874-'75 was but 15. The causes of this condition are, it is stated, many and complex, but the unsettled condition of the clerical profession is a principal one.—(Report of president of the university, 1874-'75.)

Boston University School of Theology, (Methodist Episcopal,) Boston.—This school graduated, in 1875, the largest class it has ever sent out. The entire membership of the school was 90; senior class, 33; middle, 23; junior, 26; unclassified, 8; graduates, 27.

The late Mr. Samuel Stevens, a wealthy merchant of Baltimore, has left a legacy of \$40,000 to be used in founding a theological professorship in the university.—(Report of president of university, 1874-'75, and New-England Journal of Education, January 23, p. 46.)

Andover Theological Seminary, (Congregational,) Andover.—Mr. Nathan Durfee has given \$25,000 for the erection of a chapel in this seminary; a subscription to obtain \$25,000 more is being made up in the town, and work on the building is to commence at once.—(New-England Journal of Education, January 23, 1875, p. 46.)

All candidates for admission here are required to express their purpose to complete, at some place of instruction, three full years of theological study, unless prevented by some unforeseen and unavoidable necessity. Admission to the class of resident licentiates can only be obtained after the completion of such course or its equivalent.—(Catalogue, 1875-'76.)

Divinity School of Tufts College, (Universalist.)—The regular course of instruction occupies three years for bachelors of arts; for all others, four years. Instruction in elocution is given throughout the whole course. Students are also permitted to elect French and attend lectures in the academical department. Special courses are provided of one, two, and three years. Important facilities for general improvement are offered to students by the proximity of the school to such intellectual centers as Boston and Cambridge.—(Advertisement in Tufts Collegian, November, 1875.)

Newton Theological Seminary, (Baptist,) Newton Centre.—This old and well-established institution published, in 1875, a general catalogue showing its lists of officers from 1825 to 1875 and of students from 1826 to the latter date. Among the officers stand such honored names as those of Dr. Barnas Sears, Dr. Alvah Hovey, and Dr. H. B. Hackett, men of whom any institution might be proud; while the list of students embraces 606, great numbers of whom have done honor to their profession and to the alma mater by which they were trained. The course is three years.—(Catalogue, 1875.)

New Church Theological Seminary, Waltham, for the instruction of students in the doctrines and principles of the disciples of Swedenborg. One annual term of five months. No specified length of course.—(Return to Bureau of Education, 1875.)

Episcopal Theological School, Cambridge, for instructing students according to the doctrines, principles, and polity of the Protestant Episcopal Church. Course, three years, the studies of the first year introducing to a knowledge of the Hebrew language, of the origin, contents, antiquities, and canonicity of the books of the Old and New Testament, of the principles of scriptural interpretation, and of the evidences of Christianity; those of the second year applying the principles of interpretation to the Holy Scriptures, developing their doctrinal system, and tracing the history—sacred and secular—of the divine dispensations; those of the third devoted mainly to the Scriptures as the record of revealed theology and of the divine order of church affairs.—(Catalogue for 1874-'75.)

LAW.

Harvard Law School.—Two events of importance happened in the law school during the year 1874-'75. An additional professorship was established named the Story professorship, in memory of distinguished services rendered the university by Joseph Story, from 1825 to 1845, alike as a member of the corporation and as Dane professor of law. The instruction given by the new professor relates chiefly to mercantile law. The other important event was the establishment of an admission examination appli-

cable, from and after the beginning of the academic year, 1877-78, to all candidates for the degree of the school who are not already bachelors of arts, science, or philosophy. Similar action was taken almost simultaneously by the medical faculty, although the particular requisitions were not identical with those determined upon by the law faculty. Indeed the precise nature of the new requisitions is regarded as not material, as they will probably undergo a gradual and progressive change. The important fact is that the university proposes to demand of all candidates for its degree of bachelor of laws or doctor of medicine evidence of some academic training, not so much for the sake of the knowledge which that training imparts as of the mental power which it develops. In this action the university recognizes a duty it owes to the professions of law and medicine, which have been for fifty years in process of degradation through the practice of admitting to them persons wholly destitute of academic culture. The schools of law and medicine which have sprung up all over the country during the last forty years have held no examinations for admission, nor have they required of candidates any particular previous course of study. Such schools are responsible for the present degraded state of professional education.—(Report of President Eliot for 1874-75.)

Law School of Boston University.—The president of the university, 1874-75, reports a decided success in this department, 23 different colleges being represented among the students, Harvard heading the list with 22, Dartmouth sending 12, and Brown 10. The degree of LL. B. was bestowed on 54. The total attendance was 131 against 81 the previous year. The full course is three years, but the degree of bachelor of laws is made attainable at the end of the second year, and attendance the third year is entirely optional.—(Year book of the university, vol. 2, 1875.)

MEDICINE.

Harvard Medical School.—The occurrences of most importance in the history of this school during the year are the requirements of examination for admission, already referred to, the establishment of a professorship of clinical surgery, and the subscription of \$134,885 toward the required sum of \$200,000 for the erection of a fire-proof building in which the Warren Museum may be secured from fire.

The course of instruction in the dental school was also enlarged during the year and the standard of the degree raised, and it was provided that every candidate for graduation must have spent at least one continuous year in the school.

Boston University Medical School.—This school enrolled during the year 146 students, a gain of 64 over the previous year. There were 27 graduates, 20 men and 7 women, 5 of the latter being married. The subject of co-education has almost ceased to be a topic of special interest in the school. It presents no difficulties, and subjects neither teachers nor students to any embarrassments, while the moral tone of the whole school is unquestionably elevated by the united presence of the two sexes.

During the summer of 1874, in anticipation of the large increase of students, a new lecture room was erected above the amphitheatre built the year before, the microscopical room greatly enlarged, the chemical apparatus improved, and other improvements made. The new building of the Massachusetts homœopathic hospital, in close proximity to the college, is in process of erection, and when completed will add very greatly to both the quantity and quality of the clinical instruction, by affording opportunities for the study of diseases at the patient's bedside.

Through the liberality of the friends of the school, the library has been nearly doubled in size and very greatly improved in character during the year. A legacy of \$1,000 has been received from the estate of Dr. Harriot K. Hunt, the interest of which is to be applied to the purchase of books for the use of indigent female students.

Here, as at Harvard, there is an endeavor to advance the standard of medical study by requiring all candidates who have not taken a degree in arts to satisfy the faculty that they possess such an English education and such a knowledge of Latin as will enable them to prosecute the study of medicine with profit.—(University year-book, vol. 2.)

ORATORY.

School of oratory, Boston University.—This seems to have shared in the prosperity of the other professional schools of the new university. The whole number of students belonging to the school since its opening in 1873 was 62, of whom 32 were gentlemen and 30 ladies; 22 being clergymen, 29 teachers, 4 lawyers, 2 public readers, and 6 unprofessional. The number in attendance during the year 1874-75, was 43; gentlemen 17, ladies 26. Of this number, 15 graduated and received the diploma of the school, 12 of whom were ladies. The majority of graduates expect to devote themselves to teaching elocution and oratory as a profession. The full course is two years. All candidates for admission must possess a good English education and present satisfactory evidence of good moral character.—(Year book of university, vol. 2.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Lawrence Scientific School, (Harvard University.)	18	...	37	1, 3, 4	\$75, 000	\$401, 733	\$20, 766	\$4, 320	1, 800
Massachusetts Agricultural College	11	...	93	4	250, 000	250, 000	15, 000	6, 000	61, 800
Massachusetts Institute of Technology	34	...	300	4	...	250, 000	17, 500	47, 000	3, 000
School of All Sciences, (Boston University)	...	...	7	...	...	...	...	...	...
Worcester County Free Institute of Industrial Science.	12	...	103	3, 3 $\frac{1}{2}$	175, 000	...	25, 000	1, 200	1, 000
SCHOOLS OF THEOLOGY.									
Andover Theological Seminary	10	7	67	3	200, 000	525, 000	35, 000	...	34, 000
Boston University School of Theology	15	...	102	3	...	...	...	...	4, 000
Divinity School of Harvard University	6	4	20	3	614, 800	252, 000	22, 500	...	17, 000
Episcopal Theological School	4	...	15	3	250, 000	110, 000	7, 700	...	750
Newton Theological Institution	2	...	77	3	124, 839	322, 043	22, 543	...	13, 000
New Church Theological School	2	...	2	...	...	...	...	...	550
Tufts College Divinity School	2	0	23	4	...	...	...	...	...
SCHOOLS OF LAW.									
Boston University School of Law	17	...	165	3	...	...	...	...	1, 600
Law School of Harvard University	5	...	161	2	...	\$47, 701	11, 845	17, 820	15, 500
SCHOOLS OF MEDICINE.									
Medical School of Harvard University	35	...	192	3	...	48, 184	4, 309	35, 028	2, 000
School of Medicine of Boston University	27	...	170	3	150, 000	50, 000	2, 500	6, 000	1, 500
Boston Dental College	6	...	25	3	...	...	...	3, 000	75
Dental School of Harvard University	14	...	34	2	20, 000	0	0	4, 433	88
Massachusetts College of Pharmacy	3	...	75	2	8, 000	2, 500	175	3, 975	850

a Includes funds for the support of the Museum of Zoölogy.

b Includes society libraries.

c Cost of building in 1826.

d Also one-fourth interest in a fund of \$413,092.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF AND DUMB AT THE AMERICAN ASYLUM.

The principal of the American Asylum, Mr. Stone, gives the results of attempts made in the institution during the year to teach articulation by means of visible speech, according to Mr. Bell's method, which was first introduced into the asylum in 1872. The attempt was not made to give instruction by this means, but articulation and reading from the lips in connection with it were taught as accomplishments to 46 pupils, of whom 18 had received no previous instruction in speech, 14 had belonged to the articulation classes of the previous year, and 14 others were semi-mute and semi-deaf. In selecting the class, preference was given to those who, from various causes, were thought most likely to improve. Although two years is thought too short a time to see the full workings of visible speech in teaching articulation, yet the results accomplished have been estimated, and an opinion has been formed as to the value of the method. The improvement made by the semi-mutes and semi-deaf in articulation has been decided. Visible speech has proved a powerful aid in their instruction. The results obtained are superior to those of former years by the method of imitation. Certain sounds which are made in the back part of the mouth, and are necessarily obscure, have always been learned by the deaf with great difficulty and uncertainty, if at all, because they have been imperfectly understood. These sounds can be clearly expressed by the symbols and taught from them. Errors of pronunciation can be shown and the correct pronunciation indicated. In respect, however, to that portion of the pupils under this instruction who were congenital mutes, and all that have had no previous knowledge of speech, the experiment has been but partially successful, and it is be-

lieved that the expectation of giving speech to deaf-mutes as a class is not likely to be in many cases realized. A part of the classes referred to learned much language which they will be able to use in the ordinary affairs of life, and would continue to improve with further instruction, but a large majority of them have not gained sufficient practical benefit to compensate for the time and labor bestowed on them. The speech of some is so imperfect and disagreeable that communication by writing, by the finger alphabet, or by ready and expressive pantomime is far preferable, while others have utterly failed to derive benefit, and to instruct them further would be a waste of time. The possibility of imparting correct speech to a considerable extent to selected cases of deaf-mutes has been established, but it seems equally true that certain deaf mutes cannot learn to speak with any reasonable amount of instruction. "At the same time," it is remarked, "the value of visible speech should not be underrated. If a knowledge of the symbols is gained and the power of combining them acquired, they seem invaluable wherever correct spoken language is to be taught to either congenital or semi-mutes. Visible speech, however, is a new method. Earnest and able teachers are laboring to perfect it, and the future will determine what it can accomplish. In its present stage of development it seems likely to benefit the few rather than the many."—(Report of State board of education, pp. 114-116.)

CLARKE INSTITUTION.

Here the system of Mr. Bell has been carried on successfully during the past year, and is still regarded as a very valuable auxiliary to the method of instruction. The progress of the school in mental culture and articulation, though without any marked characteristics, is believed to compare favorably with that of former years.

The cabinet shop has been in operation the whole year. Twelve of the older boys have spent three hours there each day and have made great progress; 7 younger boys have worked an hour and a half each day. The work in the shop makes a part of the training of the boys.—(Report of State board, 1873-'74, pp. 120, 121.)

The whole number of pupils for the year 1874-'75 was 62. Of these 18 were semi-mutes, some of whom retained very little language, scarcely more than disconnected words, while half of them could neither read nor write when they entered school. Six pupils were semi-deaf, only 1 of whom, however, could use connected language or could read. The other 5 would never have learned to talk without special instruction in articulation. The year 1874-'75 was one of peculiar interest, since at its close there went out the first class that ever graduated from the institution a class of 6 pupils, who completed its high school course. This course embraces articulation and elocutionary exercises, arithmetic, (completed,) algebra, geometry, physiology, zoölogy, botany, geology, physical geography, astronomy, natural philosophy, chemistry, history, (ancient and modern,) grammar, rhetoric, English literature, political economy, psychology, and drawing.—(Annual report for 1875 of Clarke Institution.)

BOSTON SCHOOL FOR DEAF-MUTES.

The committee of the Boston day school for deaf-mutes states that the school has accomplished all that its most earnest friends reasonably expect and believe; and that, to meet the just demands of the parents and friends of deaf children, it is desirable to establish day schools for them in every large city, so that they can be at home rather than be sent to boarding schools, where they are shut out from the cheering influences of home life. The method of teaching articulation by means of visible speech, which was introduced into this school by Professor A. Graham Bell in April, 1871, has been successfully used, and with the most satisfactory results.—(Report of secretary of board of education for 1873-'74, pp. 118, 119.)

INSTRUCTION OF THE BLIND.

The Perkins Institution and Massachusetts Asylum for the Blind made its forty-fourth annual report (1875) through its late secretary, Dr. Samuel G. Howe.

The institution is not intended to be an asylum, but a school for the blind, where they may obtain facilities for a thorough practical education, which will enable them to become self-supporting. The course of instruction in the intellectual department embraces all the branches taught in the best common schools, and most of the pupils give as close attention and understand their lesson as well as scholars of the same age possessed of sight. In addition to the studies of the school-room, the course of instruction includes lessons and practice in vocal and instrumental music, thorough practical training in tuning and repairing piano-fortes, with study of their mechanism, instruction in some simple trade, and work at some domestic or mechanical occupation.

Great attention has continued to be paid during the past year to the study of music, both in its practice as an art and in its theory as a science. Instruction has been given to a large number of the pupils by a corps of five talented and able resident teachers, assisted by a few of the advanced scholars, and great facilities for musical culture have been afforded. The services of eminent professors in the city have been employed whenever special instruction on some particular instrument was required, and one of the best vocal teachers in Boston gives lessons in singing to an advanced class.

The system of training pursued in the art of tuning and repairing pianos is both

thorough and comprehensive. The lessons are accompanied by a constant examination and study of the mechanism of the piano, which renders the pupils familiar with the principles upon which the instrument is constructed and enables them to acquire a thorough knowledge of its parts and workings. The graduates of this department generally meet with favor and encouragement from the public, and are, as a whole, successful. Most of them earn a good livelihood by tuning and repairing piano-fortes for private families, while a few are employed in factories.

The institution possesses an extensive library, containing all the important books printed for the use of the blind in this country and in Europe, as well as a large collection of globes, relief and dissected maps, ciphering boards and types, tablets for pointing, &c.—(Report of the institution, 1875.)

CONVICT SCHOOL.

After the fire which destroyed several of the workshops in the Charlestown State prison, so many of the convicts were thrown out of employment that the warden established a day school for the convicts. It was taught by a convict, a man of education, who, but for strong drink, would not have been there. The teaching was excellent, the pupils manifesting great interest in their studies, and what was begun as a temporary expedient to occupy the time of these out of employment will probably be made a permanent and prominent feature in the prison discipline.—(New-England Journal of Education, January 2, 1875, p. 10.)

EVENING DRAWING CLASSES.

In Charlestown rooms have been fitted up for evening classes in drawing. About 50 adults, chiefly mechanics, are in the mechanical drawing class, some 40 in free hand drawing and about 20 in ship-draughting. The school reports show kindred classes in most of the cities of the State.

STATE REFORM SCHOOL, WESTBOROUGH.

In this school there are 133 lads. In the two advanced classes 41 out of 60 could not write when sent to the school. All now receive regular and careful instruction. Arrangements have been made with certain gentlemen to give the boys a series of practical and familiar talks on "glass," on "coal," and on "the four useful metals, iron, copper, silver, gold," each using specimens and illustrations.—(New England Journal of Education, March 6, 1875, p. 118.)

BOSTON WOMAN'S EDUCATIONAL ASSOCIATION.

This association represents, among other interests, the Harvard examinations for women, a school for teaching the art of cooking, the training school for nurses, the diet kitchen, the Kindergarten, and the language classes for teachers. The second annual report, issued in 1875, states that the committee on industrial education found the opportunity of instituting a small diet kitchen for furnishing food to the sick poor at the dispensary of the New England hospitals for women and children, money having been subscribed to carry it on for several months. The success of the experiment was such as to lead to the opening of a kitchen on a large scale at the north end, which physicians say has already been of service in promoting the recovery of a large number of their patients.

The training school for nurses started by this association had at the date of the report 17 pupils, who were doing excellent work at the Massachusetts General Hospital under the direction of a matron admirably fitted to instruct them.

The committee on intellectual education report an encouraging success for the Harvard examinations for women, and make a very strong appeal to all who seek some practical means of helping on the better education of woman in behalf of these examinations.—(New-England Journal of Education, February 20, 1865, pp. 90, 91.)

SOCIETY FOR PROMOTING STUDY AT HOME.

A society of ladies to encourage studies at home has been in quiet operation in Boston for about twenty months. Its purpose is to induce girls who have left school to form the habit of devoting some part of every day to study of a systematic and thorough kind. Its mode of operation is through the exercise of an oversight by experienced and educated ladies of the home work of younger ladies, and this mainly by means of correspondence. For example, if a girl of 17 or over desires to join the society, she gives her name to the secretary; pays a small initiation fee to cover expenses of postage, printing, &c., and receives in return a programme of the several courses open in history, literature, art, science, German, and French; she selects the department of study which she desires to pursue, and is put in communication with the member of the committee who has charge of the department. She is expected to devote some portion of every day or every week to careful reading and study, order and system being substantial elements in the plan, and, at least once a month, to report progress to her officer, who, in return, gives advice, makes suggestions, and encourages or stimulates the student. Once a year a meeting is held of such as can come together, and a general report is made, with special essays by students, and diplomas are given.—(Philadelphia Evening Telegraph, September 9, 1875, p. 2.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

This association held its thirty-first annual meeting in Boston in January, 1876, upon which occasion addresses and papers of great value were delivered and presented, of which, however, but the briefest mention can be made here.

President Angell, in an address on "The prevention of crime," estimated the annual cost of the criminal class to the country as \$200,000,000. The only remedy, in the speaker's opinion, was the public school, free and unsectarian. President Porter's address on "Science and sentiment" sought to show that only harmony should exist between these two activities of the mind. President Marble, in his address of welcome on the second day, enumerated certain questions which he thought should come up for solution at these conventions, namely: "Should cheap teachers shape the destinies of the next generation? Can the public be trusted to elect its educational rulers? Can good school officers be elected by political intrigue? Is Horace Mann's theory correct, that the property of the State should educate the people of the State? Do we have in the school-room too much study of books and too little instruction? Have dull boys any rights which teachers are bound to respect?"

Rev. Thomas Hill, D.D., formerly president of Harvard University, read a paper on "The culture of the imagination," which he thought is in these days too much neglected. Professor B. F. Tweed, of Charlestown, read a paper on "Principles and methods," and Professor Benjamin W. Putnam one on "Decorative art."

In the afternoon three separate meetings were held, those composing the high, grammar, and primary school sections, respectively, coming together in different places. In the high school section "The moral element in education" was treated of in a paper by Mr. A. H. Thompson, principal of the high school at Newburyport, and "The lack of true culture among teachers," by Mr. E. G. Coy, of Phillips Academy, Andover. In the grammar school section papers on "The study of arithmetic" and "The practical value of arithmetic" were presented by Mr. W. E. Eaton, principal of the Harvard School, Charlestown, and Mr. H. C. Hardon, master of the Shurtleff School, South Boston. T. W. Higginson, of Newport, R. I., addressed the association upon "Common sense in teaching history." The general result of his observations relative to the methods of teaching history had been disappointment. The teacher should not attempt to cram the utmost amount possible of facts and dates without reference to the principles and philosophy which underlie them. The child's mind should not be overburdened with a long list of disconnected dates. "The problem of primary school instruction" was presented to the primary school section in a paper prepared by Miss Thayer, of Bridgewater, and read by Miss Lincoln, of Hingham, when Rev. A. D. Mayo, of Springfield, read a paper on "Morals and manners in the recitation room."

At the evening session, Henry F. Durant, esq., founder of Wellesley College, spoke on the "Higher education of women," and Professor Peabody, of Harvard, made an address on "Popular education in its relation to our form of government," in which he spoke of the great danger that threatens the Republic from the fact that the intelligent, cultivated voter was often absent from the ballot-box, while the uneducated, the drift, and the masses were always present, and said that in the education of the people would be the safety of the Republic, and that this education must be obtained in the public schools.

On the third and last day, after the election of officers for the ensuing year, a resolution was adopted approving the action of the committee which had been appointed the previous year to present a memorial to Congress urging the continued support of the United States Bureau of Education, and re-affirming the statements contained in the memorial of the previous year on that subject. Papers were then presented on "The study of history as a means of culture," by Rev. Henry Blanchard, of Worcester, and "The relation of the grammar to the high school," by A. D. Small, superintendent of schools, Salem. The subject of "Education at the Centennial" was discussed by Mr. Philbrick, Mr. Hubbard, and Mr. Walter Smith, who spoke of the facility of exhibiting drawings. After a short lecture by Mr. James F. Blackinton on "Silent forces in education," the meeting adjourned.—(New-England Journal of Education, January 8, 1876, pp. 19, 22, 23.)

BOSTON SOCIETY OF NATURAL HISTORY.

At the meetings of this society on February 17, 1875, and subsequently, Dr. Kneeland gave a very interesting account of his visit to the geysers of Iceland, in August, 1874, Mr. S. H. Scudder gave an account of the structure and transformation of a West Indian butterfly, Dr. Wislow read an article respecting physics and biology, and President Bové showed a fine specimen of quite a rare mineral called "samarskite," from North Carolina. Two Indian skeletons, obtained by Mr. Trouvelot, from Westport, near Fall River, Mass., were examined. Professor N. S. Shaler made some remarks on "Erosion phenomena on sea-shores" and Dr. B. Joy Jeffries on "The comparative accommodation of the eye in man, birds, and fishes." Professor N. S. Shaler, of Harvard, spoke on "The movement of continental glaciers," Dr. Burt, of Wilder, on "A fetal

dugong and manatee," and Mr. J. A. Allen made some remarks upon the migration of birds and the Signal Service observations.—(New-England Journal of Education, February 27, March 27, and May 8, pp. 103, 151, 220.)

MASSACHUSETTS CONVENTION OF CLASSICAL AND HIGH SCHOOL TEACHERS.

This association held its annual meeting in Boston, April 9 and 10, 1875. Between 75 and 100 teachers were present, including several ladies. Among the topics discussed were "The metric system of weights and measures," "The study of Greek," "The pronunciation of Latin," "Morals and manners in schools," and "The Bible as a text book.—(New-England Journal of Education, April 17, p. 157.)

MASSACHUSETTS ART TEACHERS' ASSOCIATION.

The objects of this association are the advancement of art education by means of lectures, readings, exhibitions of drawings, paintings, &c., and the promotion of social intercourse among members. The names of 60 teachers of drawing and art students are already upon the books of the secretary, and every member is expected to deliver at least one lecture to students upon some subject related to the school studies.—(New-England Journal of Education, March 6, p. 115)

OBITUARY RECORD.

DR. H. B. HACKETT.

The death of this eminent servant of God removes one who had long stood in the front rank of biblical scholars. Dr. Hackett in New Testament Greek and Dr. Conant in Hebrew have each occupied superior positions.

Dr. Hackett was born in Amesbury, Mass., in 1808, and prepared for college at Phillips Academy, Andover. In a delightful reminiscence of school days, in the *Atlantic Monthly* for 1869, Dr. O. W. Holmes says:

"Of the boys who were at school with me at Andover, one has acquired great distinction among the scholars of the land. One day I observed a new boy in a seat not very far from my own. He was a little fellow, as I recollect him, with black hair and very bright black eyes, when at length I got a chance to look at them. Of all the newcomers during my whole year, he was the only one whom the first glance fixed in my memory; but there he is now, at this moment, just as he caught my eye on the morning of his entrance. His head was between his hands, and his eyes were fastened to his book as if he had been reading a will that made him heir to a million. I feel sure that Professor Horatio Balch Hackett will not find fault with me for writing his name under this inoffensive portrait. Thousands of faces that I have known more or less familiarly have faded from my remembrance; but this presentation of the youthful student, sitting there entranced over the page of his text book—the child-father of the distinguished scholar that was to be—is not a picture framed and hung up in my mind's gallery, but a fresco on its walls, there to remain so long as they hold together."

He graduated at Amherst College, in 1830, and in 1834 at Andover Theological Seminary. After studying at Halle and Berlin, he became assistant professor of Latin and Greek at Brown University. This position he held from 1835 to 1839. In the latter year, he became professor of sacred literature at Newton Theological Institution, and was followed thither by several of his former pupils, among whom was E. G. Robinson. During the twenty-nine years of Dr. Hackett's professorship at Newton, he achieved the work of his life. It is impossible to measure the extent of his benign influence in imparting knowledge and in creating inspiration.

Delightful in the lecture room, he was not less so in the chapel. In his reading of Scripture and in his prayers, one heard a great soul communing with God. And when the professors' conference fell to his turn, it was an event to be remembered.

As an illustration of his disciplined powers, we recall the fact that he conducted the examination in New Testament exegesis without a book. We recall also, as an instance of his intense and wide interest in literature, that when Macaulay's *England* came out he began reading it of an evening and did not lay it aside till morning.

In 1868 Dr. Hackett became professor in the Rochester Theological Seminary; and this position he retained up to the time of his death.

As an author, Dr. Hackett was great, not in the number of his books, but in their character. His earliest work was an edition of Plutarch on *The Delay of God in Punishing the Wicked*. This was followed by a translation of Winer's *Chaldee Grammar*, and by the *Hebrew Reader*, an admirable work for beginners. His most popular work was *Illustrations of Scripture*, a delightful book, enriched by the results of his own wide travel and keen observation. His greatest work was his *Commentary on the Acts*, published in 1851, and again enlarged and greatly improved in 1858.

Of late years Dr. Hackett has been engaged in the revision of the English Scriptures, under the auspices of the Bible Union. He has all through life been a frequent and valued contributor to the quarterlies devoted to sacred learning. We notice in the index to the *Bibliotheca Sacra* the titles of nineteen articles and six book notices written by him.—(National Baptist, November 11, 1875.)

PROFESSOR JOEL PARKER,

Of Harvard College, an eminent lawyer and jurist, died at his residence in Cambridge Mass., August 17, 1875. Born at Jaffrey, N. H., January 25, 1795, he graduated from Dartmouth 1811; practised law in Keene, N. H., for seventeen years; served two years in the State legislature; and was appointed associate judge of the supreme court of the State in 1833 and chief justice five years later. His maturer years were devoted to researches in scientific and theoretical jurisprudence, by which he prepared himself for teaching others. From 1847 to 1857 he occupied the chair of medical jurisprudence at Dartmouth College, and from that time to his death served as Royall professor of law in Harvard University.—(American Educational Monthly, October, 1875, p. 466.)

DR. SAMUEL GRIDLEY HOWE

Was born November 10, 1801, in Pleasant street, Boston, Mass. He was a pupil of the Boston Latin School; was fitted for college by Rev. John Richardson, of Hingham, Mass., and entered Brown University, Providence, 1818, graduating thence in 1821. He subsequently studied medicine in Boston. In 1824 he embarked for Greece, intent on giving such assistance as might be in his power to the cause of Greek independence, which had then come to the issue of arms. Dr. Howe was made surgeon of the Greek fleet, but he also made several campaigns with the army, sharing its dangers and severe privations. While the war was still in progress, he returned to the United States to raise contributions of money and provisions, without which the Greeks would have been unable to continue their military operations. With great effort he succeeded in collecting some \$70,000 for this object, together with a great quantity of clothing, and returned to Greece to distribute these gifts of American liberality.

Returning home in 1830, he undertook, at the instance of friends, a journey to Paris, to study there the methods pursued in the education of the blind as first commenced by the Abbé Haüy. Being about to visit Berlin in 1831, in the same educational interest, he undertook, at the request of General Lafayette, to carry supplies to the Polish insurgents collected within the Prussian frontier. In consequence of this undertaking he was arrested and imprisoned *au secret* for six weeks, after which time he was liberated through the efforts of A. Brisbane and on the requisition of Hon. William C. Rives, at that time American minister at the court of France. Returning to Boston in 1832, Dr. Howe gathered together a small number of blind children and began to teach them at his father's house. At a public exhibition of these pupils, given somewhat later, Colonel Perkins, of Boston, became so much interested in the education of the blind as to bestow his own house and some \$10,000 in money on the enterprise, then in its infancy. Thus originated the Perkins Institution for the Blind, which was removed to South Boston in 1840. On the 4th of October, in 1837, Dr. Howe had begun the education of Laura Bridgman, a child 7 years of age, blind, deaf, dumb, and deficient in taste and smell. His wonderful success in this experiment, the first of the kind ever made, gave him at once a world-wide reputation. The result, so important in the history of philanthropy and in that of education, was arrived at by the patient and repeated use of the finger alphabet, in conjunction with the objects which the letters used were intended to represent. After many repeated spellings of the words "pin" and "pen," after each of which the object was presented to the touch of the child, she at length perceived the relation of the words to the things signified, and the difference of one letter between the words themselves. From this small but momentous beginning, Laura soon acquired an understanding and command of language which enabled her to receive a liberal education. In 1843 Dr. Howe married Miss Julia Ward, of New York, a daughter of Mr. Samuel Ward, of that city, of the well known firm of Prime, Ward & King. In 1849 he began the experiment of the teaching and training of idiots, a limited appropriation for this purpose having been obtained from the legislature of Massachusetts. As superintendent of the Perkins Institution, he made great efforts to obtain funds for printing works in raised letters for the use of the blind. He also made improvements in the shape of the raised type, by which the expense of printing and the size of the volumes were greatly diminished. Dr. Howe became chairman of the Massachusetts board of State charities in 1865, and held this important office until 1874, when he found his strength no longer equal to its duties.

In 1864-'66, Dr. Howe, in conjunction, with Mr. Gardiner G. Hubbard, of Boston, and others, labored earnestly to obtain a charter for a deaf-mute school, to be established in Massachusetts, in which the pupils should be taught by articulation, and not by signs. In 1866, Mr. John Clarke, of Northampton, offered to endow a school of this description with a large part of his estate. In consequence of the efforts made and of this offer, the Massachusetts legislature passed an act to incorporate a school for deaf-mutes at Northampton. This school is now known as the Clarke Institute.

In 1867, Dr. Howe visited Europe, carrying to Greece the funds contributed in America in aid of the Cretan insurgents. In 1870, he was appointed a member of the commission charged with visiting the island of San Domingo, to report upon its natural features and the character and disposition of its inhabitants. In the years 1872 and

1874, he revisited the island, partly in the interests of the Samana Bay Company and partly for the restoration of his health, which had become somewhat impaired by labors and exposures, as well as by the lapse of years. He returned from both voyages with improved health, and resumed his accustomed work with joy and alacrity. But during the summer of 1875 it became evident to all about him that his bodily strength was declining. On the 4th of January, 1876, he was attacked by a fatal disease, and breathed his last on January 9, surrounded by his family, and within sight of the asylum, whose head he had been for forty-four years. The grief of his pupils and employés at his death rivalled that of his nearest relatives; and at the funeral service held for him in the hall of the blind asylum, at the Church of the Disciples, and a month later, in the Boston Music Hall, many distinguished persons bore witness to the philanthropic genius and varied usefulness of the lamented hero.

Among many tributes to his great excellence may be mentioned several interesting letters received on behalf of the government and people of Greece and from influential associations in the city of Athens.

In conclusion, it may be said that Dr. Howe was a man of special and peculiar genius, of large and comprehensive benevolence, and of untiring industry. Although ardent in temperament, he was not hasty in judgment, and was rarely deceived by the superficial aspect of things, when this was at variance with their real character. Although so long and so thoroughly a servant of the public, he disliked publicity, and did not seek reputation, but was satisfied with the approbation of his conscience and the regard of his friends. He was faithful and affectionate in the relations of private life, and has left behind him only sorrow for the termination of a career which, full as it was of usefulness and labor, was too short for the needs of mankind and the wishes of loving friends.—(Prepared by Mrs. Julia Ward Howe.)

LIST OF SCHOOL OFFICIALS IN MASSACHUSETTS.

Hon. JOSEPH WHITE, *secretary of State board of education, Boston.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency Alexander H. Rice, governor, <i>ex officio</i>	Boston.
His honor H. G. Knight, lieutenant-governor, <i>ex officio</i>	Boston.
Phillips Brooks	Boston.
Henry Chapin	Worcester.
Alonzo A. Miner	Boston.
Gardiner G. Hubbard	Cambridge.
William W. Rice	Worcester.
C. C. Esty	Framingham.
Edward B. Gillett	Westfield.
C. C. Hussey	

GENERAL AND SPECIAL AGENTS.

Abner J. Phipps, esq., general agent of the board of education	Boston.
George A. Walton, esq., special agent of the board of education	Boston.
E. A. Hubbard, esq., special agent of the board of education	Boston.
John Kneeland, esq., special agent of the board of education	Boston.

CITY SUPERINTENDENTS.

City.	Superintendent.	Post-office.
Boston	J. D. Philbrick	Boston.
Charlestown	B. F. Tweed	Charlestown.
Cambridge	Francis Cogswell	Cambridge.
Chelsea	Jonathan Kimball	Chelsea.
Fall River	William Connell, jr	Fall River.
Fitchburg	J. G. Edgerly	Fitchburg.
Gloucester	John W. Allard	Gloucester.
Holyoke	Louis H. Marvel	Holyoke.
Lawrence	Gilbert E. Hood	Lawrence.
Lowell	Charles Morrill	Lowell.
New Bedford	Henry F. Harrington	New Bedford.
Newton	H. M. Willard	Newton.
Salem	Augustus D. Small	Salem.
Somerville	Joshua H. Davis	Somerville.
Springfield	A. P. Stone	Springfield.
Taunton	W. W. Waterman	Taunton.
Worcester	Albert P. Marble	Worcester.

MICHIGAN.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

	1873.	1874.
Number of children between 5 and 20 years.....	421,322	436,694
Number of children between 8 and 14 years, (compulsory age).....	181,604	186,774
Number of children attending public schools.....	324,615	327,506
Number of children attending graded schools.....	.....	121,914
Number of months schools were sustained.....	7	7
Number of months' teaching by males.....	13,202	14,061
Number of months' teaching by females.....	39,777	43,573

TEACHERS AND TEACHERS' PAY.

Amount of wages paid male teachers.....	\$685,720 64	\$737,470 99
Amount of wages paid female teachers.....	1,079,348 95	1,179,540 11
Average monthly wages, for men.....	51 94	52 45
Average monthly wages, for women.....	27 13	27 01

SCHOOL DISTRICTS AND SCHOOL PROPERTY.

Number of school districts.....	5,521	5,571
Number of school-houses, frame.....	4,246	4,390
Number of school-houses, brick.....	641	682
Number of school-houses, log.....	605	549
Number of school-houses, stone.....	80	81
Total number of school-houses.....	5,572	5,702
Total number of seats in school-houses.....	399,067	407,072
Number of ungraded schools.....	5,210	5,244
Number of graded schools.....	311	327
Estimated value of school-houses and sites.....	\$8,105,391 00	\$8,912,698 00

DISTRICT AND TOWNSHIP LIBRARIES.

Number of volumes in district libraries.....	115,331	120,577
Number of volumes added to district libraries.....	10,434	10,315
Number of volumes in township libraries.....	49,291	49,872
Number of volumes added to township libraries.....	4,731	4,521
Volumes in township and district libraries.....	164,622	170,449

INCOME AND EXPENDITURE.

Receipts.

On hand at commencement of year 1873.....	530,580 27	576,056 03
Received from two mill tax, 1873.....	465,912 84	466,086 05
Received from primary school fund, 1873.....	194,479 58	205,430 14
Received from tuition of non-resident scholars, 1873.....	31,199 81	37,311 26
Received from district taxes to pay teachers, 1873.....	1,366,649 68	2,393,604 73
Received from other district taxes, 1873.....	728,570 49	.....
Received from all other sources, 1873.....	412,253 87	416,288 13
Add, to make totals balance.....	13,706 16	12,807 44
Total resources for the year 1873.....	3,743,352 70	4,107,583 78

Expenditures.

Paid to male teachers, 1873.....	731,796 48	731,796 48
Paid to female teachers, 1873.....	1,071,309 43	1,173,657 23
Paid for buildings and repairs, 1873.....	597,006 68	536,307 28
Paid for all other purposes, 1873.....	788,902 96	600,901 48
Total expenditures for 1873.....	3,743,352 70	4,107,583 78
Indebtedness of districts, 1873.....	1,707,700 16	1,850,764 19
Amount on hand at close of year 1873.....	594,467 18	683,661 33

PERMANENT SCHOOL FUND.

Primary school funds in hands of State, September 30, 1874.....	\$2,858,343 66
In the hands of purchasers.....	680,650 00
Swamp land school fund and penalties for non-payment of interest.....	291,966 04
Total school fund September 30, 1874.....	3,148,230 96

Income from this fund.....	\$216,657 15
Amount apportioned in May, 1874, 50 cents per child.....	209,036 06
University fund.....	543,968 21
Agricultural college fund.....	215,785 63
Normal school fund.....	69,284 54
Total of the four funds.....	3,977,269 34

—(From report of Hon. D. B. Briggs, State superintendent of public instruction, for 1873-'74.)

STATISTICS FOR ANOTHER YEAR.

McCracken's Educational Statistics of the State, prepared under authority of the governor, give the following figures for 1874-'75: Townships, 987; school districts, 5,706; volumes in town libraries, 54,605; in district libraries, 132,335; teachers in public schools, 12,478; average wages of these, \$51.29 for men, \$28.19 for women; total wages paid teachers for the year, \$1,952,674.19; value of school property, \$9,115,350; number of school-houses, 5,787; sittings for pupils, 414,060; children of school age, 449,181; whole number attending school, 343,931.

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.*

The staple provisions respecting education introduced into the several constitutions proposed or adopted from 1835 to 1875 have been: (1) That there should be a State superintendent of public instruction, who should have the general supervision of educational concerns and whose duties should be prescribed by law; (2) that there should be a system of public schools sufficiently extensive to secure for each school district at least one school three months in the year; (3) that, to aid in the support of such schools, there should be created out of the proceeds of lands granted by the General Government to Michigan, as well as from others falling to it by escheat, a permanent fund, the interest of which should be inviolably appropriated to the support of schools throughout the State; (4) that, for the further promotion of intelligence among the people, the legislature should provide for the establishment of libraries at least in every township, appropriating to their support the fines imposed in the several counties for breaches of the penal laws; (5) that by all suitable means the legislature should encourage intellectual, scientific, and agricultural improvement, and especially should provide an agricultural school or college; (6) that, to supplement the system of common schools, there should be sustained, out of the proceeds of lands given by the United States for that purpose, a State university, controlled by a board of regents elected by vote of the people, of which university the agricultural school or college above mentioned might be made a branch.

The constitution of 1850 provided also for the election of a State board of education, the members of which should have the supervision of the State normal school. This board has been since continued.

PROVISIONS OF THE SCHOOL LAW.

School laws of Michigan for 1873, with amendments of 1875; published by authority.

OFFICERS.

These are (1) a State superintendent of instruction, elected by the people for a term of two years; (2) a board of regents of the State university, composed of 8 members, elected by the people for terms of eight years each, with the president of the university as member *ex officio*; (3) a board of visitors of the university, consisting of 3 persons appointed every two years by the State superintendent, to inspect and report on the condition of the institution; (4) a State board of education, comprising 3 members chosen by the people for terms of six years each, with the State superintendent as *ex officio* secretary; (5) township boards, embracing (a) the supervisor, the two justices of the peace whose terms will soonest expire, and the township clerk, for hearing of appeals, and (b) the township superintendent, clerk, and school inspector, for the determination of various matters relating to the schools and libraries; (6) township superintendents of schools, replacing the former county superintendents, and elected at the annual township meetings for terms of one year; (7) district boards, composed ordinarily of a moderator, a director, and an assessor, elected for terms of three years each, to look after the general interests of the schools of the district.

POWERS AND DUTIES OF THESE SCHOOL OFFICERS.

As far as these can be ascertained from laws which have been subjected to frequent modifications, they are substantially thus distributed:

The State superintendent, with the general supervision of public instruction, has the power to appoint a deputy and to revoke such appointment at his pleasure; to act

*The constitutions of 1837 and 1850, with amendment of 1861; proposed ones of 1867 and 1873.

ex officio as a member and secretary of the State board of education; to visit and examine in person, or through a board appointed by him, any institution of learning incorporated by the State; to appoint biennially a board of visitors to examine and report annually to him the condition of the university; to personally inspect the State normal school at least once in each term, with a view to report upon it to the legislature; and to grant to teachers duly qualified a license to teach in any of the primary or graded schools of the State. It is his duty to cause the school laws to be printed, with all needful forms, regulations, and instructions for conducting proceedings under them; to annex to these in pamphlet form for distribution a list of such books as he thinks best adapted for use in the primary schools, with a kindred list for township libraries and rules for the government of such; to apportion annually the interest of the primary school fund among the several townships and cities of the State, and to make annual report to the governor of the condition of the university, of all incorporated literary institutions, of the State normal school, and of the primary schools, with estimates and amounts of expenditure of the school money, and plans for the better organization of the educational system, if it seem to him desirable.

The board of regents of the university have the general supervision of all its interests committed to them, including the choice of president and professors, with the direction and control of all expenditures.

The board of visitors have simply the annual inspection of the condition of the university to attend to and report upon.

The State board of education, more limited in its range than in many of the States, is charged with the supervision of the State normal school alone.

The township board first mentioned (a) is constituted to hear and decide upon appeals from any 5 tax payers in a school district who think that they have been aggrieved by action of the school inspectors with reference to the formation, division, or consolidation of their district. The second (b) is for the division of the township into proper school districts; for attaching to a school district any person residing in the township, but not within the bounds of any district; for the purchase of books and needful appendages for the township library, and making rules for the preservation and proper use of these; for the determination of the amount due to a new school district from an older one or more out of which it has been formed, and for the making of annual reports as to the number of school districts in the township, the amount of money received for township and district libraries, the taxes assessed upon the districts for school purposes, with specification of the purposes and of the receipts and expenditures in each case.

The township superintendent of schools is charged with the duty of doing for a township what was done for a county by the county superintendent from 1867 to 1875. His work is to examine persons wishing to teach in the township schools; to license such as pass a satisfactory examination, with the privilege of revoking any license given on the discovery of such incompetency, immorality, or neglect of duty as would have prevented the giving it if known, and to keep a record of all certificates granted or annulled by him, showing to whom they were issued, with the date, grade, and duration of certificate in each case, and with the reason for annulling, when requested by the teacher; such record to be delivered to his successor, with all other books and papers belonging to his office. He is also to visit, at least twice a year, each school in his township; to examine the discipline, the mode of instruction, and the progress and proficiency of pupils, making record of the same; to counsel with the teachers and district boards as to the courses of study to be pursued, and as to improvement in discipline and instruction in the schools; to note the condition of the school-houses and their appurtenances; to suggest plans for any new ones that may have to be erected, as well as for warming and ventilating these, and improving both school-houses and grounds; to inquire into the condition of district and township libraries, and advise, if necessary, for their better management; to promote, by such means as he may devise, an advance in the efficiency of both the schools and teachers; to consult with teachers and school boards as to the best method of securing a general and regular attendance of the children of the township on the schools; to receive from the State superintendent all blanks and communications, and dispose of them as directed; to be subject to such rules and instructions as the State superintendent may prescribe, and to make to him such reports and in such manner and time as he may direct. He is *ex officio* chairman of the township board of school inspectors, and receives as compensation \$2 a day for each day necessarily given to the duties of his office, with such stationery, postage, and printing as may be required.

The district board contracts with and hires such licensed teachers as may be required for the school of its district; reports in writing to the supervisor of the township all taxes voted by the district during the preceding year and all which it is authorized to impose; has the general care of the district school; may establish needful regulations for its management; may purchase text books for pupils whose parents cannot furnish them; must prescribe a uniform series of such books for use in the school; must look after the providing of a proper school-house; must take the care and custody of this,

except where the district gives it into the hands of the director only; and must make to the district, at its annual meeting, a written report of all district moneys received and disbursed during the year, with the items of such receipts and disbursements.

Special duties are also prescribed for the different members of this board. Thus, the moderator is to preside at all meetings of the district, and to see that they are conducted with due decorum; to countersign all orders on the assessor for moneys to be disbursed by the district, and all warrants of the director on the township treasurer for moneys raised for district purposes or apportioned for such purposes by the township clerk. The assessor is to pay all orders of the director countersigned by the moderator. The director is to act as clerk of the district board and of all district meetings at which he may be present; is to keep a record of the proceedings of these meetings in a book held for that purpose; is to take an annual census of the children of school age; is to report this, under affidavit, to the township clerk; is to provide the necessary appendages for the school-house, and care for the school-house itself if directed by the district; is to give notice of the annual and special district meetings; is to draw from the township library the proportion of books to which his district may be entitled; is to distribute these for the time and under the regulations prescribed by the school inspectors; is to draw and sign warrants on the township treasurer for moneys for district purposes and present them to the moderator for his countersign; and is, at the end of each school year, to report to the board of school inspectors the number of children of school age in the district, the number that have attended school during the year, (including those under or over age,) the length of time the school has been taught, the name of the teacher, and the wages paid, with other specified particulars.

SCHOOLS UNDER THIS SYSTEM.

The schools thus officered are of every grade, from the lowest district school, in which are taught only orthography, reading, writing, grammar, geography, and arithmetic, up to union and high schools, which give a thorough preparation for the classes of the university. In districts having over 800 children of school age, (5-20,) a school must be kept for 9 months in each year; in districts having over 30 and less than 800, for 5 months; in all other districts, 3 months.

A State normal school, State agricultural and mechanical college, and State university lie beyond the other schools, ready to afford to properly prepared pupils the full advantages of their higher training, without charge for tuition, if resident within the State; while for children dependent on the Commonwealth for support, and for juvenile criminals, there are a State public school and State reform school, in which a good practical instruction is combined with healthful home influences and some training in domestic and mechanical occupations.

A compulsory law requires all children between the ages of 8 and 14, not instructed in the common branches of education or attending other schools, to attend the public schools at least 12 weeks in each year, unless some good reason exists to prevent such attendance.

Township and district libraries and teachers' institutes for the further training of actually engaged teachers enter also into the idea of the State system.

SCHOOL FUNDS.

The available educational funds of the State, according to the report of the State superintendent of instruction, for 1874, were at the date of September 30, in that year, as follows: Primary school fund, \$3,143,230.96; university fund, \$543,968.21; agricultural college fund, \$215,785.63; normal school fund, \$69,284.54; total \$3,977,269.34. In addition to the interest derived from the first of these (\$205,430.14) there was received, in the year ending with the above date, from State and local taxes and tuition of non-resident pupils, \$2,897,002.04 for the support of common schools; making \$3,102,432.18, exclusive of what was raised for buildings, apparatus, repairs, &c.

ELEMENTARY INSTRUCTION.

ABSTRACT OF COUNTY REPORTS.

In Allegan County, winter schools a marked success, summer schools well taught; 272 visits to schools; schools of eight and nine months increasing; 4 new school-houses; one institute, 80 teachers present. In Antrim, compulsory law a failure; want of uniformity of text books; the "aids to instruction" few, though all schools have blackboards; interest in libraries continues. In Barry, schools generally prosperous; ample supply of teachers; wages decreased; increased interest and efficiency in schools; advanced standard among teachers. In Benzie, comfortable school-houses few, all but one without apparatus, Benzonia college school burned; no uniformity of text books; compulsory law generally ignored. In Berrien, five school-houses built—four brick, completely furnished, others remodelled; schools to be graded; general advancement of school interests. In Calhoun, 67 schools visited; uniformity of text books needed. In Cass, most schools in session a fair proportion of time, and managed with good

degree of ability; 121 school-houses—24 brick, 96 frame, 1 log; 87 per cent. of children attending schools. In Charlevoix, people discarding log houses and erecting good sized and well arranged frame ones. In Cheboygan, schools generally not so prosperous as last year, but six schools furnished with new furniture and apparatus of the best kind; graded school in operation for six months; no attention paid to compulsory law; same series of text books used in most schools. In Clinton, notwithstanding some apathy of school patrons, considerable attention given to furniture and fixtures; little want of uniformity in text books; log school-houses have given place to commodious frame ones; institute held at St. John's, with much benefit. In Eaton, seven new frame school-houses; every school visited once, 132 twice; schools as a whole signally advanced in thoroughness of culture. In Genesee, a knowledge of the science of government, of United States history, and of Michigan school laws is required of all teachers, and works well. In Grand Traverse, all schools but 4 visited twice; teachers' institute, held in Traverse City, September 28, continued five days; nearly 100 teachers present; four school-houses erected in the county, and 9 school rooms furnished with best patent furniture. In Gratiot, public sentiment favorable; two meetings of teachers' association; 3 graded schools organized; practically a uniformity of text books. In Houghton, marked improvement in standard of teachers, new buildings erected at Calumet, Hancock, and Oscœola, that at Calumet to accommodate 2,500 pupils; the great evil is irregularity of attendance, the average attendance being only one-half the number enrolled. In Huron, schools generally in favorable condition; five new buildings, but great lack of apparatus; irregularity of attendance a great hindrance; a visit paid to each school every term. In Ionia, 147 visits to schools; 5 new school houses; others repaired; demand for good teachers greater than the supply. In Iosco, 4 graded schools; considerable improvement in district schools; interest among patrons awakened. In Isabella, educational prospects brightening; full supply of teachers; number of school districts increased and school-houses improved; generally a uniformity of text books. In Jackson, attendance in winter better than ever before; 60 schools supplied with outline maps, over 100 with dictionaries, 20 with globes, and a like number with charts; 5 new school-houses; graded schools, 10. In Kalamazoo, 1 brick school-house built; State institute held at Galesburg, continuing 5 days; 67 teachers present; special attention to grading schools; district schools usually prosperous. In Kent, schools prosperous; 11 graded. In Lake, schools prosperous; in 3 districts, uniformity of text books prescribed. In Lapeer, still a lack of uniformity of text books; no attention paid compulsory law; 2 school-houses built during the year. In Leelenaw, schools small and conveniences few, but commendable progress everywhere noticeable. In Lenawee, want of uniform text books a great hindrance. In Livingston, compulsory law a dead letter; too many changes of teachers; all schools visited once, some twice. In Macomb, 3 new school-houses; standing of teachers averages 15 per cent. better; general advancement in the art of teaching. In Manistee, great want of teachers; 2 new buildings; prospects tolerably encouraging. In Mason, teaching ability 50 per cent. greater than last year; schools in process of supply with record books and apparatus; 2 schools taught in districts where there was none before. In Mecosta, nearly all the districts have adopted a uniform series of text books; compulsory law inoperative. In Midland, people too poor to obtain necessary books; great irregularity of attendance at summer schools, but a healthy and creditable advance over last year. In Monroe, a gain of 6 per cent. in average attendance, and in school months a gain of over 28 per cent.; great deficiency in school apparatus; quite a deficiency of first class teachers. In Montcalm, schools not averaged as well as usual, on account of young and inexperienced teachers. In Muskegon, no abatement of the great interest; demand for teachers of high order increasing; the city of Muskegon erecting a brick school-house to cost \$50,000; one institute held, 42 teachers present. In Newaygo, substantial progress. In Oakland, advanced scholarship in teachers and pupils; one institute, with two sessions daily, for four weeks; 200 teachers present. No attempt to execute the compulsory law. In Oceana, marked improvement in schools; monthly reports an excellent stimulant; all but a few schools visited twice; 4 new houses built; 9 teachers' institutes held, with great interest. In Osceola, general improvement; teachers more alive and practical; about 78 per cent. of all the children of the county attending; compulsory law increases attendance. In Ottawa, increased prosperity in schools, and strict uniformity of text books secured in a few districts. In Saginaw, schools more successful than ever before; great number of teachers using the word-method of teaching. In Sanilac, improvement in schools and greater interest of the people in educational affairs; 175 visits to schools; 5 meetings of teachers' associations. In Shiawassee, 27 winter schools visited; 3 comparative failures; 113 summer schools visited; 1 a failure; 5 graded schools. In St. Clair, the percentage of attendance is 62 of the whole number of children in the county. In St. Joseph, 5 new school-houses; 8,767 children between 5 and 20 years of age enrolled; 9 graded schools. In Tuscola, opposition to schools gradually dying away; 191 visits to schools. In Van Buren, schools in prosperous condition; teachers, in culture, compare favorably with any in the counties of the State; possess high literary at-

tainments and skill in school discipline; 12 graded schools. In Washtenaw, slow, but certain improvement; 227 schools visited; 7 districts and all cities and villages have graded schools; want of uniform series of text books a great hindrance. Teachers' association at Dexter in March; 150 teachers present; great interest. Literary societies formed by teachers in the districts. In Wayne, all the schools except one visited once and most of them twice; as a whole, the schools are prosperous; compulsory law of no effect. In Wexford, schools new, but flourishing; considerable interest in educational matters; want of good teachers a great hindrance.—(Reports of county superintendents, accompanying State report, 1874.)

KINDERGÄRTEN.

Three schools of this class report themselves for 1875: 1 at Detroit, 1 at Flint, and 1 at Grand Rapids. The first had 50 children in attendance, under 2 teachers; the second, 12 children, under 2 teachers; the third, 18 children, under 1 teacher. Ages of admission, 4-7; 3-7, and 3-8. Daily attendance, 3 to 4 hours for 5 days of the week; in the first, for 2 sessions of 22 weeks each in the year; in the second and third, for 4 sessions of 10 weeks each. Fröbel's gifts and occupations are reported in all these schools, with improvement of the department, the health, and the mind; children thus trained being better prepared than others for performance of school work and for submission to school discipline. Miss Conover's school at Kalamazoo was given up in 1874 from ill health of the principal.—(Returns to Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

ANN ARBOR.

Officers.—A board of education of 9 members, of whom 3 are changed each year, and a city superintendent of public schools.

Statistics for 1874-75.—Population, 8,000; children of school age, (5 to 20,) 2,398; enrolled in public schools, 1,794; average number belonging, 1,337; average daily attendance, 1,281; teachers: male, 3; female, 32; total, 35, of whom 3 are special. Pupils to each teacher, primary grade, 43; grammar grade, 39; high school, 40. Valuation of school buildings, grounds, libraries, apparatus, &c., \$140,000; cost of superintendence and instruction, \$18,228.50; cost of incidentals, \$5,279.10; cost for each pupil, including instruction, incidentals, and interest on permanent investment: primary grade, \$21.78; grammar grade, \$27.23; high school, \$32.08; average, \$25.

The high school here is the banner school of the State and the chief feeder of the university, to which it is adjacent. It numbered, during the year: boys, 245; girls, 135; total, 380; and received for tuition of non-resident pupils \$4,029, these pupils constituting half the whole number in the school. It graduated in June, 1875, from its full classical course, 26; from its Latin course, 11; from its scientific, 20; from its English, 4; commercial, 4; German and French, 1; total, 66. Eight more were expected to complete their work in time to receive diplomas before the opening of the university semester, making 76, of whom about 50 were to enter the university.—(Report of Superintendent W. S. Perry for 1874-75.)

DETROIT.

Officers.—A board of education of 2 members for each ward, 22 in all, called "inspectors," with power "to organize school districts, appoint teachers and a superintendent, and do such other acts as the public good may require." Executive of the board, a city superintendent of schools, J. M. B. Sill.

Statistics.—School population, 34,593; enrolled in public schools, 13,739; average daily attendance, 8,759; attending high schools, 630; grammar schools, 2,748; primary, 6,040; schools, 26; sittings for pupils, 11,620. Teachers, 9 men and 212 women, at salaries of \$300 to \$2,000. Monthly cost of tuition per pupil, based on enrolment, \$1.01; based on average number belonging, \$1.41. Present value of school property, \$735,192, an increase of \$70,557 during 1875. Expenses for repairs, \$5,010.31.

The evening schools had an enrolment of 278 pupils, with 88 per cent. of attendance. The library now contains 25,000 volumes.—(Report in Michigan Teacher, March, 1876.)

EAST SAGINAW.

Officers.—A board of education of 8 members, with a secretary and treasurer not from their own number, and a city superintendent of public schools.

Statistics for 1874-75.—Population, 17,084; school census, 4,995; children between 8 and 14, inclusive of those years, 3,107; enrolled in public schools, 3,266; average daily attendance, 2,143; cost of tuition for each pupil on total enrolment, \$8.65; on average attendance, \$20.69. Valuation of all school property, \$177,586.65; expenses of schools for 1874-75, \$44,392.85, of which \$22,671.13 were for teachers' salaries, exclusive, apparently, of that of the superintendent.

Schools and studies.—The schools of the city are 10, containing 33 classes of primary

grades, 3 of intermediate and third primary, 4 intermediate, 3 grammar classes, and the high school. Music has been taught in all the schools without interruption of other studies. Penmanship has been attended to, under a special teacher, for half the year. A German-English department numbered during the year, on an average, 491 pupils, or about one-fourth of all the first seven grades. These pupils were instructed by 10 teachers, in as many rooms, 4 of these teachers giving instruction in German and 6 in English. Lessons in drawing have been given by special teachers, and hereafter a capacity to teach drawing is to be required for a first grade teacher's certificate. The grades of the schools are accordant with the recommendations of the National Educational Association and the course of study especially that adopted by the Michigan Association of City Superintendents in 1875.—(Report of board and Superintendent H. S. Tarbell, for 1874-'75.)

PONTIAC.

Officers.—A board of education and city superintendent of schools, J. C. Jones.

Statistics.—Children between 5 and 20 years of age, 1,100; resident children enrolled in public schools, 872; non-resident, 97; total enrolment, 694; average daily attendance, 670; per cent. of attendance on number belonging, 96.5; days in school year, 200; average number of days pupils attended schools, 143; teachers employed, males 2, females 15; total, 17; amount of tuition received from non-resident pupils, \$1,000.71. The enrolment and attendance have been larger than for 1873-'74, though the number of children of school age was less by 77.

A bright example.—The roll of honor, containing the names of those pupils who have been neither absent nor tardy for one year or more, is headed with the name of a young lady who has been neither absent nor tardy for five years, and the same may be said of 3 girls and 1 boy for three years.

Studies and grades.—Lessons in penmanship are given daily. The superintendent argues strongly for the introduction of music and drawing into the course of study. He also announces that hereafter the schools, in accordance with the plan of the National Educational Association, will be divided into three departments of four years each. The first four years or grades will be known as the primary department, the second four the grammar, and the last four the high school. The course of study, as given, is excellent.—(Report of Superintendent J. C. Jones for 1874-'75.)

PORT HURON.

Officers.—A board of education of 12 members, 2 for each ward, elected by the common council for terms of 4 years, one-fourth going out each year; the mayor of the city acting *ex officio* as president of the board and the treasurer and clerk of the city as its treasurer and clerk. The board elects annually a city superintendent of schools not of its own number.

Statistics.—Population of the city, 8,240; children of school age, (5-20,) 2,900; enrolled in public schools, 1,827; average attendance, 1,104. Schools, primary, secondary, intermediate, and grammar, embracing 2 years each, and a high school, embracing 4 years, making the full school course 12 years. Teachers employed: males, 4; females, 20. Average salary paid male teachers, \$775; paid females, \$420. Total salaries paid teachers, \$11,450. The school year consists of 40 weeks, beginning with the first Monday in September, and is divided into three terms, fall, winter, and spring, of which the winter term is 14 weeks, the others 13 each.

Notes.—The schools are free to all resident pupils between the ages of 5 and 20 years, inclusive. Residents under 5 and over 20 and non-residents may be admitted to any of the schools not already full, on payment in advance of tuition fees, ranging from \$3 to \$7 a term, according to the grade. Classes are passed in regular order from the lowest to the highest grade, after examination for promotion at the close of the spring term; but pupils of any class may be promoted at any time if found, on examination, competent to do the work of a higher class. An excellent course of study for the various grades of schools is included in the published report; that for the high school having provision for a commercial course of one year, besides the general course of four years, which last may include either Greek and Latin, German, or French, at the option of the student.—(Report of board and Superintendent B. Bigsby for 1874-'75.)

EVENING SCHOOLS IN CITIES.

In view of the wise and liberal expenditures that are made for the education of the children in the cities it is truly surprising that no efforts have been made, so far as known, in any of them looking to the establishment of evening schools. A comparison of figures discloses the startling fact that the entire school enrolment for the year is hardly 58 per cent. of the number of resident children of school age, while that of the State exceeds 74 per cent. The percentage of children between 5 and 20 years of age residing in the cities in attendance at the public schools is even less than the low percentage given above, as the figures showing the school enrolment include non-residents and those past the school age.

It is true that a considerable number not enrolled in the public schools are attending private and denominational schools, yet the number receiving no education from schools of any sort must be large. How about that class, by no means small in these cities, who, by the force of circumstances, are prevented from receiving the school advantages which are so liberally furnished and are enjoyed by those more fortunate? These are in the manufactories, workshops, and stores; boys and girls, young men and young women, whose busy life, whose physical wants, and the wants of those dependent upon their labor prevent them from improving the opportunities which at a first glance seem to be within the reach of all. This class certainly is entitled to, and should receive, all the advantages which can be offered by evening elementary schools, the legitimate work of which is to furnish instruction in the common English branches to those above the ages of 12 or 14 who are denied the privilege of attending the day schools. There is no question as to the direct benefits resulting from such schools or the patronage they would be likely to receive if established in the larger cities of the State.—(State superintendent's report, p. 71.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This school is located at Ypsilanti, thirty miles west of Detroit, on the Central Railroad. The buildings occupy an elevated site in the northwestern portion of the city, about 90 feet above the level of the Huron River, and overlooking the entire town. The grounds, five acres in extent, are terraced and ornamented with abundant shrubbery. Organized in 1853, the school has instructed in its normal department about 6,300 students, 472 of whom have completed some one of the courses of study and received diplomas. The total attendance in 1874 was 486, of whom 364 were in the normal department. The graduates for that year were 51, of whom 43 were understood to have engaged in teaching. The total enrolment for the school year ending July 1, 1875, was 609, of which number 409 belonged to the normal department and 200 to the experimental or model school.

The courses of study at the normal school are: common school course, 2 years; full English course, 3 years; course in modern languages, 4 years; classical course, 4 years; higher English course, 2 years; higher language courses, 2 years.

The experimental or model department comprises the three grades of primary, intermediate, and grammar that prevail in the graded schools of the State. The object of this department is to afford to normal pupils means of observing the practical working of the graded schools from the youngest class in the primary to the most advanced in the grammar department.—(McCracken's Sketch of Michigan, compiled under authority of the governor.)

STATE TEACHERS' INSTITUTES.

Thirteen teachers' institutes were held in as many counties during the year 1873-74. Each institute began on the day appointed and remained in session five days. The total number enrolled as members at these institutes was 890. No one was received into membership except teachers and such as were fitting themselves for the work of teaching. The prompt and regular attendance at all the sessions by the members and the interest manifested by the citizens in the work as it was going on were very encouraging. A very generous hospitality was commonly extended.

The superintendents of the several counties discharged efficiently and well the duty that devolved upon them of distributing circulars, giving timely notice of the arrangements and impressing upon the attention of teachers the importance and benefit of the institute and the necessity of their attendance. In conducting the institutes it was the aim to adhere to the legitimate work of a teachers' institute, and make them as practical and useful as possible. To this end professional instructors were employed; class drills were had; modes of imparting instruction in the various branches pursued in the primary schools were illustrated; principles to be observed in the management of schools and all those subjects connected with school discipline which should be considered of especial importance by teachers were discussed.—(State superintendent's report, p. 38.)

EDUCATIONAL JOURNALS.

In the Michigan Teacher, published at Kalamazoo, and in The School, published at Ypsilanti, such topics as those referred to in the close of the article on "Teachers' institutes" were abundantly discussed during 1875, the monthly issues of these papers aiding greatly the efforts of the State superintendent and the normal school to prepare the teachers of the State for full efficiency in their school work.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From statistics of union and graded schools, gathered with much labor by the State superintendent for his report of 1874-75, the following interesting items are given in McCracken's Sketches of Michigan:

Number of pupils belonging to high schools during the year, 3,545; number of graduates at the close of the year, 330; number of pupils studying languages, (Latin, Greek, and German,) 2,880; number studying United States history, 4,701; studying civil government, 551.

The Michigan Teacher, for June, 1875, is authority for the statement that the high schools at Battle Creek and Pontiac, after inspection from a committee of professors of the university, have been placed among those whose graduates are to be received, without further examination, into the freshman class; and for the further statement that Professor Olney declares this class of students to be ready for more advanced work than those entering the university from other schools.

PRIVATE SECONDARY SCHOOLS.

Two schools for girls and 2 for boys and girls report for 1875 a total of 24 teachers and 529 pupils, of whom only 7 are in a classical course, while 281 are in modern languages. Vocal music is taught in all these schools, instrumental music and drawing in all but 1; 1 has a chemical laboratory and philosophical apparatus; 1 other has the latter, but not the former; and 3 have libraries numbering respectively 100, 500, and 610 volumes.—(Returns to Bureau of Education. For further details, see Table VI.)

PREPARATORY SCHOOLS.

The preparatory departments of 7 colleges show, in their returns, 21 instructors additional to those in the colleges, with 1,410 students, of whom 737 are males and 673 females. Out of this number, 177 are said to be preparing for a classical and 193 for a scientific course in college.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

These seem to flourish in Michigan, and 8 of them—at Battle Creek, Detroit, Grand Rapids, Hillsdale College, Jackson, Kalamazoo, and Lansing—report a total of 29 instructors and 1,369 students in day and evening schools, 1,209 of these being males and 160 females. No special length of course appears to prevail in them, students being received at any time and taught for such periods as they may please to continue. The ordinary branches of instruction appear to be arithmetic, book-keeping, penmanship, and business practice. One, in Detroit, under the former State superintendent, Mr. Mayhew, adds to these commercial law, political economy, moral science, life insurance, and governmental accounts. The one at Hillsdale also adds political economy, and this one, with that at Kalamazoo and that at Grand Rapids, reports students in telegraphy, the Grand Rapids one teaching, too, French, German, and phonography.

In the high school at Port Huron there is taught, by the superintendent of schools there, a class in book-keeping and general business usages.—(Returns to Bureau of Education for 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF MICHIGAN.

The university is located at Ann Arbor, forty miles west of Detroit, on the line of the Central Railroad; was founded in 1837; conferred its first degrees in 1845; organized its department of medicine in 1850 and its department of law in 1859. Its site is a tract of forty acres of land donated by citizens of Ann Arbor, within five minutes' walk of the principal business portion of the city, improved with a grand main building for the department of literature, science, and arts, and two others of respectable proportions for those of medicine and law, with some minor buildings, and houses for the president and professors. An astronomical observatory, under the control of the university, occupies an eminence not far distant, and has done excellent work under the direction of Professor Watson.

The main departments of the university are the ones, above mentioned, of literature, science, and arts; of medicine and surgery, and of law. To the first of these has been added, in 1875, a school of mines, metallurgy, architecture, and engineering; and to the second have been appended, as independent schools, without any direct connection with the medical faculty, a homœopathic college, a college of dentistry, and it is said also a State hospital.

There are about 45 professors, assistant professors and other instructors. The number of students has been for some years past as follows: 1859-70, 1,126; 1870-71, 1,110; 1871-72, 1,224; 1872-73, 1,136; 1873-74, 1,112; 1874-75, 1,193. The number of female students included in the foregoing was, in 1870-71, 34; in 1871-72, 64; in 1872-73, 85; in 1873-74, 94; and in 1874-75, 122. Professor M. Coit Tyler says of these, "Neither good order nor scholarship in the university has suffered any harm from the presence of ladies in the class rooms, while the physical disasters which an eminent

medical authority has of late clearly demonstrated to be the penal consequences of feminine toil at university study have thus far strangely failed to make their appearance in this neighborhood."—(McCracken's Sketches, Professor Tyler, in Scribner for February, 1876, and calendar of university for 1875-'76.)

DENOMINATIONAL COLLEGES.

Albion College, Albion, (Methodist Episcopal,) is in the central portion of the State on the line of the Central Railroad, has three college buildings, and occupies grounds about fifteen acres in extent. It admits females to its privileges in common with males; has regular collegiate courses in letters and science, and gives to those who wish it a course of thorough instruction in the theory and practice of music, as well as in penmanship and book-keeping.

Adrian College, Adrian, (Methodist,) is in the southeastern portion of the State, on the line of the Lake Shore and Michigan Southern Railroad; receives both sexes; has four buildings on grounds containing about twenty acres; has two distinct courses of instruction, the classical and the scientific; gives to its students in these courses considerable liberty of election after the sophomore year; organizes at the opening of each fall term a normal class for the benefit of those who wish to review the branches taught in common schools; presents in this class the best methods of teaching the ordinary studies; and, like Albion, has a school of music, vocal as well as instrumental.

Battle Creek College, Battle Creek, (Seventh Day Adventists,) is on the Michigan Central Railroad, nearly midway between Detroit and Chicago, on a pleasant eminence overlooking the valley of the Kalamazoo. It is open to both sexes; has a classical course of 5 years, an English course of 3, and a special course of 2; while below this are primary, intermediate, and grammar courses of 1 year each. The special object is to keep the children of the denomination in schools where its principles are taught and its forms of religious influence may be maintained in connection with good courses of study.

Grand Traverse College, Benzonia, at the head of Crystal Lake, on an elevation between this and Lake Michigan, is a new institution; has a real estate of 2,000 acres, including four quarter sections in village lots, and started with fair prospects in 1873, but had the misfortune to lose its main building by fire in the following spring. It bravely persevered, however, in its work; secured new accommodations for its students; set instantly about preparations for a brick building in place of the one burned; and has organized three courses, classical, scientific, and normal, the last one appearing to be at present uppermost, the others to be grown into in due time.

Hillsdale College, Hillsdale, (Free Will Baptist,) is on the southern border of the State, at the junction of the Michigan Southern Railroad with the Detroit, Hillsdale and Indiana Road, 150 miles east of Chicago, 80 west of Toledo, and 80 south of Detroit. It is on a hill overlooking the city, and has four good buildings, three of them new erections after a fire from which it suffered in March, 1874. It admits both sexes, and has preparatory, literary, classical and scientific collegiate, and theological departments, with one devoted to commercial and telegraphic training, a school of music, and a school of art.

Hope College, Holland, (Dutch Reformed,) is an outgrowth of the settlement of Hollanders in Ottawa County, near the shore of Lake Michigan. It has three departments, preparatory, academic or collegiate, and theological. It has graduated 95 from its preparatory department, beginning in 1863; 53 from the collegiate, beginning in 1866; and 24 from the theological, beginning with 1869.

Kalamazoo College, Kalamazoo, (Baptist,) is in the second tier of counties east of Lake Michigan and north of the Ohio line; has a site of about five acres, with good buildings; admits ladies; and presents to students entering it three collegiate courses beyond the preparatory: a classical course, which includes Latin and Greek and all ordinary college studies; a Latin and scientific course, including all the studies of the classical course, except Greek, with liberty to substitute this for Latin; and a scientific course, which omits both Latin and Greek.

Olivet College, Olivet, (Presbyterian and Congregational,) is in the central portion of the lower peninsula, near the line of the Chicago and Lake Huron Railroad, and has five departments: a preparatory; a collegiate, embracing classical, scientific, and ladies' courses; a normal; a musical, conducted under the title of the Michigan Conservatory of Music; and an art department.—(McCracken's Sketches, pp. 103-113, and catalogues of colleges for 1874-'75 and 1875-'76.)

FEMALE COLLEGES.

The Michigan Female Seminary at Kalamazoo, and the Young Ladies' Collegiate Institute at Monroe, both chartered institutions, report for 1875: Instructors, 17, of whom 2 are men and 15 women; students in preparatory department, 46; in regular collegiate course, 129; in partial course, 18; in post graduate studies, 9; music, vocal and instrumental, drawing, painting, French, and German are taught in both. Each has a library of about 500 volumes; each a chemical laboratory or chemical apparatus, and both report the possession of philosophical cabinets and at least the beginnings of a museum of natural history.—(Returns to Bureau of Education.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Adrian College	9	.....	48	69	\$137,000	\$87,000	\$6,000	\$3,000	\$0	.....	a1, 425
Albion College	9	.....	140	48	70,000	186,000	14,000	0	0	.....	1,000
Battle Creek College ..	15	0	278	27	60,000	0	0	2,100	0	\$0	.....
Grand Traverse College ..											
Hillsdale College	26	2	401	104	150,000	85,000	9,000	0	0	70,000	5,000
Hope College	11	0	82	22	30,000	50,000	3,500	0	0	.....	1,200
Kalamazoo College	10	1	144	24	100,000	71,000	7,100	1,900	.....	15,000	a3, 100
Olivet College	11	2	317	124	93,250	107,426	7,777	2,821	.....	.....	a6, 650
University of Michigan	24	0	0	338	.....	.....	.....	29,255	83,150	0	23,000

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

As a rule, the colleges of Michigan, in common with most in the Northwest, have scientific as well as classical courses of instruction. But also, as a rule, these differ little from the classical except in a slight enlargement of the English studies and the substitution of French and German for Latin and Greek.

The first main exception to this rule is the university, which has for years given advanced instruction in the mathematical, physical, and natural sciences, and thorough courses in the practical application of these sciences to the arts. The addition of a school of mines in the past year has led the university authorities to give to the different scientific branches taught a closer grouping, a more compact organization, and an ampler development, and to recognize by name what they have for some time had in fact, the polytechnic school. This forms a portion of the department of literature, science, and the arts, and its work is arranged with reference: (1) To those pursuing the study of civil or mining engineering or the study of pharmacy (including chemistry) with a view to graduation; (2) to graduates of colleges and other persons qualified for advanced study of mineralogy, geology, zoölogy, botany, civil or mining engineering, physics, analytical and applied chemistry, pharmacy, or metallurgy.—(Calendar of the university, 1875-'76.)

Another prominent exception is the Agricultural College of the State, "the design of which," according to the law creating it, "is to afford thorough instruction in agriculture and the natural sciences connected therewith," and the course of instruction in which is to embrace "the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed, technology, political, rural, and household economy, horticulture, moral philosophy, history, book-keeping, and especially the application of science and the mechanic arts to practical agriculture in the field." The full course is four years.—(President Abbott's address on agricultural education.)

The nineteenth annual catalogue of the college states that of the 676 acre farm 300 acres are under scientific cultivation; that the museum contains fine scientific collections, and five thousand models from the Patent Office; that the average expenses of a four years' course, above earnings at the college, are, as shown by statistics of the last senior class, \$741.33, or \$185.35 per year; and that there have been valuable additions made to the philosophical and chemical apparatus.

PROFESSIONAL.

Theology.

Theological instruction is provided for in Adrian, Hillsdale, and Hope Colleges according to the Methodist, the Free Will Baptist, and the Reformed systems. The course at Hillsdale is for three years, embraces a fair range of study, and is open to any duly qualified Christian who wishes to pursue such studies.

Medicine.

The department of medicine and surgery at the university deserves commendation for its effort, in common with Harvard and Boston University medical schools, to elevate the standard of medical training. To this end it requires every candidate for admission (unless already a matriculant of the university, a graduate of a college, academy, or high school) to undergo an examination as to his fitness for entering on and appreciating the technical study of medicine. This examination is in writing, and covers at present English education only, with general mental capacity, but is to be made more rigid and extended in future years. Carrying out the same idea, 10 out of 73 applicants for a degree were rejected in 1875, according to the New England Journal of Education of April 10. Of the remaining 63 who graduated, 12 were ladies.

As before stated, a homœopathic medical college and a college of dental surgery were annexed to the university in 1875. The two present in the calendar for 1875-76 quite respectable lists of students, and both conform to the rule above mentioned as to proof of candidates for admission.

Law.

The effort in the law department of the university is to make the instruction imparted and the advantages afforded equal to any attainable elsewhere in this country, and fit students for practice in any part of the United States.—(Catalogues of colleges and calendar of the university.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Michigan State Agricultural College ..	13	...	156	4	\$231,407	\$231,377	\$16,196	^a \$23,602	64,200
SCHOOLS OF THEOLOGY.									
Theological department of Hillsdale College.	4	1	24	3	.....	.....	.....	.....	1,000
Theological department of Hope College.	4	1	7	3	.....	2,000	130	.....	.....
SCHOOL OF LAW.									
University of Michigan, (law department.)	5	....	321	2	.....	.....	.....	.....	3,500
SCHOOLS OF MEDICINE.									
Detroit Medical College	16	....	99	3	40,000	.....	.....	6,287	.....
Medical department of University of Michigan.	10	....	312	2	.....	.....	.....	.....	1,500
Homœopathic Medical College, University of Michigan.	2	...	24	2	.....	.....	.....	.....	.....
Dental College of Michigan University	7	....	19	3	.....	.....	.....	.....	.....
School of Pharmacy, University of Michigan.	11	....	74	2	.....	.....	.....	.....	.....

^a From State appropriation.^b Includes society libraries.

SPECIAL INSTRUCTION.

REFORM SCHOOL.

The Michigan Teacher for October, 1875, quotes from the State Republican, at Lansing, the statement that there are at this school 220 boys, and that there is no reason to regret the removal of the high board fence and the locks and bolts which at first made the institution a prison in all its practical workings, as not a boy has tried to escape on account of the removal of the fence. Employment for boys in the shops was reduced by the panic, and a large force was kept at work on the farm, in clearing up 80 acres of land and in leveling and improving the grounds in front of the school. The boys here work half a day and attend school the other half.

STATE PUBLIC SCHOOL, COLDWATER.

This school, for neglected and dependent children over 4 and under 16, closed in 1875 its first year with tolerable satisfaction. It contained then over 160 children, of 6 to

16 years. Of 150 received, 145 could not write, 64 could not read, only two could read a newspaper intelligently, 97 could not count to 100, but 1 knew the multiplication table, and nearly all were ignorant of geography. At the end of the first year, 27 could read primary charts, 40 the primer, 20 the first reader, 22 the second, 25 the third, and 16 the fourth; 30 can write letters, 28 know the multiplication table, and 140 can count 100; 108 study geography, and 12 read newspapers understandingly. The children are in good health. A hospital building, to cost \$5,000, is to go up by December 1. When the new cottages are finished, children under 4 years will be received, and very young children will have the preference above those over 12.—(Michigan Teacher, October, 1875, p. 379.)

INSTITUTION FOR EDUCATING THE DEAF AND DUMB AND THE BLIND.

This school of the State is located at Flint, Genesee County, 60 miles north by west from Detroit. Tuition and board are free in it to all residents who need its teachings, and the trustees are authorized to assist indigent pupils to clothe themselves to the amount of \$40 per annum.

Including the principal, there are 10 teachers employed in the deaf and dumb department and 4 in that for the blind. Pupils in 1874, 191; in 1875, 225.

The deaf-mute boys are taught cabinet making, shoemaking, and printing, and the girls sewing, knitting, printing, and kitchen and laundry work. The blind boys are taught basket making, and some of the girls sewing, knitting, and bead work.—(McCracken's Sketches.)

SANITARY CONDITION OF STATE SCHOOL BUILDINGS.

The Detroit Review of Medicine for February, 1875, presents a statement made by Dr. Kedzie, at a late meeting of the Michigan State board of health, in respect to the ventilation and general sanitary condition in certain public buildings personally visited and examined by him. From this statement it appears that in the new State public school building at Coldwater, the State prison, and the house of correction at Detroit, there was found a total absence of provision for ventilation. The air was consequently very foul, containing, in the school, from 14 to 16 parts of carbonic acid, and in the prison 32 parts to 10,000 of air. The water also in some of these institutions was impure, and in two the practice prevailed of using wooden buckets for the removal of excrements. The condition of the asylum at Flint, for the deaf and dumb and the blind, was not found to be quite as bad as that of those above mentioned, but it was far from being what it should be, the air being exceedingly impure in school rooms and dormitories. The ventilation at the reform school in the old building is reported as passable, but in the new part and in the hospital it is bad.

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual session of the Michigan State Teachers' Association was held in Grand Rapids, December 28-30, 1875. An address of welcome was given by Mr. Fralick, president of the city board of education, and was suitably responded to by President Tarbell. The address of the evening was by Professor C. A. Kent, of the law department of Michigan University, on "The origin and extent of the duty of the State to educate." The proceedings of the second day were opened with music from the pupils of the high school, led by Professor Herrick, director of music in the city schools, after which Superintendent Tarbell pronounced the president's address, which embodied a forcible and comprehensive presentation of the claims of education, with a sketch of what seemed to the speaker a suitable public school system for the State. The address was referred to two committees of three members each. Hon. John J. Bagley, governor of the State, addressed the association in behalf of the representation of education in Michigan at the Centennial Exposition, calling attention to several features of the exhibit that ought to be made. He was followed on the same subject by Rev. D. C. Jakes, of Pontiac, State commissioner for the educational exhibit, after which Mr. Ford, of Kalamazoo, read a paper on "The relations of social science and education," which was discussed by Professor E. A. Strong, of Grand Rapids, and President Angell, of the State University. Miss S. J. Pyne, of Grand Rapids, read an essay on "Preparation for teaching," which was discussed by Superintendent George, of Kalamazoo, Superintendent Ewing, of Ionia, Professor Putnam, of the State Normal School, and others. Professor Pease, of the State Normal School, then read an essay on "Teaching music to children," and Mr. Charles K. Backus, of the Detroit Tribune, delivered an address, giving "An outside view of the public schools," in which he discussed briefly certain criticisms upon the average free school which are sometimes heard in friendly quarters, as, that the public schools cost too much and that their courses of study are clogged with unnecessary branches. In his experience as a journalist the speaker had found no question upon which the public mind is more aroused and restless than upon this. The suggestions made by some that higher and secondary education at the public expense should be abolished and the wages of teachers generally reduced, the speaker regarded as extremely unwise. He suggested, however, that the studies of the earlier

years should be fewer and more fundamental; that, even with trained teachers, there should be a vigilant supervision of methods, the text books of the simplest kind and seldom changed, and, finally, that the disposition to erect expensive school edifices, with elaborate ornamentation and rich furnishing, be restrained.

CITY SUPERINTENDENTS' ASSOCIATION.

The State Association of City Superintendents held an important semi-annual session in Jackson on the 13th and 14th of May, 1875. This association comprises only superintendents who have at least 15 teachers in charge. The chief subject of discussion was the course of study for graded schools, which has been referred to under elementary instruction. It was the sense of the association that a high school course should be adopted that would be general and thorough and prepare the student for the scientific course in the university; and a committee was appointed to confer with the university faculty in regard to such a course as they might accept. The superintendents were recommended to conform themselves, in their reports in regard to the designation of grades, &c., to the blanks furnished by the United States Commissioner of Education. The practice of keeping pupils after school was generally disapproved.—(Michigan Teacher, June, 1875, p. 223.)

MICHIGAN STATE MEDICAL SOCIETY.

The ninth annual meeting of this society was held in Detroit June 9 and 10, 1875. The annual address of President Kedzie, instead of taking up any general topics, treated a specific one: ozone. The relations of this mysterious agent to health and disease were considered, the history of its discovery given, and the proportions of its existence in different portions of the country stated.

A resolution disapproving of the action of the regents of the university in establishing a homœopathic medical college in connection with it was offered by a member, but laid on the table by the society.—(Detroit Review of Medicine, July, 1875, p. 413.)

OBITUARY RECORD.

MISS MARTHA M. BREWSTER,

An esteemed teacher in the schools of Detroit, died October 18, 1875. Miss Brewster received her first appointment in the Detroit public schools in August, 1860. She was one of the most faithful and earnest teachers in the employ of the board; giving her whole life and energy to her school work, and never sparing her strength in its service and improvement. She continued her labors long after her own safety required complete cessation from them, and was a teacher who studied and knew the individual character and wants of her pupils, and labored conscientiously and earnestly to meet these wants.—(Detroit school report.)

REV. SPENCER J. FOWLER, A. M.,

Professor of physics in Hillsdale College, died in Saco, Me., August 29, 1875. He had gone East for his health some time before, having suffered from consumption of the blood, but the change brought no relief, and the disease reached its fatal termination at the time above indicated. Further particulars respecting him are wanting.

SCHOOL OFFICIALS IN MICHIGAN.

Hon. D. B. BRIGGS, *State superintendent of public instruction, Lansing.*

[Term, January, 1875, to January, 1877.]

STATE BOARD OF EDUCATION.

Name.	Post-office.	Term expires—
D. B. Briggs, superintendent	Romeo	December 31, 1876.
Witter J. Baxter	Jonesville	December 31, 1876.
Edward Dorsch	Monroe	December 31, 1878.
Edgar Rexford	Ypsilanti	December 31, 1880.

REGENTS OF THE UNIVERSITY.

Joseph Estabrook	Ypsilanti	December 31, 1877.
J. H. McGowan	Coldwater	December 31, 1877.
Charles-Rynd	Adrian	December 31, 1879.
C. B. Grant	Houghton	December 31, 1879.
Andrew Clinlie	Leonidas	December 31, 1881.
E. C. Walker	Detroit	December 31, 1881.
B. M. Cutcheon	Manistee	December 31, 1883.
Samuel S. Walker	St. John's	December 31, 1883.
James B. Angell, president, regent <i>ex officio</i>		

MINNESOTA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth of legal school age, (5 to 21 years)	210, 550
Number enrolled in schools during the year.....	130, 280
Average monthly enrolment	12, 819
Average daily attendance.....	71, 292

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in the public schools during the year:	
Male, 1,372; female, 1,591	2, 963
Number teachers necessary to supply public schools.....	3, 362
Average monthly salary of teachers in public schools, male.....	\$41 36
Average monthly salary of teachers in public schools, female.....	28 91

SCHOOLS.

Number of school rooms, exclusive of those used for recitation rooms.....	3, 085
Number of rooms used exclusively for recitations	25
Average duration of school, in days.....	150
Schools corresponding to public schools below high schools: Male, 48,367; female, 47,605.....	95, 972
Schools corresponding to public high schools.....	34, 308
Teachers in said schools: Male, 120; female, 444.....	564

PERMANENT SCHOOL FUND.*

Amount of available school fund	\$3, 200, 000
Increase of permanent fund in the school year.....	200, 000
Amount of permanent fund including portion not now available, ten to twelve millions.	

INCOME AND EXPENDITURE.

Receipts.

From local tax.....	\$659, 427
Total from taxation.....	876, 427
Interest on permanent fund, including rents of school lands	191, 578
Revenue from other funds	48, 870
From other sources.....	84, 856
Total	1, 861, 158

Expenditures.

Sites, buildings, and furniture	\$2, 600, 125
Salaries of teachers.....	702, 662
Miscellaneous or contingent: fuel, light, rent, repairs	247, 755
Total	3, 550, 542
Expenditure <i>per capita</i> by school population.....	\$5 74
Expenditure <i>per capita</i> on enrolment	9 29
Expenditure <i>per capita</i> on average attendance.....	16 98

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

Minnesota still maintains the constitution adopted at her admission into the Union in 1858. Article VIII of this, section first, provides that, "The stability of a republican form of government depending mainly on the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools." Section second, that the proceeds of lands granted by the United States for the use of schools shall remain a perpetual school fund for the State, the principal being preserved inviolate, and the income distributed to the different townships in proportion

* These figures are copied from the superintendent's report, without any change in them.

to the number of scholars in each township between the ages of 5 and 21. Section third, that "the legislature shall make such provisions, by taxation or otherwise, as, with the income arising from the school fund, will secure a thorough and efficient system of public schools in each township of the State." Section fourth, that the location of the university, as established by existing laws, is confirmed; that it is declared to be the University of the State of Minnesota; and that all rights, immunities, franchises, and endowments previously granted it are perpetuated, with all lands to be subsequently granted or other donations for university purposes.—(School law of 1873, with amendments of 1875.)

PROVISIONS OF THE SCHOOL LAW.

School laws of 1873, with amendments of 1875.

OFFICERS.

(1) A State superintendent appointed by the governor, with the consent of the senate, and holding office for two years from the first Tuesday in April following his appointment; (2) a board of regents of the university, consisting of the governor, State superintendent, president of the university, and of eight others holding office in three different classes for a fixed term; (3) a State normal school board, consisting of six directors, appointed by the governor, with the consent of the senate, for terms of four years each, with the State superintendent as secretary; (4) county superintendents appointed by the county commissioners for terms of two years; (5) district boards of trustees, composed of a director, treasurer, and clerk, elected at the annual district meeting in October, for terms of three years each, one going out each year and being replaced by new election; (6) boards of education for independent school districts, (consisting, for the most part, of towns or cities,) chosen by the qualified electors at the annual town meeting, and embracing ordinarily six members, who serve each for three years, two going out each year to give place for new material. These boards may elect a superintendent of schools.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent, who is *ex officio* a regent of the university, has the power to grant to such persons as may be found worthy, by himself or by a committee of teachers appointed by him, State certificates of eminent qualifications as teachers, valid in any county or school district in the State for seven years. It is his duty to meet in council the county superintendents of each judicial district, or of two or more districts combined, at such time and place as he may appoint, for the discussion of all matters relating to the well-being of the schools; to hold annually State teachers' institutes, of a week each at least in the sparsely settled counties, and in the more densely settled ones normal training schools, of four to six weeks each, with a view to aiding teachers, or such as wish to teach, in acquiring a knowledge of the best methods of managing and teaching schools. He is also to apportion the available current school funds among the several counties on the first Monday of March and October in each year, according to their school population; to recommend, in conjunction with the president of the university and secretary of state, text books for the common schools; and to prepare and transmit to the legislature, on or before the 5th day of December, in each year, a report showing: (1) The number of organized school districts in the State, the number of schools taught, the number of persons of school age, male and female, the number between 15 and 21, and the number taught in the public schools; (2) the condition of the public schools and of all other educational institutions that may report to him; (3) the amount of school moneys collected and expended, specifying the amounts from all sources; (4) all matters relating to his office, the public schools of the State, and the school fund, the number and character of teachers, and whatever else he may deem expedient. Salary, \$2,500.

The regents of the university have the usual duties belonging to such bodies, such as care of the general interests of the institution, a looking after its finances, and an appointment of its officers.

The State normal school board has the general supervision and management of the State normal schools and of all their property. It has power to contract for the erection of buildings, to appoint professors and teachers in the schools, to fix the salaries of these, to prescribe the courses of study and conditions of admission, with all needful rules and regulations. It is made a duty to visit and inspect the grounds, buildings, modes of instruction, and the discipline and management of each school at least once in each term; and to report to the governor, on or before the 1st day of December in each year, through the president, the condition of each school, its receipts and disbursements, its wants and prospects, together with such recommendations for its improvement as are thought proper. The board organize, in connection with each normal school, model schools for the illustration of the best methods of teaching and government. No compensation but for expenses incurred.

The county superintendents, who are to be of high moral character and literary attainments, and to hold a first class certificate from the State superintendent or president of the university, are to examine and license teachers; to visit and instruct the schools

once at least in each term, giving the teachers such advice as may seem necessary; to organize and conduct a teachers' institute once a year; to encourage teachers' associations; to introduce to teachers and people the best modes of instruction and plans for building and ventilating school-houses and ornamenting their grounds; to stimulate school officers to prompt and proper performance of their duties; to receive the reports of the school district clerks and transmit an abstract of them to the State superintendent, with the report which each one has to make for himself of the condition of the county schools. This last report is to embody the particulars above mentioned for the State superintendent's report to the legislature, with the number of private schools, high schools, colleges, and universities in the county of each one, their condition and resources, and the number of teachers and pupils therein. Penalty for failing to make such report, \$50. The county superintendents are also the agents of the State superintendent for the distribution of blanks, reports, and circulars to the clerks of their several school districts. Compensation, not less than \$10 for each organized school district in their respective counties, unless the number of such exceeds one hundred, in which case the sum is to be \$1,000 to \$1,250.

The boards of trustees for school districts have the general charge of schools and school-houses in their districts, such as leasing or purchasing of sites; building, hiring, or purchasing of school-houses; opening of new schools, when required by the district, and grading such schools, assigning to each its proper grade of scholars. Each member of the board is to visit the schools once in each term, and give such advice to the teachers as may be for the good of the school, while the board, as such, must submit to the annual district meeting an estimate of the school expenses for the coming year, with a view to proper provision for supply of means. It belongs to them also to contract with and hire teachers for the district schools, and provide all things necessary for the school-house.

Specific duties are also assigned to the treasurer and clerk of the district board, not unlike those mentioned as belonging to the assessor and clerk in Michigan, the last being held in a penalty of \$50 for failure to make full annual report of the schools to county superintendents.

The boards of education in independent school districts have nearly the same powers with those of district trustees; but the duty of visitation and grading of schools is generally performed for them by the superintendents whom they are authorized to elect, and a board of examiners whom they appoint.

SCHOOLS UNDER THIS SYSTEM.

The public schools have, as their minimum of time, 3 months; minimum of studies orthography, reading in English, penmanship, arithmetic, grammar, modern geography, and the history of the United States, rising from these to studies which prepare for the university. They are free to all persons of school age (5-21) resident in the districts where they exist; but persons over age or non-residents pay such rates of tuition as may be determined by the school board. Instruction in them is required to be given in the English language, except that a board of trustees may provide for one hour of instruction daily in any foreign language.

Three normal schools, under State direction, supply teachers for the public schools; while teachers' classes in academies, brief teachers' institutes in the slightly settled counties, and training schools of some weeks' continuance in more populous ones aid in bringing up the teaching force to a higher grade of efficiency than might otherwise be reached. The university and its colleges of agriculture and mechanic arts form also, as has been stated, a portion of the State system, though the link of connection between them and the schools is not yet definitely settled. There is also a State institution for deaf, dumb, and blind.

SCHOOL FUNDS.

A State school fund derived from the sales of lands granted by the Government amounts now to about \$3,200,000, with a possibility of its increase to ten or twelve millions more. The interest of this fund goes to encourage and aid local taxation for the schools, which may be levied in each county at the annual rate of one-tenth of one per cent. on the regular assessment, and may be supplemented also by the proceeds of fines for penal offenses, of licenses for selling liquors, and of unclaimed moneys from sale of estrays, making an annual revenue of nearly \$2,000,000 for the schools.

ELEMENTARY INSTRUCTION.

EQUALIZATION IN POPULAR EDUCATION.

Discussing this subject the State superintendent lays down two principles:

(1) Taxation for the support of primary schools must be upon the property of citizens as a whole, regardless of the question whether or not they have children of their own to be educated. The rich bachelor, the unmarried woman holding property, the childless married man, whatever the extent of the possessions of each one, must pay their

quota of special taxes for schools, and thus help educate the children of the poor and penniless. It is not yet determined to what extent this principle should be carried into higher education. Some would apply it to high schools, academies, and even colleges; others would limit its application to common schools for primary education.

(2) Allied to this principle is the axiom that educational privileges, secured by such taxation, must be equalized, as nearly as possible, among all our children without regard to the accidents of nationality, color, poverty, wealth, or social conditions of their parents. While no man of wealth or high moral culture is forced to send his children to school with the children of low-bred parents, the principle must be maintained that the children of the poorer and lower classes shall be provided with good schools of sufficient length to educate them into the duties and possibilities of good citizens. The distribution of State funds for popular education must also be regulated by this fundamental principle of equalization. It must be so made that the benefit shall accrue impartially to all the children receiving education in the public schools. No just claim can be made by any church, or sect, or party to a share of this income from school funds, to be used under special plans for itself, because the condition on which such funds were created is that their proceeds shall go to the support of public schools, impartial, broad, and free, as defined in the foregoing statements.—(State report, 1875, pp. 6 and 7.)

GRADED AND UNGRADED SCHOOLS.

In some statistics, meant to show the relative cost of these two kinds of schools, the State superintendent gives a list of 35 towns and cities in which the principal graded schools exist. In some of these the enrolment in the public schools runs into the thousands, while in most it is from about 100 to 900. The total number of the graded schools is elsewhere stated to be 222. In the ungraded class, the superintendent says, "are included all the schools in the rural portions of the State and in the small towns with too few pupils for more than one teacher. Many of the newer counties have no other kind of school. In counties having graded schools, like Winona and Olmstead, more than two-thirds of the pupils are in the ungraded schools. In Hennepin County the proportion is more than one-half. Only in Ramsey County do we find a majority of the children in the graded schools. In the State, as a whole, about three-fourths of the children are in ungraded schools."—(Report of 1875, p. 47.)

In the interest of these lower schools and with a view to an increase of their advantages, the superintendent discusses as follows the equalization of taxation for the schools and of distribution of the proceeds of the taxes:

TERRITORIAL BASIS FOR EQUALIZATION.

The superintendent complains that the adoption of narrow geographical limits or the division of the State into small portions by arbitrary lines prevents the children of the poor and sparsely settled districts from enjoying equal educational advantages with those of the more thickly settled and prosperous ones, and this renders unequal the raising and distribution of the money for the support of schools. To remedy this inequality, he says that the territorial basis of taxation for the support of schools must be common to the largest number of children possible, and that the units of territory on which we can secure this result must be subdivisions of the State, probably counties. It is impossible to secure an equality of educational privileges with petty districts as the units of operation, apportioning to each only the tax that can be raised in its limited territory, with the share of the income from the State proportional to the number of its children, and requiring each to build its own school-houses. The next step would be to let every man within these districts, rich or poor, educate, without public help, his own children. Of this proposition a ruinous illiteracy would be the inevitable result. "We should, therefore," he says, "return to the principle of the two-mill tax, with the improvement of dividing the amount of such taxation upon a county, so as to give discriminating help to the weakest schools. We must bestow equal primary educational advantages upon all children, whether they belong to large or small, rich or poor districts. This, and nothing less than this, is equalization in popular education."—(State report, pp. 7-13.)

TEXT BOOKS.

The superintendent, speaking of the great evil of such a variety of text books being used in the schools, concludes by saying: "This whole question now rests with city boards of education and district trustees. Superintendents, city and county, have, however, an advisory duty to perform; and it is earnestly recommended that they consult with their leading teachers and trustees, and in each county come to a general agreement for that county. The economy and convenience of county uniformity are such that they render the wisdom of this recommendation evident. The city schools should, if possible, be included in the plan. It is very desirable that the graded schools of the cities use the same books that are used in the rural districts. The friends of education in each county should make an effort to regulate this matter before the diversity of books becomes too great for control."—(Superintendent's report, 1875, p. 34.)

SALARIES OF COUNTY SUPERINTENDENTS.

"The school law provides that the compensation of a county superintendent shall not be less than at the rate of \$10 for each organized district in any county. This requirement, in some counties, is disregarded. Candidates have been allowed to bid for the office, and persons underbidding the legal rates have been appointed. With equal propriety might the office of county auditor or treasurer be sold to the lowest bidder. The fact that such shaving is practised only upon an educational office is one of sad significance. It indicates a disregard of popular education, an indifference to the condition of our schools and the welfare of our children, foreboding degeneracy and evil to coming generations. A county may be suffering temporarily from a loss of its crops, but why should retrenchment fall upon an interest as vital as that of the schools? Men may be out of employment and desperately in want of money, but one in such a condition should not attempt to relieve himself at the expense of the cause of education. To underbid the stipulated salary is to depreciate the popular idea, already too low, respecting the importance and value of school supervision. To render such service for less than it is really worth will inevitably lead the popular mind to the inference that the price asked is the measure of the value of the service rendered."—(Report of State superintendent, 1875, p. 23.)

GOOD COUNTY SUPERINTENDENCY.

The State superintendent has placed in his report an earnest argument for the continuance of the county superintendency of schools. He admits that there are difficulties in the way of its efficiency. The best men, for instance, cannot do everything that may be wished, and in many cases the best men are not attainable. Schools languish, hence, in some counties, from want of visitation; in others, from want of a due skill in it. The remedy for such difficulties, however, is not an abolition of the system, but an amendment of it in some points.

In populous counties, with very many schools, the superintendent, good as he may be, cannot visit all the schools at the best time. The earlier in the school term the visitation can be made the better in most cases, especially for young teachers. But in populous counties certain schools must wait till past the middle or near the conclusion of the term. Visits at that late period may do much good, but not the full good that is desirable. This defect, however, is not an insuperable one. It may be remedied by giving superintendents in such counties some help in the work of visitation. Let them be allowed to select assistants for themselves, or let county commissioners appoint assistants, to be paid by the county, with a view to securing a visitation of all schools in season to confer the greatest benefit. The additional advantage would pay for the increase of cost.

In sparsely settled counties, with few schools, a first rate superintendent cannot generally be had, because of the necessarily small salary. The difficulty here, Mr. Burt thinks, may be met by a provision already made in some western school laws, viz, the allowance that in counties with under thirty schools superintendents shall be eligible to office on certificates of lower grades than in counties with more wealth and population. The only guard he asks for is that the State superintendent shall approve the choice made by the county officers. With that guard, men of good sense, good character, and very fair possibilities for work, he thinks, may be obtained for even the poor counties.

Then, for the wealthier portions of the State, a full system of county supervision, with its best forces and conditions, may exist; while, for poorer portions, there may be one which, if not all that could be wished, may yet grow up to eventual completeness with the growth of population and consequently of wealth.—(Report, 1875, pp. 17-22.)

KINDERGÄRTEN.

One of these schools, located in Minneapolis, and conducted by Mrs. E. R. Holbrook, reports an attendance of from 10 to 26 pupils, who are kept at Kindergarten plays and employments three hours a day during five days of the week. The ages of the children admitted are from 3 to 7.—(Special report to United States Bureau of Education, 1875.)

CITY SCHOOL SYSTEM.

ST. PAUL.

The officers here are a board of education of 18 members, of whom one-third are changed each year, and a city superintendent of public schools, appointed by the board.

Statistics of schools.—Population, 33,000; children between 5 and 21 years old, 15,114; enrolled in public schools, 4,941; average daily attendance on these, 2,503; enrolled in schools other than public, 2,100. Teachers in the public schools, 18 males and 68 females; in private and parochial, 20 males and 40 females. Average monthly pay of teachers in public schools: males, \$105; females, \$54. School-houses occupied under the

public school system, 14; rooms, exclusive of recitation rooms, 68; recitation rooms, 15; sittings for pupils, 3,625. The schools are divided into primary, intermediate, grammar, and high; the expenses for the year, (including \$20,200 for sites, buildings, libraries, and apparatus,) were \$78,635; the cost *per capita* of pupils enrolled, \$13; *per capita* of average attendance, \$21. The superintendent accounts for the comparatively small enrolment and attendance by the unprecedented severity of the winter of 1874-'75 and the prevalence of several infectious diseases.

Details respecting the high school may be found under the head of secondary instruction.

Ventilation of the schools.—This important matter has not escaped the attention of the board. In their new Lincoln school building, beautifully situated on the heights overlooking the Mississippi, provision has been made for it by brick shafts, 26 by 36 inches in the clear. Through the entire length of these pass galvanized iron pipes, 10 inches in diameter, of No. 18 iron. These, heated by the exhaust smoke from the furnaces, create a strong upward current, carrying off the foul air from the rooms during the time that fires are in operation. In warmer weather the windows have to be deperded on.—(Report of board and of Superintendent L. M. Burrington for 1874-'75.)

Free night school.—The Wisconsin Journal of Education for April, 1875, gives an account of the free night school at St. Paul, taken from the St. Paul Daily Pioneer. A representative of that paper, on visiting the school, found about 130 pupils present, representing many nationalities, as Germans, Scandinavians, French, Bohemians, Irish, English, Africans, and Americans, ranging in age from 12 to 40 years. Four sessions are held each week; there are upon the rolls about 180 names; the average attendance, 125. The pupils were represented as making very satisfactory progress, all carefully preparing their lessons before the school hour. The small expenses of the school, it was stated, had thus far been paid by the subscription of liberal gentlemen. The teachers, except the principal, give their services, and all enter upon their work with the greatest zeal.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State normal school board report a gratifying increase in attendance at these schools, affording, it is remarked, "good evidence that they are rapidly gaining in favor with the public." The total enrolment in the three schools was 979, of whom 688 were in the normal departments; average attendance, 412; graduates during the year, 70; total number of graduates, 415.

The principal of the State normal school at Winona reports, for the year 1875, an increase of the "unexampled prosperity referred to in the report for the previous year." This encouraging state of things, he says, is shown no less in the higher qualifications than in the increased numbers of the persons admitted and in the growing demand for the services of the graduates and pupils of the school in all parts of the State. There were engaged in the studies of the normal department 75 men and 226 women—total, 301—an increase of 46 on the number of the preceding year. The average number belonging was 195, an increase for 1875 of 47.

The influence of the graduates of this school upon the institutes, and through them upon the mass of teachers, has already become a power in the State. Many of them have acquired an enviable reputation as institute conductors and workers, and it is conceded that they rank with the best in Minnesota. Special instruction in this kind of work is now given to the graduating class, from which at least 10 or 12 may be relied upon as being qualified to teach in the institutes during the coming year.

The principal of the State normal school at Mankato reports an attendance in the normal department greater than that of any previous year since the organization of the school, and this notwithstanding the fact that the territory patronizing the school has been devastated for three successive years. The enrolment of men was 63; of women, 150; total, 213; average attendance, 59. This small average attendance is explained by the fact that two-thirds of the pupils procure the means to attend the normal school by teaching, and leave about the 1st of April to secure summer schools. The departure of so large a number six weeks before the close of the term greatly reduces the average attendance for the year.

The principal of the State normal school at St. Cloud reports his school in an excellent condition. The new building, which has been occupied one year, fully meets the expectations of those who planned it and those who use it. The increase in attendance has been beyond all anticipation, the enrolment being 75 per cent. greater than a year ago. The patronage of the school is very largely from among the agricultural classes. Enrolment in the normal department: Men, 50; women, 124; both, 174. Average attendance of men, 23; of women, 64; of both, 92.—(Report of superintendent of public instruction, pp. 195-223.)

INSTITUTE WORK.

At the meeting of the normal board in May, 1875, a resolution was offered by the super-

intendent of public instruction asking the board to engage its teachers subject to calls for a certain amount of service annually in the State institutes and training schools, for which their salaries as normal teachers shall be deemed compensation; whereupon the following resolutions were adopted:

"Resolved, * * * That the services of the principals and teachers of the normal schools from the 1st of April until the third Wednesday of May be given to institute work under the direction of the State superintendent of public instruction.

"Resolved, That the superintendent of public instruction be authorized to call on the principals and teachers of the normal schools for such services in the institutes of the autumn as can be rendered without detriment to the schools." —

In accordance with this plan the normal schools assisted the superintendent of public instruction in the institutes of last autumn. This employment of principals and teachers of normal schools in these institutes has produced good results. Their methods have commanded almost universal approbation, and they have, in every instance, worked in perfect harmony with county superintendents as the presiding officers of the institutes.—(State superintendent's report, 1875, pp. 39-42.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

How many schools exist in the State prepared to conduct their students up to the doors of the university or of the colleges does not distinctly appear. In a table appended to the report of the State superintendent 222 graded schools are enumerated, with 34,308 pupils on their rolls and 18,808 in daily attendance. But this list includes the lower grades as well as the higher ones, and affords no means of determining the number of high schools, the number of pupils in them, or the extent of the high school course. A set of interesting reports of 22 graded schools, appended to his own report, fails, likewise, to supply such definite information, except that 7 high schools out of the 22 appear to prepare students for a university or college course. Yet, of these 7 only 2 (those at St. Paul and Winona) present, in the State report or otherwise, such a schedule of the course pursued as to show them to be true preparatory schools, the former having a four years' course in Latin and Greek and the latter one of three years in Greek and four in Latin, besides other courses. The missing link for perfecting the desired connection between the State schools and the university would thus seem not to exist; nor can it, until a definite course, satisfactory to the university authorities, shall be adopted by the high schools as a rule. Such a course has been sketched by the university, embracing, for admission to the classical curriculum, four books of Cæsar's Commentaries, the first oration of Cicero, the Greek grammar and reader, and eight chapters in the first book of Xenophon's Anabasis, in addition to English grammar and composition, rhetoric, outlines of general history, arithmetic complete, and algebra through quadratic equations. For admission to the scientific curriculum there must be, in addition to these last named studies, an examination in physical geography, natural philosophy, physiology, free hand drawing, history of England, study of English words, and elementary astronomy, or, in lieu of the last three, the Latin or Greek of the classical requirements. It now remains to be seen whether the high schools generally, or to any great extent, will adopt the course thus sketched. Of this the State superintendent seems to be in doubt.—(See State report, p. 44.)

ACADEMIES AND SEMINARIES.

Eleven schools of the above class report an attendance of 1,026 pupils instructed by 50 teachers; classical studies were pursued by 57 and the modern languages by 230. Four of these schools are under the patronage of the Roman Catholic Church, 3 are non-sectarian, 3 are under the influence respectively of Protestant Episcopal, Lutheran, and Wesleyan Methodist Churches, and 1 makes no report upon this point. Drawing is taught in 6 of these schools and vocal and instrumental music in 9. Three report the possession of some kind of philosophical apparatus and 8 have libraries ranging in size from 75 to 450 volumes. For names of schools and further details see Table VI at the end of this volume.—(Special reports to the United States Bureau of Education, 1875.)

Of the following schools of this class a description is given in the State report: The Shattuck School at Faribault, under the management of the Protestant Episcopal Church, prepares boys for college or business life, and the course extends to the junior year. It has a military organization under the charge of an experienced officer of the United States Army. The school is beautifully located on 65 acres of land, has three large and commodious halls, a beautiful chapel, and a fire-proof library, which have cost over \$80,000.

The St. Croix Valley Academy, incorporated in 1867, has two departments, musical and literary, instructing in all the common and higher English branches, Latin, and German, fitting pupils for the collegiate course. It has also fitted a large number of teachers who are satisfactorily employed in the district schools.

Wesleyan Seminary, Wasioja, (Wesleyan Methodist,) has an endowment of \$10,000 nearly completed. Its object is to prepare students for college and to give them a thorough practical education. Although it has been in progress but two years it is rapidly growing in importance and usefulness. During the year 98 students were enrolled, all of whom were influenced to good conduct by a sense of duty and honor.

Taylor's Select Graded School, St. Paul, aims to prepare pupils for teachers for the high school or for college. The course of study embraces the common and higher English branches and the classics. The methods of this school are molded somewhat upon the conviction that in some schools much precious time is wasted in needless details, especially with those whose opportunities are limited.—(Report of superintendent of public instruction, pp. 57-70.)

PREPARATORY DEPARTMENTS OF COLLEGES.

The colleges of the Northwest have often to prepare the students for their collegiate classes, and in this State 303 such students are reported, 96 of them in preparation for a classical course in college and 123 for a scientific course.—(Return to Bureau of Education, 1875.)

BUSINESS COLLEGES.

The International Business College and Telegraphic Institute, at St. Paul, organized in 1865, has graduated about 200 students. The length of course is from two-thirds of a year to a year; the studies pursued, besides the English branches, are book-keeping, commercial arithmetic, common law, penmanship, and telegraphy. There were in the day school in 1875, 186 pupils, 11 of whom were young women; in the evening school, 27, 3 of them young women; the total attendance was 213. The students in telegraphy numbered 23.—(Special report to the United States Bureau of Education, 1875.)

The Minneapolis Business College offers to both sexes a course of study embracing commercial arithmetic, mercantile law, the customs of trade, book-keeping in all its applications, business correspondence, English grammar, spelling, and penmanship.—(Report of superintendent of public instruction, 1875.)

SUPERIOR INSTRUCTION.

THE UNIVERSITY OF MINNESOTA, MINNEAPOLIS.

This university was chartered in 1868, is undenominational, and admits both sexes on equal terms. From the necessity of the case it has hitherto been largely engaged in preparing students for itself in what are called the fourth and third classes of its collegiate department, or what would elsewhere generally be called lower and higher classes of its preparatory school. It feels now strong enough to leave a portion of this preparatory work to the high schools and graded schools throughout the State, and after the year 1875-'76 proposes to dispense with its lowest class and add the branches now studied in that class to the requirements for admission to the next above. The lowest then remaining will be the third, or subfreshman, full standing in which can only be secured by passing a satisfactory examination in specified studies about equivalent to those of good high schools.

The third annual commencement of the university was held in its new audience hall June 24, 1875, on which occasion 3 of its students were made bachelors in arts, 2 in science, 1 in literature, and 3 in civil engineering.—(Report of the president in State report of 1875, pp. 179-191.)

OTHER COLLEGIATE INSTITUTIONS.

Carleton College, Northfield.—This college offers its privileges to all alike, irrespective of race, sex, nationality, or denominational preferences. Though receiving the special patronage of the Congregational churches, it is not under any ecclesiastical control, nor is it sectarian in methods or influences. The young women reside with the lady teachers in a separate building, but both sexes meet in all general exercises, are instructed in the same classes, and may take the same degrees. The courses of study are English, preparatory, academic, and collegiate.—(College catalogue, 1874-'75, and report of superintendent of public instruction, 1875.)

Hamline University was organized under the auspices of the Methodist Episcopal Church in 1854, and located at Red Wing, but owing to financial reverses was discontinued in 1869. It is to be opened again in the fall of 1876. A new location has been chosen between the cities of St. Paul and Minneapolis, those cities having contributed largely toward a university building which is now in process of erection at a cost of \$60,000.—(Report of superintendent of public instruction, 1875, p. 61.)

St. John's College, near St. Joseph, (Roman Catholic,) is conducted by the Benedictine Fathers. The course of study is conformable to the most recent progressive methods, aiming at the highest standards. There are elementary, scientific, commercial, and

classical courses, the latter extending over a term of 5 years, and including advanced studies in mathematics, belles-lettres, rhetoric, and poetry, the English, German, Latin, and Greek languages. French, Italian, Spanish, and Hebrew, with music, painting, and other studies, are optional. The situation of the college is said to be delightful and the faculty large and highly trained.—(Report of superintendent of public instruction, 1875, pp. 57, 58.)

COLLEGES FOR WOMEN.

St. Mary's Hall, at Faribault, (Protestant Episcopal,) and the Minneapolis Female Seminary (non-sectarian) report a total of 16 professors and instructors, 4 ladies and 12 gentlemen, and 149 students, of whom 69 were pursuing the regular college course. The Minneapolis Seminary is authorized by law to confer collegiate degrees and has a library of 600 volumes. There are two courses of instruction, the English (scientific and literary) and the classical, including a full course in Latin and French or German. The departments of music, drawing, and painting are conducted by the ablest teachers.—(From special reports to the United States Bureau of Education and report of State superintendent, 1875, pp. 60, 67.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.		Property, income, &c.							Number of volumes in library.
		Preparatory.	Collegiate.	Number of students.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Carleton College....	12	137	18	\$60,877	\$72,000	\$6,200	\$4,560	\$0	\$3,000	2,575	
St. John's College...	16	21	22	50,000	-----	-----	-----	-----	-----	2,533	
University of Minnesota.	16	145	83	80,000	247,537	10,699	0	19,000	-----	10,000	

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The *College of Agriculture of the State University* presents two courses of study, the regular undergraduate course, of equal rank with the courses in the other colleges, and the elementary, coinciding in the main with the scientific course of the collegiate department. Students who complete either of these courses are admitted to the advanced course without further examination. A new building was expected to be ready in the fall of 1875, but further accounts of it are wanting.

In the *College of the Mechanic Arts* there are three undergraduate courses of study leading to appropriate degrees, a course in civil engineering, one in mechanical engineering, and one in architecture. Only 9 students are reported as in attendance in 1875 on these two colleges, 7 of them belonging to the college of mechanic arts, and the other 2 being engaged in an elementary course in the agricultural college.—(State superintendent's reports for 1873-'74 and 1874-'75.)

THEOLOGY.

The *Seabury Divinity School*, Faribault, (Protestant Episcopal,) offers a thorough course of instruction. Its buildings, which cost over \$50,000, will accommodate 35 students. The school is unendowed, depending on the offerings of the church for its support. It has a library of 4,500 volumes.

The *theological department of Augsburg Seminary*, at Minneapolis, (Evangelical Lutheran,) is intended to prepare students for preaching, especially the older ones, "that they may be earnest advocates for the truth." It is sustained by donations from congregations belonging to the conference for the Norwegian-Danish Lutheran Church in America. Number of students, 16.—(Programme of the seminary, 1874, and special report to the United States Bureau of Education, 1875.)

St. John's Seminary, St. Joseph, Minnesota, (Roman Catholic,) reports an attendance of 26 students. The ecclesiastical course, which embraces philosophical and theological studies, is completed in three years.—(Catalogue, 1874-'75, and report to the United States Bureau of Education, 1874.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Colleges of Agriculture and of Mechanic Arts, (University of Minnesota.) <i>a</i>	14	.....	7	2	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Augsburg Seminary	4	.....	16	3	\$30,000	.....	.....	.....	1,200
St. John's Seminary	4	.....	32	3	31,000	\$0	\$0	.....	1,081
Seabury Divinity College.....	9	.....	29	3	60,000	.....	.....	.....	4,500

a No separate organization.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

In common with the older States in the Union, Minnesota has made special provision for the education of her deaf and dumb and blind children. For thirteen years the institution at Faribault has been in active operation, dispensing the blessings of a common school education to those who otherwise would have grown up in ignorance. During the past year 109 deaf-mutes and 21 blind children have been in attendance for a longer or shorter time during the term of forty weeks. Five and a half hours daily, Sunday excepted, are devoted to study and recitations, and three and one-half hours to work in one of the shops. Coopering, shoemaking, and tailoring are the trades taught the boys. A few of the younger lads, instead of attending to shop work, are occupied one hour in the afternoon receiving instruction in drawing or some light exercise.

For various reasons only about two-thirds of these children within the limits of the State have been reached. The provision made has been generous, but never sufficient for all in the State; still, none of suitable age and capacity who have applied have been rejected. It is expected that upon the completion of the main building, now in process of erection, all in the State can be accommodated, and also that as the advantages of the school and shops become more generally known, greater demands will be made upon the institution.—(Report of superintendent of public instruction, 1874-'75, pp. 177, 178.)

LIST OF SCHOOL OFFICIALS IN MINNESOTA.

D. BURT, *State superintendent of public instruction, St. Paul.*

COUNTY SUPERINTENDENTS.

[Term, April, 1875, to April, 1877.]

County.	Superintendent.	Post-office.
Aitkin	W. H. Williams	Aitkin.
Anoka	Rev. Moses Goodrich	Anoka.
Becker .....	.....	.....
Benton	Rev. Sherman Hall	Sank Rapids.
Big Stone	W. R. Brown	Ortonville.
Blue Earth	David Kirk	Mankato.
Brown	E. J. Collins	New Ulm.
Carlton	L. W. Greene	Thompson.
Carver	William Benson	Carver.
Chippewa	J. S. Pound	Granite Falls.
Chisago	V. D. Eddy	Taylor's Falls.
Clay	L. H. Tenny	Glyndon.
Cottonwood	F. M. Dyer	Windom.

List of school officials in Minnesota—Concluded.

County.	Superintendent.	Post-office.
Crow Wing	H. D. Follet	Brainerd.
Dakota	Philip Crowley	West St. Paul.
Dodge*	A. M. Church	Kasson.
Douglas	William H. Sanders	Alexandria.
Faribault*	R. W. Richards	Blue Earth City.
Fillmore	D. W. Sprague	Preston.
Freeborn	Henry Thurston	Shell Rock City.
Goodhue	Rev. J. W. Hancock	Red Wing.
Grant	John W. Gould	Pomme de Terre.
Hennepin	C. W. Smith	Minneapolis.
Houston*	Dr. J. B. Le Blond	Brownsville.
Isanti	Rev. Charles Booth	Spring Vale.
Jackson	Dr. J. F. Force	Heron Lake.
Kanabec	S. E. Tallman	Brunswick.
Kandiyohi	J. H. Gates	Harrison.
Lac qui Parle	L. E. Davis	Lac qui Parle.
Lake	Christian Wieland	Beaver Bay.
Le Sueur*	Francis Cadwell	Le Sueur.
Lincoln	G. I. Larson	Marshfield.
Lyon	George M. Durst	Marshall.
McLeod	W. W. Pendergast	Hutchinson.
Martin	John W. Tanner	Fairmont.
Meeker	William E. Cathcart	Litchfield.
Mille Lacs	A. P. Barker	Princeton.
Morrison	Dr. A. Gnermon	Little Falls.
Mower	N. M. Holbrook	Austin.
Murray	S. P. McIntyre	Carrie.
Nicollet	E. S. Pettijohn	St. Peter.
Nobles	T. C. Bell	Worthington.
Olmsted*	Sanford Niles	Rochester.
Otter Tail	G. F. Cowing	Fergus Falls.
Pine	F. A. Hodge	Hinckley.
Pope	J. R. Geddes	Glenwood.
Ramsey	Rev. Benjamin Welles	White Bear Lake.
Redwood	D. L. Bigham	Redwood Falls.
Renville	Hon. George H. Megguier	Beaver Falls.
Rice*	R. A. Mott	Faribault.
Rock	E. L. Grout	Luverne.
St. Louis	Hon. Luke Marvin	Du Luth.
Scott*	Patrick O'Flynn	St. Patrick.
Sherburne	Hon. John O. Haven	Big Lake.
Sibley	W. C. White	Henderson.
Stearns	P. E. Kaiser	St. Cloud.
Sveele	Rev. G. C. Tanner	Owatonna.
Stevens	B. Chidester	Morris.
Swift	A. M. Utter	Benson.
Todd	Albert Rhoda	Burnhamville.
Wabasha	Hon. A. G. Hndson	Lake City.
Wadena	A. R. Wiswell	Wadena.
Waseca	H. G. Mosher	Waseca.
Washington	P. E. Walker	Marine Mills.
Watonwan	George H. Overholt	Madelta.
Wilkin	James Jackson	Breckinridge.
Winona	Hon. O. M. Lord	Minnesota City.
Wright	J. F. Lewis	Monticello.
Yellow Medicine	S. A. Hall	Yellow Medicine City

* The superintendents for these counties are to be elected by the people from November, 1876; the others are appointed biennially by the board of commissioners in each county.

MISSISSIPPI.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of white children of legal school age, 5-21 years.....	141, 514
Number of colored children of legal school age.....	176, 945
Total number of children of school age.....	318, 459
Number of white children attending school.....	78, 404
Number of colored children attending school.....	89, 813
Total.....	168, 217
Average monthly enrolment of white children.....	65, 065
Average monthly enrolment of colored children.....	63, 265
Average monthly enrolment of males of both races.....	67, 630
Average monthly enrolment of females of both races.....	65, 700
Average daily attendance of males of both races.....	55, 743
Average daily attendance of females of both races.....	51, 152
Average daily attendance of white children.....	40, 381
Average daily attendance of colored children.....	66, 514
Total average daily attendance.....	106, 895
Average number of pupils to each teacher.....	22

TEACHERS AND THEIR PAY.

Number of white teachers: Males, 1,826; females, 1,033.....	2, 859
Number of colored teachers: Males, 1,163; females, 946.....	2, 109
Total number: Males, 2,989; females, 1,979.....	4, 968
Average monthly salary paid white teachers of first grade.....	\$68 40
Average paid to colored teachers of first grade.....	65 50
Average paid to white teachers of second grade.....	46 61
Average paid to colored teachers of second grade.....	41 40
Average monthly salary regardless of races and grades.....	55 47

SCHOOL BUILDINGS AND SCHOOLS.

Number of school buildings in the State, (about).....	2, 275
Number of school-rooms.....	6, 838
Number used exclusively for recitations.....	5, 550
Estimated value of school sites, buildings, and other property.....	\$1, 000, 000
Average number of days taught in cities.....	200
Average number taught in towns of over 2,000 inhabitants.....	120
Average number taught in counties outside of towns and cities.....	100
Average number taught throughout the State.....	140

INCOME AND EXPENDITURE.

Receipts.

From State tax, (about).....	\$489, 443 83
From county tax, (about).....	354, 872 40
Interest on Chickasaw school fund.....	63, 466 08
Rent from school lands, (about).....	50, 000 00
Aid from Peabody fund.....	9, 500 00
Total receipts from other sources than State and county tax, (about)...	142, 966 63
Total from all sources.....	1, 110, 248 94

Expenditures.

For teachers' salaries.....	856, 950 44
Amount paid county superintendents.....	48, 650 00
Miscellaneous expenditures.....	80, 000 00
For permanent improvements.....	55, 000 00
Total for all purposes.....	1, 040, 600 44

STATE SCHOOL FUND.

Amount available, including Chickasaw fund.....	\$1, 068, 358 56
Amount of permanent fund, including that due from the State.....	1, 000, 000 00

—(From report for 1875 of the superintendent of public education, Hon. T. W. Car-
dozo, pp. 5-17.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The earlier State constitutions, from 1817 to 1865, contained a declaration that "Religion, morality, and knowledge being necessary to good government, the preservation of liberty, and the happiness of mankind, schools and the means of education shall forever be encouraged." It was not, however, until 1868 that encouragement was given to any general system of public schools meant to embrace the whole youthful population. The constitution adopted in that year, article VIII, made it the duty of the legislature to establish a uniform system of free public schools for all children between the ages of 5 and 21, and as soon as practicable schools of higher grade, one or more schools to be maintained in each school district at least four months in every year. It also provided the machinery for such a system by ordaining (1) that there should be a superintendent of public education, elected at the same time and manner as the governor, who should hold office for four years; (2) that there should be a board of education, consisting of the secretary of state, the attorney-general, and the superintendent of public education; (3) that there should be a superintendent of public education in each county, appointed by the board of education, with the concurrence of the senate, to hold office for two years; (4) that there should be established a common school fund, to consist of the proceeds of lands granted to the State by the General Government, of others known as "swamp lands," of fines for breach of the penal laws, of moneys received for liquor licenses and for exemption from military duty, of congressional township funds and lands, and of all moneys donated to the State for school purposes.

The legislature was also authorized to levy a poll tax, not to exceed \$2 a head, in aid of the school fund, and was directed from time to time, as might be necessary, to provide for the levy and collection of such other taxes as should be required to properly support the system of free schools; all school funds to be divided *pro rata* among the children of school age.

As soon as practicable the establishment of an agricultural college or colleges was also to be provided for.

PROVISIONS OF THE SCHOOL LAW.

School Laws of 1873 to 1876, published by Thomas S. Gathright, State superintendent of public education.

SCHOOL OFFICERS.

A State board of education, State superintendent of public education, county superintendents, county and city boards, and trustees of schools constitute the official educational staff.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State board of education, besides the power of appointing county superintendents, has given to it by the constitution the management and investment of the school funds, with certain exceptions specified in the school law, and is to make annual report to the superintendent, and through him to the legislature, of everything relating to these funds. They give bonds in \$20,000 each for faithful performance of their duties.

The State superintendent of education has the general supervision of the public schools, prescribes rules and regulations for them, and is directed to make such annual visits to the schools in each congressional district as the board of education may direct; is to provide for holding a teachers' institute in each of these districts annually; to decide all controversies respecting school management, and on or before the 15th of January in each year is to make report to the legislature of all matters relating to his office and to the educational interests. He presides at all meetings of the board of education, disburses the amounts which they appropriate for the support of free schools, and prepares editions of the school laws, with the necessary forms, regulations, and instructions for conducting all proceedings under them. He has the privilege of appointing a clerk, with \$1,200 annual salary, to aid him; receives 5 cents per mile for the distances actually travelled in the performance of his official duties, and all necessary contingent expenses, with a salary not stated in the law; and gives bond, like the members of the board of education, in \$20,000, for the faithful discharge of his duties and for the safe-keeping and proper disbursement of the school funds passing through his hands.

The county superintendents have the general supervision of the public schools of their several counties, with the duty of visiting them once at least each term; examine candidates for the position of teachers in them; give certificates, valid for twelve months, to such as are found qualified to teach; examine and verify the accounts of teachers for their monthly salary, and, when they find them correct, issue pay certificates to that effect, to be cashed by the clerk of the board of supervisors or city clerk, as the case may be. They are to establish schools where needed; to appoint trustees for newly established ones; to classify the schools as first grade or second grade; to fix the rate of salary to be paid to the teachers of each grade; to make arrangements for equalizing

ing the sessions of all schools, and to present annually, on or before the first Monday in July, to the supervisors of their counties and the mayors and councils of cities in them an estimate of the contingent school expenses for the ensuing school year, reporting also to the county or city treasurer the probable number of schools to be provided for and the total monthly cost of their support. They are also annually, on or before the 1st of September, to make written report to the board of county supervisors and the board of mayor and aldermen or selectmen of each city of 2,000 inhabitants, showing the names of teachers employed during the preceding school year, the number of months taught by each, the rate of salary paid, and the aggregate amount certified to be due each teacher. Then, on or before the 15th day of September in each year, they are to report to the State superintendent the condition and statistics of the schools; to the auditor of public accounts, an enumeration of the educable children of their counties; and to the board of education, "as soon as practicable," the amount and condition of school lands and school funds within their counties.

For the faithful performance of all these duties they are required to give bond in the sum of \$2,000 to \$5,000. Before entering on them they are to submit to an examination by a board of examiners, appointed in each county for the purpose, as to educational qualifications, as to habits and moral character, and as to executive ability, and only on satisfying the examiners on these points can they receive appointment from the State board. Their compensation, after appointment, is fixed by law at from \$45 to \$270, one-fifth of what it was in 1874.

County and city boards for school purposes are constituted of the board of supervisors of a county and of the mayor and aldermen or selectmen of any city or town having more than 2,000 inhabitants. They cause publication to be made of the reports of county superintendents presented to them respecting the pay of teachers and other expenses of the schools; make allowances for meeting expenditures which the superintendents indicate are to be provided for; and levy taxes for school-house purposes, for the superintendent's salary, and for any deficit in the teachers' fund which may arise.

Trustees of schools, 3 for each school in the rural districts, are elected annually by the patrons of the schools who are qualified electors; employ teachers for their schools; look after the local interests of these; visit them, by one or more of their number, at least once each month, to see that fuel is provided, to protect school property and care for the same during vacation, to arbitrate between teachers and pupils in case of difficulties or disputes, and to make such provision for the comfort of the pupils as may from time to time appear desirable. Trustees for towns and cities are elected by the voters there, two for each ward, and have the same duties.

SCHOOLS.

The State public schools, formerly of several grades, are now directed to be classified annually in each county as first and second grade. They are to be held for five months in the year; and in the second grade are to be taught orthography, reading, penmanship, the rudiments of arithmetic, English grammar, geography, history of the United States, and English composition. For the first grade, the studies are not prescribed in the latest law. The schools are to be kept ordinarily for at least five months in the year; for four, if the school boards are embarrassed with debt. The county superintendents, with the approval of the county and city school boards, may prescribe for them a uniform series of text books, not to be changed within five years from the date of adoption. Local boards may regulate the daily school hours.

Two normal schools, 2 agricultural and mechanical colleges or departments of such, a well organized State university, with institutions for instruction of the deaf and dumb and of the blind, also enter into the State system.

A teachers' institute of at least two weeks' continuance, to be held annually in each congressional district, under the control of the State superintendent, but under the working of an experienced and skilled educator and assistant, is provided for in the law.

SCHOOL FUNDS.

A State school fund of nearly \$700,000 helps to supplement the proceeds of State and local taxation for schools; the interest of this fund, with the rent of unsold school lands and the income from some special funds, adding enough to the receipts from taxes to bring up the annual school income to nearly \$1,000,000.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

In the opinion of the superintendent, the progress made by the public schools of the State during the year 1874-'75 has been sufficient to furnish cause for congratulation. It is no longer a partisan question whether public schools for the masses shall be maintained, but it is the desire of the whole people that every child in the State shall enjoy their advantages. There has been an increased attendance upon the schools, the qual-

fications of teachers are better, and the interest manifested by trustees, parents, and people generally has been greater than heretofore. While the defects to be remedied and excellences to be attained are still great, it is remarked that a term of five years is a very brief period in which to bring the schools up to their proper standard.—(Report, p. 23.)

COUNTY SUPERINTENDENTS.

The State superintendent notices with regret a disposition on the part of some to underrate the services of county superintendents of schools. While it may be true that some of these officers are negligent of duty, he thinks they are, upon the whole, faithful, and render their counties and the State more valuable service for the amount received than any other officers. He strongly disapproves the effort which is made at every session of the legislature to make this office elective, and is confident that, whatever may be the case in other States where the common school system has been in operation for many years and the masses of the people are generally educated and the desire for office is not so great as in this State, such a plan would certainly prove disastrous, as it would too often result in selecting the very poorest men for the position.—(Report of superintendent, p. 24.)

TEACHERS' SALARIES.

From the commencement of the public school system of the State, a large number of the teachers have been compelled to lose a portion of their salaries on account of the depreciation of school warrants, but during the past two years there has been no necessity for this, as the State teachers' tax has been collected in currency, and has been in the hands of the tax collectors in season for the payment of teachers. It seems, however, that certain county officers have kept back the teachers' fund, thus forcing them still to sell their warrants at a discount. Such a change in the law is recommended as will make it impossible that this advantage should be taken of the teachers.

The superintendent remarks, in respect to his statistics of teachers' salaries, that the law makes no distinction as to this point in favor of race or sex, and that the difference in salary is due to the fact that a greater number of white men are teaching first grade schools for both races than of colored men, while the same is the case with women teachers of the different races.—(Report, pp. 13, 25.)

COMPULSORY EDUCATION.

In the opinion of the superintendent, the legislature of the State should enact a compulsory education law as a matter of economy, in view of the fact that the State expends a large amount of money for school purposes—enough to educate all—while only about one-half the number of educable children are enrolled and only about one-third attend, on an average. Moreover, as a matter of justice to the rising generation, such a step, he thinks, should be taken; that, if it is the duty of the State to educate one of her children, it is her duty to educate all; and, if parents and guardians do not sufficiently appreciate the advantages of the common schools, the State should not allow their children (for whom it is wholly responsible in this matter) to grow up in ignorance. In a few years the children of the present day will have become citizens of the State, intelligent or ignorant. Will the people, asks the superintendent, suffer their property to become depreciated on account of having an ignorant community; shall a wall of ignorance be built around the State to impede immigration; or shall parents and guardians be compelled to send their children to the school provided for them?—(Report, p. 27.)

PEABODY FUND.

Every application made through the superintendent for aid from this fund was granted, until the amount set apart for the State, \$9,500, was exhausted, and every school that applied for aid, except one, kept its terms. Twelve towns and cities received assistance in amounts ranging from \$300 to \$2,000. Aid has been promised for the current year to the amount of \$11,800.—(Report, pp. 29, 30.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The schools at Holly Springs and Tougaloo are making excellent progress and are rapidly preparing teachers for the public schools, their only difficulty being the small amount of funds appropriated. Colored students exclusively attend both these schools, and the superintendent earnestly recommends the establishment of another for white students. The white teachers have had only such preparation as they could obtain in high schools and academies. The amount appropriated by the State for the two schools was \$9,000, \$4,500 each. In addition to this, the Holly Springs school received \$300 from the Peabody fund. There was an enrolment during the year of 351 students in both schools, Holly Springs having 134 and Tougaloo 217. Average attendance: Holly Springs, 84; Tougaloo, 92; total, 176.—(Report of superintendent, pp. 21, 22, 30.)

SECONDARY INSTRUCTION.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

A list of 27 private high schools and academies was forwarded to this Office by the superintendent of public instruction, Mr. Cardozo, but without any further information respecting them. In response to the circulars of inquiry sent them by the United States Bureau of Education, 13 schools of this class have forwarded their statistics for 1875. Two of these are exclusively for the education of boys; they are undenominational in religious influence, and have, with 5 instructors, a total attendance of 127 students, 32 of whom were pursuing a classical course and 48 preparing for college. Three schools are exclusively for girls, 1 being under the influence of the Methodist Episcopal Church, the others undenominational, all 3 having, with 12 teachers, an attendance of 146 pupils, only 16 of whom are pursuing a classical course. The remaining 8 schools are for both sexes, and report an aggregate attendance of 733 students—372 boys and 361 girls—taught by 24 instructors; 5 of these schools are unsectarian in their influence, 1 is under the control of the Methodist Episcopal Church South, and 1 each of the Baptist and Presbyterian; 67 of the students were pursuing classical studies, 30 modern languages, and 96 were preparing for either the classical or scientific course in college; making a grand total attendance of 1,006 pupils—499 boys and 507 girls—taught by 41 instructors, the aggregate of those pursuing classical studies being 115 and of those preparing for college 144.

No report of any public high schools has reached the Bureau, not even Vicksburg making return of such.

PREPARATORY DEPARTMENTS OF COLLEGES.

The colleges report in their preparatory classes 151 male students and 35 females, 186 in all; 78 of them being engaged in preparation for a classical collegiate course and 17 for a scientific.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

St. Stanislaus Commercial College at Bay St. Louis, organized in 1855, reports an attendance in 1875 of 100 students, (all young men,) instructed by 8 teachers, and a course of four years, including commercial and mathematical branches, telegraphy, and the modern languages. Ten students were engaged in the study of telegraphy, 14 in German, 60 in French, and 5 in Spanish.—(Special report to the United States Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF MISSISSIPPI, OXFORD.

This university is on the line of the Mississippi Central Railroad, about a mile southwest of Oxford. The principal buildings are gathered about a common centre, octagonal in form, with sufficient space between each to make them tolerably secure from conflagration. There are, in all, 13 edifices; 8 being for the use of the faculty as residences, 3 for dormitories and other college purposes, 1 for a lyceum, and 1 for an observatory.—(Letter in Mississippi Pilot.)

The general departments of study are three: One of preparatory education, one of science, literature, and the arts, and one of professional education. That of science, literature, and the arts includes six courses of study, four of which are undergraduate parallel courses leading to the degrees of A. B., Sci. B., Ph. B., and C. E. The other two are post graduate, and lead to the degrees of A. M. and Ph. D.

The institution is well officered and possesses very rich and full appliances for illustration of the studies pursued, especially in the natural sciences, claiming to be in physical and chemical apparatus, and in cabinets of minerals, rocks, shells, and other fossils, inferior to none in the country, save the specially scientific schools.—(Catalogue for 1875.)

OTHER COLLEGIATE INSTITUTIONS.

Alcorn University, on the site of the old Oaklands College, near Rodney, is for either race, enjoys the benefit of the library and collections of the Oaklands College, and shares with the University of Mississippi the appropriation for agricultural college purposes. It has for these purposes a farm of 375 acres.

Tougaloo University, on the Mississippi Central Railroad, about nine miles north of the State capital, open also to both whites and blacks, is practically for the benefit of the latter, and had not, in 1875, reached proper collegiate rank, its departments being still only normal, intermediate, and primary. A farm of 500 acres gives employment to those who desire to liquidate one-half their expenses by laboring two hours for five days of the week and four and a half on Saturday, while females have the same opportunity in the domestic department.

Madison College, Sharon, (non-sectarian,) which reported in 1874, having then 3 in-

structors and 75 preparatory students, has not since been heard from, and has probably failed to reach collegiate rank.

Mississippi College, Clinton, (Baptist,) presents three courses: a classical, literary, and scientific collegiate course of four years, leading to the degree of A. B.; a literary and scientific course of three years, with or without ancient and modern languages, leading to the degree of Sci. B.; and an eclectic course, which secures only a certificate of proficiency in the studies successfully pursued.

Pass Christian College, under the care of the Christian Brothers, (Roman Catholic,) at Pass Christian, has suffered the loss of its buildings by fire, and is said to have been closed.

Shaw University, Holly Springs, makes return as in the following table, but furnishes no printed information as to itself for 1875.—(Catalogues of institutions, and report of American Missionary Association for 1875.)

COLLEGES FOR WOMEN.

Six institutions for the superior instruction of young ladies, all authorized by law to confer degrees, report a total of 40 instructors, of whom 12 are male and 28 female; 375 students in the regular collegiate course, 9 in special or partial courses, and 2 in post graduate studies. The length of the course in 3 of these institutions is four years, in 2 it is three years, and in 1 is five. All are under the influence of some religious denomination; 2 each Presbyterian or Baptist, and 1 each Protestant Episcopal or Methodist Episcopal Church South. Drawing is taught in all and painting also in all but 1. All teach vocal and instrumental music and French; 3 teach German, and 2, Latin and Greek. All report chemical laboratories and philosophical apparatus; 2 have museums of natural history, and 4 have art galleries. One reports also a gymnasium, and 4 have libraries of 200 to 2,000 volumes.—(Returns to Bureau of Education for 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship fund.	
Jefferson College.....											
Madison College *.....	3	0	a75		\$12,000	\$0	\$0	\$2,500	\$0	\$0	650
Mississippi College.....	9	0	66	84	75,000	40,000	4,000	3,500	0		53,055
Shaw University.....	8		75	38	12,000	8,000	400				300
University of Mississippi.....	11		45	55	275,000				22,000		67,447

* From Report of Commissioner of Education for 1874. a Unclassified. b Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The school of agriculture, a department of the University of Mississippi, was established in accordance with an act of the State legislature assigning two-fifths of the congressional donation for this purpose to the university. In accordance with the terms of the act of donation, the course is intended not to turn out mere apprentices to the art of agriculture, but to teach it as a profession, requiring varied knowledge and a liberal education. The conditions of the congressional grant will be fully complied with by the organization of the mechanical and military courses so soon as the requisite funds shall have been provided.—(Catalogue, 1875, University of Mississippi.)

Since the appropriation by the legislature of the State in 1871 of three-fifths of the proceeds of the sale of the agricultural college land scrip to Alcorn University, an agricultural department has been embraced in the curriculum of that institution. The late State superintendent of education, however, in his report for 1875, p. 31, speaks slightly of the results attained, though it had from the State an appropriation of \$23,750.

THEOLOGY.

A special report to the United States Bureau of Education from the Bishop Green Associate Mission and Training School, at Dry Grove, under the charge of the Protestant

Episcopal Church, gives an attendance of 15 pupils, instructed by 3 teachers. No degrees are conferred here, the graduates being simply admitted to deacon's orders.

A large and interesting class in theology was reported at Tougaloo University by the American Missionary Association in 1873, but nothing is said of such a class in the report for 1875.

There is a partial theological course at Mississippi College, Clinton, designed to meet the wants of students who cannot go elsewhere.

LAW.

The law school of the University of Mississippi provides a course of instruction lasting one year and comprising all the branches usually pursued in such schools. Text books are the chief means of instruction; law is regarded as too abstruse a subject to be taught advantageously by lectures. The diploma obtained by graduation is made by statute a license to practice law in any court in Mississippi.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Agricultural and mechanical department of Alcorn University.	7	...	a5	4	\$28,905	\$123,150	\$9,852	b\$15,000	50
College of Agriculture and Mechanic Arts, (University of Mississippi.)	1	...	27	4	.....	75,000	6,000	.....	.....
SCHOOL OF THEOLOGY.									
Bishop Green Associate Mission and Training School.	4	0	15	3	5,000	0	0	.....	.....

a Also 39 preparatory students.

b From State appropriation.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Institute for the Blind at Jackson reports for the year 1874 an improved financial condition and an increased attendance of pupils, whose advancement in every department was commendable. In that year, for the first time, the colored blind of the State availed themselves of the advantages of the institution.—(Report of the institution, 1874.)

EDUCATION OF THE DEAF AND DUMB.

The Institute for the Deaf and Dumb at Jackson reports (1874) that the department of instruction is in a better condition than ever before; that the pupils are under better control and are more contented in school; that the discipline is better and wiser, and the teachers more efficient and earnest. The sign method of instruction is used.

There is a mandatory statute that requires the male pupils in the institution to be instructed in some useful trade, but to carry out this provision means are lacking, and are asked for, to erect shops. The matron teaches the girls all kinds of needle-work, including a knowledge of the use of sewing machines.—(Report of the institute, 1874.)

LIST OF SCHOOL OFFICIALS IN MISSISSIPPI.

THOMAS S. GATHRIGHT, State superintendent of public education, Jackson.

STATE BOARD OF EDUCATION.

[Term, to January, 1878.]

Name.	Post-office.
James Hill, secretary of state.....	Jackson.
George E. Harris, attorney-general.....	Jackson.
Thomas S. Gathright, superintendent of public education.....	Jackson.

COUNTY SUPERINTENDENTS OF PUBLIC EDUCATION.

[Term, two years.]

County.	Superintendent.	Post-office.
Adams	J. S. Montgomery	Natchez.
Alcorn	J. L. Wofford	Corinth.
Amite	B. R. Webb	Liberty.
Attala	David Carr	Kosciusko.
Benton	W. T. Brooke	Ashland.
Bolivar	Alex. Yerger	Floreyville.
Calhoun	J. L. Lyon	Pittsborough.
Carroll		
Chickasaw	A. J. Jamison	Houston.
Choctaw	J. B. Hemphill	French Camps.
Claiborne	Dr. W. D. Sprott	Port Gibson.
Clarke	Rev. S. J. Bingham	Enterprise.
Coahoma	J. M. Chrestman	Friar's Point.
Clay	Rev. H. J. Vallandingham	West Point.
Copiah	Rev. W. B. Bingham	Hazelhurst.
Covington	E. W. Larkin	Mt. Carmel.
De Soto	S. I. Reid	Hernando.
Franklin	Joseph Buckles	Meadville.
Greene		
Grenada	I. S. Parker	Grenada.
Hinds	F. A. Wolfe	Jackson.
Holmes	J. L. Dyson	Lexington.
Hancock	A. M. Slaydon	Shieldsborough.
Harrison	B. B. Pearson	Pass Christian.
Issaquena	R. W. Houston	Mayersville.
Itawamba	J. R. Jamison	Fulton.
Jackson		
Jasper	O. C. Dease	Paulding.
Jefferson	T. W. Hunt	Fayette.
Jones	H. C. Smith	Ellisville.
Kemper	R. L. Gully	Moscow.
Lincoln	Rev. W. Burgess	Brookhaven.
Lauderdale	Rev. J. Bardwell	Meridian.
La Fayette	A. S. Lewis	Oxford.
Lowndes	J. M. Barrow	Columbus.
Lee	G. W. Turner	Tupelo.
Lawrence	S. W. Dale	Monticello.
Leeke	R. H. Caldwell	Ofahoma.
Leflore	R. H. Summons	Greenwood.
Madison	W. B. Stinson	Canton.
Marion	S. A. Foxworth	Columbia.
Marshall	J. A. Mahon	Holly Springs.
Montgomery	W. E. Simpson	Winona.
Monroe	Rev. J. W. Bozeman	Aberdeen.
Newton	E. D. Beattie	Lawrence.
Neshoba		
Noxubee	C. B. Ames	Macon.
Oktibbeha	L. A. Fort	Starkville.
Pearle	J. W. Winningham	Augusta.
Prentiss	G. W. Archer	Booneville.
Panola	J. A. Rainwater	Sardis.
Pike	Rev. J. C. Graham	Summit.
Pontotoc		
Rankin		
Scott	W. R. Butler	Harpersville.
Sharkey		
Simpson	G. W. Farlow	Westville.
Smith	J. Ranch	Trenton.
Sunflower		
Sumner	Aaron Smith	Greensborough.
Tallahatchee	W. J. Taylor	Charleston.
Tishomingo	T. M. Miller	Burnsville.
Tippah	G. M. Maddox	Ripley.
Tate	D. E. Smith	Senatobia.
Tunica	Edward Carter	Austin.
Union	E. Y. Reaves	New Albany.
Warren	C. E. Bent	Vicksburg.
Washington		
Winston		
Wayne	Thomas Hutchinson	Waynesborough.
Wilkinson	J. S. Lewis	Woodville.
Yazoo	W. P. King	Yazoo City.
Yalabusha	S. B. Brown	Water Valley.

MISSOURI.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of white persons in the State 5-21 years of age.....	678,270
Number of colored persons in the State 5-21 years of age.....	41,916
Number of white pupils attending public schools.....	379,948
Number of colored pupils attending public schools.....	14,832
Average number of days' attendance by each child.....	65
Average number of days each school has been taught.....	99
Average number of scholars attending each day.....	192,904

TEACHERS AND THEIR PAY.

Number of teachers employed: Men, 5,904; women, 3,747.....	9,651
Average salaries of men per month.....	\$38 00
Average salaries of women per month.....	29 50

SCHOOL-HOUSES AND SCHOOLS.

Number of school-houses in the State.....	7,325
Number of buildings rented for school purposes.....	285
Number of pupils that may be seated in all.....	420,357
Number of schools in operation: for whites, 7,061; for colored, 326.....	7,387
Average cost per day for tuition of each scholar.....	\$0 07

INCOME AND EXPENDITURE.

Receipts.

From taxation for school purposes.....	\$2,155,810 09
From public funds for school purposes.....	857,785 57

Expenditures.

Not stated.

SCHOOL FUNDS AND SCHOOL PROPERTY.

Township, swamp land, county, and State school funds.....	7,248,535 33
Value of school property in the State.....	6,771,163 27

—(From the report for 1875 (pp. 14, 17) of the State superintendent of public schools, Hon. R. D. Shannon.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution of 1875 provides (section 1 of article 11) that, as a general diffusion of knowledge and intelligence is essential to the preservation of the rights and liberties of the people, "the general assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in the State between the ages of 6 and 20 years;" (section 2) that "the income of all the funds provided by the State for the support of free public schools shall be paid annually to the several county treasurers, to be disbursed according to law; but no school district in which a free public school has not been maintained at least three months in the year for which the distribution is made shall be entitled to receive any portion of such funds;" (section 3) that "separate free public schools shall be established for the education of children of African descent;" (section 4) that "the supervision of instruction in the public schools shall be vested in a board of education, whose powers and duties shall be prescribed by law. The superintendent of public schools shall be president of the board. The governor, secretary of state, and attorney-general shall be *ex officio* members, and, with the superintendent, compose said board of education;" (section 5) that "the general assembly shall, whenever the public school fund will permit and the actual necessity of the same may require, aid and maintain the State university now established, with its present departments;" the government of the university to be vested in a board of curators, of 9 members, to be appointed by the governor, by and with the consent of the senate.

Section 6 provides for setting apart, investing, and preserving as a public school fund the proceeds of all land grants from the United States to this State, and not otherwise appropriated; of all moneys and other property belonging to any State fund

for purposes of education, and of the proceeds of escheats, grants, gifts, or devises to the State; section 7, that if the fund thus set apart be not sufficient to sustain a free school in each school district for at least four months in every year, the general assembly may provide for such deficiency by setting apart annually for the support of the public schools not less than 25 per cent. of the State revenue, exclusive of the interest and sinking fund. Section 8 provides for the formation of county school funds from the existent funds of this class, from sale of estrays, from fines and forfeitures, and from payments for exemption from military duty. Section 9 forbids the investment of the public school funds in bonds of other States or in the stocks, bonds, or other obligations of a county, city, town, or corporation, and gives a preference to bonds of the State of Missouri or of the United States. Section 10 directs that county school funds shall be loaned only on unincumbered real estate security of double the value of the loan, with personal security in addition. Section 11 forbids the appropriation or payment from any public fund whatever of anything in aid of any sectarian school or purpose.

PROVISIONS OF THE SCHOOL LAW.

School laws of the State of Missouri, edition of 1875; published according to law by the State superintendent of common schools.

SCHOOL OFFICERS.

The special school officers provided for in the constitution and the school law, in addition to others utilized for school purposes, are the State board of education and State superintendent of public schools above spoken of, with county commissioners in place of former county superintendents, boards of directors for school districts, district clerks, and boards of education for cities, towns, and villages.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education has committed to it the general supervision of educational interests; is to direct the investment of all moneys received by the State for educational funds, and to see that such funds have their interest applied to the purposes for which they were originally intended.

The State superintendent, who holds office for four years from the 1st of January following his election by the people, and gives bond in \$10,000, with two securities, for faithful performance of his duties, has the presidency of the board of education, and with it the supervision of the educational funds of the State. He may require from all officers in charge of schools and school funds the needful information as to the condition and management of these; must look after the printing and distribution of the school laws, with the necessary instructions and papers for school officers; may examine teachers and grant certificates of qualification, which shall warrant admission to teach in any public school without further examination of the holders; and must make, on or before the first Wednesday in January of every year, to the general assembly when in session, otherwise to the governor, a report embracing every required particular in relation to the public schools and school funds; such report, however, not to exceed two hundred printed pages of ordinary book form. He is, further, to spend at least five days annually in each congressional district of the State, conferring with educational officers, counselling teachers, visiting schools, and by lectures and other means endeavoring to elevate the standard of instruction in these. He may receive, besides an annual salary of \$3,000, an additional \$500 for the expenses of these journeys, and may employ a chief clerk to aid him in his office, at a salary of \$1,500.

The county commissioners, elected by the qualified voters of the counties at the annual district school meetings in April, in every second year, have it as their duty to examine and license teachers for the public schools within the county of each one, said license to be valid for from one to two years; to revoke such license for proven incompetency or immorality; to keep a record of all certificates thus granted or revoked, with full particulars of the number, date, grade, and duration of certificate in each case, and the name, age, sex, and nativity of the receiver; to see that subordinate school officers are supplied with copies of the school laws and with the necessary blanks for making their reports; and from these reports to condense and forward to the State superintendent the educational statistics of the county. For keeping the records and making the reports thus required they receive from \$20 to \$40, according to the population of the county, with \$1.50 for each teacher examined.

On the petition of any one hundred freeholders in a county, the county court is to refer to the voters at a general election the question of employing the whole time of the commissioner in school duties; and if the majority of the electors vote for this, the commissioner is to add to the duties before mentioned a visitation of the schools of the county, holding of normal institutes, delivering lectures on educational and scientific subjects, and such other work as may be recommended by the State superintendent; in which case he is to receive either a salary agreed upon beforehand or an allowance from the county court not to exceed \$12 for each organized school district in the county.

The boards of school directors, three for each district, each elected for a term of three years and one going out each year, have the care of the school house and other property belonging to their districts, except such as may be especially confided to the district clerk. They are to provide globes, maps, and other necessaries for the school room; to keep the house, outbuildings, and grounds in good condition; to see that due provision is made for warmth and comfort; to make all needful regulations for grading, organizing, and governing the schools; to contract with and employ legally qualified teachers; to visit and examine the schools, consult with teachers, and exercise a general supervision; and to forward to the county clerk, on or before the 1st of May in each year, an estimate of the amount of funds needed to sustain the schools of their districts for the ensuing school term, with such other amounts for building, purchasing site, &c., as may have been ordered. It is also their duty to have an annual census made of the children of school age (6-20) within their districts, specifying separately and by name the males and females, whites and blacks; and also an alphabetical list of resident tax-payers.

The district clerk, elected at the district meeting or appointed by the district board, keeps the records of the district meetings and of the board of directors; gives notices of special meetings; accounts to the township or county treasurer for all receipts and expenditures for school purposes; furnishes to teachers the proper forms for a school register; draws warrants on the treasurer for payment of their salaries and other school expenses; and must submit to the annual district meeting a full account of everything relating to school population, attendance, terms, teachers, receipts, expenditures, value of school property, and amount of school tax.

The boards of education for cities and villages, 6 in number in each ordinary case, are elected by the qualified voters of the place on the second Saturday in September, in sets of 2 each year for terms of 3 years, and have nearly the same powers and duties as the boards of school directors in rural districts. St. Louis has a board of 24 members, 2 for each ward, with a city superintendent, 2 assistant superintendents, and other officers.

SCHOOLS UNDER THIS SYSTEM.

The qualification required of every teacher in order to a license to teach in the State schools—ability to instruct in “orthography, reading, penmanship, arithmetic, English grammar, modern geography, the history of the United States, and civil government”—indicates what may be supposed to be the ordinary course in the lower schools. In the higher the courses are such as to prepare for the university, or for advantageous prosecution of the studies in the State normal schools, which number three, besides a city normal school at St. Louis. Teachers' normal institutes in each county in which a commissioner's whole time is employed, are also part of the State system, and attendance on them when held is required of teachers in the public schools. But they at present amount to little, only one county having so employed a commissioner in 1875. Separate schools for colored children are the rule under the constitution, but the schools are to afford the same advantages with others of the same grade for whites.

Connected with the university, besides the college proper, are a normal college, an agricultural and mechanical college, a school of mines and metallurgy at Rolla, a law college, a medical college, and a department of chemistry.

Special schools for the blind and for the deaf and dumb are supported by the State, and an industrial school is provided.

SCHOOL FUNDS.

The whole State school fund, including portion not now available and current funds in treasury, is reported at \$7,248,535 in the past year. The interest of the available portion of this fund, including that from county funds, \$545,776.05 in all, with 25 per cent. of the State revenue, \$312,009.32, went to supplement in 1874-'75 a local taxation of \$2,155,810.09 for public schools, making the whole receipts for schools in that year \$3,013,595.66.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION OF EDUCATION IN MISSOURI.

On assuming control of the school affairs of the State the superintendent found, as he states, what was by courtesy called a “system” of public schools. It was, however, in reality, no system, but merely a plan. There was no definitely established and fixed order of management throughout, no strong ligaments binding the different parts together. This unsatisfactory condition of the school interests he considers is due, in the first place, to defects in the school law, occasioned chiefly by frequent changes, rather than by lack of ability in the law givers. Next, apathy of the people, bred by a want of familiarity with and an incertitude of the meaning of the law itself, rather than from a lack of interest in the subject of public education. Lastly, too great laxity in the administration of law and too loose a management of the fragments of the system. From an acquaintance with the temper and disposition of the people, the superintendent is convinced that by diligence and perseverance he will be able to kin-

dle the popular desire into a zeal that will override all obstacles and give to Missouri a school system inferior to none in the Union.—(Report, 1875, pp. 6, 7.)

In this connection it may be said that the new State superintendent seems to have done good work in not only stirring up school officers to more faithful performance of the duties required of them by the law, especially the duty of making accurate and punctual returns of school statistics, but also in stimulating the grand juries to indict delinquent officers, and thus make sure a compliance with the law.

IMPROVEMENTS SEEN AND HOPED FOR.

The public schools, it is stated, are growing better. A more general interest is being manifested in their success. Prejudice is gradually disappearing; and, while much remains to be done, commendable progress is being made.

An evidence of increasing interest in the public schools is found in the greater fullness of official reports. In 1874 McDonald County made no report and received no part of the distribution in March, 1875. The present year (1875) she reported 24 schools in operation and 2,370 school population. Jasper in 1874 returned an enumeration of only 2,947 children, while for 1873 she had reported 8,412, losing, in consequence, about \$3,500 which would have been given her under a correct enumeration, but for the year 1875 she reports 9,653 children of legal school age. There was, also, in Livingston County an increase of 4,671 in the enumeration returns over 1874. In the State at large there was, according to official returns, an increase of the school population in the year 1873-'74 of only 140, while for the last year the increase of enumeration was 31,251 over that of the year preceding. These figures show the effectiveness of a correct application of the law; but the returns are yet very unsatisfactory, and, it is believed, grossly incomplete in many instances.

In order to know, if possible, what is needed to promote the best interests of the system, the superintendent has conferred freely with teachers, teachers' associations, superintendents of city schools, other school and county officials, and directly with the people. The workings of the law, the defects of the system, the difficulties of putting into operation, under varied circumstances, the strong points of the law, and its generally recognized good features have all been carefully observed. He has also labored zealously, by public addresses, by social intercourse with the people, by visiting schools, and enlisting teachers and others in the same work, and by other means, to remove the apathy too generally existing in respect to the public school interests. In these efforts he had the cordial co-operation of a large majority of the county commissioners of schools and of the public press as well, not half a dozen journals in the State being found in opposition to the public school system. There is now an apparent manifestation of popular sentiment in favor of public schools in many localities where worse than indifference prevailed. There are strong prejudices yet to be removed and determined opposition to be overcome; but it is the fight of the many with the few: the interests and the desires of the State as against the imagined interests of individuals and a few denominational and private enterprises.—(Superintendent's report, 1875, pp. 10, 11, 15.)

SCHOOL FUNDS.

The township swamp land and county school funds are under the control of the various county courts, and as a general rule have been badly managed, having, to a great extent been lost, squandered, or stolen. This was more particularly true during the war. There is now a disposition to guard more faithfully these interests, though still in some cases a looseness of management that amounts to culpable neglect; and it is believed that the indictment and punishment of some county officials may become necessary in order to entirely eradicate the evil.—(State report, 1875, p. 13.)

COLORED SCHOOLS.

The laws in relation to the establishment and maintenance of schools for colored children are so different from the provisions in reference to those for white children as to create a distinct system. Schools for whites are supported by the districts with the help of State aid, while the whole township in which a colored school is located is taxed for its support. No district in the State can be compelled to maintain a school for white children, but if there are a sufficient number of colored children for a school, the law compels the local authorities to establish it; or, in the event of their failure to do so, directs the State superintendent to levy a sufficient tax for this purpose. Generally, it is only necessary to explain this law to the local officials to secure the establishment of schools, and in only a few cases has it been necessary for the superintendent to resort to such summary proceedings as the law provides. It is mentioned as a significant fact that Callaway County, the most strongly southern county in the State during the late war, evinces the greatest readiness to provide good schools for her very large colored population. This, it is thought, augurs well for the future of colored schools, since it indicates the kindly disposition of the intensely southern element of the State toward them. There are good schools for colored children in St. Louis, Kansas City, St. Joseph, and in nearly all the towns of the State in which there is a

sufficient colored school population (16) to permit of their establishment by law.-- (Superintendent's report, 1875, p. 12.)

KINDERGÄRTEN.

Special reports have been received from 11 Kindergärten, all located in St. Louis. Nine of these were organized in 1875, one in 1874, and one in 1873. The number of pupils in attendance was 461; teachers, 46. The age for admission in 8 of these schools was from 5 to 7; in 3, it was 4 to 7. The length of session was three or more hours in most of them, school being kept five days in the week.

A number of these schools belong to the public school system, having been organized by the board as an experiment, which proved successful beyond expectation. The primary difficulty in the way of engrafting the Kindergarten on the system of public schools is its expensiveness. This objection was overcome to some extent in St. Louis by the fact that sufficient assistant teachers volunteered their services without pay. In one of the schools, too, an afternoon as well as a morning session was held, each accommodating different sets of children, thus utilizing the room and apparatus to twice the extent.

Superintendent Harris does not doubt the success of these schools, under reasonably competent teachers, in producing the following results: Quickness of invention and fertility of imagination; good physical development; a keen sense of symmetry and harmony; great mechanical skill in the use of the hands, ability to form rapid judgments in number, measure, and size at a glance of the eye, and initiation into the conventionalities of polite society in their demeanor toward their fellows, and in the matters of eating, drinking, and personal cleanliness.—(Report of board of St. Louis public schools, 1874-75, and special reports to the United States Bureau of Education.)

CITY SCHOOL SYSTEMS.

CALIFORNIA.

Official staff.—A board of education of 6 members, elected for terms of 3 years each, one-third being changed each year, and a superintendent of schools.

Statistics of schools.—Population of the place, 1,500; whites between 5 and 21 years, 520; colored 67; total of school age, 587. Enrolled in public schools: whites, 385; colored, 64; total enrolment, including 26 from outside the district, 449; per cent. of enrolment from the district on the number eligible, 72. Teachers besides the superintendent, 7, including 1 teacher of German. Teachers' wages, \$40 to \$50 per month; salary of superintendent, \$1,200.

School building.—An excellent school building two stories high, of tasteful outlines, contains eight rooms, 36 by 30, in which the schools are accommodated. These rooms are supplied with good blackboards and excellent school furniture, and are made comfortably warm with three wood furnaces. It is creditable to the town that all this has been paid for, so that California has no school debt to hamper operations.

Teachers' meetings.—In addition to the supervision of the schools, the superintendent has held twice a month, or oftener, meetings of teachers, at which, besides conferring as to the working of the schools, some branch of study or method of instruction usually received attention.

Methods.—In orthography no spelling book is used until about the fourth year in school, the exercises previous to this being confined to words found in the readers and introduced in object lessons and oral instruction. The aim is to make the pupil fully acquainted with words in common use, both as to their sense, form, and composition. In arithmetic, written and mental processes are combined, without the use of text books, till the third or fourth year, with practical examples and steady reference to principles. Composition writing is begun, with the simple combination of words at the beginning, and continued through the whole course, English grammar being reserved for the last two years. Drawing is combined with writing, map drawing and map study with history, and pictures of German life and scenery, with instruction and conversation in the German language—all good things.—(Report of Superintendent E. P. Lamkin for 1874-75.)

JEFFERSON CITY.

Official staff.—A board of education of 6 members, and a city superintendent of schools, F. A. Nitchy.

Statistics of schools.—Number of children of school age, (5-21,) 2,286; number enrolled in public schools, 744, of whom 588 were white and 156 colored. Average number belonging, 507; average daily attendance, 465; percentage of attendance on average number belonging, 91. Number of teachers employed, including superintendent, 11; salaries of teachers, \$50 to \$100 a month; salary of superintendent, \$150 a month. Total expenditure for the schools, \$17,554.04; cost per pupil on average number belonging, including cost of special instruction in German and penmanship, \$19.38.

Branches taught.—Besides the more common English studies, instruction has been given in book-keeping, algebra, geometry, trigonometry, astronomy, geology, German, Latin, etymology, synonyms, and rhetoric. Writing, for two and a half months, was taught by a special teacher with satisfactory results. A regular course of study was adopted in September, 1874, and has been since adhered to, with classification of the pupils according to the studies pursued and their proficiency in these. The schools were in session 40 weeks; 3 pupils, 1 boy and 2 girls, were neither absent nor tardy for that time, and 3 pupils graduated from the high school at the close of the year, being the first that had completed the full course.—(Report of board and of retiring superintendent, A. E. Werdner, for 1874-'75.)

KANSAS CITY.

Officers.—A board of education of 3 members, with a city superintendent of schools appointed by the board.

Statistics of schools.—Estimated population of the city, 40,000; whites of school age, (5-21,) 7,187; colored, 957; total, 8,144. Enrolment in public schools, 4,262; average number belonging, 2,643; average daily attendance, 2,442; percentage of attendance, 91.85; number of pupils not absent nor tardy during the year, 149. Number of schools, 9; of rooms, 61; of teachers, 53. Amount paid teachers, \$41,136; cost of tuition per pupil attending, \$15.56.

Studies and school course.—An excellent schedule and syllabus of a course of study for the schools is given, including drawing from the first year, physiology from the second, botany from the third, natural history from the fourth, physics from the fifth, history and physical geography from the sixth, and review of other studies in the seventh, with a four years' general and classical course for the high school, the latter reaching into Virgil and Homer.

For promotion from grade to grade, a system similar to that of St. Louis is pursued, pupils being subjected to written examinations every fifth week, while a record of daily recitations and deportment is kept. If the mean average of the written examination, the recitation record, and the deportment record reaches 70 per cent., the pupil is permitted to go up higher. Excellent results, alike in scholarship and behavior, are said to have been secured by this means, pupils having constantly before them the hope of advancement according to the progress made and the character developed.—(Report of Superintendent J. M. Greenwood for 1874-'75.)

ST. LOUIS.

Officers.—The city schools are under the control of a board of president and directors, of 26 members, 2 from each ward of the city. There is a city superintendent and 2 assistants who are elected by the board of directors annually. Members of the board must be free white males at least 21 years of age, and have resided in the city at least 12 months previous to their election. They are elected by qualified voters of the city (free white males over 21 years and tax-payers) for the term of 3 years and until their successors shall be duly elected and qualified, one-third going out of office at the end of every year.

The officers of the board are a president and vice-president, elected by them from among their own number, and a secretary, treasurer, attorney, superintendent, bailiff, and architect, who hold office for one year and until their successors are duly elected and qualified, unless sooner removed by the board.

Statistics.—The number of children 5 to 21 years of age drawing State money was 153,128; number of pupils enrolled in 1874-'75: boys, 17,692; girls, 18,249; total, 35,941; average number belonging, 26,183; average daily attendance, 24,438; per cent. of attendance, 93; average number of pupils to each teacher, 46; average number of teachers, including German, 954; cost per scholar on average number belonging, \$21.74. Total expenditures, \$835,846.62; receipts, \$845,382.46.

Courses of study.—Four courses of study are provided for by the board: the normal school, the high school, and the district school course, and the O'Fallon Polytechnic Institute. The course of study for the normal school covers a period of two years, and is divided into four classes, each occupying half a year, as at present arranged. The high school course covers a period of four years and constitutes a general and classical course. The district school course is divided into eight grades, each grade including an average year's work, as nearly as may be, and embracing, in addition to the elementary English branches, the history and Constitution of the United States, composition, and outlines of physics, and natural history. German is elective in such district schools as are designated by the board from time to time, but is actually taught in all. The O'Fallon Polytechnic Institute is a system of evening schools, and includes, first, an elementary course in the ordinary branches—reading, writing, industrial drawing, spelling, arithmetic, and geography—conducted in schools established by the board from year to year for the benefit of such of the industrial population of the city as, have no facilities for availing themselves of the day schools; secondly, a higher course, including line drawing, higher arithmetic, algebra, geometry, chemistry, natural phi-

losophy, English grammar, and such other branches of technical instruction as may be required by a sufficient number of pupils to form a class.

In St. Louis there is no attempt to bring all classes within the same grade to one standard of advancement. At all times there are new classes just beginning the work of a grade, or a year's work, in some one of the schools. The classes are not separated by intervals of one year in their work, but by irregular intervals, varying from six to twenty weeks. It is considered desirable to have these intervals small, so that reclassification may be more easily managed. Pupils who fall behind their class for any reason, such as absence, lack of physical strength or of mental ability, may be reclassified with the next lower class without falling back a year and thereby becoming discouraged, and those who are unusually bright or mature may be promoted to the class above or form new classes with the slower pupils of the class above who need to review their work.

Half time schools.—The policy of half time schools is under trial in a few schools whose accommodations are inadequate to the wants of their districts. This is tried only in the first year of the primary school. One set of pupils comes in the morning and another one in the afternoon. In this way the capacity of the school is greatly increased without much additional expense to the board. An extra teacher is employed to assist the regular ones in instructing the new classes formed.

Kindergarten schools.—During the past two years an important experiment has been initiated, through the voluntary assistance of Miss Susie E. Blow, to ascertain what is available in the Kindergarten system for use in connection with public schools. Under the impulse of Miss Blow's enthusiasm, great practical ability, and insight, there has been a degree of success in this experiment which has surprised all. The school established in 1872-'73 in South St. Louis having succeeded beyond expectations, two others were established near the centre of the town, and were equally successful under the management of teachers who had been trained by Miss Blow the previous year. In the fall of 1875 the number of Kindergärten was 13. From 2 to 5 assistants have been allowed each director or manager. No compensation has yet been necessary in order to secure the services of able assistants. They volunteer in large numbers to teach for one year gratuitously, for the sake of the opportunity of learning how to conduct a Kindergarten.

O'Fallon Polytechnic Institute Evening Schools.—The average age of students in these evening schools is 16 years, and none are admitted under 12. There were in attendance, during the winter, 852 of the age of 21 and upwards. Many foreign born adults visit these schools to learn English. These are usually placed in a separate room, and taught by one of the corps of German-English teachers. The length of session of the evening schools is 16 weeks. The higher course of the Polytechnic Institute is held one month longer, or 80 evenings altogether. The number of pupils enrolled in evening schools in 1875 was 5,751: males, 4,999; females, 752; in 1867 it was only 1,553. The chief cause of their rapid growth is their connection with the public school library. Each pupil of the evening schools who attends punctually not less than 60 evenings of the course, and is satisfactory in scholarship and deportment, receives a certificate of membership, entitling its holder to the privilege of the library for one year, and counting as one-third payment of life membership. Over a thousand pupils acquire certificates of membership annually.

German-English instruction.—The increase in the German classes of the present year over the year previous is 859 German-Americans and 542 Anglo-Americans. The Anglo-American pupils commence in the lowest grade in the same classes with the German-Americans, and continue in them in the second, third, fourth, and even as far as the fifth year or grade. There seems now to be no room for doubt that this may be carried out in all the grades of the district schools. This arrangement requires one-third less classes than the old system and saves much of the confusion that was occasioned in the English classes by the absence of a part of their pupils to attend German recitations.

Normal school.—The normal school is intended exclusively for the education of young ladies who intend to teach in the St. Louis public schools, but is open to persons from any section of the country. Tuition is free, and all text books are furnished for use free of charge. The increase of the school in numbers is noticeable. The number enrolled the past year is 254, being 77 more than the previous year and 115 more than the number enrolled in 1871-'72. The standard of admission was raised in 1871, and more recently it has been raised still higher, and the length of the course increased to two and a half years. The number of graduates is now about 70 each year, a number nearly sufficient to supply all vacancies occurring in the corps of teachers.

High school.—An unusually prosperous condition of this school is reported. The number of pupils for 1874-'75 is 396, or 54 more than for 1873-'74. A class of 56 pupils was graduated, whose average age was 18.1 years.—(Annual report of the board and of Superintendent W. T. Harris, for 1874-'75.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Superintendent Shannon says that the normal schools are in better condition and are doing better work than ever before. Their largely increased attendance, under the adverse circumstances surrounding them for the past two years, he regards as marvelous.

The North Missouri School, at Kirksville, reports through its principal a more advanced class of students and a much larger average attendance than ever before, and that great harmony and earnestness have characterized the workings of the school. The attendance during the year was: ladies, 270; gentlemen, 439; total, 709. The attendance in the normal department was 72 against 40 the previous year. It is estimated, says the principal, that over 400 of the students of last year are now teaching, mostly in the public schools of Missouri, graduates being generally employed in the graded schools, while the mass of those who teach before graduation are engaged in the rural districts, from which nine-tenths of them come. The demand for normal teachers is constantly increasing.

The South Missouri School, at Warrensburg, had an enrolment during the year of 403 pupils, 193 ladies and 210 gentlemen; 57 diplomas were granted, 49 of them being in the elementary course. This course comprises two years, while the advanced gives four with an additional professional course of half a year.

The Southeast Normal School, at Cape Girardeau, had its new building completed in April, 1875, but was not occupied till June. The enrolment during the year was 164—77 ladies and 87 gentlemen—an increase of 107 over the attendance of the previous year. Three ladies and four gentlemen completed the elementary course of study and received diplomas at the close of the year.—(Report of superintendent, 1875, pp. 13, 185-193.)

ST. LOUIS NORMAL SCHOOL.

This school, a part of the public school system of St. Louis, has sent out, since its foundation in 1857, almost 500 teachers, and upward of 15,000 children have been taught by them. In consequence of the large number of admissions into the senior class last year, most of whom were graduates of the high school, the number of teachers graduated by the school in 1875 was sufficient, for the first time in the history of the school, to fill all the vacancies in the public schools. The enrolment of pupils was 254, the average attendance 97 per cent., the best ever reported.—(Report of the board of St. Louis public schools, 1874-75.)

LINCOLN INSTITUTE.

Lincoln Institute, Jefferson City, is said to be a most efficient instrumentality for the training of colored men and women for the profession of teaching. Its principal is a colored man, who prosecutes his work with energy and ability. Its graduates are teaching colored schools in a large number of counties and are giving general satisfaction. The institution, however, is sadly in lack of means and is heavily in debt.—(Report of superintendent, 1875, p. 13.)

About 150 young men and young women have, on an average, attended this institute since its commencement. The closing exercises in 1875 were attended by the governor, the superintendent of public instruction, and others, who all expressed the opinion that the students had done well. Besides the usual course of studies in normal schools, the students are instructed in the laws of the State, and thoroughly familiarized with the school law, so as to enable them not only to instruct but also to organize and carry forward the school work and make due reports respecting it.—(American Journal of Education, September, 1875, p. 11.)

NORMAL DEPARTMENTS IN COLLEGES.

Departments for instructing students in the art of teaching exist in at least three colleges of the State: the State University, Drury College, and La Grange College. That in the university provides both a regular academic and a professional course of two years. Since its organization in 1863 it has graduated 7 classes, numbering in all 49, while not less than 400 students have received instruction in the theory and practice of teaching.

TEACHERS' INSTITUTES.

The practice of holding teachers' institutes has been comparatively abandoned. The law does not now require them, except in counties which employ the whole time of the commissioner, and Jasper is the only county in the State which so employs him. The superintendent thinks there have not been over a score of institutes held in the State during the past year, while there should have been at least 228, exclusive of those held in the larger towns and cities. He regards these institutes as efficient instruments for the training and improvement of teachers, and also as an important means of overcoming the lethargy of the people in the localities where they are held, and of imparting

ing new zest to their support of the public schools. Hence he is maturing a plan in which the faculties of the normal schools, the superintendents of the city schools, and other prominent educators will co-operate to restore these valuable aids.—(Superintendent's report, p. 10.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No records of this class of schools appear in either the report of the State superintendent or in those of the county commissioners to him. One at California is said by the school board to have completed the course of the first year and to contain 20 pupils. One at Jefferson is reported by the school board to have graduated its first class of 3 in June, 1875. One at Kansas City presents a good course of study extending through four years, but gives no statistics beyond the fact of its having 5 teachers. That at St. Louis presents a general and a classical course, each of four years, with a total enrolment for 1874-75 of 396, an average attendance of 329.9, and a graduating class of 56. Latin is required of all pupils for the first two years.

ACADEMIES AND SEMINARIES.

Special reports have been received from 16 schools of the above class, 9 of which are for the education of both sexes, while 4 are exclusively for boys and 3 for girls. Six of these schools are non-sectarian in their religious influence, 2 are under the control of the Protestant Episcopal and 2 of the Methodist Episcopal churches, while the Methodist, Baptist, Presbyterian, Methodist Episcopal South, and Roman Catholic churches each controls 1, and 1 makes no report upon this point. The attendance of pupils was 1,345, of whom 760 were boys and 585 girls; number of instructors, 81. There were engaged in classical studies 176 and in modern languages 211. Drawing was taught in 6, and music, both vocal and instrumental, in 11; chemical laboratories and philosophical apparatus are reported in 5 and libraries in 10, ranging in size from 50 to 2,000 volumes.—(Special reports to the United States Bureau of Education, 1875.)

PREPARATORY DEPARTMENTS OF COLLEGES.

In the colleges of the State ^{1,956} pupils have been engaged in secondary studies under 47 instructors, additional to those of the colleges proper. Of these, 694 are reported to have been in preparation for a classical course in college and 143 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Four business colleges, one located in St. Joseph, the others in St. Louis, one of which is the commercial school in St. Louis University, report a total of 27 instructors and 892 students, of whom 49 were young women. Of the 3 which report their course of study, 1 embraces purely the business branches, 1 other, in addition to these, the ordinary English branches, with algebra, natural philosophy, chemistry, German and French; the other adds to its English and business course, political economy, and detection of counterfeit money and telegraphy. There were in all 58 students pursuing German, 6 French, and 35 telegraphy.—(Special reports to United States Bureau of Education.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF THE STATE OF MISSOURI, JEFFERSON CITY.

The existence of the university was originally due to the liberal policy adopted by the Congress of the United States in regard to the new States upon their admission into the Union. Its enlargement by the addition of the College of Agriculture and Mechanic Arts, and the establishment of the School of Mines at Rolla, is due to the congressional land grant of 1862.

Upon the admission of Missouri as a State, in 1820, Congress granted two townships of land for the support of a seminary of learning, which were sold by the State legislature in 1832; only \$70,000 having been realized for land worth half a million. In 1839 an act was passed making provision for selecting a site for the university. Boone County, in consequence of offering a bonus of \$117,500, received the preference, and on July 4, 1840, the corner stone of the university was laid. The first class was graduated in 1843.

The general plan adopted in 1867, and since pursued, was intended to meet the actual wants of the people of Missouri, and embraced (1) substantially the usual college curriculum for those who desire that; (2) an enlarged and perfected scientific course; (3) the College of Agriculture and the Mechanic Arts, comprising schools of engineering, analytical chemistry, mining, and metallurgy; (4) a normal school; (5) a law school, and (6) a preparatory school. Others were to be added as the means of the university should permit or the wants of the State demand. The studies of the col-

legiate department are adjusted in four courses, those of arts, science, letters, and philosophy. The professional schools now forming a part of the university are the normal, opened in 1868; the agricultural and mechanical college, 1870; the school of mines and metallurgy at Rolla, 1871; the college of law, 1872; medical college and the department of analytical and applied chemistry, 1873.

Young women are received upon the same terms as young men, and several young ladies are at present in advanced classes in university courses. The remarkable success which has thus far attended the opening of the university to women has encouraged the board to enlarge the facilities for their accommodation.—(Report of curators, 1874-'75.)

OTHER COLLEGES.

Central College, Fayette, affords preparatory and collegiate courses, the latter comprising schools of mathematics, moral philosophy, English literature, Latin language and literature, Greek language and literature, modern languages, natural philosophy, and physical science. In the latter school, throughout the whole course, the relation of the sciences to medicine, agriculture, and the mechanic arts is carefully pointed out, and the instruction given in the first part of the senior year in anatomy and physiology has reference to a preparation of the student for medical studies.—(Catalogue, 1874-'75.)

Drury College, Springfield, was organized in 1873, with preparatory, normal, and ladies' departments, in addition to the regular collegiate, and aims to furnish a thorough education in the classics, mathematics, and sciences. Lady students enjoy the same advantages as young men, and in general they recite in the same classes, pursue the same course of study, and obtain the same degrees. At the same time, a less severe and extended ladies' course is arranged for those whose health and circumstances may require it. A commodious hall for the accommodation of lady students from abroad is being erected.—(Catalogue, 1874-'75.)

La Grange College, La Grange, was chartered in 1859; the building was completed in 1866, since which date about 1,400 pupils have matriculated. Both sexes are admitted. There are courses in preparatory scientific and normal studies, also in modern languages and music.

Pritchett Institute, Glasgow, offers preparatory, collegiate, and post graduate courses in arts, sciences, and literature, and confers on graduates the degrees of A. B., B. S., and B. L. Graduates of the school of arts, upon their completion of a prescribed course of two years, receive the degree of A. M.

Thayer College, Kidder, embraces preparatory, collegiate, and scientific departments, with a ladies' course for such as may not wish to pursue in full the studies of the collegiate course.

Washington University, St. Louis, was incorporated as a university in 1853, and embraces the whole range of university studies except theology. According to the constitution, "No instruction either sectarian in religion or partisan in politics is allowed in any department of the university." Its organization at present comprehends the academy or preparatory school, Mary Institute, the college, and the polytechnic and law schools. Mary Institute, a seminary for ladies, established under the university charter in 1853, secures to ladies all the means of high intellectual culture accessible to young men. The buildings and grounds are distinct from those of the university, but the classification, course of study, and general management are identical. Graduates of the polytechnic school and of Mary Institute are allowed free admission to the college classes, either as regular or partial students; others must show proficiency in four books of Cæsar, six of Virgil, and in Cicero's select orations, as well as a due acquaintance with grammar and with Greek through the reader. The studies of the freshman and of the first term of the sophomore year are all required, but certain studies are elective during the second term of the sophomore year and during the junior and senior years. The aim is to secure a high standard of scholarship rather than a large number of students.—(Catalogue, 1875-'76.)

Westminster College, Fulton, offers preparatory and collegiate courses of study, the latter comprising, besides the classical, a scientific course, arranged for the benefit of those who, having only one, two, or three years at command for study, wish to devote themselves to those branches bearing directly on the practical business of life.—(College catalogue, 1875.)

William Jewell College, Liberty, is under the control of the Baptists in Missouri. The course embraces preparatory and collegiate departments, the latter being divided into eight schools, viz: Latin, Greek, mathematics, natural science, modern languages, English and history, moral philosophy, and theology. Each student is required to select as many of these schools as shall occupy three recitations daily. The degrees conferred are, B. L., B. S., A. B., and graduate of a school; the degree of A. M. is given those who are graduates of the 7 collegiate schools. The course in theology is so arranged as to be pursued in connection with a literary course, and parts of it are taken in lieu of proportionate parts of the literary course.—(Catalogue, 1874-'75.)

COLLEGES FOR WOMEN.

Eight institutions for the superior instruction of women report a total of 73 professors and instructors, and 507 students, of whom 362 were pursuing collegiate studies, 5 were in special or partial courses, and 8 in post graduate studies. Two of these colleges claim to be non-sectarian in their influence, two are under the control of the Methodist Episcopal Church South, and one each under the Christian, Baptist, and Roman Catholic churches; the remaining college making no report upon this point. Six are authorized by law to confer collegiate degrees, 5 provide a four years' course, and 5 have libraries, the largest numbering 2,000 volumes, the smallest 200. All teach vocal and instrumental music; 6 teach French and German; 1, Latin and Greek; 7, drawing and painting; while 1 reports chemical laboratory, museum, art gallery, and gymnasium, and 3, philosophical apparatus.—(Special reports to the United States Bureau of Education.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.	
		Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
Baptist College.....	4	25	22	\$12,000			\$2,500				
Central College.....	7 0	43	80	40,000	\$60,000	\$4,800	3,000	\$0	\$0	500	
Central Wesleyan College..	6	a99	35								
Christian University.....	11 1	30	82	100,000	5,000	500	4,000	0	0	300	
College of the Christian Brothers.*	30 0	270	34	150,000		0	50,000	0	0	15,000	
Drury College*.....	9	130	32	35,000			4,000	0	0	1,200	
Hannibal College*.....	6 0	73	44	13,850	0	0	5,200	0	0		
La Grange College.....	10	b143			0						
Lewis College.....	8	82	3	50,000		600	1,800			3,500	
Lincoln College.....	4	38		3,000				0		500	
Pritchett School Institute..	13	132	23	50,000	95,000	7,080	4,625				
St. Joseph College*.....	15	110	65	18,000			6,500			c245	
St. Louis University.....	28 0	162	52							a26,200	
St. Vincent's College*.....	16 0	54	82					0	0	5,500	
Thayer College.....	6 0	59	12	50,000	0	0	500	0	0	a500	
University of Missouri.....	31	204	138	375,000		d63,467	7,055		30,000	a12,400	
Washington University.....	27 e40	315	60	200,000	350,000	28,000	50,000	0	45,000	2,000	
Westminster College.....	6		100	30,000	86,000	5,500	2,000	0		5,000	
William Jewell College.....	8	e40		60,000	100,000	4,500	3,000			4,000	
Woodland College*.....	6	90	33	20,000			500				

* From Report of Commissioner of Education for 1874.

a Also 33 students unclassified.

d Total income from all sources.

b Unclassified.

c Includes society libraries.

e Also 95 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Agricultural and Mechanical College of the State is a department of the State University. It was opened in 1871 with a class of 6 pupils, which gradually increased to 29 during that year, and the year following to 133. The college is open to both young men and women. A horticultural course has been organized for the benefit of the young women, graduation in which entitles the student to a diploma. A completion of the regular four years' course commands the degree of bachelor of agriculture.—(Report of the university, 1875, pp. 76-78.)

The School of Mines and Metallurgy, at Rolla, is also a department of the State University, and is sustained in part by the congressional grant for agricultural and mechanical instruction. The course of instruction lasts three years and embraces mathematics—pure and applied—metallurgy, physics, geology and mineralogy, civil engineering, graphics, mining engineering, and German.—(Report of the university, 1875, and special report to the United States Bureau of Education.)

The *Polytechnic School*, Washington University, is intended to prepare students for professional work, either as engineers, chemists, or architects. The regular courses of study extend through four years, and embrace (1) civil engineering, (2) mechanical engineering, (3) chemistry, (4) mining and metallurgy, (5) building and architecture, and (6) a general course.

THEOLOGY.

The *Jeremiah Wardeman School of Theology*, at William Jewell College, offers a regular course of two years in theology to those who are prepared to enter upon it, and also partial courses to suit the wants of those who have not a classical education or who may wish to study this profession in connection with a literary course.

LAW.

Law department of the University of Missouri.—The full course of study here is two years, and no special preparation is required for admission. The various branches of the common law and of equity, commercial, international, and American and English constitutional law, criminal and Federal jurisprudence, are embraced in the course. The mode of instruction is by daily examinations upon the text books, by daily lectures upon special titles, and by the exercise of a moot court. The law faculty are more and more satisfied that the highest results cannot be reached by lectures alone, however clear and thorough they may be; but that the student should be required to study the text books, and be subjected to a daily examination upon their contents.

The *law school of Washington University*, also known as the St. Louis Law School, is designed, it is claimed, to prepare young men for the profession to a degree far above the ordinary standards of admission to the bar. The course embraces instruction in the principles of international, constitutional, and admiralty law; the jurisdiction and practice of United States courts; real property law, including a special course of lectures on conveyancing, equity jurisprudence, evidence, pleading and practice at common law, in equity, and under the code; mercantile law and contracts; corporations; insurance; domestic relations; torts, and some elements of criminal jurisprudence. Instruction is given by daily examinations upon assigned portions of standard treatises, as well as by lectures upon practical topics. Moot courts are regularly held every week during the term. The law library has been increased during the past year to upwards of 2,500 volumes, selected with great care. The full course includes two annual terms, each of six months.—(Catalogue of university for 1875-76.)

MEDICINE.

The medical department of the University of Missouri was formally opened for instruction February 17, 1873. It is designed to be a primary and theoretical school of a high order, in which the student will be thoroughly indoctrinated in the principles of medicine and surgery. The course will be made as full and complete as is given in any school in this country, with the exception of clinical or bedside instruction. Opportunities for studying diseases and witnessing treatment will be afforded at the county hospital and the asylum for the insane. The length of the session is nine months. Among the advantages offered by this school is the privilege granted to all its students of pursuing such studies as they may wish in the academic course. They may also be academic students and take one or two branches in the medical course preparatory to entering on the full medical course after graduating in the arts and sciences.—(Report of the curators of the university for 1874-75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Missouri Agricultural and Mechanical College, (University of Missouri.) <i>a</i>	11								
Missouri School of Mines and Metallurgy, (University of Missouri.)	8	b33	3	335,000		\$7,000	c5,000	d1,678	
Polytechnic department of Washington University.	19	e32	4						
SCHOOLS OF THEOLOGY.									
Concordia College	5		90	3	40,000				4,800
Jeremiah Vardeman School of Theology, (William Jewell College.)	5	2	45	3		\$40,000	2,500		
St. Vincent's College, (theological department)*	16		157	5					
Theological school of Westminster College.									
SCHOOLS OF LAW.									
Law College, (University of Missouri)	7		21	2					1,000
Law School of Washington University.	9		65	2		500	50	3,500	3,000
SCHOOLS OF MEDICINE.									
Kansas City College of Physicians and Surgeons..	9		22	2	f1,200	1,000	100	1,550	100
Medical College, (University of the State of Missouri.)	7		33	2					
Missouri Medical College	11		200	1	50,000			14,000	
St. Louis Medical College	9		135	2	60,000				1,130
Homœopathic Medical College of Missouri*	12			2			0	2,000	
Missouri School of Midwifery and Diseases of Women and Children.	3		19	1	400			600	
St. Louis Homœopathic Medical College	7		21	2					
Missouri Dental College	12		14	2	1,000			1,500	300
St. Louis College of Pharmacy*	3			2	f500			1,500	100

* From Report of Commissioner of Education for 1874.

a Reported with classical department.

b Also 18 preparatory students.

c From State appropriation.

d Includes society library.

e Also 206 preparatory students.

f Apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The board of commissioners of the Missouri Institution for the Education of the Deaf and Dumb, at Fulton, state that in its buildings, its furniture, its corps of teachers, and outfit generally, it is now more thoroughly prepared for the work for which it was created than ever before. Both the French and German methods of instruction are used here. It is believed possible by long and careful training in articulation to teach some to pronounce a sufficient number of words for ordinary intercourse; and if such success should be attained only in respect to the semi-mutes, it will be considered that the efforts have been amply repaid.

At present shoemaking is the only trade taught, but it is hoped that others may soon be added. The girls are instructed in plain and ornamental needlework, and in cutting and making garments for themselves and the younger pupils. A number of the boys find suitable employment in gardening and in keeping the grounds in order, or in the workshop.—(Report of the institution for the years 1873 and 1874.)

The State superintendent, in his report for 1875, says, "The institution for the education of deaf-mutes, located at Fulton, and the institution for the education of the blind, located at St. Louis, are well managed and prosperous." The report of the latter institution has not been received at the Bureau.

SCHOOLS FOR ORPHANS.

Four of these schools, all in St. Louis, report an aggregate of 41 officers and teachers, and 457 children under training; 101 boys and 356 girls. In three of the four, reading, writing, and arithmetic were taught, and in one of these three singing was added; in the remaining one only reading and writing were attended to. In all the four there was some training in industries, such as needlework, washing, ironing, and housework for the girls, and gardening or some other occupation for the boys.

One other institution made report of 74 inmates, but without any mention of teachers or any indication of instruction given in either literary or industrial lines.—(Returns to Bureau of Education for 1875.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held during the last week of December, 1875, at Mexico. In his address of welcome President Terrill, of Hardin College, said: "We welcome you because, if the great State of Missouri has a future grand and glorious, the teacher must make it. The legislator may make the laws, the judge interpret those laws, and the executive carry them into effect, but it is the teacher who makes the citizen, and the citizen who makes the State. * * * I care not what political party controls, our Government is safe; but destroy our free public schools, and you destroy every vestige of republicanism. * * * Nothing but the education of the masses will do; nothing but a universal education, free as the air we breathe."

Governor Hardin spoke in eloquent terms of the determination of the State to furnish all the best possible facilities for education. The addresses and papers were unusually able and pointed, and the discussions searching, but, for the most part, good in spirit. Superintendent Shannon delivered several valuable addresses, and did much to give practical direction to all the discussions. The attendance was large, the interest intense, and the session was characterized by ability, enthusiasm, and practical work. Among the important measures adopted, the association pledged its best efforts to co-operate with and sustain the State superintendent; recommended that public libraries should be encouraged; recognized county supervision as a necessity; and authorized the State superintendent to appoint a committee of one from each congressional district to co-operate with him in holding a normal institute during the months of July and August in each congressional district of the State.—(American Journal of Education, February, 1876, p. 10.)

CONVENTION OF COUNTY SCHOOL COMMISSIONERS.

At this convention, held at Mexico, in close connection with the preceding one, it was resolved that in order to secure uniform results from the examination of teachers in the various counties of the State, all examinations hereafter should be public, and held quarterly; also, that the State superintendent should designate the times for holding said examinations, and should, in conjunction with the principals of the three normal schools, prepare quarterly, and send to the various commissioners, lists of examination questions.

Among other valuable measures agreed upon may be mentioned: (1) The gradual perfection of the present school law, and additional opposition to frequent changes; (2) the necessary increase of the duties and compensation of county commissioners, the abolition of the county superintendency being believed to have resulted in great injury; (3) the re-establishment of county and normal institutes; and (4) an annual meeting of the commissioners to be held as a section of the State association.—(American Journal of Education, February, 1876, p. 10.)

NORMAL CONVENTION.

The faculties of the several normal schools, with the State superintendent as chairman, met also in convention at Mexico, in December, 1875, and adopted a uniform plan of work to be submitted to the respective boards of regents. Among the features embraced in it are a uniform course of study; the same standard for admission; the conditions of graduation to be the same; the candidates to be examined by the State superintendent and presidents of each school; the diploma for the advanced course to include a State certificate.—(American Journal of Education, February, p. 10.)

LIST OF SCHOOL OFFICIALS IN MISSOURI.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

STATE BOARD OF EDUCATION.

Name.	Term.	Post-office.
Hon. R. D. Shannon, State superintendent, president..	January 1, 1875—January 1, 1879.	Jefferson City.
Hon. Charles H. Harden, governor of the State.....	January 1, 1875—January 1, 1877.	Jefferson City.
Hon. Michael K. McGrath, secretary of state	January 1, 1875—January 1, 1877	Jefferson City.
Hon. John A. Hockaday, attorney-general	January 1, 1875—January 1, 1877.	Jefferson City.

COUNTY COMMISSIONERS.

[Term, April, 1875-1877.]

County.	Commissioner.	Post-office.	County.	Commissioner.	Post-office.
Adair.....	S. M. Pickler.....	Kirksville.	Livingston..	G. A. Chapman...	Mooresville.
Andrew.....	F. T. McFadden.....	Savannah.	McDonald...	J. J. Shorthill....	Pineville.
Atchison.....	George F. Bixby.....	Phelps City.	Macon.....	Ben. Eli Guthrie...	Macon.
Aurain.....	J. P. Gass.....	Mexico.	Madison.....	Thos. H. Johnson...	Fredericktown.
Barry.....	J. C. Sellers.....	Cassville.	Marion.....	Jacob A. Love.....	Lane's Prairie.
Barton.....	A. K. Wray.....	Lamar.	Marion.....	J. M. McMurray...	Palmyra.
Bates.....	Jotham Scudder.....	Butler.	Mercer.....	Daniel Hubbell....	Princeton.
Benton.....	T. C. Chapman.....	Cole Camp.	Miller.....	J. S. Martin.....	Charleston.
Bollinger.....	G. W. Tallant.....	Marble Hill.	Mississippi..	Wm. T. Marshall...	Columbia.
Boone.....	M. Cheavens.....	Columbia.	Moniteau.....	J. M. Hardy.....	Paris.
Buchanan.....	C. F. Craig.....	St. Joseph.	Monroe.....	Jesse Lewis.....	Montgomery
Butler.....	Isaac B. Tubb.....	Poplar Bluff.	Montgomery	J. S. McCleary.....	City.
Caldwell.....	D. M. Ferguson.....	Hamilton.	Morgan.....	H. A. Blake.....	Versailles.
Callaway.....	J. I. Nichols.....	Fulton.	New Madrid..	Wm. W. Farmer....	Point Pleasant.
Camden.....	N. F. Knight.....	Linn Creek.	Newton.....	J. A. Livingston...	Neosho.
Cape Girardeau.	J. B. Scott.....	Cape Girardeau.	Nodaway.....	S. C. McClusky....	Maryville.
Carroll.....	J. C. Anderson.....	Carrollton.	Oregon.....	R. T. Burns.....	Alton.
Carter.....	Henry Hardin.....	Freeland.	Osage.....	J. K. Kidd.....	Kiddridge.
Cass.....	G. S. Spring.....	Harrisonville.	Ozark.....	Thomas Ross.....	Almertha.
Cedar.....	S. H. Graybill.....	Stockton.	Pemiscot.....	G. W. Carleton....	Gayoso.
Chariton.....	F. T. Dysart, county clerk.	Keytesville.	Perry.....	David W. Crow....	Perryville.
Christian.....	H. F. Davis.....	Ozark.	Pettis.....	W. F. Hansberger...	Sedalia.
Clarke.....	R. L. Lotz.....	Kahoka.	Phelps.....	W. S. Perkins.....	St. James.
Clay.....	George Hughes.....	Liberty.	Pike.....	J. D. Meriwether...	Louisiana.
Clinton.....	Vincent P. Kelly.....	Plattsburg.	Platte.....	Jeremiah Clay....	Camden Point.
Cole.....	W. S. Glover.....	Jefferson City.	Polk.....	Morris A. Ewing...	Morrisville.
Cooper.....	O. F. Arnold.....	Bunceton.	Pulaski.....	V. A. S. Robinson...	Richland.
Crawford.....	W. F. Chapman.....	Cuba.	Putnam.....	John Pickering....	Hartford.
Dade.....	W. R. Bennington..	Greenfield.	Ralls.....	John W. Keithley...	Sidney.
Dallas.....	A. G. Hollenbeck..	Buffalo.	Randolph...	B. S. Head.....	Moberly.
Daviess.....	J. T. Coulson.....	Gallatin.	Ray.....	W. S. Thompkins...	Richmond.
De Kalb.....	T. J. Williamson...	Moysville.	Reynolds...	J. Sutton.....	Centreville.
Dent.....	Phil. F. Powelson...	Salem.	Ripley.....	Gus. Rife.....	Little Black.
Douglas.....	Clark Doby.....	Ava.	St. Charles..	E. F. Hermanns...	St. Charles.
Dunklin.....	Homer Spiva.....	Clarkton.	St. Clair.....	J. P. Lawton.....	Osceola.
Franklin.....	S. Cahill.....	Washington.	St. Francois	O. A. Belknap.....	Irondale, Wash-
Gasconade...	G. H. King.....	Hermann.	Ste. Genevieve.	Cyrus C. Korlagon	ington County.
Gentry.....	Wm. B. Whiteley...	Albany.	St. Louis....	George T. Murphy...	Ste. Genevieve.
Greene.....	J. H. Creighton....	Cave Spring.	Saline.....	Oliver Guthrie....	St. Louis.
Grundy.....	B. F. Thomas.....	Trenton.	Schuyler.....	D. T. Truitt.....	Miami.
Harrison.....	T. B. Sherer.....	Bethany.	Scotland.....	James Donnelly....	Lancaster.
Henry.....	Thomas J. Clagett...	Clinton.	Scott.....	J. B. Torbert.....	Memphis.
Hickory.....	D. B. Biddle.....	Quincy.	Shannon.....	Joshua Shaller....	Commerce.
Holt.....	Edmund Anibal.....	Bigelow.	Shelby.....	Wm. B. Magruder...	Eminence.
Howard.....	Thomas Owings.....	Fayette.	Stoddard...	D. C. Flynn.....	Shelbyville.
Howell.....	W. K. Glass.....	Chapel.	Stone.....	Francis M. Kelly...	Dexter City.
Iron.....	N. C. Griffith.....	Ironton.	Sullivan.....	Lucien Cover.....	Mabry's Ferry.
Jackson.....	D. I. Caldwell.....	Independence.	Taney.....	S. Barker.....	Milan.
Jasper.....	S. D. McPherson...	Carthage.	Texas.....	Thomas A. Ausley...	Forsyth.
Jefferson.....	Isaac H. Brown....	De Soto.	Vernon.....	A. J. King.....	Elk Creek.
Johnson.....	John McGivens.....	Warrensburg.	Warren.....	Byron Taylor.....	Nevada City.
Knox.....	L. F. Cotty.....	Edina.	Washington	W. H. Stuart.....	Wright City.
Laclede.....	Daniel Matthias...	Lebanon.	Wayne.....	S. H. Honeyman....	Potosi.
La Fayette...	G. M. Catron.....	Lexington.	Webster.....	J. W. Thomas.....	Patterson.
Lawrence...	E. Boucher.....	Mount Vernon	Worth.....	T. C. Tebbles.....	Waldo.
Lewis.....	George J. Taylor...	Monticello.	Wright.....	Thomas Ridgway...	Grant City.
Lincoln.....	J. M. McLellan....	Troy.			Hartville.
Linn.....	B. A. Jones.....	Linneus.			

NEBRASKA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth in State 5-21 years of age: Boys, 41,980; girls, 38,142..	80,122
Number between 7 and 16 years of age	49,196
Number enrolled in schools during the year	55,423

SCHOOLS.

Number of school-houses in the State.....	1,805
Number of other school-rooms, (about)	100
Average duration of school in days, (about).....	96

TEACHERS AND THEIR PAY.

Number of teachers employed: Men, 1,504; women, 1,587.....	3,091
Number necessary to supply the schools, (about)	2,500
Average salary of male teachers per month.....	\$38 60
Average salary of female teachers per month.....	33 10

FINANCIAL STATEMENT.

Income.

From State tax	\$164,388 86
From interest on permanent fund	95,230 11
From other sources	32,856 17
Total income	292,475 14

Expenditure.

For sites, buildings, and furniture.....	316,596 01
For libraries and apparatus	10,810 35
For salaries of superintendents.....	18,916 35
For salaries of teachers	414,827 50
For miscellaneous expenses	167,038 68
Total	928,188 89
Expenditure in the year <i>per capita</i> of school population.....	\$7 769
Expenditure <i>per capita</i> of pupils enrolled in public schools.....	11 42

SCHOOL FUND.

Amount of available school fund, (except tax)	\$121,228 70
Permanent school fund, excluding value of unsold land	1,212,287 70
Permanent school fund, including value of unsold land, (about).....	15,000,000 00
Value of school property.....	1,848,239 84

—(From special report to the United States Bureau of Education, by Hon. J. M. McKenzie, State superintendent of public instruction, for 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The new constitution of 1875, superseding that of 1867, makes the governor, secretary of state, treasurer, attorney-general, and commissioner of public lands and buildings a board of commissioners for the sale and management of lands and funds set apart for educational purposes, and for the investment of school funds in such manner as may be prescribed by law; declares that lands, money, and other property conveyed in any manner to the State for educational purposes shall be used and expended in accordance with the terms of such conveyance, and defines as perpetual funds for common school purposes, the annual income from which alone can be appropriated; (1) such per centum as has been or may be granted by Congress on the sale of lands in the State; (2) moneys arising from the sale or lease of sixteenth and thirty-sixth section lands in each township, or lands selected in lieu of these; (3) the proceeds of all lands granted or to be granted to the State, and not otherwise appropriated; (4) the net proceeds of all property coming to the State by escheat or forfeiture, from unclaimed dividends, or distributive shares of the estates of deceased persons; (5) all moneys, stocks, bonds, lands, and other property already belonging to the common school fund.

It says that all other grants, gifts, and devises made or to be made to the State, and not otherwise appropriated by the terms of the conveyance, as well as the interest of

the funds above mentioned, the rents of unsold school lands, and such other means as the legislature may provide, shall be exclusively appropriated to the maintenance of common schools in each school district of the State.

It gives for common school purposes to the several counties all fines, penalties, and license moneys levied within them under the general laws of the State, and to cities, villages, and other subdivisions of a county, all such arising under their especial rules, by-laws, or ordinances, the same to be appropriated exclusively to the common schools in the counties or subdivisions where they accrue.

It then goes on to require that the legislature shall provide for the free instruction in the common schools of all persons between 5 and 21 years old; and that provision shall be made by general law for an equitable distribution of the income of the common school fund among the several school districts; except those in which school is not maintained for at least three months; while it forbids the sale for less than \$7 per acre, or less than the appraised value, of university, agricultural college, common school, or other lands, held or to be acquired by the State for educational purposes.

It declares that all funds belonging to the State for such purposes the interest and income of which only may be used, shall be held to be trust funds forever inviolate, losses on which shall be supplied, that they may remain forever undiminished; and, in order to this, forbids the investment of them in any securities but those of the United States, or of the State, or the registered bonds of counties in the State; and equally forbids the transfer of them to any other fund or use than that for which they have been set apart.

It says that the general government of the State University shall be, under the direction of the legislature, vested in a board of six regents elected by the voters of the State at large, for terms of six years, except that the first board shall be so arranged as to have two members go out at the end of two years and two more at the end of other two years, with a view to the introduction of fresh material.

The two last sections of the article on education forbid the introduction of sectarian teaching into any school or institution supported in whole or part from public educational funds, as well as the acceptance by the State of any property or moneys to be used for sectarian purposes; but allow the legislature to provide a State school for the moral, intellectual, and industrial training of children who, from any cause, are growing up in mendicancy and crime.

PROVISIONS OF THE SCHOOL LAW.

School Laws of Nebraska, 1873-75, as amended; published by authority.

OFFICERS.

A State superintendent of public instruction, six regents of the State University, a State board of commissioners, county superintendents of public instruction, district boards, and boards of education for cities form the regular official staff of the school system, other officers having, however, certain duties to perform that interlink them with these.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State superintendent, elected by the people at a general election every four years, from the one in 1870, and entering on duty on the 1st day of January succeeding his election, is entitled to an office at the seat of government, to a salary of \$2,000 per annum, and to a general headship of the educational interests of the State. His duties are (1) to organize, attend, and lecture at State teachers' institutes in different districts of the State, counselling with the county superintendents who are required to meet him there, on all matters connected with the school system; (2) to visit such schools as he can, and advise with teachers on the manner in which they are conducted; (3) to visit county institutes and lecture before them on topics that may subserve the interests of education; (4) to define the text books to be used in the public schools; (5) to prescribe the forms and regulations for reports and proceedings under the school laws; (6) to attend to the printing and distribution of these laws, forms, and regulations; (7) to submit annually, on the 1st day of January, to the governor, a full report of the operations of his office during the year, embracing in such report everything relating to the working of the school system; (8) to cause his report to be printed and properly distributed; (9) to apportion semi-annually the income from the State school funds and school moneys from other sources, according to the enumeration of youth reported to him by the county superintendents. He has the power to require of county superintendents and other subordinate officers copies of the reports required to be made by them, and such other information as may be necessary to the conduct of his department, and may grant State certificates to qualified teachers.

The regents of the university have the general supervision of its interests, appointment of officers, &c.; but are entitled to no compensation beyond a reimbursement of expenses incurred in the discharge of their duty.

The State board of commissioners has the charge of the sale, leasing, and general man-

agement of all lands and funds set apart for educational purposes, and of the investment of school funds in the manner prescribed by law.

County superintendents of instruction are chosen by the people at the October elections every two years since the one in October, 1869, and enter on duty the 1st day of November following. They are entitled to from \$3 to \$5 for each day actually employed in the performance of their duties, these duties being to hold, four times in each year at the county seat, an examination of all persons offering themselves as teachers for the public schools, with other such examinations at pleasure; to grant certificates to those whom they find qualified in respect to character, learning, and ability to instruct and govern schools; to make record of the certificates thus given, with the date, grade, and duration of each; to visit each of the schools in their respective counties at least once in each year; to note the condition of the school-houses, methods of discipline and instruction; to make record of their observations, and counsel with teachers and district boards as to improvements; to promote, by public lectures, teachers' institutes, and other means, the improvement of both schools and teachers; to receive from the State superintendent and distribute to district officers and teachers school blanks, forms, &c.; to examine into the correctness of the reports of district boards, indorse approval on such as are found right, and require others to be amended; to transmit the approved reports to the State superintendent; and to report annually to him their own official labors and the condition and management of the schools under their charge. They also apportion the school funds to districts, one-fourth equally among all that have kept school the legal time and three-fourths according to the school population.

The *district boards* are composed of a moderator, director, and treasurer,* elected at the annual district meetings for terms of three years each, one going out each year to allow of new elections. They have the general care of the district schools; may establish rules for management of these; may purchase or lease sites for school-houses, and erect, hire, or purchase the needful buildings; have the care and custody of these and of all the school property connected with them; engage and pay certified teachers; fill vacancies occurring in their own number, and make annual report to the county clerk of taxes voted by the district the preceding year, and of those which they are authorized to impose.

Specific duties are assigned also to the several members, as, that the moderator shall preside at the district meetings and countersign warrants and orders for money; that the treasurer shall receive and pay over these on the order of the director, countersigned by the moderator; and that the director shall act as clerk of the board and of district meetings, and be the special agent for contracts with teachers, for taking an annual school census, for care of the school-house, and for making reports of school matters to the county superintendent in several specified particulars.

The boards of education for cities are composed ordinarily of four members, two of whom are elected each year for terms of two years. They serve nearly the same purposes as the district boards, and have a kindred distribution of offices and duties among themselves.

SCHOOLS UNDER THIS SYSTEM.

From the report for 1874 it appears that the whole number of public schools in that year was about 1,500, of which 32 were graded. In the lower elementary schools spelling, reading, writing, grammar, geography, and arithmetic are taught; in higher grades, the history of the United States and elementary drawing are added: in still higher, algebra, geometry, physiology, botany, and natural philosophy, while a few high schools prepare pupils for the university, the agricultural college connected with it, or the State normal school.

SCHOOL FUNDS.

Permanent common school fund, 1875, excluding value of unsold school lands, \$1,212,287.70; annual income, from interest, taxation, &c., \$292,475.

ELEMENTARY INSTRUCTION.

GENERAL EDUCATIONAL CONDITION.

The past two years have been exceedingly unpropitious for Nebraska in all her material interests. The drought and locusts have impoverished the people, and education has deeply felt their depressing influence.

Still, about 69 per cent. of the youth between 5 and 21 years of age attended school or were enrolled on the school register.

Of the 2,405 school districts in the State, 2,100 had school and some 809 sustained school six months or more during the year. The length of time school was sustained on an average in each school district was 96 days, and the average number of days each enrolled pupil attended school during the year was 65 days; but as one-fifth of all the scholars in the State, or 16,000, are found in 52 school districts which sustain nine

* In districts containing more than 150 children of school age, the board may be composed of 6 trustees.

months' school during the year, it may not be too much to say that not more than half of the enrolled pupils attended school to exceed two months.

The cost of tuition per each enrolled pupil, counting teachers' wages, incidental expenses, and 10 per cent. on the value of school property, was about \$11.42.—(Address of State superintendent at State Teachers' Association, March 30, 1876.)

SCHOOL BUILDINGS AND APPURTENANCES.

There are 1,805 school buildings in the State: 41 stone, 59 brick, 1,492 frame, and 213 log, sod, or dug-out, valued, including sites, at \$1,748,239.80. Of these 1 is valued at more than \$200,000, another at \$50,000, 6 others between \$20,000 and \$40,000, 10 between \$10,000 and \$20,000, 29 between \$3,000 and \$10,000, 332 at over \$1,000 and less than \$3,000, 680 at between \$500 and \$1,000.—(Same address.)

One thousand one hundred and thirty-three school houses are furnished with patent seats and desks, and 632 have some apparatus, though but \$10,810.35 were expended in the State during the year for apparatus; 312 school houses have no blackboard, and 693 are entirely without outhouses. While many of our school buildings make a fine external appearance, too many of them are deficient in proper internal arrangement, comfort and convenience being sacrificed for show. Little regard has been paid to ventilation, and rarely has any effort been put forth to fence and improve the grounds.—(Superintendent's address.)

GRADED SCHOOLS.

There are 21 districts which have 200 pupils and upwards; 22 have more than 100 each, and there are about 10 that nearly reach 100 each. There are, then, in the State the nuclei of at least 50 graded schools. In the 21 districts with 200 pupils, schools should be established with at least four departments and such a course of study adopted as will afford preparation for at least the scientific department of the State university.

TEACHERS' CERTIFICATES.

During the year there were 2,948 certificates issued by the county superintendent—95 first grade, 1,345 second grade, and 1,508 third grade—besides quite a number holding certificates from the State normal school.

Number of certificates annulled, 6, a fact that speaks well for the teachers.—(Superintendent's address.)

SCHOOL SUPERVISION.

The 60 county superintendents were employed in the duties of their office during the past year 5,119 days, making 2,497 school visits in the 2,100 districts having schools. Their compensation, as far as reported, amounted to \$18,916.35, less than twenty-five cents tax on every \$1,000 valuation. The number of school directors' visits amounted to 5,274 during the year.—(Address of State superintendent.)

GENERAL VIEW OF SCHOOL AFFAIRS.

A county superintendent, writing to the Bureau of Education in 1875, says of the State:

"We have a good school system; but as this country is new and thinly settled, we are deprived of many of the advantages of the Eastern States, such as lectures and well filled libraries, whereby the teachers may find access to such information as is necessary to keep them up to the times. I am satisfied that the people of the Great American Desert are wide awake in the cause of education. Our bountiful State school fund is one great incentive to this interest in education. Our school-houses are larger, more convenient, and better furnished, in comparison to our needs, than they are in most of the States east of the Mississippi River. Our teachers, on the whole, are earnest workers in the school-room."

PUBLIC SCHOOLS OF LINCOLN.

In this city there are 5 schools, 1 only of which is graded. The others are situated from one to two miles from the central building. They are all nominally under the superintendence of Professor W. W. Jones, city superintendent; but, as he is compelled to spend the most of his time in teaching classes in the high school, they are practically without supervision.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This institution the State superintendent reports in a flourishing condition. The buildings are commodious and in good repair, and are ample for the accommodation of from three to four hundred pupils. There are 7 regular teachers besides the principal, 4 of whom receive a salary of \$1,200 per annum each; the other teachers receive much less. The principal's salary is \$2,000 per annum.

The course of study in the normal school is nearly equivalent to the amount necessary to enable the student to enter the junior class in the university scientific course.

The institution had a landed endowment of twenty sections of land. Of this, 2,800 acres were sold at something more than \$20,000. This gave a regular income up to the present year of about \$2,000 per annum. But the hard times have caused much of this land to revert again to the school, so that now it must depend almost wholly on appropriations.

But as the land is all situated in Lancaster County, it will not be long before it can all be sold, and thus put the school on a firm foundation, independent to a great extent of State aid.—(Address of the State superintendent before the State Teachers' Association, March 30, 1876.)

A letter from the school, dated December 5, 1874, published in the *Nebraska Teacher* of January, 1875, (p. 17,) states that the partial failure of the crops had not, as had been anticipated, reduced the attendance, but, on the contrary, it had increased. There was also a larger number of students in the higher classes of the normal course than ever before.

The *Nebraska Teacher* for February, 1875, page 45, says, editorially: "Bills have been introduced into the legislature for the establishment of normal schools at Fremont and Tekama. The time is near at hand, if it has not already arrived, when the State will need another normal school. If this had been an average year, the present one, even with its new building, would have been filled to overflowing."

SECONDARY INSTRUCTION.

INSTITUTIONS OF HIGH SCHOOL GRADE.

There are but few schools in the State in which pupils can obtain proper instruction in any except the common branches. Assuming that but 1 scholar in 50 will desire a fair education such as a good high school can afford, there are then in Nebraska more than 1,600 young people desiring such opportunities. The State University and State Normal School provide for 300 of these, the private institutions in the State for 200 more, leaving 1,100 to find their education elsewhere or not at all. The only source left, says the State superintendent in his address to the Teachers' Association, must be through the higher departments of the graded schools.

A special report from Brownell Hall, a school for the secondary instruction of girls, at Omaha, under the charge of the Protestant Episcopal Church, shows an attendance of 70 pupils, instructed by 7 teachers. Drawing and music, both vocal and instrumental, are taught. The school has an indifferent chemical laboratory and philosophical apparatus and a library of 1,500 volumes.

PREPARATORY DEPARTMENTS OF COLLEGES.

In the preparatory classes of the colleges of the State 260 students were engaged in secondary studies during 1875, of whom 73 were in preparation for a classical collegiate and 58 for a scientific collegiate course.—(Returns to Bureau of Education.)

BUSINESS COLLEGE.

The great Western Business College at Omaha reports an attendance of 75 students—50 young men and 25 young women—engaged in the study of orthography, reading, penmanship, grammar, arithmetic, history of the United States, book-keeping, commercial law, telegraphy, and phonography. Since the organization of the school, in 1873, there have been 33 graduates, 3 of whom were women. Five students were studying phonography and 10 telegraphy.—(Special report to the United States Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The university is at present in a very good condition. The number of professors now actually engaged in the work of instruction is 6 besides the chancellor. Four of these receive \$2,000 per annum, 1, \$1,000, and 1, \$600. The chancellor's salary is now \$3,000 per annum, but at the last meeting the board raised it again to \$4,000. The institution has a well selected library of more than 1,500 volumes, valued at \$3,000 at least. The cabinet and apparatus are also creditable for so young an institution.—(Address of State superintendent.)

OTHER COLLEGES.

Doane College is located in Crete, and is under the control of the Congregational Church. Mr. Thomas Doane gave the institution \$12,000 and a name. The present assets, besides the building, amount to about \$30,000 in notes, 600 acres of land in Crete, 200 more in Polk County. About 50 pupils were in attendance last year.

Nebraska College is situated in Nebraska City, and is for young men only. "It supports itself entirely by its current patronage." The number of pupils usually in attendance is about 70. Young men can here be prepared to enter the junior year of the university. The annual expenses of the pupils boarding in the institution are \$280.

Recently a theological school has been opened near the college for the benefit of the young men studying for the ministry.

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Doane College.....	3	0	62	7	\$8,000	\$33,785	\$2,478	\$614	.....	.....	250
Nebraska College*	10	0	88	4	23,000	0	0	8,000	.....	\$0	1,700
University of Nebraska..	9	0	110	35	150,000	0	0	0	20,000	.....	1,400

* From Report of Commissioner of Education for 1874.

α Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural department of the State university is growing in efficiency and importance. During the past fall and winter a neat substantial house was erected on the farm at a cost of about \$4,000.

There are now good accommodations on the farm for from 20 to 30 students.

Some start is also made in the best breeds of cattle and hogs. One hundred and seventy-one acres were cultivated during the past year, and the crops were among the finest in the State.

Could 134,800 acres of land belonging to the university and agricultural college be made available by sale or lease, the success of the institution would be assured. Until that can be made available it must depend on the fostering care of the State.—(Address of State superintendent.)

THEOLOGY.

The divinity school of Nebraska College is intended to prepare for the ministry of the Protestant Episcopal Church such young men as desire to enter on that sacred office. The bishop of the diocese is professor of pastoral theology.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural college, (University of Nebraska.)	3	0	118	3	.....	.....	.....	.....	150
SCHOOL OF THEOLOGY.									
Divinity school of Nebraska College*	5	0	2	3	.....	.....	.....	.....	800

* From Report of Commissioner of Education for 1874.

α Also 15 preparatory students.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The asylum for the deaf and dumb is located near Omaha. It has very good grounds and buildings. Fifty-three pupils have been admitted into the institution since its organization in 1869.

The running expenses of the school are about \$15,000 per annum.

Mute children, whose parents live in the State, of good moral habits, suitable age, and sound minds, are admitted to all the privileges of the institution free. A course of eight years is allowed. Parents who are unable to clothe their children may, under certain regulations, obtain aid from the State. There are, it is stated, over a hundred deaf-mutes in the State; but, notwithstanding the liberal provision for their education, only 37 are in the institute.—(Address of State superintendent before State Teachers' Association, March, 1876, and Nebraska Teacher, March, 1875, p. 76.)

EDUCATION OF THE BLIND.

During the past year a fine brick building has been erected a little north of Nebraska City as an asylum for the blind.

For the amount of money expended—about \$10,000—it is one of the best buildings in the State. The institution is in charge of Professor Bacon, a blind man himself, who has shown great perseverance and energy in planning, superintending, and pushing forward the work.

There are now about 14 pupils in the asylum receiving instruction.—(Address of superintendent before the State Teachers' Association, 1876.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The ninth annual session of the association met at Omaha, March 31. The president and vice-president both being absent, Professor Kellom was elected president *pro tempore*. The address of welcome was delivered by Hon. B. E. B. Kennedy, vice-president of the Omaha board of education. Addresses were afterward delivered by Hon. J. M. McKenzie, State superintendent of public instruction, on "The present condition of education in the State;" by Mrs. Fannie J. Ebright, on "The influence of Music;" by Chancellor A. R. Benton, of the State University, on "Moral education;" by Professor S. R. Thompson, dean of the Agricultural College, on "The industrial education of women." Hon. Alonzo Abernethy, State superintendent of Iowa, delivered an able and interesting lecture on the general topic of public school education, among other points urging the importance of moral training and insisting upon equal educational advantages for boys and girls. A paper on industrial drawing was presented by Professor G. E. Bailey of the State University, one on oral instruction, by Professor J. H. Worthen, principal of the Nebraska City high school, and one on the duties of county superintendents, by F. M. Williams, county superintendent of Richardson County.

This meeting was, in many respects, says the Nebraska Teacher, the best ever held in the State. The attendance was large, notwithstanding unpleasant weather, and several of the papers were marked with more than ordinary ability.—(Nebraska Teacher, May and June, 1875.)

LIST OF SCHOOL OFFICIALS IN NEBRASKA.

Hon. J. M. MCKENZIE, *State superintendent of public instruction, Lincoln.*

[Term, January 1, 1875, to January 1, 1879.]

COUNTY SUPERINTENDENTS.

[Term, November 1, 1875, to November 1, 1877.]

County.	Name.	Post-office.
Antelope	H. J. Miller	Neligh.
Adams	A. L. Wigton	Hastings.
Buffalo	J. Swenson	Kearney.
Burt	W. E. Drury	Decatur.
Boone	W. A. Hosford	Boone.
Butler	A. J. Combs	Ulysses.
Cass	G. B. Crippen	Weeping Water.
Cheyenne	L. H. Bordwell	Sidney.
Cedar	Frank Campbell	St. Helena.
Clay	T. W. Brookbank	Sutton.
Colfax	James A. Grimison	Schuyler.
Cuming	J. H. Mockett	Wisner.
Dakota	J. Zimmerman	Dakota City.

List of school officials in Nebraska—Concluded.

County.	Commissioner.	Post-office.
Dixon.....	J. H. Addison	Daily Branch.
Dodge.....	H. G. Wolcott	Fremont.
Douglas.....	John Rush	Omaha.
Dawson.....	W. H. Lengel	Plum Creek.
Fillmore.....	J. A. Dempster	Geneva.
Franklin.....	Mrs. M. E. DeClercq	Bloomington.
Furnas.....	T. K. Clark	Arapahoe.
Gage.....	J. R. Little	Beatrice.
Greeley.....	Mansel Davis	North Loup.
Gosper.....	.....	.....
Hall.....	Henry Nunn	Grand Island.
Hamilton.....	Delevan Bates	Orville City.
Howard.....	Thompson McNabb	St. Paul.
Harlan.....	Miss Alice Murdock	Republican City.
Hitchcock.....	C. A. Gesselman	Culbertson.
Johnson.....	George B. Foster	Helena.
Jefferson.....	A. C. Rutzahn	Fairbury.
Knox.....	C. A. Lyon	Creighton.
Kearney.....	J. J. Bartlett	Lowell.
Keith.....	E. N. Searle	Ogallala.
Lancaster.....	S. G. Lamb	Lincoln.
Lincoln.....	Alexander Stewart	North Platte.
Madison.....	E. M. Squires	Shell Creek.
Merrick.....	John Patterson	Central City.
Nuckolls.....	J. B. Nesbitt	Nelson.
Nemaha.....	D. W. Pierson	Brownville.
Otoe.....	H. K. Raymond	Nebraska City.
Pawnee.....	William Ballance	Pawnee City.
Pierce.....	C. H. Frady	Pierce.
Platte.....	Charles A. Speice	Columbus.
Polk.....	J. B. Mitchell	Stromsburg.
Phelps.....	Frank Hazen	Williamsburg.
Richardson.....	F. M. Williams	Salem.
Red Willow.....	M. H. Skinner	Lebanon.
Sarpy.....	M. Langdon	Lisbon.
Saline.....	W. P. Grantham	DeWitt.
Saunders.....	S. N. Knepper	Wahcoo.
Seward.....	J. D. Messenger	Seward.
Stanton.....	J. H. Darling	Stanton.
Sherman.....	H. A. Gladding	Loup City.
Thayer.....	Barzillas Price	Alexandria.
Valley.....	Oscar Babcock	North Loup.
Washington.....	Charles Cross	Herman.
Webster.....	J. S. Gilham	Red Cloud.
Wayne.....	Andrew Bevinus	LaPorte.
York.....	James E. Cochran	York.

NEVADA.

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution of 1864, under which the State came into the Union, directs, article XI, section 1, that "the legislature shall encourage by all snitable means the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvement, and also provide for the election by the people, at the general election, of a superintendent of public instruction," whose term of office should be 2 years, (since lengthened to 4 years;) section 2, that "the legislature shall provide for a uniform system of public schools by which a school shall be established and maintained in each school district at least six months in every year;" section 3, that the proceeds of lands given by the General Government, of escheats, of fines for penal offences, and of property given or bequeathed to the State for educational purposes shall be made the basis of a school fund, the interest of which only shall go to aid the schools and a State University; section 4, that provision for the establishment of said university, to embrace departments for agriculture, mechanic arts, and mining, shall be made by the legislature; section 5, that the legislature shall have power to establish normal schools and such different grades of schools, from the primary department to the university, as shall be deemed necessary; section 6, that a special tax of half a mill on the dollar of all taxable property for ten years and afterward of a quarter of a mill on the dollar, at least, shall be levied in aid of other means for the support of the university and common schools; section 7, that there shall be a board of regents of the university, to consist, for four years, of the governor, secretary of state, and superintendent of public instruction, and afterward of their elected and qualified successors; section 8, that these regents shall, out of the first funds coming into their hands, organize a mining department, preserving, however, intact, for the agricultural and mechanical department, all proceeds of the congressional land grant of 1862; section 9, that no sectarian instruction shall be imparted or tolerated in any school or university established under this constitution.

PROVISIONS OF THE SCHOOL LAW.

Laws Relating to the Public School System of the State of Nevada, compiled and published by the superintendent of public instruction, 1873.

OFFICERS.

A State board of education, State superintendent of public instruction, three regents of the university, county superintendents of public schools, county boards of examiners, boards of school trustees for subdistricts, and district census marshals are the school officers recognized by law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board, composed of the governor, State superintendent of public instruction, and surveyor-general of the State, with the governor for president and superintendent as secretary, is the supreme advisory council in school affairs, and, at its semi-annual and special sessions, devises plans for the better organization of the public schools and the improvement and management of the public school funds; has a power of supervision over the apportionment of these, power to act with the superintendent in providing for a State teachers' institute, and to prescribe and cause to be adopted a uniform series of text books for the principal studies pursued in the public schools, not to be changed under four years.

The regents have the general care of establishing and providing for the organization and maintenance of the State university, which is thus far still in embryo.

The State superintendent—who is elected by the people at the general fall election in every four years, beginning with 1866, and enters upon duty the first Monday of January following—has it as his duty to apportion the State school moneys to the counties in proportion to their school population; to furnish to the proper officers an abstract of such apportionment, with the needful orders, under seal of the State board, for the same; to prescribe and distribute forms and regulations for school reports, with copies of the school laws, to all local school officers; to convene, preside over, and provide for the exercises and expenses of an annual State teachers' institute; to visit once a year each county in the State, with a view to the inspection of schools, consultation with county superintendents, and addressing public assemblies on educational themes; to report to the governor biennially, on or before the 1st of December preceding the legislative session, everything relating to school affairs; and to attend to the proper distribution of this report when printed.

The county superintendents are chosen by the people of their respective counties every two years, beginning with 1866, at the general election, and take office on the first Monday in January following. It is their duty (1) to apportion to the several school districts, in proportion to their school population, the moneys for school purposes in the county treasury, and to forthwith notify the treasurer and school trustees of the details of such apportionment; (2) to draw warrants on the county treasurer in favor of the trustees of any school district in their counties for the amount of any duly authenticated bill attended with an itemized account, and for the purchase of school books for indigent children; (3) to visit and exercise a general supervision over each public school in their counties, said visits to be once a year or once a term, according to the distance of the schools; (4) to distribute promptly to trustees, teachers, &c., the forms, laws, instructions, and reports received from the State superintendent; (5) to keep on file in their offices all reports received from subordinate officers and full records of their own official acts, to be delivered to successors at the conclusion of their terms; (6) to make annually to the State superintendent, by September 15, on pain of forfeiting \$200, a full report of the matters reported by subordinate officers respecting school affairs for the year preceding; (7) to preside over, regulate, and conduct county teachers' institutes; (8) to appoint school trustees in districts where the voters fail to elect, and to fill vacancies occurring in the board; (9) to subscribe annually for a sufficient number of copies of an educational journal to furnish one to each school officer and teacher in their counties and pay for the same out of the county school fund. The compensation for performing these duties is "such as shall be allowed by the board of commissioners of each county, at least sufficient to pay all necessary travelling expenses" incurred in the discharge of legal duty.

The county boards of examination consist of the county superintendent and two competent persons appointed by him. They are constituted for the purpose of examining persons wishing to teach in the public schools, and may give certificates of two grades of qualification to such as stand the tests for them.

School trustees.—Boards of trustees for school districts consist ordinarily of 3 persons; but in districts polling 1,500 votes, of 5. They are elected by the people, at the general elections, for terms of 4 and 2 years, and enter upon office on the first Monday of January following. They have the care and custody of all public school property within their districts; the building, purchasing, or hiring of school-houses and the erection of needful outhouses; the employment of teachers and dismissal of them for cause; the providing of school-houses with furniture and apparatus, as well as books for indigent children; the division of schools into primary, grammar, and high school departments; the expulsion of incorrigibly disorderly children; the proper apportionment of school funds among the schools; and the making of annual reports to the county superintendent as to the number of children of school age, (6 to 18,) the number of schools, of teachers, of children in attendance, and average attendance, with other particulars showing the educational condition of their districts.

The district census marshals are officers appointed by the school trustees of each district, on or before the 1st of May in each year, to take a specific census of all the children of school age, with full particulars as to sex, residence, parentage, and school connection, to be reported to the county superintendent or board of education in their respective districts, towns, or cities.

SCHOOLS.

The schools of the State, as above indicated, are divided into primary, grammar, and high. In the first are to be taught spelling, reading, writing, arithmetic, the elements of natural philosophy, and geography; in the second are to be added English grammar, history of the United States, physiology, hygiene, and chemistry; and in higher schools, algebra, geometry, drawing, natural philosophy, astronomy, or the elements of book-keeping. These schools are free to all residents of school age for six months of the year. After that, rate bills may be imposed on all who send children to them. A compulsory law requires attendance at school for at least sixteen weeks each year. The State University exists thus far only in its preparatory department.

ELEMENTARY INSTRUCTION.

NO REPORT.

The report on school affairs in this State is made biennially, as before stated, and is not due till the close of 1876. The only information available meanwhile is the following abstract of the first semiannual apportionment of school moneys for 1876, which is made by the superintendent at the rate of \$3.740015+ per census child:

Table showing the first semiannual apportionment of school moneys for 1876.

Name of county.	Number of children between 6 and 18 years of age.	Amount.	Name of county.	Number of children between 6 and 18 years of age.	Amount.
Churchill.....	47	\$175 78	Lyon.....	373	\$1,395 03
Douglas.....	253	946 22	Nye.....	184	688 16
Elko.....	479	1,791 47	Ormsby.....	767	2,868 59
Esmeralda.....	190	710 60	Storey.....	2,672	9,943 32
Eureka.....	372	1,241 69	Washoe.....	639	2,359 87
Humboldt.....	353	1,432 43	White Pine.....	272	1,017 23
Lander.....	330	1,234 21	Total.....	7,510	28,087 52
Lincoln.....	589	2,202 87			

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the absence of a report from the State superintendent for 1874-'75, no reliable information respecting high schools in the State school system can be presented.

OTHER SECONDARY SCHOOLS.

The only one of these making direct return to the Bureau of Education for 1875 is the preparatory department of the State University, at Elko, which reports 1 instructor, with 15 male and 16 female students.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY, ELKO.

This, as before stated, exists thus far only in its preparatory department, the university proper waiting for a fuller preparation of students for its classes and for an increase of its funds by sale of lands belonging to it. The principal of the preparatory department writes, with his return, "This school, just started, you may say, has its foundation of land grants from the General Government, as others in other of the new States. Several of my pupils are pursuing a university course, but the most are of about high school grade, and may be prepared for college at short notice."

LIST OF SCHOOL OFFICIALS IN NEVADA.

Hon. S. P. KELLY, *State superintendent of public instruction, Carson City.*

[Term, 1875-'79.]

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency L. R. Bradley, governor.....	Carson City.
Hon. John Day, surveyor-general.....	Carson City.
Hon. Samuel P. Kelly, State superintendent of public instruction.....	Carson City.

COUNTY SUPERINTENDENTS. [Term, 1875-1877.]

County.	Superintendent.	Post-office.
Churchill.....	W. H. A. Pike.....	Educational Institute.
Douglas.....	John E. Johns.....	Genoa.
Elko.....	E. S. Yeates.....	Elko.
Esmeralda.....	D. H. Fletcher.....	Aurora.
Eureka.....	A. W. Kaye.....	Eureka.
Humboldt.....	C. Chenowith.....	Winnemucca.
Lander.....	J. R. Williamson.....	Austin.
Lincoln.....	G. R. Alexander.....	Pioche.
Lyon.....	C. McDuffie.....	Silver City.
Nye.....	F. C. Granger.....	Belmont.
Ormsby.....	L. S. Greenlaw.....	Carson City.
Storey.....	J. N. Flint.....	Gold Hill.
Washoe.....	Orvis Ring.....	Reno.
White Pine.....	H. S. Herrick.....	Hamilton.

NEW HAMPSHIRE.

STATISTICAL SUMMARY.

	1875.	1873.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Number of boys enrolled.....	35,901	36,529		628
Number of girls enrolled.....	32,850	33,345		495
Number enrolled under 6 years of age.....	6,222			
Number enrolled over 16 years of age.....	6,664			
Number enrolled between 6 and 16 years of age.....	55,865			
Total enrolment.....	68,751			
Average attendance.....	48,288	46,759	1,529	
Average attendance for each school.....	18.54	14.73	3.81	
Ratio of average attendance to whole number.....	.702	.68	.22	
Number attending private schools.....	3,357	2,613	744	
Number between 5 and 15 not in any school.....	4,164	3,680	484	
Ratio of non-attendants to number enrolled.....	.063			
Whole number of children reported.....	76,272	76,167	105	
Number reported in higher branches.....	5,172			
TEACHERS AND TEACHERS' PAY.				
Number of male teachers.....	503	527		24
Number of female teachers.....	3,166	3,296		130
Average wages of males per month, including board.....	\$42 61	\$40 78	\$1 83	
Average wages of females per month, including board.....	25 54	23 84	1 70	
Number teaching for the first time.....	646	632	14	
Number teaching same school successive terms.....	1,189	1,135	54	
Number that have attended institutes.....	1,891	1,762	129	
Number that have attended normal schools.....	237			
Number that "boarded round".....	383			
SCHOOL DISTRICTS, SCHOOLS, AND SCHOOL-HOUSES.				
Organized school districts.....	2,118	2,183		65
Districts formed under special act.....	31			
Number of schools.....	2,599	2,496	103	
Number of schools graded.....	403	392	11	
Number of town high schools.....	19			
Number of district high schools.....	20			
Number of schools averaging 12 scholars or less.....	964	938	26	
Number of schools averaging 6 or less.....	241			
Average length of school term in weeks of 5 days.....	20	21½		1½
Number of school-houses.....	2,223			
Number reported unfit for school purposes.....	328	402		14
Number not used in the past year.....	49			
Number built in the past year.....	25			
Number having no blackboard.....	58			
Number that have globe or outline maps.....	649			
Estimated value of school buildings and sites.....	\$2,228,905	\$1,917,625	\$311,280	
Estimated value of school apparatus.....	29,154	23,347	5,807	
Average value of school buildings and sites.....	1,002			
Average value of apparatus to each school.....	13 11			
INCOME AND EXPENDITURE.				
<i>Income.</i>				
Raised by town taxes.....	\$478,318	\$367,552	\$110,766	
Raised by district taxes.....	60,847	66,598		\$5,751
Literary fund.....	27,340	23,491	3,849	
Local funds.....	25,348	23,701	1,647	
Railroad tax for schools.....	6,401	10,316		3,915
Dog tax and contributions.....	24,883	10,868	14,015	
Total revenue *.....	623,137	502,526	120,611	
<i>Expenditure.</i>				
For new buildings.....	226,523	} 111,604	152,640	
For permanent repairs.....	37,721			
For miscellaneous expenses.....	61,850			
For teachers' salaries, including board.....	424,889			
Total expenditure *.....	750,983	507,446	243,537	
Average per scholar.....	10 95			
Average per scholar on average attendance.....	15 40			
SUPERVISION.				
Number of public school examinations.....	2,480			
Number of educational meetings for the benefit of teachers.....	113			
Number of teachers examined in part by written exercises.....	999			
Number of teachers that have failed to secure certificates.....	122			

* The figures of the State report, with explanations which cannot here be given, are: For total revenue, 1875, \$621,649; 1873, \$507,446; increase, \$114,203. For total expenditure: 1875, \$742,854; 1873, \$507,446; increase, \$235,408.

—(From the twenty-ninth annual report of public schools of New Hampshire, for the school year 1874-75, by Hon. J. W. Simonds, State superintendent of public instruction.)

Mr. Simonds has used 1873 for the comparison of increase or decrease in these tables because the returns for 1874 were less complete.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution, as amended in 1874 and since continued, declares that as knowledge and learning generally diffused through a community are essential to the preservation of a free government, and as a spreading of the opportunities and advantages of education is highly conducive to this end, "it is the duty of the legislators and magistrates in all future periods of this government to cherish the interest of literature and the sciences, and all seminaries and public schools; to encourage private and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences," &c.

PROVISIONS OF THE SCHOOL LAW.

Digest of School Laws, by C. R. Morrison, 1869, with amendments and additions to 1875.

OFFICERS.

The principal officers are a State superintendent of public instruction, trustees of the State normal school, school committees for towns, and prudential committees for districts.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent—who is appointed by the governor and council and holds his office for two years—has a general supervision and control of the educational interests of the State. He prescribes the form of school registers and of blanks for the returns to be made by school committees; sends these to the clerks of the several towns and cities for distribution; receives and arranges all reports and returns of school committees; distributes State documents in regard to public schools or other forms of education; investigates the condition and efficiency of the school system; and is to pursue such a course as to him seems best fitted to excite an interest in education, and guide such interest in the best channels when aroused. He is also annually, on or before the first Wednesday in June, to lay before the general court a printed report, containing abstracts of the reports of school committees, details of his own acts as superintendent of instruction, a like detail of the condition and progress of popular education in the State, and such suggestions as to improvement in it as his information and judgment may dictate. His salary is \$1,200, with allowance for postage, stationery, and other office expenses.

The trustees of the State Normal School are appointed by the governor, by and with the consent and advice of the council; consist of fifteen persons besides himself and the superintendent of instruction, not more than two from one county; hold office for two years, part going out each year and being replaced by new appointees; have the general management of the normal school and the appointment of the principal; and are, at their annual meeting, to appoint committees of their number for the oversight of the several departments of their work.

The school committees for towns are elected ordinarily by ballot at the annual town meeting, but may be chosen for such terms as the town thinks proper; consist of any number the town may choose; may include female members; and have it as their duty to examine and license teachers, to visit the schools twice in each term, to prescribe suitable rules for managing and grading them, to make regulations respecting attendance on them, to furnish to each teacher a blank register for keeping a school record, and to make annual report (under penalty of \$50 for failure) to the town meeting and the State superintendent of all matters relating to the schools, with an enumeration of the school population of each sex and the number between 5 and 15 years of age that have not attended school. They may dismiss teachers, after twenty-four hours' notice and a hearing, if requested to do so by a majority of the legal voters, and may, of their own motion, do the same without a hearing, if they find any teacher incapable or unfit to teach or disobedient to the rules made by them. Text books introduced by them into schools must continue in use for three years from the time of introduction, and not more than one such book or series of books on one subject, used in each class of schools, may be changed in any year; but no sectarian or partisan work may be introduced. For the performance of their duties committee men receive "such reasonable compensation as the town may determine."

Prudential committees, not to exceed three persons, elected by the voters at a school district meeting, are required to call meetings of their districts, giving fourteen days' public notice; to select and hire teachers for the district, provide them board, furnish necessary fuel, make such repairs to the school-house as may be required, notify the

superintending school committee of the commencement and close of schools, and give them such information and assistance as may be necessary for the performance of their duties. In case the school-house should be out of repair or not of sufficient size to accommodate the scholars, the prudential committee, with the consent of the school committee, may provide suitable rooms and conveniences for the use of the scholars, at the expense of the district.

SCHOOLS.

The schools under the State system vary in character from the primary district school, in which are taught only reading, spelling, writing, English grammar, arithmetic, and the elements of geography and history, to union and high schools in which students may be prepared for college. Of all kinds there were 2,599 reported in 1875, among which 403 were graded and 39 were high schools of either united districts or towns. A compulsory law requires that all children from 8 to 14 shall attend school for at least twelve weeks in each year.

The existence of a State normal school has been noticed. There is also a State Agricultural College, sustained from the congressional land grant of 1862, in connection with Dartmouth College.

SCHOOL FUNDS.

A permanent school fund of nearly \$500,000 enables the State to supplement the amounts raised by local taxation and other means, bringing the annual school revenue up to \$621,649 in 1875.

ELEMENTARY INSTRUCTION.

CIRCULARS OF SUPERINTENDENT SIMONDS.

For the purpose of awakening and guiding public sentiment in relation to the practical interests of education, it seemed advisable to the superintendent to institute an official correspondence with the supervising school officers, and submit for their consideration information and suggestions calculated to assist them in the discharge of their duty. The results accomplished by these efforts have been very encouraging.

Circular No. 1, directed to town school committees, called their attention to "An act to compel children to attend school," and urged them to secure an impartial and systematic execution of its provisions. Circular No. 2 contained a *résumé* of the duties of school committees, accompanied with suggestions. Circular No. 3 contained inquiries concerning the progress of the school, competency of teachers, the practicability of holding town teachers' meetings, the re-establishment of teachers' institutes, and the supervision of the schools. Circular No. 4 called attention to the law allowing towns to elect school committees for different periods of one, two, and three years, and after the first election one member annually for three years. Circular No. 5 contained questions concerning elementary instruction, system and unity of effort, value of merit marks of teachers' institutes, worth of State school report, how many copies the State should distribute, and the effect of establishing a State board of education. Circular No. 6 invited attention of selectmen of each town and assessors of each city to their duty "to make an enumeration of the children of each sex between the ages of 4 and 17 in their respective towns and cities." Circular No. 7 was addressed to town school committees, respecting examinations of applicants for teachers' positions. Circular No. 8 called attention to the same points as No. 6, and, in addition, to the number of children between 5 and 15 that have not attended schools.—(Appendix to twenty-ninth annual report.)

ABSTRACT OF TOWN REPORTS.

The thirty-ninth annual report is largely made up of the reports from superintending school committees. Some of these state facts; some discuss principles or practices. As far as can be gathered from the former class, the following appear to be the facts concerning the condition of the schools:

Disadvantages.—Complaint is made in many of the reports of there being an excessive number of school districts, and, as a natural consequence of this, short schools, low standards, imperfect classification of pupils, a lack of illustrative apparatus, poorly paid teachers, and comparatively slight results. Rural districts that once sustained a large population are now sometimes almost deserted, and instead of 25 or 30 scholars attendant on the schools, there may be found, it is said, not more than 4, 5, 10, or 12. The tax raised in such districts is, of course, generally small. Cheap teachers and poor teaching too often come of this, and instead of good school rooms, with ample apparatus, lively classes, and rapid upward strides, there is apt to be a neglected building, in which classes, too small to awaken the enthusiasm of a teacher, study as they best can, with almost no means of geographical, arithmetical, or philosophical illustration.

Thus, as to the districts, one committee says: "Districts formerly having large and flourishing schools are now almost destitute of children of school age." Another, "There has been a time when there were 40 to 60 scholars in many of the districts; now the largest one contains only 26, and the four smallest an aggregate of only 23;"

and still another, "Many of the districts have become nearly depopulated, and nothing remains but the old cellars to tell the stranger that once a flourishing farm house stood there, which was the home of numerous children. Instead of 25, 30, or 40 scholars, we now find 4, 5, in very few instances more than 12. In such small schools there is but very little interest manifested on the part of either teacher, scholars, or parents."

As to school houses, it is said by one, "The school houses are, in many cases, unfit for the use they were designed for, and the few farmers left in the district hardly feel able to incur the expense of furnishing a better house for so few scholars;" by another, "We have several districts with few scholars, little school money, and bad houses;" by a third, "I speak with candor when I say that several of the school houses are no longer fit for school purposes, especially in winter;" by a fourth, "One school-house has no shed nor entry way, and two others, which have, are left with large openings, with no provisions for closing. The doors and windows are so impaired that the snow blows in, and so much cold air enters that it would seem almost as wise to attempt to warm the atmosphere outside as within. Then the arrangements for warming these houses are mere shams; stoves small, pipe old and nearly burned or bursted out, and so disconnected that the smoke as easily escapes by way of the doors and windows as by the chimney."

As to illustrative apparatus, a chairman of a school committee in a fairly prosperous town writes: "Our schools are almost destitute of this great desideratum. There is hardly a district in town but needs a globe, maps, and a dictionary." A second says: "In nearly all the school rooms in town there is a want of proper and necessary implements for the teacher to work with." A third puts into his report the statement: "We find some schools sadly destitute of illustrative apparatus, not possessing so much as a blackboard;" a lady elsewhere seconding this with a like account: "Our blackboards are fast becoming whiteboards, and some are almost useless;" and a committee man saying, "In no school in town did I find even the cheapest kind of a dictionary belonging to the school; maps and charts are minus, or nearly so."

Improvements.—Happily, against such statements we are able to set others more encouraging, such as "The schools have had able instructors and scholars that took hold of their studies with a determination to accomplish the tasks set before them. Perhaps in no former year has the standard of our schools been higher or the work that has been done more thorough. '*Not how much, but how well,*' has been the motto of both teachers and scholars." And again, "During the three years past there has been a gradual but marked improvement in teachers, teaching, and taught;" and still again, "Our schools will, it is thought, bear a favorable comparison with those of former years. Many of our teachers are abandoning the blind devotion to the text book which has so long obtained, and are disposed to seek methods of explanation from all available sources. Scholars are not content with the mere statement of a fact, but wish to know not only what is true, but why it is true."

As to school-houses, we have from one town the pleasant statement that "The town never had so good school-houses as at the present time. They are built and furnished with great care and expense, and indicate the interest and pride which the people feel in education. The people in the north district last year ornamented the school grounds with trees, this year have dug a well, and next year intend to improve the fences. In the south district they have built two school houses, and will doubtless improve the grounds so as to render them pleasant and attractive to the children." In another we read of a high school building, commodious and well furnished, though not yet fenced in and shaded as it ought to be.

As to apparatus, we read of one school that has obtained for itself a fine globe; as to teachers, that in one case their "instruction has been eminently practical;" that in another they have been faithful; that in a third they have "attained a high success;" and that in a fourth "they have fully met all expectations," though these expectations seem to have been high.—(State report, pp. 4-102.)

KINDERGARTEN.

There is in Nashua a private Kindergarten, established in 1874, and conducted by Anna Held, having 14 children from 3 to 7 years of age engaged, during 5 days of the week, three hours each day, in the usual Kindergarten occupations.—(Special report to the United States Bureau of Education.)

CITY SCHOOL SYSTEMS.

DOVER.

School officers.—The schools are governed by a board of school committee, elected by qualified voters of the town for the term of two years, one-half of them going out of office each year. The chairman, who is elected by the board, appoints all committees, has authority to call special meetings, and is *ex officio* chairman of the committee for examining teachers.

Statistics.—The number of children from 4 to 16 years of age is 1,806; the number attending school two weeks during the year, 1,864; average attendance, 1,191; average amount expended for each scholar, \$12.06; receipts and expenditures for school purposes, \$22,400.55.

Course of study.—The schools are divided into primary, grammar, and high, with some of mixed grades in those portions of the city where it is impracticable to adopt a system of gradation. Drawing has formed a part of the regular course of study for several years, but only in the grammar schools has it received a systematic course of teaching.

The high school has maintained for another year its high standing. Three objects are held in view here: the securing of a tolerably wide course of academic study, a plan specially adapted to a business life, and the preparation of boys for college.—(Report of school committee, 1875.)

NASHUA.

Officers.—The school committee is composed of as many members from each ward as the said ward is entitled to aldermen in the city council. The mayor of the city is *ex officio* chairman. The committee thus constituted have the care and superintendence of the schools, and may, if deemed expedient, and in fact do at present, appoint a superintendent, who, under the direction of the committee, manages and superintends the schools.

Statistics.—Number of children in the city from 6 to 16 years of age, 1,549; number from 16 to 21 years of age, 602; number from 4 to 21 years, 2,755; number of pupils, 2,238; average number belonging, 1,629; average daily attendance, 1,492; number admitted to high school, 51; number of graduates of high school, 21; number of teachers in all the schools, 54; expenditures for school purposes, \$32,049.03.

New school building.—In school-houses and school accommodations Nashua now compares favorably with any city in the State. The high school building, recently completed and occupied, is not only the most costly, but is the largest and best constructed school edifice in New Hampshire. It is strongly, as well as neatly finished. The entrance halls are spacious, affording ample means of ingress and egress. The supply of air is pure, not forced from the basement, but taken directly from the open atmosphere. The course of study is liberal and comprehensive.

Evening schools.—The two evening schools were never more serviceable than during the past winter; the total attendance in both was 137; average attendance, 80.

Attendance.—The daily school attendance in the city, though 20 per cent. less than it ought to be, is higher than the average in the State and vastly higher than that of the country. The school population of the United States is 12,000,000, while the average daily attendance is only four and a half millions. Provision is made in this city for the education of the entire school population, and it would not add to the cost of the department if every child, instead of three-fourths of all, were in constant attendance.—(Nashua school report for 1875.)

THE CITIES GENERALLY.

Extracts from the school reports of Concord, Dover, Keene, Manchester, and Nashua are given by the State superintendent, and show, in general, a greatly better state of things than is indicated in reports from country towns. In all these cities music and drawing are receiving a considerable measure of attention, the former for its refining and animating influence, the latter for its effect in the improvement of all industries.

In all, too, the graded system for the schools appears to reign, with a specific course of study for the grades, promotions from one grade to another being made in most cases after careful testing of qualification by means of written examinations. In Manchester these examinations take place every month, and promotions based on the results of them are made twice in each year.—(State report, pp. 102-140.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The attendance of students during 1875, amounting to 270 in the normal department, has been larger than for any preceding year. There were 34 graduates, 3 of them from the second course and 31 from the first.

The acts of the legislature establishing and controlling the State normal school prescribe and limit its work of instruction and drill to branches and methods designed to qualify its members for an efficient and successful discharge of the duties of the common school teacher. The normal school, thus established and managed by a board of trustees appointed according to the laws of the State, is in reality a professional school. It has already furnished the State many excellent teachers whose services and improved methods of instruction are working marked improvements in school management, according to the reports and testimony of town school committees where the normal graduates have been employed.—(State report, 1875, pp. 176, 177.)

SECONDARY INSTRUCTION.

SCHOOLS OF HIGHER GRADE.

In March, 1875, Superintendent Simonds addressed to the principals of the various secondary schools, public and private, a circular, requesting returns of their statistics for the current school year. Sixty-eight schools were embraced in this request, of which 21 were public high schools, 28 were chartered academies and private schools, 1 the State normal school, 1 a business college, and 3 recognized as preparatory schools. Out of the 68 addressed, 67 made more or less complete returns, showing an aggregate of 96 male teachers and 113 female; 3,276 male pupils and 3,239 female; 3,745 engaged in higher branches of study, of whom 1,952 were in ancient languages and 646 in modern. Thirty-one reported libraries ranging from 12 volumes to 4,000, and making a total of 21,569 books. The number of weeks in the school year of the 67 reporting schools was generally from 30 up to 52, though 1 reported only 10 weeks; 2, 12; and 3 24. The aggregate of the estimated value of grounds, buildings, and apparatus was \$1,147,325.—(State report for 1874-'75, pp. 345-349.)

Besides the above mentioned, the Bureau has reports for 1875 of 38 schools of kindred grade, 3 of these being for girls, 29 for boys and girls, and 1 for boys, with 5 preparatory schools, some of them admitting both sexes.

The 33 academies and seminaries report 63 male teachers, 67 female; 1,709 male pupils and 1,543 female; 663 of whom are engaged in classical branches, 527 in modern languages. Music is taught in 18; drawing, in 15; 14 report chemical laboratories; 21, philosophical apparatus. There are libraries of 75 to 4,000 volumes in 18 of these, the total number of books being 14,212.

These schools are under the influence of the following denominations: Congregationalists, 8; Christian, Swedenborgian, Baptist, Methodist Episcopal, and Protestant Episcopal, 1 each; while 15 are non-sectarian and 5 do not report on this point.

The 5 preparatory schools report an attendance of 742 pupils taught by 40 instructors. The course of instruction in 2 lasts 4 years; in 2 others, 3, and in 1, 6. All report libraries, the smallest numbering 100 volumes, the largest 1,700. Three report chemical laboratories, and 4, philosophical apparatus and gymnasia. The continental system of pronunciation is used in all but 1 of these schools; in that, the English method is used in respect to the Latin language, while the Greek is taught according to the continental method.

BUSINESS COLLEGE.

Gaskell's Business College at Manchester, organized in 1865, reports a total attendance of 333 students, taught by 2 instructors. The number of weeks in the scholastic year is 50; average age of students, 18 years.

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

The departments of instruction in connection with this institution are as follows: (1) The academic department, with its four years' curriculum, including Latin, Greek, and the modern languages, with the privilege of a partial course and a number of particular options; (2) the scientific department, with a regular course chronologically parallel with that of the academic, and having, with the option of a partial course through all the years, several elective lines of study in the last year, while Latin and Greek are omitted, French and German included, and scientific branches made most prominent; (3) the agricultural department, so called, or the New Hampshire College of Agriculture and the Mechanic Arts; (4) the engineering department, or the Thayer School of Civil Engineering; and (5) the medical department, or the New Hampshire Medical College.

There are 10 college buildings, 3 of them recently erected. Of the others, the scientific and medical buildings have lately been enlarged and renovated, and various improvements have been made in the rest, particularly in the lecture rooms, and the college buildings are now lighted with gas.

The college has been, during 1874-'75, favored with a gift or bequest from Hon. Tappan Wentworth, of Lowell, Mass., amounting to about \$300,000 in stocks and real estate, for the general fund of the institution, and of another amounting to \$112,000 from Hon. Joel Parker, of Cambridge, Mass., to found and endow a law department, and for a library fund. Only the income of the Wentworth fund is to be used, and this not till the principal shall reach \$500,000, so that some years must elapse before it can become available.—(College advertisement in The Dartmouth for September, 1875, and return to Bureau for that year.)

NEW ENGLAND UNIVERSITY OF ARTS AND SCIENCES, MANCHESTER.

A written scheme of this institution, "chartered by the State of New Hampshire," has been sent to the Bureau, in which it is stated that "this university was founded

for the purpose of giving a thorough practical and technical education to those who propose to engage in the following pursuits, viz: engineering, civil, mechanical, dynamical, and mining; chemistry, with its many applications to the arts; geology; metallurgy and assaying; mining; mechanical drawing; architecture; law; medicine, and dentistry."

It is said, further, that "the educational work of the university is carried on in 6 distinct yet closely related departments:" (1) The theological, (2) that of general literature and science, (3) that of engineering and applied science, (4) that of law, (5) that of medicine, and (6) that of dentistry. The work of all these departments is thoroughly mapped out. How far it has been reduced to practice does not yet appear.

COLLEGES FOR WOMEN.

There are 3 schools for the superior instruction of women, having, in all, 26 teachers, and in 2 of them an attendance of 177 students. One reports 41 students in its regular course; another, 17 post graduate students, and 23 in special or partial course. Two of them have a four years' course, and are authorized by law to confer collegiate degrees; all report libraries, numbering 310, 500, and 1,100 volumes respectively. In respect to religious preference, 1 reports itself as "orthodox;" the other 2, "non-sectarian."—(Returns to Bureau of Education, 1875.)

Statistics of Dartmouth College, 1875.

Name of college.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of self-ownership funds.	
Dartmouth College.....	37	9	0	357	\$160,000	\$350,000	\$21,000	\$15,000	\$0	\$100,000	47,000

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The New Hampshire College of Agriculture and the Mechanic Arts, a department of Dartmouth College, is based on the congressional land grant. It has a regular three years' course of study, with an option, after the first year, of either an agricultural or a mechanical line of study.

Thayer School of Civil Engineering is substantially, though not formally, a post graduate or professional department, with a two years' course. The requisites for admission are, in some important branches, even more than a college curriculum commonly embraces, and it is designed to carry the study of civil engineering to the highest point.—(College advertisement in *The Dartmouth*.)

MEDICINE.

The medical department of Dartmouth College, or the New Hampshire Medical College, was established in 1797, has had a long and prosperous career, and ranks now with the best medical institutions in the country. There is connected with it, in addition to the lectures, a good course of private instruction.—(*The Dartmouth*, April 6, 1876.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Chandler scientific department of Dartmouth College.*	17	....	77	4	\$10,000	\$100,000	\$7,000	\$4,592	.....
New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth College.)	14	....	29	3	106,000	110,000	6,600	2150	51,446
Thayer School of Civil Engineering, (Dartmouth College.)	4	....	7	2	.....	55,000	3,000	360	2,000
SCHOOL OF MEDICINE.									
Dartmouth College, medical department.	10	....	84	3	40,000	0	0	6,060	1,000

* From Report of Commissioner of Education for 1874. a Also \$5,000 from State appropriation.
 b Includes society libraries.

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The association met at Wolfborough October 14 and 15, 1875. After short addresses by Mr. Hall and Mr. Simonds, the president read a paper on "The duty of teachers to themselves and their pupils." A committee of three was appointed by the president to nominate committees on various topics. Mr. S. W. Clarke, of Portsmouth, read a paper on "The duty of the teacher to the parent;" Mr. J. Warren Thyng, of Salem, Mass., gave a lecture on drawing; Mr. Philbrick, of Boston, spoke on "How to make our common schools practical;" and Mr. C. C. Chatfield on "The New-England Journal of Education." A paper was read by Mr. B. F. Dame, of Manchester, on "Reading," after which Messrs. Powers and Edgerly, of Manchester, and others, discussed "What studies should be pursued in our common schools, and to what extent should the State educate?" Papers were read by State Superintendent Simonds on "The progress of education;" by A. C. Hardy, of Fisherville, on "The common sense school;" and by Superintendent Dearborn, of Manchester, on "New Hampshire at the Centennial."

Among the resolutions adopted was one indorsing the New-England Journal of Education as worthy of patronage, and one expressing, as the sense of the association, that "The work performed by the National Bureau of Education, in collecting and disseminating useful educational information, has established the practical value of that Bureau," and asking the influence of Congress to sustain it.—(New-England Journal of Education, October 23, 1875.)

LIST OF SCHOOL OFFICIALS IN NEW HAMPSHIRE.

Hon. JOHN W. SIMONDS, *State superintendent of public instruction, Franklin and Concord.*

CITY SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Name.	Post-office.	Name.	Post-office.
D. C. Allen.....	Concord.	Clinton S. Averill.....	Nashua.
J. B. Stevens, clerk.....	Dover.	Dexter W. Gilbert.....	Keene.
Josiah G. Dearborn.....	Manchester.	William H. Alden, chairman.....	Portsmouth.

NEW JERSEY.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

	1874.	1875.	Increase.	Decrease.
Total school census between 5 and 18 years of age.	298,000	312,694	14,694	.....
Total enrolment in the public schools	186,392	191,731	5,339	.....
Average attendance upon the public schools	96,224	93,059	1,865	.....
Number of children the public schools will seat..	155,152	172,906	17,754	.....
Number in attendance upon private schools.....	36,527	42,434	5,907	.....
Number attending no school	71,895	76,168	4,273	.....

TEACHERS AND THEIR PAY.

Number of males.....	960	946	.....	14
Number of females	2,256	2,307	51	.....
Average salary per month paid to male teachers..	\$65 77	\$67 65	\$1 88	.....
Average salary per month paid to female teachers.	33 00	37 75	.....	\$0 25

SCHOOL DISTRICTS, HOUSES, ETC.

Number of townships and cities.....	258	259	1	.....
Number of school districts	1,369	1,371	2	.....
Number of school buildings	1,493	1,539	46	.....
Number of school departments	2,835	2,948	113	.....
Number of unsectarian private schools.....	253	240	.....	13
Number of sectarian private schools	101	106	5	.....
Number of school visits made by county superintendents.	2,852	3,025	173	.....
Number of districts in which the school-houses are very poor.	112	101	.....	11
Number in which they are poor.....	147	116	.....	31
Number in which they are medium	299	285	.....	14
Number in which they are good.....	429	473	44	.....
Number in which they are very good	353	372	19	.....
Number of new houses erected.....	51	40	.....	11
Number of school-houses refurnished or remodeled	82	73	.....	9
Number of districts without school-houses	29	24	.....	1
Number of buildings valued at \$100 or less.....	39	38	.....	5
Number valued between \$100 and \$500	372	339	.....	33
Number valued between \$500 and \$1,000	396	357	.....	9
Number valued between \$1,000 and \$5,000	492	557	65	.....
Number valued between \$5,000 and \$10,000	84	94	10	.....
Number valued between \$10,000 and \$20,000	44	52	8	.....
Number valued above \$20,000	66	72	6	.....
Average value of the school-houses outside the cities.	\$2,100 00	\$2,142 00	\$42 00	.....
Average value, including those in the cities.....	4,020 00	4,085 00	65 00	.....
Total valuation of school property	6,000,732 00	6,257,267 00	256,535 00	.....

INCOME AND EXPENDITURE.

<i>Revenue.</i>			
Two mill tax appropriated by the State	\$1,225,592 21	\$1,238,578 57	\$12,986 36
Additional State appropriation	100,000 00	100,000 00	.....
Township school tax	23,833 50	24,865 31	1,031 81
Interest of surplus revenue	31,573 41	31,769 46	196 05
District and city tax for teachers' salaries	310,161 17	367,383 01	57,221 84
District and city tax for building school-houses ..	613,237 84	543,869 17	.....
Total amount for maintaining the schools.....	1,691,160 29	1,762,596 35	71,436 06
Total amount, including that raised for building..	2,304,398 13	2,311,465 52	7,067 39
<i>District school tax.</i>			
Number of districts that raise tax to pay teachers' salaries.	229	367	138
Number of districts that raise tax to build school-houses.	445	427	.....
Number of districts that raise no tax	852	771	.....
<i>Cost of education.</i>			
Average cost per pupil, calculated on total school census.	\$5 67	\$5 63	.....
Average cost per pupil, calculated on average attendance.	17 57	17 97	\$0 40

—(Report of Hon. Ellis A. Aggar, State superintendent of public instruction, for 1875.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Section 6, article VII of the constitution as amended in 1844, provides that the fund for the support of free schools, and all money, stocks, and other property which may hereafter be appropriated for that purpose, or received into the treasury under the provisions of any law passed to augment the said fund, shall be securely invested and remain a perpetual fund, and it shall not be competent for the legislature to borrow, appropriate, or use the said fund, or any part thereof, for any other purpose, under any pretext; the income of this fund, except so much as it may be judged expedient to apply to an increase of the capital, to be annually appropriated for the support of public schools.

In 1875 amendments were adopted (1) forbidding donations of land or appropriations of money by the State or any municipal corporation to or for the use of any society, association, or corporation; (2) requiring the legislature to provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of 5 and 18 years; (3) restricting it from passing private, local, or special laws providing for the management and support of free public schools.

PROVISIONS OF THE SCHOOL LAW.

New Jersey school law, with notes, blanks, and forms for the use and government of school officers, prepared by the State superintendent of public instruction, 1875.

OFFICERS.

A State board of education, State superintendent of public instruction, county superintendents, district school trustees, district clerks, State, city, and county boards of examiners, trustees of the State normal school, and trustees of the fund for the support of public schools are the officers recognized by law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education, consisting of the trustees of the school fund and the trustees of the State normal school—these two boards being appointed and constituted as hereafter mentioned—has the power and duty of making suitable by-laws for its own government; of considering the necessities of the public schools and recommending such amendments to the laws as are deemed necessary for perfecting the school system; of appointing the State and county superintendents, the latter subject to approval of the freeholders; of prescribing rules and regulations for teachers' institutes; of ordering repairs to the grounds, buildings, and furniture of the State normal school; of authorizing the payment by the State treasurer, on warrant of the State comptroller, of the incidental official expenses of the State superintendent; and of deciding all appeals from the decision of the State superintendent of public instruction. They are required to make an annual report to the legislature of all matters committed to their care.

The trustees of the school fund—composed of the governor, the president of the senate, the speaker of the house of the assembly, the attorney-general, the secretary of state, (who is *ex officio* secretary of the board,) and the comptroller—are the custodians of the fund for the support of public schools. They are required to appropriate \$40,000 annually for the support of the schools, from the proceeds of the school fund, with \$60,000 from the revenue of the State. The State treasurer is required by law to report to this board the condition of the school fund on the first day of the meeting of the legislature, and at such other times as they may require.

The State superintendent of public instruction is elected by the State board of education, and holds during the pleasure of the same, provided that no term of office shall exceed three years. He is *ex officio* secretary of the State board of education, president of the Association of School Superintendents, and a member of the State board of examiners, as well as of all county and city boards. It is his duty to supervise all the schools of the State; to be the general adviser and assistant of the county superintendents; to apportion State school moneys to the counties according to their school population; to furnish to the State comptroller, county superintendents, and county collectors an abstract of such apportionment; to forbid the payment of the same to any district in which the school or schools have not been kept according to law; to furnish school officers with a copy of the school laws, with instructions and forms for making reports and conducting school business annexed thereto; to decide, subject to an appeal to the State board, all controversies that may arise under the school laws of the State or under the rules and regulations of the State board of education; to preserve in his office such school books, maps, apparatus, works on education, plans for school buildings, and other articles of interest to school officers and teachers, as may be procured without expense to the State; to file all school reports sent to his office, keep a record of all his official acts, and pre-

serve copies of all his decisions; to report to the State board of education, at its annual meeting in December, a statement of the condition of the public schools and of all educational institutions receiving aid from the State, together with such plans and suggestions for the improvement of the schools and the advancement of public instruction as he may deem expedient. He is empowered and directed to cause county collectors to withhold from delinquent county superintendents any portions of their salaries till their duties are fully performed; to cause county superintendents to do the same by delinquent teachers; and to suspend or revoke the license of any teacher on report of the county superintendent that he is incompetent or inefficient. His salary is \$2,000 per annum.

The State board of examiners—composed of the State superintendent and principal of State normal school—has the power of granting certificates to teachers valid in any portion of the State for the grade mentioned, or of revoking the same.

The trustees of the normal school—appointed by the governor, two from each congressional district, the term of one expiring each year—have the control and management of the normal school. The State superintendent is *ex officio* a member of the board. They receive no compensation except for necessary expenses.

The county superintendents are appointed by the State board of education, subject to the approval of a board of chosen freeholders in the counties, and for the same term as the State superintendent of public instruction. It is their duty to apportion school moneys to townships, cities, and districts in the ratio of the number of children of school age; to issue orders on the county school collectors for school moneys; to examine and license teachers; to fix the boundaries of school districts; to appoint trustees for districts which do not elect them; to provide for graded schools; to have a general supervision over the schools; to visit each at least twice a year; to hold county institutes; to appoint students to State scholarships in the agricultural college; to give advice in all controversies under school laws; to constitute, with other county and city superintendents, the State Association of School Superintendents; and to make an annual report, on or before the 1st of October, to the State superintendent, in manner and form prescribed by him.* Their compensation is to be at the rate of ten cents for each child of school age in the county, but in no case less than five hundred nor more than twelve hundred dollars per annum with necessary expenses.

County boards of examiners—consisting of the county superintendent and a number of teachers, not exceeding three, holding first grade certificates—examine all applicants for teachers' certificates. Those receiving the first grade certificates will be allowed to teach in any of the schools of the State, without further examination; those below that grade good only for the county. Their compensation not to exceed \$3 and traveling expenses for each quarterly session of the board, with the right to charge each applicant for special examination at other times a fee of \$2.

City boards of examiners—composed of a portion of the members of the boards of education—have the power to grant certificates valid in the schools of their respective cities or to recognize the certificates of other cities and issue corresponding ones to the holders.

The school trustees—3 for a district—are elected by the legal voters of the districts for a term of three years. The term of one expires each year, and his successor is elected on the first Monday in September. Women are eligible as well as men. It is their duty to employ teachers, janitors, &c., and fix their pay; to rent, erect, enlarge, repair, or improve school-houses; to prescribe text books in connection with the county superintendent; to suspend or expel pupils; to provide books for indigent children, and to see that the rules of the State board of education are carried out in the schools under their charge. They shall make an annual report to the county superintendent.

The district trustees of each township constitute together an association called the township board of trustees, forming with the county superintendent a sort of township council in respect to school affairs.

District clerks—elected by the school trustees within ten days after their own election, or, in default thereof, appointed by the county superintendent from their number—keep a record of the proceedings and expenditures of the school trustees; annually make a census of all children in their respective districts, and make an annual report to the county superintendent. It is their duty to keep the school buildings in repair and provide necessary fuel and supplies. Their compensation is such as the trustees may allow.

Special laws provide for boards of education in cities.

THE SCHOOLS.

Each district must provide a suitable school building and outhouses, and maintain one school at least five months during the year, to enable such district to draw its apportionment of State school moneys. Two or more districts may establish a graded school, and such school shall be entitled to its *pro rata* share of the school fund. Instruction in these schools must be free to all persons of school age residing in the dis-

* City superintendents are to make like annual reports.

tricts in which the schools are situated. Not more than \$20, except such moneys as may be raised in the districts, shall be used for any other purposes than the payment of teachers and the purchase of fuel. School libraries are provided for as well as school apparatus. The system also embraces a normal school, to which each county is entitled to send three times as many pupils as it has representatives in the legislature. The applicants must give a written declaration that it is their intention to qualify themselves for public school teachers and to engage in that employment for two years in this State.

A compulsory law, approved March 27, 1874, requires all parents and guardians, on pain of \$20, to cause children under their control, unless incapacitated by their mental or physical condition or prevented by extreme poverty, to attend some public school for at least twelve weeks during the year, six of which must be consecutive, or to be instructed in some private school or at home for the same period.

The State agricultural college forms a department of Rutgers College, New Brunswick. There is no State university.

SCHOOL FUNDS.

A permanent school fund of about \$800,000, affords a revenue in aid of public schools. This, amounting to about \$40,000, is supplemented by an annual State appropriation of \$60,000, and by the proceeds of a State tax of two mills on the dollar of all taxable property, making about \$1,240,000 annually in aid of township, district, and city taxes for public schools.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

The wonderful progress made during the last decade, in matters of education and educational facilities, is due to the wise provisions of the school law enacted in 1867, and made still better by the amendments of 1870. The State board of education, composed of earnest, judicious men, has exercised a thorough and careful supervision over the educational interests of the State. The work of the county superintendents has been carefully made out for them and a strict account required of its performance. The constituting of a State board of education has been the means of unifying the school work of the State and making it greatly more effective.

The county superintendents have, as a body, been earnest, faithful men, have worked up an enthusiasm in the minds of the people, and have secured a far better class of teachers for the children. To their constant, persistent efforts may be traced the wonderful improvement in the character of the school-houses, most of the unsightly, dilapidated structures having disappeared, and neat, pleasant, comfortable ones having taken their places.

To the people themselves great credit is due. As soon as legal barriers were taken out of their way, they came forward nobly, and by vote determined to raise the necessary means to obtain better facilities for the instruction of the children. Good, approved, properly educated teachers became in demand, and good houses with proper furniture and educational appliances were soon in course of construction.—(Report of Superintendent Apgar for 1875, p. 20.)

SCHOOLS.

An increase of 520 schools, kept open for nine months or more during the year, is one of the most gratifying results of the decade. Most of the schools that kept open for only a few months were in the rural and sparsely settled districts. This was, however, as disadvantageous to the inhabitants of those districts as the want of educational facilities to the agricultural population of England. It is a well known fact that it is among this class of England's population that the greatest ignorance prevails, and that the efforts of her great reformers have been turned, the last few years, mainly toward the educational improvement of this class. The school law of New Jersey, enacted in 1867 and amended in 1870, has secured for the numerous rural districts of the State an open school for nine months and a good public school education for every child, thus guaranteeing immunity from ignorance and its train of evils.—(Report of Superintendent Apgar for 1875, p. 19.)

SCHOOL REVENUES.

The total amount for maintaining the schools, from the State appropriation, township tax, tuition fees, and other sources in 1865, was \$646,393.06. The total amount from State appropriation, township tax, district tax, and surplus revenue in 1875 is \$1,762,596.35, an increase of \$1,116,193.29. The total amount for building and repairing in 1865 was \$47,096.17. The total amount for the same purposes in 1875 was \$916,252.18, an increase of \$859,156.01. Thus it will be seen that, when the people were permitted to raise what they believed to be necessary for the support of public schools, they will-

ingly taxed themselves double, treble, even twenty times as much for certain school purposes. Although the State appropriation, including the two mill tax, is now twice as great as the sum then raised from State appropriation, township tax, tuition fees, and other sources, the citizens tax themselves, in addition, by district and city tax, for the maintenance of the schools, to an amount nearly equal to the entire township tax of that year, besides raising \$548,869.17 for building and repairing purposes.—(Report of Superintendent Apgar for 1875, p. 18.)

SCHOOL-HOUSES.

The improvement in the condition of school property since 1865 may be seen from the statement that the number of school-houses classed as "very poor" has decreased 77; the number of "poor," 234, and the number of "medium," 53; while the number of "good" has increased 148, and of "very good," 216. Moreover, as greater exactness is now required in reporting the condition of school property, it is fair to believe that the change is even greater than is exhibited, many of those heretofore classed as medium, or even good, being now classed as poor, or very poor.

During the year, 40 new school-houses have been erected, 11 less than last year, and 73 old buildings have been repaired, 9 less than last year. The amount of money expended for building and repairing has been \$613,237.84, and the amount ordered to be raised for the same purpose next year is \$548,869.17. The total valuation of the school property is \$6,287,267, an increase of \$286,535 over that of last year.

The number of school-houses denominated very poor decreases again this year, being 101, 11 less than last year; those denominated poor, 116, a decrease of 31; medium, 285, a decrease of 14; good, 473, an increase of 44; and very good, 372, an increase of 19.—(Report of Superintendent Apgar for 1875, p. 11.)

TEACHERS.

The increase in the number of teachers in the ten years is equal to one-half of the total number in 1865. The number of female teachers has increased much more than that of males. This is owing to the fact, recognized all through this land, that special endowments are given by the Creator to women for the training of the young. While the number of female teachers has increased in greater proportion than that of the males, their compensation has not made the same proportionate advance, the increase of salary per month paid to them being \$13.50, against that of \$27.82 to males.—(Report of Superintendent Apgar for 1875, p. 20.)

TEACHERS' CERTIFICATES.

Of first grade county certificates, 75 have been issued to male teachers and 37 to females; of the second, 94 to males and 127 to females, and of the third, 531 to males and 1,071 to females.

It is gratifying to note the increase in the number of first and second grade certificates, being an increase of 16 of the former over the number last year, and 55 of the latter. The excellent effect of the examinations required to be passed in order to obtain these certificates is manifest through the whole State. Teachers are stimulated to study and to prepare themselves more thoroughly for their work.—(Report of Superintendent Apgar for 1875, p. 10.)

ENROLMENT AND ATTENDANCE.

The percentage of total enrolment has decreased this year, being 1 per cent. less than last; the attendance for ten months shows a decrease of 2 per cent.; the attendance between eight and ten months and between six and eight months, an increase each of 1 per cent. The percentage of attendance varies but little from that of last year. If the number attending private schools be added to the number attending public schools, it will be seen that 75 per cent. of the total school census attended school last year. Taking away the number of children between the ages of 5 and 7 years, often considered by parents too young to go to school, and the number between the ages of 16 and 18 years, generally considered old enough to work all the year round, it will be seen that nearly all the children between 7 and 16 years of age attend school part of the year. That is true for the greater part of the State. It is only in the manufacturing centres where the exception occurs.—(Report of Superintendent Apgar for 1875, p. 13.)

KINDERGÄRTEN.

Reports have been received from 13 Kindergärten, 4 of them located in Hoboken, 4 in Newark, and 1 each in Carlstadt, Hackensack, Montclair, New Brunswick, and Plainfield. Four of these were organized in 1875, 2 each in 1874 and 1872, 3 in 1871, and 1 each in 1870 and 1873. In the 13 schools there were 28 teachers, 12 of whom report a total attendance of 510 pupils. The one in Carlstadt is a department of the public school, preparatory to the elementary one. It has proved a valuable preparation, especially in the development of the perceptive faculties, correct speaking, writing

and drawing, sense of order, &c. The plan of studies in the Kindergarten has been made out with special reference to the above-mentioned purpose. "It is gratifying," says the principal, "to perceive the politeness and civility, even gracefulness, of the Kindergarten pupils; their cleanliness, ready use of their senses, and quickness in expressing ideas."—(Reports to the United States Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

CAMDEN.

Organization.—A board of education and city superintendent of schools.

Statistics.—Estimated present population, 36,000; children of school age, (5-18,) 9,000; enrolled in public schools, 5,000; estimated enrolment in private and parochial schools, 1,000. Number of days the schools were taught, 230; average daily attendance, 4,500. Number of teachers in public schools, 100; salaries of teachers, \$400 to \$1,600; salary of superintendent, \$900; receipts for public schools, \$152,373.37; expenditures on them, \$133,059.02.—(Report of Superintendent H. L. Bonsall, for 1875.)

ELIZABETH.

Organization.—A board of education and city superintendent of schools.

Statistics.—Present population, 25,000; children of school age, (5-18,) 7,145; enrolled in public schools, day and evening, 4,639; average attendance, 3,987; teachers employed, 123; salaries of these, \$400 to \$1,600 in day schools; \$160 to \$240 in evening schools; salary of superintendent, \$350. Number of school buildings under public school system, 13; of rooms for both study and recitation, 41; for recitation only, 5. Value of grounds, buildings, and furniture, \$116,500; total receipts for public schools, \$46,176.90; total expenditures on them, \$42,552.68; cost per capita on average daily attendance, \$18.92; days schools were taught, 201.

Estimated enrolment in schools other than public, 2,300; buildings for such schools, 19, with 46 rooms used for both study and recitation, and 12 used for recitation only.—(Report of Superintendent E. D. Smith, for 1875.)

JERSEY CITY.

Organization.—A board of education and city superintendent of schools.

Statistics.—Population, 116,833; children of school age, (5 to 18,) 38,068; enrolled in public schools, 18,827; average daily attendance, 9,583. Teachers in public schools, 263; salaries of these, \$260 to \$2,316; salary of superintendent, \$3,500. School buildings, 20; rooms used for both study and recitation, 233; for recitation only, 0. Sittings for study, 11,133. Total receipts for public schools, \$235,150; total expenditures on them, \$262,310; average expense *per capita* on attendance, \$27.26. Number of days schools were taught, 199.

Estimated enrolment in private and parochial schools during the year past, 7,530.—(Report of Superintendent W. L. Dickinson, for 1875.)

NEWARK.

Official staff.—A board of education of 30 members, 2 for each ward, and city superintendent of schools.

Statistics of schools.—Population, 120,000; children of school age, (5 to 18,) 35,125; enrolled in public schools, including evening and normal schools, but taking in none under 6 years old, 18,197; average daily attendance, 10,940; number of sittings for study, 12,400; number of rooms used for both study and recitation, 263; used for recitation only, 236; total, 499. Number of teachers, including principals, 230; salaries of these, \$250 to \$2,400; salary of superintendent, \$2,500. Total receipts for public schools, \$209,677; total expenditure on them, \$261,616; average expense *per capita* on attendance, \$18.97. Number of days the schools were taught, 206.

Estimated enrolment in private and parochial schools, 7,056.—(Report of Superintendent George B. Sears for 1875.)

NEW BRUNSWICK.

Organization, as in the other cases, a board of education and superintendent of city schools.

Statistics.—Estimated population, 18,000; children of school age, 5,075; enrolled in public schools, 2,395; average daily attendance, 1,562. Teachers in public schools, 41; salaries of these, including principal, \$300 to \$2,500, the latter being that of the superintendent, who is principal of all the public schools. His male vice-principal in the high school gets \$1,400; female, \$1,000. Number of school buildings, 6; rooms in these for both study and recitation, 39; for recitation only, 1. Total receipts for public schools, \$38,993; expenditures on them, the same; cost *per capita* on attendance, \$16.25. School days, 206.

Estimated enrolment in private and parochial schools, 1,234; school buildings for

these, 12; school rooms, 30; teachers, 30.—(Report of Superintendent H. B. Pierce for 1875.)

In the report of the board, it is said that heating by steam has been found on trial to be the most economical and efficient mode. The "course of study" pursued since 1867 is gently criticised. Increased regularity in school attendance is noted, from 1866, when 2 pupils did not miss a day, to June, 1875, when a list was published giving the names of 195 who had been present every day during the school year. One of these had been 7 years without loss of a day; 4, for 6 years; 12, for 5 years; 17, for 4 years; 20, for 3 years; and 44, for 2 years. A better attendance on the higher grades and an increased disposition to complete the full course of study are also declared in the report.

PATERSON.

Organization, a board of education of 16 members, 2 for each ward, (one-half going out each year,) with a city superintendent of schools.

Statistics.—Population, 39,000; children of school age, 14,028; enrolment in public schools, 8,949; average enrolment, 5,621; average attendance, 4,281; per cent. of attendance on enrolment, 78.8. Teachers, including principals, 100; salaries of these, \$375 to \$1,500. Salary of superintendent, \$2,000. School buildings, 10; schools and departments, 22; rooms for both study and recitation, 88; for recitation only, 3. Receipts for public schools, \$94,957; expenditures on them, the same. Expense *per capita* on average attendance, \$17.50. Days schools were taught, 214.

Estimated enrolment in private and parochial schools, 1,200. Number of buildings and teachers not given.

Special instruction.—Two teachers of music were employed by the board, with results said to be commendable, but not yet all that could be desired. Five evening schools have been maintained, with an enrolment of 1,106, somewhat less than the preceding year, but with an average attendance of 548, somewhat better than then. A city normal school has also been kept up, which all teachers employed by the board, below principals of grammar schools, were required to attend, and to which a number of other persons desiring to qualify themselves for teaching were admitted. This has been a source of supply for the schools, as well as a means of improvement to those already employed in them. The attendance on this school and the interest in its exercises are said to have been more satisfactory than in any previous year.—(Report of board of education and of Superintendent W. J. Rogers, for 1874-'75.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TRENTON.

This school offers a thorough three years' course of instruction, upon completion of which certificates are granted that authorize students to teach in the common schools of the State without further examination. Drawing is taught here very extensively. Vocal music is taught thoroughly, and is obligatory. Instrumental music is optional. The school has connected with it a model school and boarding houses, erected by the State, where cheap board can be secured by those who desire it. There is a cabinet and apparatus for illustration of natural philosophy, a chemical laboratory, and a library of 2,500 volumes. Tuition is free, and there are State scholarships of \$100 each for specially qualified students. The amount of State appropriation for 1875 was \$15,000. The number of students in attendance was 269, of whom 39 were young men and 230 women.—(Return to Bureau of Education, 1875, and report of trustees.)

FARNUM PREPARATORY SCHOOL, BEVERLY.

In this school, a feeder of the State Normal School, the average enrolment for the year was 125.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The information in respect to the public high schools of the State is not as full as could be wished. Some note is made of the existence of such schools, or of higher departments of graded schools corresponding to them, in the reports of city superintendents. According to these, such schools exist in Atlantic City, Gloucester, Hoboken, Newark, Orange, Passaic City, and Phillipsburgh. In some of these the course of instruction is partially indicated. In the higher department at Gloucester City instruction is given in all the higher English branches, and students are fitted for business. In Hoboken there are two high classes engaged in the study of the higher English branches, including ancient history, rhetoric, and English literature. The classical course in the high school at Phillipsburgh prepares young men to enter the freshman class in full standing in any American college. The board of education at Newark, in 1875, made the terms of admission from the grammar schools to the high

more difficult than formerly, the minimum per cent. on examination being fixed at 70 instead of 66 $\frac{2}{3}$ per cent. The attendance, however, has been greater than at any former period of its history, numbering about 450 pupils.—(Report of State superintendent, 1875, pp. 3-24.)

ACADEMIES AND SEMINARIES.

Forty-one out of 50 such schools for secondary training report 332 teachers and 2,907 scholars, of whom 419 are in classical courses, 404 in modern languages, 282 preparing for a classical course in college, and 118 for a scientific course. Drawing is taught in 31 of these schools, vocal music in 29, instrumental music in 32. Eleven have chemical laboratories, 19 philosophical apparatus; and 15 report libraries of 100 to 4,000 volumes, the total number of books in the 15 libraries being 13,950.

One of these schools has furnished 15 teachers to the public school system of New Jersey and 10 to that of New York.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOLS.

Four schools for the preparation of pupils for college report a total of 24 instructors and 266 pupils, of whom 110 were preparing for a classical and 32 for a scientific course in college. Three report chemical laboratories; 2, apparatus for the illustration of natural philosophy, and 1 uses the cabinet and apparatus of the Stevens Institute of Technology. Two have a gymnasium, but only 1—Princeton Preparatory School—reports even the beginning of a library. This was commenced in 1874, and now numbers 30 volumes. In this school the continental method of pronunciation is used in both the Greek and Latin languages, the accents being observed in the pronunciation of the former. The same method, nearly, is used in Rutgers College Grammar School, the Greek pronunciation taught there being the same as that given in Goodwin's Greek Grammar. In the two remaining schools the ordinary English pronunciation is used in the Latin, and the Continental in the Greek. For other particulars see Table VII.

To the above may be added 93 pupils in the preparatory departments of colleges, 42 of them preparing for a classical collegiate course and 38 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Three business colleges, located respectively in Elizabeth, Newark, and Trenton, report a total of 20 instructors and 706 pupils. In addition to the usual English and business branches, phonography, German, French, and Spanish were taught in one of these colleges, and German in another. For further particulars see Table IV.—(Reports to the United States Bureau of Education.)

SUPERIOR INSTRUCTION.

COLLEGE OF NEW JERSEY, PRINCETON.

This oldest college of the State, among the oldest of the country, has thoroughly renewed its youth within a few years past. A visit to it in 1875 showed that, besides the beautiful new buildings of the John C. Green Scientific School and the magnificent new library hall, unsurpassed in all the country, the old buildings had been so thoroughly repaired and beautified as almost to seem new ones, and in respect of comfort to be such. New window and door casings, new windows and new doors, large renewal of the flooring, addition of closets and other conveniences, with a fresh pointing of all dilapidated masonry, were among the improvements noticeable in the old halls, making them harmonize in general appearance quite fairly with the plainer one of the Green school buildings, which is comparatively simple in its ornamentation, though built substantially of good brown stone. The other Green school building, Norman in its style, with a fine tower and rich adornments, furnishes as beautiful a college lecture room as well may be, the seats rising in amphitheatric form, each with a little note table or arm attached, and each giving the student seated in it a full view of the lecturer, of his table, and of the chemical, philosophical, or other illustrations he may present. In the rear of the lecture room, and thus again in full view of the students, is the splendid apparatus of the school, the glass inclosure of the large room in which it is contained, allowing opportunity for study of it without exposing it to handling or to dust. The old college has reason to rejoice indeed at the favor it has found and at the liberal gifts bestowed on it since the entrance of Dr. McCosh upon the presidency. In its buildings, in the aspect of its grounds, in its well appointed and splendidly housed library, and in the mingled air of modern freshness and grave age which it presents, it comes now very near our ideal of what a high class college ought to be.

According to the catalogue of 1874-75, the faculty of the college, with Dr. McCosh at the head, consisted then of 18 professors and tutors and 1 lecturer, with 1 vacant chair. The list of students contained the names of representatives from 28 States and 2 Territories, Syria and Japan helping also to swell the list. One specially interesting

feature is the existence of 6 fellowships, meant to reward students of unusual merit and afford them an opportunity for prosecuting studies beyond those of the college course. These fellowships are in 4 cases of the value of \$600 and in 2 others of \$250 each for the year during which they may be held. They are awarded after special examination in certain lines of study to which each is devoted, and are conferred under the conditions that no student shall compete for more than one and that the successful student shall pursue, under direction of the college faculty for one year, the line of study from which the fellowship takes its name. During this time he may reside at the college or elsewhere; but if elsewhere in the United States must personally report himself at Princeton from time to time, and, if in a foreign country, must furnish, at regular intervals, written reports of what he is doing. From the return of statistics for 1875 it appears that there were then six post graduate students, probably the ones on these fellowship foundations.

RUTGERS COLLEGE, NEW BRUNSWICK.

The standard of admission at Rutgers has for years been high, and the instruction generally thorough; but the eminently conservative spirit of the denomination by which it is controlled (the Reformed) has been unfavorable to any extensive change in either the entrance examinations or the collegiate course. Now, however, it not only shows signs of sympathy with the progressive movements of the day, allowing considerable freedom of selection of its studies and showing some partial students on its roll, but is also said to have in contemplation an increase of the demands for admission to its classes and an arrangement of post graduate studies for such as have completed the old course. The movements in these directions have not yet taken such definite shape as to be published, but it seems probable that such publication may be made in season for the report of 1876.

At present the college has four courses, the ordinary classical collegiate; the partial course of two years for the scientific school, the groundwork of which is a thorough English course, with French, mathematics, and political science; then the full scientific course, which after two years becomes elective, one branch being chemistry, the other engineering; and, finally, a post graduate scientific course in chemistry, which doubtless will have its students in due time, but does not present any in it yet.—(College catalogue and return for 1875.)

ST. BENEDICT'S COLLEGE, NEWARK.

This is a comparatively new institution, founded in 1869, under the auspices of Most Reverend Archbishop Bailey, now of Baltimore, then Roman Catholic bishop of Newark. It is conducted by the Benedictine Fathers, and is designed to give young men a classical or commercial education, to prepare for which it has a preparatory department.—(Catalogue for 1874-75.)

SETON HALL COLLEGE, SOUTH ORANGE.

This institution, also Roman Catholic, owes its origin, like St. Benedict's, to Archbishop Bailey, by whom it was first established, at Madison, in 1856. After four years of residence there it was removed to its present location at South Orange, 16½ miles from New York and 6½ from Newark. Here it has buildings of great architectural beauty on an elevated and commanding site, overlooking a beautiful country. The college is under the immediate supervision of the Roman Catholic bishop of Newark, and is conducted by secular priests, assisted by lay professors. The domestic arrangements are under the care of the Sisters of Charity, by whom every needed attention is paid to the neatness and cleanliness of the establishment, as well as to the nursing of the sick. The aim is to train at once the moral, intellectual, and physical being of the students, health, manners, and morals receiving constant attention. In close connection with the scholarly training given, all pupils are instructed in the doctrines of the Roman Catholic Church, as well as in its practices; while in a large gymnasium, well provided with the necessary apparatus, they are drilled in calisthenics and gymnastics.—(Catalogue of the college and return for 1875.)

BURLINGTON COLLEGE, BURLINGTON.

Founded many years ago, under promising auspices, by Right Reverend G. W. Doane, then the Protestant Episcopal bishop of New Jersey, this institution has for some reason failed to reach a true collegiate rank, and, though well conducted and well officered, still exists only in a preparatory department, with 9 instructors and 58 male students. In a return for 1875 these numbers are increased to 39 and 233 by adding in the teachers and students of St. Mary's Hall, adjoining, which is under the same general oversight, but which appears under another head in Table VIII, among institutions for superior instruction of young women.

Statistics of colleges, 1875.

Names of colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed	Professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
College of New Jersey.	24	10	40	480	\$600,000	\$862,405	\$57,750	\$18,128	.....	\$65,785	a41,590
Rutgers College.....	4	2	.....	119	690,000	300,000	20,000	3,659	.....	\$0	20,409
St. Benedict's College..	6	.....	13	71	18,400	.....	.....	3,000	.....	.....	a950
Seton Hall College.....	10	0	40	48	300,000	.....	.....	.....	.....	0	0

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Rutgers Scientific School, a department of Rutgers College, was founded upon the congressional grant for the benefit of agriculture and the mechanic arts. The course of study lasts four years. Tuition is \$75 per annum, but there are 40 State scholarships entitling the possessors to the privileges of the school free. As the number of students attending is but 46, and the income from tuition fees as reported about \$1,200, it would appear that only 30 of the State scholarships are at present filled.—(Report to the United States Bureau of Education, 1875.)

The course of study in this department, having been referred to under the college, does not need further notice here.

The scientific department of Princeton College was established for the purpose of giving a thorough scientific training, together with a liberal education, to those who may not choose to devote such attention to classical and philosophical studies as is required in the academic course. The students in this school are regularly engaged in laboratory, museum, and field work. A great improvement was made in the year 1874-75, the second building for this school having been completed in time for the opening of the college in that year. This building, a beautiful structure, stands on the eastern portion of the grounds, facing the campus, and no expense or labor has been spared to make the accommodations complete in every respect.—(Philadelphia Evening Telegraph, June 30, 1875.)

Additional to all its previous large indebtedness to Mr. John C. Green, for buildings, apparatus, and endowment fund, this department has in the last year fallen heir to a legacy of \$100,000, left it by the will of Mr. Green, for the endowment of a subdepartment of civil engineering.—(Return to Bureau of Education for 1875.)

The Stevens Institute of Technology, at Hoboken, was organized in 1871. Besides the regular course of four years, there is a post graduate course of study. There are 12 scholarships established by the city, and 20 other free scholarships are provided for. The library numbers about 5,000 bound volumes besides 2,000 unbound pamphlets.—(Report to United States Bureau of Education.)

The Philotechnic Institute of Camden, N. J., offers a comprehensive course of instruction in the sciences, languages, and the principles of the arts. The technical department affords opportunities for acquiring skill in several mechanic arts without the drudgery imposed on learners in ordinary workshops. Among the studies are botany, zoölogy, mineralogy, drawing, Greek, Latin, French, and German.—(Advertisement in Evening Visitor, published and printed at the institute.)

THEOLOGY.

Drew Theological Seminary, at Madison, (Methodist Episcopal,) has a regular course of three years and a preliminary one of two for those who have not received a collegiate training. Students who have the degree of A. B. or its equivalent in classical and scientific culture, and who complete the seminary course of three years and pass a satisfactory examination, receive the degree of B. D. Elocution is taught systematically and by progressive courses. Special instruction is given to those desiring it in the Arabic, Syriac, and Sanskrit, also in German, French, Italian, and Spanish.—(Catalogue, 1874-75.)

The *German Theological School*, Newark, (Presbyterian,) has a course of study divided into two departments, theological and academic, of five years' duration, designed to furnish a compact course of studies usually taught in the academy, the college, and the seminary.—(Catalogue, 1874-'75.)

Theological Seminary, Princeton, (Presbyterian,) offers to college graduates a very thorough four years course of instruction, embracing a careful study of the Scriptures, both of the Old and New Testament, including a comprehensive survey of the various books in their individual plan and contents and in their relations to one another and to the general scheme of which they form a part. Hebrew is taught throughout the course, but the grammatical study of the language as such is confined mainly to the first year. The course also comprises exegetical theology; biblical and ecclesiastical history; ecclesiastical, homiletical, and pastoral theology; Christian ethics and apologetics, and rhetorical exercise and sermonizing. Special instruction is given in the art of elocution. The Chaldee, Syriac, Arabic, and Sanskrit languages are optional studies.—(Catalogue 1875-'76.)

The renewal previously mentioned as noticeable in the college buildings, is observable in those of the seminary also. The old halls were in process of repair in 1875, so complete as to make them substantially equal to new buildings, adding greatly to the comfort of accommodation for the students, as well as to the attractiveness of these buildings to the eye. And then, as evident success attracts attention and secures an increase and continuance of gifts, two liberal friends of the seminary in New York are said to have since offered to put up for it a new hall, to cost \$100,000, and to meet all needs as to accommodation for some years, while \$45,000 additional comes to it from the late John C. Green, esq., the great benefactor of the college, and other friends.—(Return to Bureau, 1875.)

The Theological Seminary of the Reformed Church in America, at New Brunswick, is under the control of the general synod of that church. Tuition is free. The library numbers more than 20,000 volumes, and is housed in an elegant and spacious fire-proof building. The seminary building, erected in 1856, with moneys amounting to \$30,700 donated by Mrs. Anna Hertzog, of Philadelphia, contains a chapel, library, reading room, study rooms, dormitories, dining rooms, laundry, and bath room. Students from every denomination of Christians are admitted. The course of instruction lasts three years.—(Catalogue, 1875-'76.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
John C. Green School of Science.....	13	....	46	3	\$150,000	\$200,000	\$4,000	\$2,700	.....
Stevens Institute of Technology.....	11	....	160	4	500,000	500,000	40,000	4,000	5,000
Scientific School of Rutgers College...	11	....	46	4	28,000	116,000	6,960	1,200	.....
SCHOOLS OF THEOLOGY.									
Drew Theological Seminary.....	15	....	104	3	300,000	250,000	17,500	.....	10,875
German Theological School of Newark.	6	0	25	3	30,000.	10,000	600	.....	400
Theological Seminary of the Reformed Church in America.....	5	4	45	3	300,000	280,000	17,900	.....	26,000
Theological Seminary of the Presbyterian Church at Princeton.....	7	0	120	3	300,000	450,000	30,000	.....	26,779

a College farm for experimental purposes.

SPECIAL INSTRUCTION.

NEW JERSEY STATE REFORM SCHOOL, JAMESBURGH.

In 1865 the legislature of New Jersey enacted a law providing for the establishment of a reform farm school for juvenile delinquents, to which boys between the ages of 8 and 16 were to be sent, with a view to their instruction and amendment. A farm

of 490 acres was purchased in 1866, near Jamesburgh, in Middlesex County. Buildings were erected and the school opened by the reception of the first pupil, July 6, 1867. There are now nearly 200 scholars, who are instructed in the elementary branches of learning, and accustomed to agriculture and other varieties of labor, with an allowance of time for youthful recreation. October 31, 1875, there were 192 in the institution, the highest number during the year preceding having been 202, and the average number for the year 1864.

When considered to be fitted for removal, (in not less than a year after admission to the school,) good homes are sought for the boys, either with their friends or by indenture to proper persons, the board of trustees continuing to be their guardians during their minority.

The department of the pupils is said to be good, the gentle though strict discipline of the officers being found sufficient to secure orderly conduct. A refusal to obey proper commands is almost unknown, and the opinion is expressed that the steady enforcement of rightful authority from the cradle would save many parents the anguish of having children in such institutions.—(Report for 1875.)

STATE INDUSTRIAL SCHOOL FOR GIRLS.

The discipline here, too, is mild but firm, punishment of any kind beyond confinement in the dormitory being rarely found necessary. The uniform kindness with which the girls are treated wins them to cheerful submission, and begets in hearts but little accustomed to such kindness a frequent genuine warmth of love. The girls take turns in the different departments of housework; make their own clothes and keep them in repair; do such plain sewing as is sent in from without, and are taught, each afternoon, such branches of study as will be of practical use to them through life.

At the close of 1873-'74 there were 19 inmates of the school. Ten have been admitted during 1874-'75, 9 indentured, and 2 discharged; remaining, 20. Satisfactory accounts are received from most of those who have been indentured, and the managers feel that in the record of their established virtuous lives there is evidence that the care bestowed upon them in the school has not been without some blessed fruit.—(Report for 1875.)

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

The twenty-second annual meeting of the New Jersey State Teachers' Association was held in the hall of the Normal School, at Trenton, August 24 and 25, 1875. After the usual words of welcome and responses thereto, the president, Rev. F. R. Brace, delivered an address on "The relation of the State to education," and Prof. J. A. Lippincott, of Dickinson College, one entitled "Method of limits." Addresses were also delivered by Prof. J. W. Dickinson, of the Massachusetts Normal School, on "Method in teaching;" by Dr. Alexander Shiras, of the Bureau of Education, Washington, and Hon. J. P. Wickersham, State superintendent of schools, Pennsylvania, on "Preparation for the Centennial;" by Prof. F. D. March, of Lafayette College, on "Reform in spelling;" by Dr. Hunt, of Metuchin, on "Physiology and sanitary laws;" and by Miss Julia M. Thomas.

The meeting was well attended by an intelligent looking set of teachers; the arrangements were good, and the exercises interesting. The officers elected for 1875-'76 were M. H. Martin, of Trenton, president; John M. Enright, of Freehold, first vice-president; Miss Clara Hall, of Trenton, second vice-president; H. B. Pierce, of New Brunswick, corresponding secretary; G. O. T. Taylor, of Essex, recording secretary; and William N. Barringer, of Newark, treasurer.—(Trenton Daily State Gazette, August 25, 26, 1875.)

OBITUARY RECORD.

MR. E. A. STILES.

For the first time since the enactment of the law creating the office of county superintendent, death has entered this corps of school officers and taken one of their number. Mr. Stiles was elected to office in 1869. He performed its duties faithfully, was beloved by all who knew him, and his death occasioned profound regret.

The parents of Mr. Stiles moved from Morris County into Vernon Township when he was but two years old. Nine years later, in 1819, they settled on the farm where Mr. Stiles died, and where he spent the greater part of his active years as principal of Mount Retirement Seminary. This school arose from the humblest beginning. In 1833 a half dozen boys were instructed in a room of the farm house. But the teacher had found his calling, and as he developed with his work his school rapidly increased to a size and reputation far beyond his early hopes. For many years there was an average of 75 pupils under his tuition, and it was in full vigor when he relinquished its control in 1865. In 1869 he was appointed to the superintendency of Sussex County, and the constant growth in all matters material pertaining to the educational system of the county, the gradual elevation of public sentiment, the increased efficiency of teachers, all bear witness to the success of his administration. For more than forty years he has been devoted to the work of education, and, whether

estimated by his capability or his devotion or ample success, he well deserves the title of educator. He had excellent common sense, and a most reliable judgment, and behind all his words and actions was a character so far beyond reproach that his purity of motive was never questioned.—(Report of State superintendent, 1875, pp. 85, 86.)

LIST OF SCHOOL OFFICIALS IN NEW JERSEY.

ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

MEMBERS OF THE STATE BOARD OF EDUCATION, 1875-'76.

Name.	Post-office.
Joseph D. Bedle, governor	Jersey City.
Jacob Vanatta, attorney-general	Morristown.
A. L. Runyon, State comptroller	New Brunswick.
Henry C. Kelsey, secretary of state	Trenton.
John W. Taylor, president of the senate	Newark.
George O. Vanderbilt, speaker of the assembly	Princeton.
Charles E. Elmer	Bridgeton.
Richard M. Acton	Salem.
John Maclean, D. D., LL. D.	Princeton.
James Bingham Woodward	Bordentown.
Benjamin Williamson	Elizabeth.
Robert Allen, jr.	Red Bank.
Thomas Laurence	Hamburg.
Rymer H. Veghte	Somerville.
John M. Howe, M. D.	Passaic.
Rodman M. Price	Ramseys.
William A. Whitehead	Newark.
William H. Steele, D. D.	Newark.
Bennington F. Randolph	Jersey City.
Charles K. Imbrie, D. D.	Jersey City.
Elias Cook, treasurer of State Normal School	Trenton.
OFFICERS.	
President, Joseph D. Bedle	Jersey City.
Vice-president, William A. Whitehead	Newark.
State superintendent and <i>ex officio</i> secretary, Ellis A. Apgar	Trenton.

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.	Salary.
Atlantic	George B. Wight	Absecon	\$500 00
Bergen	John A. Demarest	River Edge	833 90
Burlington	Edgar Haas	Burlington	1,200 00
Camden	F. R. Brace	Blackwoodtown	776 50
Cape May	Maurice Beesley	Dennisville	500 00
Cumberland	R. L. Howell	Millville	577 79
Essex	Charles M. Davis	Bloomfield	779 80
Gloucester	William Milligan	Woodbury	734 70
Hudson	William L. Dickinson	Jersey City	1,200 00
Hunterdon	C. S. Conkling	Frenchtown	1,083 70
Mercer	William J. Gibby	Princeton	682 00
Middlesex	Ralph Willis	Spotswood	840 70
Monmouth	Samuel Lockwood	Freehold	1,200 00
Morris	Lewis W. Thurber	Dover	1,500 00
Ocean	Edward M. Lonan	Forked River	500 00
Passaic	J. C. Cruikshank	Little Falls	500 00
Salem	William H. Reed	Woodstown	640 00
Somerset	Elias W. Rarick	Somerville	691 90
Sussex	L. Hill	Andover	783 60
Union	N. W. Pease	Elizabeth	500 00
Warren	Ephraim Dietrich	Columbia	1,036 80

CITY SUPERINTENDENTS.

City.	Name.	City.	Name.
Atlantic City	S. R. Morse.	Paterson	William J. Rogers.
Camden	Henry L. Bousall.	Perth Amboy	Henry Farmer.
Elizabeth	E. D. Smith.	Phillipsburgh	F. C. Tolles.
Jersey City	William L. Dickinson.	Plainfield	C. H. Stillman.
Millville	J. W. Newlin.	Rahway	James Anderson.
Newark	George B. Sears.	Salem	T. Patterson.
New Brunswick	Henry B. Pierce.	Trenton	Cornelius Shepherd.
Orange	Israel H. Gerry.		

NEW YORK.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

	Cities.	Rural dis- tricts.	State.
Number of children of school age (5 to 21) in 1873.....	693, 075	867, 745	1, 560, 820
Number of children of school age (5 to 21) in 1874.....	739, 810	857, 036	1, 596, 846
Number of children of school age (5 to 21) in 1875.....	.....	.....	1, 583, 064
Number in attendance on public schools, 1873.....	416, 063	614, 716	1, 030, 779
Number in attendance on public schools, 1874.....	438, 049	606, 315	1, 044, 364
Number in attendance on public schools, 1875.....	.....	.....	1, 059, 238
Average daily attendance, 1873.....	203, 697	295, 772	499, 469
Average daily attendance, 1874.....	215, 907	299, 318	515, 225
Average daily attendance, 1875.....	.....	.....	531, 835

TEACHERS AND TEACHERS' PAY.

	Males.	Females	Both.
Whole number of teachers in public schools, 1873.....	7, 097	22, 367	29, 464
Whole number of teachers in public schools, 1874.....	7, 187	22, 435	29, 622
Whole number of teachers in public schools, 1875.....	7, 428	22, 585	30, 013

	Cities.	Rural dis- tricts.	State.
Number employed at the same time for 28 weeks, 1873.....	4, 940	13, 355	18, 295
Number employed at the same time for 28 weeks, 1874.....	5, 235	13, 370	18, 605

	1873.	1874.	1875.
Average district quota to such teachers.....	¥48 19	¥48 48	¥48 56

	Cities.	Towns.	State.
Whole amount expended for teachers' wages, 1873.....	\$3, 693, 641	\$3, 721, 539	\$7, 415, 181
Whole amount expended for teachers' wages, 1874.....	3, 880, 536	3, 720, 982	7, 601, 518
Whole amount expended for teachers' wages, 1875.....	.....	.....	7, 849, 667
Average annual pay of each teacher, 1873.....	747 70	278 66	405 31
Average annual pay of each teacher, 1874.....	741 26	278 38	408 57
Average annual pay of each teacher, 1875.....	Not given.	Not given.	Not given.

SCHOOL DISTRICTS AND SCHOOLS.

	State.
Number of school districts, 1873.....	11, 327
Number of school districts, 1874.....	11, 299
Decrease from consolidation of small districts and formation of union graded schools in the more populous towns and villages.....	28

	Log.	Frame.	Brick.	Stone.	Total.
School houses according to material, 1873.....	113	9, 929	1, 232	455	11, 739
School houses according to material, 1874.....	107	9, 969	1, 252	453	11, 781

	Cities.	Towns.	State.
Value of school property, 1865.....	¥5, 041, 061	¥4, 904, 862	¥9, 945, 923
Value of school property, 1874.....	19, 006, 446	10, 209, 703	29, 216, 149
Value of school property, 1875.....	.....	.....	29, 928, 626

CLASSIFICATION OF PUPILS IN SCHOOLS.

	1873.	1874.	1875.
In common schools.....	1,030,779	1,044,364	1,059,238
In normal schools.....	6,319	6,515	
In academies.....	27,887	31,421	
In colleges.....	3,414	2,675	
In private schools.....	135,956	137,840	
In law schools.....		582	
In medical schools.....		924	
Total.....	1,204,355	1,224,321	1,059,238

Statistics of normal schools :

Number of such schools exclusive of new city.....	8
Whole number of pupils in all departments.....	6,515
Average attendance.....	3,609
Whole number in normal departments.....	3,256
Average age of male pupils, years.....	19.4
Average age of female pupils, years.....	18.7
Number of graduates, 1874: Males, 46; females, 187.....	233
Receipts for normal school instruction.....	\$162,103 66
Expenditures for normal school instruction.....	157,765 42

Statistics of schools for Indians :

Number of districts.....	28
Number of children between 5 and 21.....	1,728
Number registered in schools.....	1,018
Average daily attendance.....	498
Number of teachers employed: Male, 4; female, 27.....	31
Number of white teachers.....	19
Number of Indian teachers.....	12
Average number of weeks of school.....	32½
Value of school-houses.....	\$14,150 00
Total receipts for school purposes.....	8,466 32
Total expenditures for school purposes.....	8,466 32

INCOME AND EXPENDITURE.

	Cities.	Rural districts.	State.
<i>Receipts for schools.</i>			
Amount on hand October 1, 1873.....	\$814,304 65	\$238,388 60	\$1,052,693 25
Apportionment of public moneys.....	1,070,643 86	1,676,580 24	2,747,224 10
Proceeds of gospel and school lands.....	44 59	36,553 68	36,598 27
Raised by tax.....	4,941,827 50	2,922,876 01	7,864,703 51
Estimated value of teachers' board.....		199,706 71	199,706 71
From all other sources.....	112,221 24	285,582 28	397,803 52
Total receipts.....	6,939,041 84	5,359,687 52	12,298,729 36
<i>Expenditures for schools.</i>			
For teachers' wages.....	3,880,536 24	3,720,982 49	7,601,518 73
For libraries.....	15,070 94	17,942 32	33,013 26
For school apparatus.....	188,219 32	36,595 96	224,815 28
For colored schools.....	54,458 18	7,668 37	62,126 55
For school-houses, sites, &c.....	1,146,008 79	816,189 21	1,962,198 00
For all other incidental expenses.....	705,804 95	495,325 60	1,201,130 55
Forfeited in hands of supervisors.....		179 33	179 33
Amount on hand October 1, 1874.....	944,943 42	264,804 24	1,209,747 66
Total expenditures.....	6,939,041 84	5,359,687 52	12,298,729 36
Amount actually expended, less amount on hand.....	5,994,098 42	5,094,883 28	11,088,981 74
Corresponding amount for 1875.....			11,601,256 30

CAPITAL OF PERMANENT SCHOOL FUND.

Bonds for lands sold.....	\$247,746 59
Bonds for loans.....	152,750 54
Loan of 1840.....	49,326 00
Bank stock.....	50,000 00

State stock.....	\$1,165,057 24
Comptroller's bonds.....	36,000 00
Oswego city bonds.....	17,000 00
Money in the treasury.....	1,336,891 73
<hr/>	
Total, 1874.....	3,054,772 10
Corresponding amount in 1875.....	3,050,107 68

—(From report of Hon. Neil Gilmour, State superintendent of public instruction, for 1874, and return to Bureau of Education for 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

Article IX, section 1 of the constitution, as amended in 1846, provides that "the capital of the common school fund, the capital of the literature fund, and the capital of the United States deposit fund shall be respectively preserved inviolate. The revenues of the said common school fund shall be applied to the support of common schools; the revenues of the said literature fund shall be applied to the support of academies; and the sum of \$25,000 of the revenues of the United States deposit fund shall each year be appropriated to and made a part of the capital of the said common school fund." Subsequent amendments have not affected these arrangements.

PROVISIONS OF THE SCHOOL LAW.

General School Law of the State of New York, 1875, with amendments of June 29 of that year, and Randall's History of the Common School System of New York.

OFFICERS.

A board of regents of the university, a State superintendent of public instruction, a deputy superintendent, school commissioners for counties and parts of counties, boards of education for cities and superintendents of city schools, town clerks, with district trustees, clerks, and librarians, form the official staff of the State system.

POWERS AND DUTIES OF THESE OFFICERS.

The board of regents of the university—instituted in 1787—was at first empowered to incorporate academies and colleges, and now has, in addition, a general supervision of the education given in the literary and medical colleges of the State, which together form the university, and of that in academies and academical departments of union schools, which all are preparatory schools for it. Both these classes of institutions are subject to the visitation of the regents, and must make to them annual reports of their property and their systems of instruction and discipline. The board has also supervision of the State museum of natural history and of the State library, as ideal parts of the university; of the instruction of common school teachers in academies; of the distribution of the literature fund to these for such instruction; of appropriations for the purchase of books and apparatus for their use, and of preliminary academic examinations to determine who of the pupils entering the academies and academic departments of free schools are most worthy of assistance. The tenure of office of the regents is for life. They number 23 in all, 19 being elective by joint ballot of the two branches of the legislature, and the remaining 4 being the governor, lieutenant-governor, secretary of state, and superintendent of public instruction, who are members *ex officio*.

The State superintendent of public instruction is elected like the regents, by joint ballot of both houses of the legislature; holds office for three years; has a general supervision of the schools of the State, with advisory control of their management, discipline, and course of instruction; and determines finally, on appeal, all controversies arising under their local administration. He apportions and distributes the public school money; examines its supplementary apportionment among the several districts by the commissioners, and supervises its application to its legitimate purposes, through the several officers charged with its disbursement. He issues, upon examination instituted by himself, certificates of qualification to approved teachers, valid until revoked, in all the counties of the State; and may issue temporary licenses to teach, limited to any school commissioner district or school district; or revoke, for cause, licenses granted by himself or others. It is his duty to visit, as often as is consistent with his other duties, the common schools of the State, to inquire into their course of instruction, management, and discipline, and advise and encourage pupils, teachers, and school officers, though he may delegate to citizens of a county this duty of visitation for the schools of that county, they reporting to him the result. He is charged, too, with the general control, visitation, and management of teachers' institutes in the several counties, the employment of teachers and lecturers therein, and the payment of the expenses incurred by the district commissioners in conducting the exercises of them; with the

appointment of State pupils to the institutions for the instruction of the deaf, dumb, and blind, upon the certificates of the proper local officers; with the selection and appointment of pupils for the several State normal schools, and the general supervision, direction, and management of these; with the charge of the several schools for Indian children within the State; with the compilation of full abstracts of the reports of trustees and commissioners of the several school districts; and with the preparation of an annual report to the legislature of the condition of the schools and institutions subject to his supervision, said report to contain recommendations of such measures as will, in his judgment, contribute to their welfare and efficiency. He is *ex officio* a regent of the State university and chairman of the regents' committee on teachers' classes in academies, a member of the board of trustees of the State Asylum for Idiots at Syracuse, the People's College at Havana, and the Cornell University at Ithaca. For the performance of his duties he receives an annual salary of \$5,000, and is allowed \$3,000 annually for a deputy and \$9,000 for such clerks as he may need, with \$500 for traveling expenses.

School commissioners.—These, to the number of 112, are elected triennially by the people at the general election in November, and hold office for three years from the 1st day of January next after their election. They have supervision over the schools of districts which in some cases include a county, in others only the half or third of one. They are to ascertain, and if need be rectify, the boundaries of school districts within their jurisdiction; to visit and examine the schools as often in each year as shall be practicable; to inquire into their management, course of study, mode of instruction, text books, and discipline, as well as the condition of the school-houses, grounds, and outbuildings; to examine the district libraries; advise with and counsel the trustees; recommend text books and courses of study; direct repairs or alterations of school-houses, or condemn these if unfit for use; examine and license teachers for their districts, or revoke such licenses for proven cause; take affidavits in matters relating to schools; report testimony in any case of appeal to the superintendent; apportion among the school districts within their supervision the amount of public money belonging to each one; report to the superintendent up to October in each year all needed information in relation to the schools; and in general use their utmost influence and efforts to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the schools under their care. Their salaries are \$500 annually, with \$200 more for expenses.

Boards of education in cities and the city superintendents who act as executive officers for these have essentially the same duties for the cities they represent as school commissioners for their districts.

Town clerks of each town have it as a portion of their duties to keep carefully all books, maps, papers, and records of their office touching common schools; to report to the supervisor any loss or injury of these; to receive from him the certificates of the apportionment of school moneys to their towns, and record them in a book kept for the purpose; to notify forthwith the trustees of the school districts and separate neighborhoods of the filing of each such certificate; to see that the trustees deposit with them their annual reports within the time prescribed by law, and to deliver these to the school commissioner; to furnish to the commissioner the names and addresses of school district officers; to distribute to the trustees all blanks and circulars forwarded to them by the superintendent or commissioner; to receive, record, and copy, for the State superintendent, the supervisors' annual account of the receipts and disbursements of school moneys for their towns, and the descriptions of school districts and neighborhoods within the town; to act, when legally required, in the erection or alteration of a school district, and to receive and preserve the books, papers, and records of dissolved school districts, ordered to be deposited in their offices.

School district officers.—The territory of the State has been divided into upward of 11,000 districts, each averaging about four square miles. In these districts, at the annual district meetings, on the second Tuesday of October, the legal voters elect a trustee of the district schools, a district clerk, a collector, and a librarian.

The trustee may be elected for a term of one year or three, in which last case he forms one of a board of three trustees, one-third of whose *personnel* is changed by the annual election. The duties of the trustees are to call special meetings of their district; to give due notice of special, annual, or adjourned meetings; to make out tax lists for every district tax voted at such meetings, with warrants to the collector for the collection of the same; to purchase or lease sites, and build, hire, or purchase school-houses; to have the custody of these, with the charge of keeping them in repair, and furnishing them, as well as of insuring them and the district library, when so ordered; to contract with and employ teachers, excluding unlicensed ones and relations to themselves within two degrees by blood or marriage, and to pay these teachers each term. Between the first and second Tuesdays of October in each year they are to make and direct to the school commissioner a written report, bearing date October 1, setting forth the time during which the schools of their districts have been taught the preceding year by qualified teachers, the sums paid for the wages of such teachers,

and for school books and apparatus, out of the State money; the number of children taught and the sum of the days of their attendance; the number of school age (5-21) residing in the district, with the names of their parents or guardians, and the amount paid for teachers' wages out of district taxes, additional to the State allowance, as well as the taxes levied in the district for the purchase of school-house sites or the erection, purchase, hire, repair, or insurance of school-houses, for fuel, for district libraries, or for any other purpose allowed by law.

The district clerk keeps the records of the trustees and of the district, and acts as the agent of the trustees in giving notice of meetings; the collector attends to the collection of the district taxes, giving bond with one or more sureties for faithful care and disbursement of them; and the district librarian has charge of the district library.

Four *neighborhoods* within the State have the character of school districts and the same officers as these.

SCHOOLS.

The common schools in the several school districts of the State are free to all persons over 5 and under 21 years of age residing in the district. Non-residents, otherwise competent, may be admitted with the written consent of the trustees, and on such terms as they prescribe. Teachers in them must have diplomas from a State normal school or certificates of qualification, given after examination by either the commissioner of their district or the State superintendent. Separate schools are provided for Indian children, and in many cases for colored children also, though these last are not required by law.

Children between 8 and 14 are required to attend some school at least fourteen weeks in each year, eight of which weeks must be consecutive, unless they are taught at home spelling, reading, writing, English grammar, geography, and arithmetic, or unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable.

In the poorer country districts the schools are largely primary, including little beyond the above necessary elements of study; but in the larger towns and cities schools of all grades, and often of high excellence, are found, some of the high schools and academic departments of union schools ranking with the best preparatory schools for colleges. Eight State normal schools, besides a great normal college in New York, prepare teachers for the public schools, and 113 incorporated academies are utilized for the same purpose, receiving an allowance from the literary fund for training teachers' classes. Cornell University receives from these academies and from the higher departments of the public schools one student from each assembly district in the State, free of all charge for instruction in any of its departments, as a reward for proven superior ability in such students, thus making the highest instruction open to any class. Two State institutions for the blind and two for the deaf and dumb provide special instruction for these unfortunates.

SCHOOL FUNDS.

The several sources from which the schools are sustained are (1) the common school fund, amounting to about \$3,080,000 and yielding an income of about \$170,000 for the schools; (2) the United States deposit fund, yielding for them an income of \$165,000; (3) a general State tax of $1\frac{1}{2}$ mills on the dollar, yielding over \$2,500,000; (4) some local funds, yielding, with sales of school land, \$36,000; and (5) district, village, and city taxation for building, repairing, and furnishing schools, yielding, in 1874, \$7,864,705.51, the total from all sources in that year being \$12,298,729.36.

ELEMENTARY INSTRUCTION.

SCHOOL-HOUSES.

The reports of district commissioners, contained in the report of the State superintendent, contain often interesting details as to school houses, which can be found nowhere else. Thus one says, "Five new school-houses have been built during the year, and many others have been thoroughly repaired. The number of the 'ragged beggars' is hopefully diminishing." Another: "The houses are generally good; but there are a few that are not fit for use. Strange to say, these miserable shells are not in poor and thinly settled districts, but in those well able to build comfortable houses." A third: "It seems to have been the design of some districts to locate their buildings in the most forlorn and out of the way place possible, perchance covering nearly the whole site, on highways without one vestige of shade tree. This is not as it should be, for the places where children spend the greatest share of their time should be as pleasant and inviting as possible." The districts spoken of are in a wealthy county, and a like statement comes from one just out of New York. *Per contra*, another writes: "Several of the schools have much improved their surroundings during the past year, making attendance more attractive to the scholars. In one district especially several flower beds have been planted in the school grounds as an experiment, with the hap-

piest effect. Not only have the flowers not been injured, but the children take pleasure in weeding the beds and keeping them in order. They are thus learning, out of school, some valuable lessons, such as to respect the property and rights of others and to care for their own. And they are unconsciously acquiring, through their love of flowers, a love of what is beautiful generally and a refined taste which they will be likely to carry with them through life."—(State report, pp. 283, 295, 321, 361, 423.)

DISTRICT LIBRARIES.

Mr. Gilmour says that "under the law the sum of \$55,000 is annually apportioned to the school districts of the State for library purposes; that the number of volumes in the libraries has, however, diminished from 1,286,536 in 1864 to 831,554 in 1874, a decrease of 454,982 volumes, notwithstanding the annual appropriation. He hence declares that he is satisfied that the day of the usefulness of the district libraries is past; that (as is elsewhere said) the people of the districts now take little if any interest in them; that in some places many of the inhabitants are ignorant of the existence of a library, and that in others, though they know there is one, they cannot tell where it is. He therefore recommends either that the annual appropriations for such purposes be abandoned or that such action be taken by the legislature as will render the system more effective. He submits for the consideration of the legislature whether a system of town libraries would not be preferable to that now in existence, the books of the district libraries (nearly all of which belong to the State) being gathered together to form one library for the whole town, to be under the charge of the town clerk, as librarian, or some other person designated for that purpose."—(Superintendent's report, 1875, page 27.)

SCHOOLS FOR COLORED CHILDREN.

The amount expended in the towns of the State for the instruction of this class of children during the year covered by the report is given as \$7,668.37; that expended in the cities, as \$58,458.18; that in all the State, as \$66,126.55.—(Report of superintendent, 1875, pp. 90, 92.)

INDIAN SCHOOLS.

From the figures given, it would appear that the attendance of Indian children at the schools provided for them by the State has been smaller than for some years past. The superintendent says he is not, however, satisfied that the reports made to his department by the local superintendents of Indian schools are altogether accurate. The census of children residing on the several reservations is not taken with sufficient care, nor are the teachers' registers kept with proper accuracy. Of the financial statements made to him by the seven local superintendents, only one stated correctly the amount of money received from the State during the year. It is hence his purpose to require greater care and accuracy on the part of the local superintendents hereafter, and to have the schools under their charge oftener visited. Something must be done to make the schools more attractive, to improve the quality of the instruction given in them, and to increase the attendance; otherwise the funds of the State appropriated for the support of the Indian schools cannot be said to be judiciously expended.

During the year the superintendent personally visited the schools on the Cattaraugus, Tonawanda, and Tuscarora reservations, and caused those on the St. Regis and Shinneeck reservations to be visited and inspected by competent persons.—(Superintendent's report, 1875, pp. 32-34.)

THE COMPULSORY LAW.

Speaking of the act passed May 11, 1874, to secure to children the benefits of elementary education, the superintendent says that, while not believing a compulsory law to be unconstitutional or unnecessary in some cases, he is convinced it will take some years of co-operation between the legislature and school officers, in preparing ample accommodations, in improving the course of instruction, and in making proper provisions for truants and vagrants, before it can be put into successful operation. He therefore thinks that if the results of this law can be approximated by a voluntary system it would be far preferable. He urges that, if the law is to remain, it be amended by striking out the defective and especially obnoxious provisions. He points out the following defects in the present law: (1) The first and second sections of the act require that all children between the ages of 8 and 14 years be instructed in "spelling, reading, writing, English grammar, geography, and arithmetic," while some of the children between 8 and 14 years do not know the alphabet, so that it must be impossible to comply with the law in teaching the branches required. (2) The second section also prohibits the employment of any child who has not a certificate of having attended school at least fourteen weeks out of the fifty-two preceding weeks, which he thinks would be a great hardship in the case of orphans and children compelled to earn their own support, and ought to be supplemented with a discretionary power to excuse such absences as the school trustees deem proper. (3) The law, too, makes it the duty of school trustees and boards of education to see that the provisions of it are

complied with, yet makes no provision for compensating these officers. Hence the need of an amendment giving them compensation. (4) The eighth section directs the school trustees of each town and the board of education of each city "to provide suitable places for the discipline and instruction and confinement of habitual truants and vagrants when necessary." He says that cities might comply with this section, but that the expense of erecting and maintaining a house of correction in each town would be too great. He therefore recommends that the law be so amended as to require one house of correction in each county and each town to pay for the support of its own truants and vagrants thereat. He finally recommends that, if the compulsory law is to be repealed, the free school system be supplemented by a practical truancy and vagrancy act; and that steps be taken to encourage the establishment and maintenance of night schools in cities and manufacturing villages.—(Superintendent's report, 1874-75, pp. 61-66.)

SUPERVISION.

The success of any educational system depends greatly on the manner of its supervision. The present plan of supervision by school commissioners was inaugurated in 1856. Time sufficient has elapsed to enable us to judge of the merits of the system. That it is perfect, no one claims. That it is, however, the best method yet tried in the State and preferable to any yet suggested, the superintendent expresses his firm belief. That the office of school commissioner is an important one, he thinks is generally admitted. He therefore asks the favorable consideration of the legislature to former recommendations from the school department urging the necessity of having the law so amended that school commissioners shall be required to give their whole time and attention to the duties of the office, and that engaging in other business shall work a forfeiture thereof.—(State superintendent's report, 1874-75, p. 51.)

KINDERGÄRTEN.

Special reports have been received from 17 Kindergärten in this State, of which 7 are located in New York City, 4 in Brooklyn, and 1 each in Albany, Glens Falls, Irvington, Staten Island, Rochester, and Syracuse. Five of these schools were organized in 1875; 2 each in 1874, 1873, and 1870; 4 in 1872; 1 in 1866, and 1 in 1860. The aggregate number of pupils in attendance in 1875 was 444, instructed by 34 teachers. The number of hours of attendance each day varies from 2 to 5, only 1 session being as short as 2 hours and 3 as long as 5. The ages for admission range from 3 to 8 years, the greatest in a majority of cases being 7.—(Returns to Bureau of Education for 1875.)

CITY SCHOOL SYSTEMS.

ALBANY.

Officers.—A board of education of 12 members; a city superintendent, J. O. Cole, who is *ex officio* secretary of the board; and a superintendent of buildings and repairs.

Statistics.—Number of pupils enrolled, 12,773; average daily attendance, 7,340; number of schools, 25. Two new primary school-houses have been built during the year, and a building for the high school commenced, which is expected to be completed by May, 1876.

The seating capacity of all the schools is 9,313, and the superintendent says this is evidently insufficient when compared to the registered number, 12,773. At some seasons of the year, especially during the winter, many applicants for seats are turned away, and are compelled either to wander through the streets or to pay tuition at other schools.

Examinations.—The committee on examinations report that the annual examination of the public schools, required by the manual, has, in general, been highly satisfactory. In most of the schools there has been a decided improvement manifested; in a few there has been none; and in one or two the results have been unsatisfactory as compared with former years.

The result of the examinations has shown that the course of study adopted by the board is too extensive. In very few of the schools are the teachers able to get their classes up to the grade, and it becomes a question whether the board would not do well to change some features in the course of study. As it now stands, the conscientious teacher is in danger of imposing too great a burden upon his pupils in a well meant endeavor to keep up to a standard which has been unfortunately set too high.

Music.—Vocal music is taught in an excellent manner in all the senior departments by a special teacher. In many of the primary schools it receives some attention from the regular teachers and in two or three it has made quite a notable progress. The committee think it would be well to require candidates for teaching to possess sufficient knowledge of music to be able to instruct the children in the rudiments of the science. They also recommend that a training school for those wishing to teach be established in the new high school building, when completed.

Abolition of race distinctions.—The committee report that the abolition of the Wilberforce School as a school for colored children, and the reception of the children into the schools on the same terms as white children, according to the law of April 9, 1873, works well. The committee say that they are treated in all respects as other pupils, and if there was, at first, a reluctance on the part of some white children to associate with them, this reluctance seems to have disappeared as the result of familiarity and custom.—(From report of board of education for 1874-75.)

NEW YORK CITY.

Organization.—A board of education composed of 21 commissioners of common schools, of whom one-third are changed each year, with 5 school trustees for each ward, of whom 1 is changed yearly. The board appoint the executive staff, consisting of a city superintendent and 7 assistant superintendents of schools, a superintendent of school buildings, and an engineer, with such special teachers as are to be employed; while the trustees, with a general oversight of the schools of their wards, have the nomination of principals and vice-principals for these, subject to confirmation by the board.

Schools and teachers.—The whole number of schools under the care of the board is 307, including 45 grammar schools for males, as many for females, and 13 for both sexes; 65 primary departments, 46 separate primary schools; 8 schools for colored children; 46 corporate schools; 35 evening schools, including an evening high school; 1 nautical school; 1 normal college for young women, and 1 training school connected with the same. In addition to these, the Saturday sessions of the normal college provide a normal school for the fuller instruction of teachers employed in the primary and grammar schools.

The number of teachers in all the schools is 3,257, of which number 424 are males and 2,833 females. Of the males, 183 are employed in evening schools.—(Returns to the Bureau of Education, 1875.)

Attendance.—The average attendance of pupils in all the schools for the year ending at the date of this report was 120,953 and the whole number of pupils enrolled and taught during any portion of the year is reported at 254,722; thus showing an increase over the corresponding returns of last year of 3,719 in the average attendance and 3,177 in the aggregate enrolment.

The average attendance in the grammar and primary schools, exclusive of the colored schools, was 99,090, against 96,249 last year, showing an increase of 2,841, or about 3 per cent. during this year.

The average enrolment for the year has been 109,399, or about 69 per cent. of the total enrolment; and the average attendance nearly 91 per cent of the average enrolment, showing that of all the pupils on the registers only 9 per cent were absentees. This shows an improvement over last year, when the rate of absentecism, based on the average enrolment, was about 11 per cent.

Course of instruction.—Mr. Kiddle says: "The changes made in the course of instruction last year, in the direction of a simplification or reduction of studies, have been followed by good results. In some of the grades of the grammar school course, it seems advisable, from the experience of this year, to make a still further reduction of the prescribed branches for simultaneous study. It is, in my opinion, very desirable to retain in the course whatever tends to train and develop the intelligence of the pupils, as well as to see that the children have the time, opportunity, and instruction needed for their thorough proficiency in reading, writing, and arithmetic."

Examinations.—An examination has been held at least once in every school under the care of the board, and every class that failed at the time of the regular annual visit of the superintendent has been re-examined. By these examinations much good is effected. Each teacher, being aware that during the year the class under his or her instruction will be carefully and minutely inspected, and that not only the methods of instruction employed, but the results of the same, will be carefully scrutinized and reported on, necessarily feels solicitous that every child in the class should make the necessary improvement. A perfunctory discharge of duty will not accomplish the object; the results must be looked into at every step, and care taken that due progress is made. The principal, too, is much more anxious that the school, in all its grades and in all respects, should be efficiently taught and conducted. Besides, a constant comparison of the methods and results of different classes and schools with a common standard tends to produce that uniformity so desirable in a large system like this. A published table shows the general results of the examinations in each class of schools, as to the efficiency of the instruction imparted; from which it may be seen that of 2,219 classes examined the instruction in 1,222 was found to have been *excellent*, in 850 *good*, in 134 *fair*, in 11 *indifferent*, and in 2 *bad*.

Of 2,242 classes either inspected or examined in detail, the discipline, as manifested by the order, attention, &c., of the pupils while under examination, was *excellent* in 1,693, *good* in 447, *fair* in 89, and *indifferent* in 8.

These results show a considerable improvement over those of the preceding year, both as to instruction and discipline. In 1874, the number of classes found to be ex-

cellent in instruction was 49 per cent.; this year it is 55 per cent.; while the number of deficient classes this year is only $6\frac{1}{2}$ per cent., against 9 per cent. the year previous. In discipline, the number of excellent classes this year is 75 per cent. of the whole and the number of deficient classes about 4 per cent., against 69 per cent. and 6 per cent., respectively, last year.

Details of results.—The results of the examinations indicate improvement in reading in every class of schools, the average amount of this improvement being about 2 per cent. Still the general condition of the reading is by no means satisfactory as respects correctness of utterance, expression of emotional sentiments, pronunciation, and accentuation. Penmanship stands at $83\frac{1}{2}$ per cent. against $82\frac{1}{2}$ last year. In geography, of 728 classes examined, 335 are reported excellent, 320 good, 66 fair, and 7 indifferent. In English grammar, of 360 classes examined, the instruction in 140 is reported excellent, in 137 good, in 73 fair, and in 10 indifferent. In history, of 259 classes, 153 have been returned as excellent, 87 good, 15 fair, and 4 indifferent. Of 1,752 classes in elementary science, 873 proved excellent, 721 good, 145 fair, and 13 indifferent, an average result of 85 per cent. In addition to this, 59 classes were examined in astronomy, of which 27 were excellent, 21 good, and 11 fair or indifferent. Of 63 classes in algebra, 43 were excellent, 11 good, 8 fair, and 1 indifferent, an average of nearly 90 per cent. During the year 431 classes were examined in German, 254 proving excellent, 134 good, 40 fair, and 3 indifferent, the proficiency among the females here being much in advance of that among the males. In French, 4 classes out of 25 were reported as excellent, 16 good, and 5 fair. Few had passed in this beyond the rudiments.

In the evening schools, of 278 classes examined, the instruction in 123 was found to have been excellent, in 126 good, in 27 fair, and in 2 indifferent. In all these, with 8 others inspected without minute examination, the discipline was reported as either excellent or good, except 14.

Evening school statistics.—Pupils enrolled: Males, 16,709; females, 5,506; colored, 333; total enrolment, 22,548. Largest attendance at any session: Males, 9,283; females, 4,088; colored, 156; total, 13,527. Average attendance for the term: Males, 6,022; females, 3,215; colored, 105; total, 9,342.

Evening high school.—This institution is not included in the statements of the preceding sections of this report. In compliance with the general requirements of law and under special direction of the board, the school was examined near the close of the term of 1874-'75. The largest number enrolled at any one time during the term was 1,594 and the largest attendance 1,563. Toward the close of the term the attendance had fallen off more than 50 per cent.

Excellent instruction, and to large numbers of pupils, was given in arithmetic, book-keeping, penmanship, drawing, and English grammar; besides which there were classes in astronomy, natural philosophy, chemistry, physiology, algebra, geometry and trigonometry, municipal law, Latin, German, French, Spanish, and phonography. These classes were not, however, so well attended as those in the more useful elementary branches.

In the department of languages there were 197 pupils at the time of the examination, distributed as follows: German, 4 classes and 99 pupils; French, 4 classes and 64 pupils; Spanish, 2 classes and 34 pupils. The largest aggregate attendance in this department was 536 and the number enrolled 639.

The school commenced its sessions for the term of 1875-'76 in October, with an enrolment of 1,935 pupils and an attendance of 1,544, doing excellent service in a very important line. It is recommended that other evening schools, of a grade above the ordinary schools, be established in other parts of the city.

Drawing.—About \$20,000 is paid annually to special teachers for instruction in this useful art, this instruction being given mainly to the classes of the higher grades, with some supervision of the work of the lower ones. The results have varied much in different schools, and, under the impression that the system pursued is not sufficiently uniform and progressive, the superintendent recommends that the course be revised and the system reorganized on the industrial basis now popular in Massachusetts and elsewhere. The kindred art, music, is also said to be made too much a matter of rote and of display, and to be in need of such revision as shall teach to read at sight and make the ability to sing a useful and permanent accomplishment.

Law to enforce the educational rights of children.—Of the working of this law Mr. Kiddle says that the provisions with regard to truancy and vagrancy have been to some extent enforced, but not those requiring parents and guardians to send children to school or have them taught at home. Truancy has been thus diminished and attendance on the schools somewhat increased, but the full intended effect of the enactment of the law not reached.—(Report of Hon. Henry Kiddle for 1875.)

ROCHESTER.

School officers.—A board of education of 16 members—1 from each ward of the city—and a superintendent of instruction, who is clerk of the board and curator of the central library.

Attendance.—The number of pupils registered for the year 1874-75 was 11,213, an increase of 414 over the registration of the previous year, while the average number belonging was 7,446, an increase of 543. The average daily attendance was 6,969, against 6,096 the year before, an increase of 873. This relative increase of 414 on the registration list, of 543 in the average number belonging, and of 873 in daily attendance shows a decided improvement in attendance.

Compulsory law.—It was at first hoped that the law passed May 11, 1874, might lessen somewhat the amount of truancy and secure to young children confined in stores and workshops the means of limited instruction in common English studies. Experience has shown, however, that many provisions of the law could not be carried out under the existing system of education, and it thus remains substantially a dead letter on the statute books, awaiting such amendments as may make it available.

Music in the schools.—At the beginning of the school year in September, 1874, vocal music was, by order of the board, incorporated into the course of study. It had to contend against many obstacles, such as a divided sentiment in the board and among the teachers in regard to its value, a want of charts and music books in the schools, and a lack of practical knowledge of the subject on the part of many that must teach it; still, the results of the year's labors have greatly disarmed opposition, and are held to indicate a decided success, upon the whole.

German.—The work in this department the past year has strengthened the conviction previously expressed, that the introduction of German into the course of study was a wise measure; for, although the teachers have had to labor with comparatively slight facilities and under numerous disadvantages, the success attained has been most gratifying. At first the interruption to the teachers in the English department, losing them half an hour two or three times a week, proved a serious obstacle; but, as the loss of time by the pupils in the English course has not seemed to interfere with their progress or promotion, all serious objections to the study of German seem to have ceased.

Drawing and penmanship.—While much attention has been given to penmanship and very considerable improvement in it secured, drawing is said to have had to fight its way to a position in the course of study. Under the new State law, passed May 14, 1875, it must, from October, 1875, hold a recognized place and be prosecuted as a means to industrial improvement.

The free academy.—This school, now housed in an elegant new building, completed for it in 1874, is substantially the high school of the city. It has a classical and a scientific course of 3 years each and a business course of 1 year. To enter it, pupils must be at least 12 years of age and must have passed a satisfactory examination in spelling, penmanship, arithmetic, geography, grammar, analysis of the Constitution, composition, and United States history. To graduate from it, they must have been regularly attendant; must have completed the course of study in which they have been engaged, and have passed a written examination in the different branches, teaching 75 per cent. on an average and not falling below 60 in any branch. Graduates may remain one year pursuing optional studies. At the examination in 1874 the pupils secured 54 regents' certificates of proficiency, the largest number obtained that year by any school in the State; but in 1875 the school excelled itself, carrying off 118 such certificates. It should be mentioned that it is a school for both sexes, and that the superintendent says: "Even those who question the plan of educating the sexes together have never uttered a complaint" respecting it.

Shortened hours.—The school hours were shortened last year throughout all the grades without any loss in the amount of work accomplished.—(Report of board and of Superintendent S. A. Ellis for 1874-75 and School Bulletin, August, 1875.)

SCHENECTADY.

School officers.—A board of education, composed of 2 members from each of the five wards of the city, with a superintendent, who is *ex officio* secretary and librarian, as executive officer.

General statistics.—Population of the city, 12,807; number of school age, 4,431; percentage on population, 34.60; number of school-rooms, 26; number of sittings, 1,744; number of school buildings, 8; number of teachers employed during the year, 37; number of pupils registered, 2,155; increase from last year, 63; average number belonging, 1,479; average daily attendance, 1,371; average percentage of attendance, 92.7; average number of pupils registered to a teacher, 65.4; average attendance to a teacher, 41.1.

Total expenditure for schools, \$27 708.74. Total cost per pupil, on number registered, \$10.29; on number belonging, \$15; on average daily attendance, \$16.18.

School accommodations.—Superintendent Howe says there is a pressing need of increased school accommodations. Give us more ample school room, and so distribute the buildings that they shall be very easy of access to the pupils, and not only the whole number registered, but also the average attendance, will be very materially increased.

Attendance.—The superintendent explains the falling off in attendance from last year by the unusually severe winter and the great amount of sickness prevailing. By act-

ual count, it was ascertained that over 600 pupils were absent from the various departments on account of catarrh and other disorders caused by the intense cold.

Promotions.—An effort is being made to make a pupil's promotion depend more upon his standing during the year than upon any one examination at the close of the year. The usual examinations were held at the close of the school year, and, notwithstanding the many interruptions in the attendance, were fully up to the mark of preceding years. The total number of regents' certificates received was 32, or 8 more than the year previous.—(Report of Superintendent S. B. Howe, for 1874-75.)

SYRACUSE.

School officers.—The board of education consists of 8 commissioners, 1 from each ward, whose term of office is one year. The superintendent of schools is the clerk of the board.

School accommodations.—The school accommodations have been increased during the year by building 1 and enlarging 2 school-houses, thereby adding to the sittings nearly 800. The Salina school-house, which was burned in April, is being rebuilt and is expected to be ready for occupation at the opening of the school year, 1875-76.

Enrolment and attendance.—Besides the enrolment of 8,193 in the graded schools, there have been 245 in the ungraded schools and 225 in the evening school. These make an enrolment of 8,663 pupils in the schools under the direction of the board of education, being an increase over last year of 534. The entire enrolment is 52 per cent. upon the school census. The average daily attendance was 6,214, being 75 per cent. of the number enrolled.

Evening school.—The whole number registered was 225, the average number belonging 95, and the average daily attendance 76. Pupils of all ages, from 10 years old to gray-haired men and women, are gathered in the school five nights in the week. They do not all come regularly. Many are able to attend only three evenings in the week, and some have engagements for one evening each week.

Drawing.—In this department more satisfactory work has been done than ever before in the schools. During the past year every class has been properly organized and its specific work laid out, and in nearly all the classes the work has been accomplished.

Music.—The great advancement in this study is the grading of it in all the schools. The pupil, in going from a lower to a higher grade, is now prepared for the advanced course presented. An extensive examination of the papers reveals the fact that very many are acquiring a valuable fund of information upon this subject.

Course of study.—The reduction of the time allowed for preparation for the high school from nine to eight years has been found to work well and to fully vindicate the wisdom of the change.—(Annual report of Superintendent Edward Smith, for 1874-75.)

TROY.

Organization.—The public schools of Troy are under the management and control of a board of school commissioners whose term of office is for three years, the term of one-third expiring each year. They have a clerk of the board and a city superintendent in their employ, as executive officers.

Statistics of schools.—The number of public free schools in the city for the year was 16; the number of children who attended public schools during some portion of the year, 8,049; average number belonging, 5,006; average daily attendance, 4,616; cost of tuition per pupil, estimated on number belonging, \$13.98; cost for each in average daily attendance, \$15.17; number of licensed teachers employed sometime during the year, 11 males, 127 females; total, 138; number of children over 5 and under 21 attending private schools, not including colleges, incorporated academies, or seminaries, 2,013; number of such schools, 14; the whole time public schools were taught, forty-one weeks and three days; amount paid for teachers' salaries, \$70,002; total expenditures for schools, \$115,541.50.

School buildings.—The superintendent takes up *seriatim* each school-house and shows its defects, among the chief of which is the want of proper ventilation, of grounds for recreation, and of proper sites. He thus concludes this subject: "Our school houses are far from being a credit to the city, and some of them are blots and a positive disgrace to our spirit of progress and our material development."

Studies.—Penmanship receives care and attention, and is on the whole well and creditably taught. A system of tracing books has been used very successfully in the lower grades. Music has made regular and substantial progress in the schools. The superintendent says of drawing: "The amount and character of the work accomplished in the high school course can only be appreciated by those who have frequently observed the progress of the several classes. Drawing is not taught as a mere accomplishment, but with industrial purposes constantly before us. I have seen a series of drawings of plans of houses, accompanied by ideal cabinet perspective views of the different floors and rooms, prepared by our high school pupils during the last year, which would do credit to professional architects." Drawing will hereafter be taught in all the schools.—(Report of Superintendent D. Beattie, 1875.)

UTICA.

School officers.—A board of school commissioners of 6 members, with a city superintendent of schools.

Statistics.—The city owns 18 school-houses, valued, with their sites, furniture, &c., at \$417,971.73. The schools are 30, besides an evening school; the teachers, 87; the sittings for pupils, 4,038. The total enrolment in public schools for the year was 4,711; the average number belonging, 3,155; the average daily attendance, 3,066; the per cent. of attendance on number belonging, 96.5. The receipts for schools during the year, including a balance of \$26,274.20 on hand from preceding year, were \$108,183.20; the expenditures on them, \$78,818.61, leaving a remainder of \$29,364.59.

City Library.—A library owned by the city in connection with its schools now numbers 6,055 volumes of biographical, historical, and descriptive works, voyages and travels, novels, tales, with many books on scientific, political, and dramatic subjects. It is open daily from 3 to 8 p. m.

New building.—A new and fine building has been prepared for the advanced school, the provisions for warming and ventilating of which seem worthy of notice. Fresh air is taken in through large boxes, in which are placed coils of steam pipes, heated from a non-explosive sectional boiler. The air passing over these pipes is conducted into flues leading to all parts of the building. In all cases where it could be so arranged, this pure warm air is introduced into the rooms through registers near the ceiling, thus forcing the impure air near the floor out through openings into flues leading to the basement and attic, avoiding the currents that must necessarily arise when the warm air is taken in through registers in the floor. Provision is also made for warming by direct radiation, should the weather be cold enough to require it.

Year's progress.—The result of the annual examinations is said to have shown that the pupils generally had made commendable progress in their studies, while general good health has proved that they were not overworked. The advancement made in the departments of penmanship, music, and drawing, each under the direction of a special teacher, has been unusually satisfactory, demonstrating the wisdom of assigning the care of these branches to teachers who are eminently qualified by native talent, culture, and large experience for their special vocation.—(Report of Superintendent A. McMillan for 1874-75.)

WATERTOWN.

School officers.—A board of education of 11 members and a superintendent, who is *ex officio* clerk of the board.

Statistics.—Number of children of school age registered during the year, 2,032; average number belonging, 1,410; average daily attendance, 1,229; number of teachers employed during the year, 47; total expenditures for schools, \$36,996.35.

The schools.—The public schools are divided into primary, junior, and senior departments, and a high school. Each department or school requires three years to complete its course of studies. The high school, under the charge of a principal and five assistants, graduated 16, at the end of the year, out of an average number of 294.8 belonging, and an average daily attendance of 261.8. The full course of instruction of this school, together with the text books used, is given in the report. There is a well selected library of 2,815 volumes belonging to the schools.—(Report of Superintendent D. G. Griffin, 1875.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

There are in the State at present, and in a flourishing condition, 8 normal schools, established by the State for the purpose of preparing young men and women to enter the common schools well qualified as teachers. The best evidence that these schools are succeeding in the work for which they were established is to be found in the fact that they have overcome the determined opposition which they had to encounter, and that to-day they are towers of strength in the educational system of the State. The State superintendent bears testimony, from observation and personal examination, to the good which they are accomplishing. Although the whole number who attend these schools is small compared with the number of teachers required in the common schools, yet, after graduating or partly completing the course prescribed, they are scattered throughout the State, and the influence which they exert is powerful for good. Many who are opposed to the normal schools urge as an objection to them their great expense to the State; but, when it is remembered that the eight schools are a part of the great educational system and that their cost is less than \$150,000 of the nearly \$12,000,000 annually expended, it will be seen that the amount invested gives good returns in the number of young men and women devoted to teaching, and sent forth prepared for their life work.

Albany Normal School.—In 1826, some years before any school for the professional training of teachers was put into operation in this country, De Witt Clinton, then governor, in his annual message recommended "a seminary for the education of

teachers." By an act of the legislature passed May 7, 1844, "a normal school for the instruction and practice of teachers of common schools in the science of education and in the art of teaching, to be located in the county of Albany," was established as an experiment, and \$10,000 per annum was appropriated from the revenue of the literature fund. That the experiment was successful is proved by a history of thirty years. The school was opened December 18, 1844, with 29 pupils, and registered, during its first term of 12 weeks, 98. The second term was attended by 200, and at its close 34 graduated. A building for the school was provided gratuitously by the city of Albany. David Perkins Page, of New Hampshire, was the first principal. Col. Samuel Young, State superintendent of common schools, with Gideon Hawley, Alonzo Potter, Francis Dwight, and William H. Campbell, constituted the first executive committee, and with their coadjutors laid the foundation for the 8 prosperous State normal schools. The Albany school has graduated 2,041 students, 759 young men and 1,282 young women, among whom are to be found some of the leading educators of the State and nation. Unlike any other normal school of the State, the regents of the university have the supervision and management of this, in conjunction with the superintendent of public instruction, who is *ex officio* a member of the executive committee. The value of the school property is set at \$84,000.

Brockport Normal School was established under the provisions of the legislative act of April 7, 1866, and went into operation in 1867. The grounds, embracing more than six acres, are graded and adorned with shade trees, gravelled walks, and drives. These, with the buildings, became the property of the State in April, 1869. During its seven years of existence the school has graduated 105 students, 31 young men and 74 women, and now holds property, in buildings, apparatus, &c., valued at \$140,000.

Buffalo Normal School.—A special act establishing this school was passed by the legislature in 1867. The sum of \$90,000, equally divided between Erie County and the city, was appropriated for the erection of a suitable building, which was completed in 1870, and the school opened in 1871. During these three years 57 students were graduated, 54 of whom were ladies. The property is now valued at \$127,000.

Cortland Normal School was established under the general law of April, 1866, the town of Cortland having, under an act passed in 1867, proceeded to raise money and erect and furnish suitable buildings for its accommodation at an expense of about \$98,000, and in two years thereafter the school was opened. During the succeeding five years 120 students were graduated, 19 of whom were young men. The local board rate the property at \$104,616.

Fredonia Normal School was also established under the general law of 1866. Buildings were erected by the village of Fredonia at a cost of about \$100,000, and in 1868 the school was opened. Since 1869 there have been graduated 133 students, of whom 9 were young men. Present value of school buildings and property, \$107,750.

Geneseo Normal School, conditionally authorized in 1867, was opened in 1871, and has graduated 26 students, 6 of whom are young men. It is located on a lot of seven acres and its property is valued at \$93,430.

Oswego Normal School was established by the city of Oswego in 1861 for the training of its primary teachers. The methods of instruction adopted soon attracted public attention, and pupils from other parts of the State sought admission to it. In 1863 the legislature provided for an annual appropriation of \$3,000 for ten years for its support, conditioned upon the free tuition of not less than 50 teachers, and in 1865 this sum was increased to \$6,000 on condition that the city should provide a suitable building for the school. In 1867 the building, grounds, and appurtenances were accepted, and the school admitted to the privileges of State normal schools. The graduates of this school number 587, of whom 48 are young men. Estimated value of the school property, \$84,500.

Potsdam Normal School was established in accordance with an act passed in 1867, and opened in 1869, since which time 59 students have been graduated, of whom 13 were young men. Its buildings, valued, with their furniture and apparatus, at \$95,000, front the public park of Potsdam, the use of which is granted to the pupils of the school.

The total attendance in all the schools during 1874, including those in normal, model, and all other departments, was 6,515; in normal departments, 2,875; total average attendance, 3,609; graduates, 233, of whom 46 were young men. Whole number of graduates from all the schools, 3,128.—(Report of superintendent, pp. 41–47, 102, 103.)

Each county is entitled to send to the State normal schools twice as many pupils as it has representatives in the assembly. To gain admission, pupils must be at least 16 years of age and possess good health, good moral character, and average abilities. They must pass a fair examination in reading, spelling, geography, and arithmetic as far as the roots, and be able to analyze and parse simple sentences. All appointments for admission are made by the State superintendent of public instruction, subject to the required examination, upon the recommendation of the several school commissioners or city superintendents of schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates. Tuition and the use of all text books are free.

There are three courses of instruction: the elementary English, advanced English, and classical. Students who satisfactorily complete either of these receive corresponding diplomas, which serve as licenses to teach in the public schools of the State.—(Report of State superintendent, pp. 268-272.)

TEACHERS' CLASSES IN ACADEMIES.

By the laws of 1855, chap. 410; 1864, chap. 556; 1873, chap. 642, the regents of the university are authorized to pay for instruction in academies and the academic departments of union schools, selected by them for that purpose, "in the science of common school teaching," a certain amount of tuition. This tuition is fixed by the laws of 1873 at \$15 per pupil for each term of 13 weeks; and for any number of pupils pursuing the course of study prescribed by them, tuition at the same rate for not less than 10 nor more than 20 weeks.

Under these provisions, 92 of these institutions during the calendar year 1874 have maintained teachers' classes. During the academic year 1873-'74, the attendance upon these classes was 644 males and 1,400 females—in all, 2,044—as compared with 1,661 reported last year. The amount paid in tuition was \$29,337.62.—(Superintendent's report 1875, p. 50.)

TEACHERS' INSTITUTES.

These important agencies for directing and stimulating the educational forces of the State have been sustained during the year covered by the superintendent's report with no diminution in numbers, interest, or usefulness. They have been held in 58 of the 60 counties of the State, a number unprecedented in their history. The only exceptions are New York County, with its 2,657 teachers, and Hamilton County, with only 34 teachers. These do not hold teachers' institutes. Besides these, a session of one week was held for the teachers of the Indian schools on the Allegany and Cattaraugus reservations.

In 47 counties, sessions of two weeks each were held, while in 11, a larger number than usual, they were held for only one week each. The aggregate number of weeks was 105, 1 more than in 1873.

The whole attendance reached 11,478, a larger number than we find registered in any former year. Of these, 3,726 were males and 7,752 were females. This gives an average of 198 to each institute and county. But it is to be observed that the average daily attendance was only 113, or 57 per cent. of the whole attendance.

In the counties in which these 58 institutes were held, there are reported, for 1874, 15,904 teachers employed for the full term of 28 weeks. Compared with these, a little more than 72 per cent. attended the institutes. The teachers in a few institutes had their attention called to free hand drawing. This subject, now receiving much consideration, is deemed worthy of further attention.

The expense to the State of the institutes for 1874 was \$16,319.39, or \$1.42 for each teacher in attendance.

The superintendent visited as many of the institutes as possible, and testifies to the generally excellent and practical character of the instruction, to the judicious management of the commissioners, and the earnest attention of the teachers.—(Superintendent's report, 1875, pp. 28, 29.)

SCHOOL JOURNALS.

The New York School Journal, The American Educational Monthly, and The National Teachers' Monthly, all published in New York City, and The School Bulletin, published first at Albany and afterward at Syracuse, did good service in the educational field during 1875, by a variety of valuable papers published and important and interesting news conveyed. The Brooklyn Journal of Education, subsequently removed to New York and made simply The Journal of Education, labored efficiently in the same field, while aid was also rendered by an occasional paper called The Educational Reporter, published by Ivison, Blakeman, Taylor & Co.

SECONDARY INSTRUCTION.

ACADEMIES AND UNION SCHOOLS.

These two represent substantially, for New York, what are commonly known elsewhere as the high schools of the State systems; the former receiving into academic classes pupils from the public grammar schools on consideration of a certain State allowance for tuition of them, the latter being public graded schools, with academic departments answering to high schools. The thirty-eighth annual report of the regents of the university, transmitted to the legislature February 9, 1875, presents abstracts from the reports of 113 academies and 109 academic departments of union schools. The whole number of different students in these during the year covered by the report was 31,463; the number claimed to have pursued classical or higher English studies, or both, for four months or more of said year, 8,012. Of this number, 951 are said to intend to make teaching a profession and 1,659 to be preparing for college.

Adding to the above 8,012 the introductory and freshman classes of the College of the City of New York, exclusive of the commercial part, with a proportionate number from the Normal College, which is also a girls' high school, we have about 9,272 as the total of those known to be engaged in the secondary studies of this class of schools. To this total, however, may probably be added nearly a fourth of the 6,515 students in the 8 State normal schools, as engaged in the classical courses of those schools. In that case, we have the total raised to about 11,000; still rather a small number for so large and populous a State, without the following

PREPARATORY SCHOOLS.

Special reports have been received from 16 schools in this State for the preparation of students for colleges or scientific schools. Out of an aggregate attendance of 2,445 pupils in these schools, 523 were preparing for the classical and 195 for the scientific course. The age for admission ranges from 6 to 13 years, while in some it is limited only by capacity to perform the work. The course of instruction lasts 3, 4, 5, 6, 10, and even 12 years. All but 3 of these schools report libraries ranging in size from 80 to 3,000 volumes, and aggregating 14,464. Eleven have chemical laboratories and philosophical apparatus and 8 have gymnasias. Six use the continental pronunciation in Latin, 5 the Roman, 3 the English, and 1 the "ancient." In Greek, the continental method is used by 9, the Erasmian by 3, the ancient by 1, Hadley's by 1, and Goodwin's by 1. Eight report themselves not under control of any religious denomination, while 2 are under the influence of the Protestant Episcopal Church; 2, of the Baptist; 1, of the Methodist Episcopal; 1, of the Methodist; and 1, of the Independents.

Besides the above number of preparatory pupils, there were reported for the same year in the preparatory departments of colleges (exclusive of the College of the City of New York, before given) 2,370 students, of whom 1,301 were in preparation for a classical collegiate course and 491 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

There are 15 business colleges, which report a total attendance for 1875 of 2,919 pupils, taught by 72 instructors. One of these is located in Albany, 4 are in Brooklyn, 2 in Buffalo, and 1 each in Elmira, Hudson, New York, Poughkeepsie, Rochester, Syracuse, Troy, and Utica. In addition to the English and business branches, some of these schools embrace in their course of study phonography, telegraphy, German, French, and Spanish. As far as reported, 25 students were pursuing phonography, 95 telegraphy, 187 German, 140 French, and 27 Spanish.—(Returns to Bureau of Education for 1875.)

SUPERIOR INSTRUCTION.

CORNELL UNIVERSITY.

The existence of Cornell University is due to the combined bounty of the United States Government and of Ezra Cornell. New York's share of the congressional land grant for the benefit of agriculture and the mechanic arts, amounting to 990,000 acres, was transferred to the university upon its compliance with certain conditions, the most important of which were that Ezra Cornell should give to the institution \$500,000 and that provision should be made for the education, free of all charge for tuition, of one student from each assembly district of the State. The trustees of the university have decided that this exemption from payment of the usual dues shall continue in the case of each student for four years. This makes the number educated free of all expense for tuition 512, which is equivalent, when all the scholarships are full, to a remission of fees to the amount of \$30,720 per annum. These students are selected from the various public schools and academies of the State by yearly competitive examinations, which are open to both sexes.

Among the special features of this university are liberty in the choice of studies, the prominence given to practically useful studies, the absence of a marking system determining the relative rank of each student in his class, and its unsectarian character. Several courses carefully arranged are presented, from which the student may make selection. He may also, from among the various branches pursued at the university, form for himself an entirely independent course, subject to the approval of the faculty; or he is permitted, upon proper representations to the faculty, to devote himself, as a special student, to a single department of study. Particular attention is paid to the modern classics, especially those of our own language. Among the subjects which are carefully treated are history and the various historical studies, political and social science, the natural sciences, the application of science to the arts, human anatomy, physiology, and the laws of health.

The general courses of the university are: (1) The course in arts, leading to the degree of bachelor of arts. This extends through four years. It includes the Greek and Latin languages, and is similar to the usual academic course in the other colleges and universities of the country. (2) The course in literature, leading to the degree of

bachelor of literature, also extends through four years. It differs from the course in arts in requiring no Greek, and is characterized by a larger amount of attention to the modern languages and English literature. (3) The course in science, extending through four years, includes five hours a week during the last year devoted to some one science as a specialty. Its peculiar features are the study of mathematics, of the French and German languages, and of the historical, physical, moral, and political sciences. (4) The course in philosophy, which is designed to be a scientific course of a higher grade than the preceding.

By an act of the trustees, passed in 1872, women are to be admitted on the same terms and conditions as men, except that they must be 18 years old. A separate building, the Sage College for Women, has been provided by the munificence of Hon. Henry W. Sage. It will accommodate about 100 pupils, and, besides the dormitories, contains lecture and recitation rooms, a museum, laboratories for students in botany, with greenhouses, forcing houses, and other necessary facilities for the pursuit of floriculture and ornamental gardening.—(Cornell University register for 1874-'75.)

OTHER COLLEGES.

Alfred University, Alfred Centre, (Seventh Day Baptist,) has two general departments: an academic and a collegiate. These have each a male and a female department, with equal powers and privileges. As subdivisions of these general departments, the following courses of study have been established: (1) A classical course, (2) a scientific course, (3) a normal and teachers' course, (4) an industrial mechanics' course, and (5) a theological course.

The first two are separate for the freshman and sophomore years and are combined in the junior and senior. The fourth has three different divisions, the first being a course in mechanical drawing, continuing through one year and open to all students without restriction; the second, a course extending through two years, followed by a diploma bearing the seal of the university; the third, a course extending through three years, followed by the degree of Sci. B.—(Report to the regents of the university, 1874.)

Brooklyn Collegiate and Polytechnic Institute, incorporated in 1854, has academic and collegiate departments. The pupils are distributed into eight grades, corresponding to successive yearly stages in the course of study. Provision is made for all the essential branches of a classical, scientific, liberal, or commercial education, the plan embracing ten distinct departments of instruction.—(Catalogue, 1874.)

Canisius College, Buffalo, (Roman Catholic,) conducted by the Fathers of the Society of Jesus, opened in 1870, embraces in its course of instruction classical and commercial branches.

College of St. Francis Xavier, New York City, (Roman Catholic,) conducted by the Fathers of the Society of Jesus, affords a collegiate and commercial education. There are in it 5 distinct departments, viz: post graduate, undergraduate, grammar, commercial, and preparatory.—(Catalogue, 1875-'76.)

College of the City of New York, (non-sectarian.)—Two courses of instruction, ancient and modern, are provided here, differing only in the languages studied. There is a library of 13,000 volumes of well selected works, their value being estimated at about \$44,000. The repository contains 9,500 text books, valued at \$16,000.—(Annual report, 1874.)

Columbia College, (Protestant Episcopal.)—The course of instruction here is divided into nine departments, viz: (1) Greek language and literature; (2) German language and literature; (3) chemistry; (4) mathematics and astronomy; (5) mathematics; (6) philosophy, history, political economy, and belles-lettres; (7) physics; (8) Latin language and literature; (9) botany. Free tuition is given to all industrious students of good character who may be unable to pay for it; various associations are entitled to free scholarships; every religious denomination in the city of New York is entitled to have at the college all the time one free student who may intend to enter the ministry, and every school from which there shall be admitted in any one year into the college four students who pay their matriculation fee has the privilege of sending one scholar to the college to be educated free.—(College catalogue, 1874-'75.)

Elmira Female College, (Presbyterian.)—The collegiate course here is equivalent to that in other colleges, and comprises a thorough course in Latin, modern languages, mathematics, sciences, literature, and esthetics. There is also a department of the fine arts, embracing schools of design and of music, also preparatory and eclectic departments. The college has by law the right to confer degrees, both academic and honorary. Careful attention is paid to health and physical culture.—(Catalogue, 1873-'74.)

Hamilton College, (Presbyterian) offers two regular collegiate courses of four years, classical and scientific, and a law department. The libraries amount to 12,000 volumes and are housed in a new building erected by funds received from Hon. Perry H. Smith. A legacy of \$5,000 has also been received from Hon. Peter B. Porter, as an endowment for the care and increase of the library.—(Catalogue, 1874-'75.)

Hobart College, Geneva, (Protestant Episcopal,) is the college of the five dioceses of

the State of New-York, and was projected by Bishop Hobart in 1822. There is a classical course of four years, a scientific one of two, and a three years' course for those who wish, without taking the entire classical course, to secure the full benefit of the English, scientific, and philosophical studies pursued in the college.—(Catalogue, 1874-75.)

Ingham University, Le Roy, (Presbyterian,) for ladies, offers a classical department of four years, a literary one of three, and a school of drawing, painting, and design. There is also a school of music and a commercial school, aiming to qualify young ladies for book-keeping and the transaction of any business to which they may be called. Careful attention is given to physical culture.—(Catalogue, 1875-76, and report to regents.)

Madison University, Hamilton, (Baptist,) was chartered in 1846. Besides the usual college course, the university provides for such as desire scientific and special courses. The libraries contain 11,000 volumes, well chosen and in good order, 9,000 of them being volumes of choice works, selected mainly with reference to the aid which they directly render to both teacher and pupil in the course of study. There is an extensive cabinet of minerals and of geological specimens, chemical and philosophical apparatus, and a fine natural history collection valued at \$13,000.—(Catalogue of university, 1875.)

Manhattan College, New York, (Roman Catholic,) embraces two courses for undergraduates, one classical, the other scientific. Both extend through four years, the first giving prominence to the usual Greek and Latin studies of the old college curriculum with fair attention to mathematics, modern languages, &c.; the second making mathematics, modern languages, and the natural and physical sciences prominent, and giving fuller room for English studies than the first.—(Report to regents, 1874.)

Rutgers Female College, New York, (non-sectarian,) presents a subcollegiate and a regular college course of four years, graduated to meet the needs of female students, with an art school and a school of instrumental music. The mode of instruction is a combination of the text book, as a basis, with constant addition and elucidation from the professor; while courses of weekly lectures to the junior and senior classes extend through the greater portion of the year. These, for the year embraced in the report, were on art, theology, the evidences of revealed religion, moral science as developed in law, rhetoric, modern history, and law in its connection with the rights and relations of women.—(Report to regents, 1874.)

Syracuse University, Syracuse, (Methodist Episcopal,) has in its university department (1) a college of the liberal arts, (2) a college of the fine arts, and (3) a college of physicians and surgeons. In the first of these there are the now common divisions of a classical and a scientific, with a Latin scientific course. In the second, painting and drawing are made prominent studies, and are carried to a much higher point than is customary in colleges.—(Report to regents, 1874.)

St. Bonaventure's College, Allegany, conducted by the Franciscan Fathers, was founded in 1859, and in 1875 was chartered and empowered to confer academic and honorary degrees. The course of study is ecclesiastical, classical, scientific, and commercial. The classical and scientific course lasts six years, the commercial four.

St. John's College, Brooklyn, (Roman Catholic,) is conducted by the priests of the congregation of the mission. There are classes in Christian doctrine, reading, writing, spelling, defining, English grammar and composition, geography, arithmetic, history, declamation, algebra, geometry, trigonometry, natural philosophy, astronomy, book-keeping, Latin, Latin composition, Greek, German, and French.—(Catalogue, 1874-75.)

St. John's College, Fordham, (Roman Catholic.)—The instruction furnished here is of two kinds, classical and commercial. In the former line there are preparatory studies extending through 3 grammar classes, an undergraduate course of four years in classics, belles-lettres, rhetoric, and philosophy, and a post graduate course of one year in ethics and civil, political, and international law. The commercial course embraces all the branches of a good English education and is completed in four years.—(Report to regents, 1874.)

St. Joseph's College, Buffalo, (Roman Catholic,) under the direction of the Christian Brothers, includes in its course of study, besides the common and higher English branches usually taught, phonography, commercial correspondence, metaphysics, ethics, with the Greek, Latin, German, and French languages.—(Catalogue, 1873-74.)

St. Lawrence University, Canton, (Universalist,) as at present organized embraces two departments, the college of letters and science and the theological school. Both sexes are admitted. A number of scholarships, amounting to 11 annually, are awarded by the university to high schools in St. Lawrence County. These are open to either sex, are competed for on the ground of scholarship, and are awarded on examination.—(Catalogue, 1875-76.)

St. Stephen's College, Annandale, (Protestant Episcopal,) was chartered in 1859, and opened as a college the following year. It is designed especially for the training of such young men as are looking forward to the ministry. Its growth in its resources and in the number of its students has been steady and sure. A good classical course of four years is supplemented with careful instruction in ecclesiastical music.—(Catalogue, 1873-74.)

University of the City of New York, (non-sectarian.)—This university embraces departments of arts, of sciences, law, and medicine. In the two former the instruction is free, the course occupies four years. In the school of art connected with the department of science, instruction is given in drawing and painting from nature and from living models, with attention to the general principles of composition, ornament, and the arts of design, and the application of these to the mechanic arts.—(Report to the regents, 1874.)

University of Rochester, Rochester, (Baptist,) has a plan of instruction so adjusted that two courses of systematic study are open to the students, one being the usual classical and scientific course, and the other a scientific course in which modern languages replace the Greek and Latin of the ordinary university curriculum. The regular course for all students extends through four years.—(Report to regents, 1874.)

Union College, Schenectady, (non-sectarian,) has three courses of study: classical, scientific, and engineering. The general mode of instruction is by analysis and recitation from text books, with occasional lectures on subjects connected with the daily recitations. Prizes are awarded annually for excellence in oratory, general good standing, and essays on English literature and history.—(Report to regents, 1874.)

Vassar College, Poughkeepsie, (non-sectarian, for young women.)—The course here embraces both preparatory and collegiate studies, the latter extending through four years and including the ordinary subjects of a good collegiate course, with rather more attention to French and German and apparently rather less to mathematics, Latin, and Greek than in some of the older colleges. Instruction in painting and drawing and in music is given both to the classes in the regular collegiate course and to individuals in extra-collegiate and optional lessons. All students receive regular drill in light gymnastics four or five times a week during the year and many take other exercise as members of a floral society or of boating clubs.—(Report to regents, 1874.)

Wells College, Aurora, (non-sectarian,) also for young women, has, like Vassar, preparatory and collegiate courses, the latter of four years. Mathematics are studied with special regard to their value as a means of intellectual discipline. In ancient languages, close syntactical criticisms on construction, with double translations, from the original into pure English and the reverse, are required; while modern languages receive a full share of attention and rhetoric and English literature are made important branches in the course. The natural and physical sciences, music, and art are also duly attended to.—(Report to regents, 1874.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.					Number of volumes in library.	
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
Alfred University....	14	...	332	116	\$87,600	\$86,000	\$6,025	\$3,543	\$2,992	.....	4,676
Brooklyn Collegiate and Polytechnic Institute.	29	0	450	127	138,620	.....	.....	62,088	2,495	.....	3,000
Canisius College	17	.....	.....	130	.....	.....	.....	.....	.....	.....	a10,800
College of the City of New York.	33	.....	276	345	210,200	.....	.....	.....	150,000	.....	a20,600
College of St. Francis Xavier.*	42	.....	242	77	228,000	.....	.....	21,519	0	.....	a16,000
Columbia College.....	10	2	0	151	787,600	4,581,694	301,087	12,100	0	\$0	a20,266
Cornell University....	39	1	0	345	844,700	1,233,999	82,735	19,480	35,000	0	39,000
Elmira Female College.*	12	.....	81	45	154,800	100,000	7,000	629,000	3,500	30,000	a3,700
Hamilton College	13	8	.....	139	320,000	300,000	18,300	6,500	.....	50,000	12,000
Hobart College.....	8	3	0	31	75,000	238,050	13,747	1,635	0	68,392	13,000
Ingham University....	25	0	51	136	123,500	0	0	6,718	0	0	a4,600
Madison University....	17	5	87	119	165,500	393,347	24,711	4,293	.....	50,000	a13,000
Manhattan College ..	40	0	409	235	178,000	0	0	652,224	0	0	8,500
Martin Luther College	.....	.....	.....	.....	150,000	.....	.....	.....	.....	.....	5,000
Rutgers Female College.*	13	.....	84	.....	.....	.....	.....	.....	.....	.....	5,000
St. Bonaventure College.	26	.....	135	58	192,000	0	0	32,650	0	0	5,000
St. Francis College ..	14	.....	150	100	75,000	0	6,000	10,500	0	.....	.....
St. John's College, Brooklyn.	6	.....	135	.....	50,000	.....	.....	.....	0	0	.....
St. John's College, Fordham.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Joseph's College ..	16	.....	215	10	120,000	.....	.....	.....	.....	.....	2,050
St. Lawrence University.	6	1	0	49	38,200	83,912	5,873	355	0	0	7,008
St. Stephen's College	9	0	24	54	150,000	2,000	140	45	0	0	2,000
Syracuse University	11	.....	0	153	300,000	250,000	14,000	4,800	0	5,000	8,000
Union College*	15	6	.....	151	200,000	465,000	22,000	6,795	0	100,000	a18,600
University of the City of New York.	17	0	0	155	500,000	500,000	35,000	0	0	5,000	.....
University of Rochester.	8	c3	0	164	378,662	212,016	.....	.....	0	56,000	12,000
Vassar College	34	0	159	225	676,959	281,000	19,534	48,868	0	56,000	9,632
Wells College*	12	1	.....	76	300,000	100,000	7,000	15,200	.....	.....	3,000

* From Report of Commissioner of Education for 1874.

b Includes board.

a Includes society libraries.

c Partially.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural department of Cornell University offers two courses of study, one of which requires four years for its completion and leads to the degree of bachelor of agriculture. The other is an abridged course of three years, comprising all the purely agricultural instruction given in the full course. It is recommended to all who enter the school to take one of these courses of study, but students who have a limited amount of time at their disposal are at liberty, as in other departments of the university, to select and follow any studies from these courses that they may be qualified to pursue with advantage. In practical agriculture, five hours weekly during the senior year are devoted to technical instruction, this time being divided between lectures, reviews, agricultural calculations, and farm accounts, besides which students are required to spend three hours a day two days in each week in field practice, and in the handling and feeding of domestic animals, and if this amount of practice does not prove sufficient to make the student expert in the various operations of the farm, enough additional time will be required of him to accomplish the desired object. The

instruction is given by lectures and recitations, and illustrated with the aid of the Auzoux models of plants and domestic animals and parts of animals, and various other collections belonging to this and other departments of the university. Tuition is free.—(University register, 1874-'75.)

Cornell also provides various scientific and mechanical courses of study, as architecture, chemistry and physics, civil engineering, mathematics, and astronomy, military science, natural history, geology and paleontology, and mechanic arts.

The school of mechanic arts is one of the departments for which the university is bound by the land grant to make special provision, and professorships of industrial mechanics, civil engineering, mathematics, and practical mechanics were early established and filled. But in 1870, Hon. Hiram Sibley provided for the erection of a special building for this department. He also gave \$10,000 for increasing its furniture, and has since enlarged his gift by a further donation of \$30,000 for the school. This department has been thus placed in a condition to do its work in the most satisfactory manner. There are in it three courses of instruction: a four years', or full course, leading to the degree of bachelor of mechanical engineering; an optional course, under the direction of the dean, and a special course for such young men as have a fair knowledge of the machinist's or pattern-maker's trade, who desire to fit themselves for foremen or leading positions in their business.

The instruction given in the school of chemistry is embraced in a full course of 12 terms and in special courses.

The full course of civil engineering extends through four years, and includes free-hand drawing, machine-shop practice, blow-pipe analysis of minerals, geology, elementary and structural metallurgy, and astronomy.

The studies in the department of natural history are arranged with special reference to the needs of those intending to become naturalists or physicians.—(University register, 1874-'75.)

The school of mines of Columbia College was established in 1864 for the purpose of furnishing a thorough knowledge of those branches of science which form the basis of industrial pursuits, and includes courses in civil engineering, mining engineering, metallurgy, geology, and natural history, and analytical and applied chemistry.—(Columbia College catalogue 1874-'75.)

In Hamilton College the senior class in chemistry received a thorough course of instruction in the science as applied to agriculture. Through the munificence of the late Silas D. Childs, of Utica, the chemical laboratory has recently undergone extensive alterations, and is supplied with new and valuable apparatus. The department of natural philosophy has recently been established upon an independent footing, and is being supplied with the most approved apparatus.—(Catalogue of college, 1874-'75.)

THEOLOGY.

Hamilton Theological Seminary offers a regular course of two years to graduates of colleges or those who have attained an equivalent culture, the completion of which commands a certificate of graduation. For others it has a special course in biblical interpretation, church history, systematic theology, pastoral duties, and homiletics. Students for the ministry in the university study Hebrew and the evidences of revealed religion as a part of their college course. A course of instruction embracing an additional year is provided for such as desire to pursue further theological study. The seminary is not a department of Madison University, the two institutions having distinct boards of government and instruction, yet working harmoniously together and affording advantages to students which could not be secured in an institution without such connections.—(Catalogue of Madison University, 1875.)

Hartwick Seminary, near Cooperstown, is at once a classical and theological school, under the charge of the Lutheran Church. The theological department embraces a course of three years.—(Catalogue of seminary, 1875.)

The theological school of St. Lawrence University (Universalist) provides a three years' course of instruction, commanding the diploma of the school, and a partial course for those who do not wish to complete the regular one.—(Catalogue of university, 1875-'76.)

The ecclesiastical course of St. Bonaventure's College, (Roman Catholic,) which is completed in three years, embraces dogmatic and moral theology, canon law, scripture, ecclesiastical history, hermeneutics, and liturgy.—(College prospectus.)

Auburn Theological Seminary, (Presbyterian.)—The regular course of the theological study in the seminary occupies three full years. A regular collegiate education is required for matriculation, though exceptions to a complete collegiate education may be made in some cases. But in all these evidence is required of such scholarship as will enable the student successfully to pursue all the studies of the theological course.—(Catalogue of seminary, 1873-'74.)

The Tabernacle Lay College, Brooklyn, Rev. DeWitt Talmage, D. D., president, is a training institution for laymen and women intended to prepare for Christian work, without regard to denominations. Since its first opening in 1872, there have been 700 students

enrolled. They are engaged in various forms of Christian work, in teaching, in missions, in visitation, and in preaching the Gospel. The course of studies extends over those branches of knowledge taught in theological seminaries, adapted to laymen, with the exception of Hebrew and Greek, and these may be studied privately. Students are divided into four classes: preparatory, junior, senior, and theological.—(Circular of Lay College.)

St. Stephen's College, Annandale, was organized by the Protestant Episcopal Church as a church training school. Its classical course is arranged with special reference to a subsequent study of theology in one of the church seminaries. A special course in theology is offered to such as do not intend to pursue the regular course for a degree, but to become candidates for orders by a shorter road.—(Catalogue for 1875-'76.)

The General Theological Seminary of the Protestant Episcopal Church in the United States of America furnishes a course of theological study lasting three years and embracing Hebrew, scriptural exegesis, ecclesiastical history, systematic divinity, pastoral theology, ecclesiastical polity and law. Every student in the seminary must be a member of one of the classes and engage in all the studies which appertain to his class. Students are examined by the professors at the close of the session in every year, in the presence of a committee appointed for that purpose.—(Catalogue of seminary, 1875-'76.)

Union Theological Seminary, New York, (Presbyterian,) was founded in 1836, and has now 1,032 alumni. The regular course of theological study occupies three full years. The library contains 33,500 volumes, chiefly rare and valuable works. The seminary edifice contains a chapel, library, reading room, lecture rooms, and rooms for 60 students.—(Catalogue, 1875-'76.)

Rochester Theological Seminary offers a course of study lasting three years and embracing biblical literature, ecclesiastical history, theology, homiletics, and pastoral theology. The course is designed for graduates of colleges, but there is a partial course for those whose circumstances require it.—(Catalogue of seminary, 1874-'75.)

LAW.

The law school of the University of New York provides a full course of two years, and an elective one which prepares for mercantile life, but does not command a degree. The subjects in the course of instruction are classified as follows: (1) persons and remedies, (2) property, (3) obligations, and (4) succession. The methods are by approved text books, read and recited in class, with exposition; by lectures by the professor on topics not treated in the text books or requiring fuller or more practical treatment; by lectures by leading members of the bar; by moot courts, and by drawing pleadings and papers.—(University catalogue, 1873-'74.)

Columbia College School of Law has a course of study lasting two years and including the various branches of common law, equity, commercial, international, and constitutional law. Especial attention is given to all topics embraced within the rule of the supreme court of New York, prescribing the studies requisite for admission to the bar. It is expected that a third or post graduate course will soon be organized.—(Catalogue of college, 1874-'75.)

Hamilton College law department provides a course of instruction which is completed by college graduates in one year. For others, it requires one year and a third. It includes the thorough and careful study of the most approved text books, and familiar oral lectures are connected with each recitation.—(College catalogue, 1874-'75.)

Albany Law School, now a department of Union University, offers a course of instruction divided into three terms and lasting one year. The means of instruction are mainly by lecture and examination. All the lectures are oral and are expositions of legal principles, with illustrations and applications. Moot courts are an important feature in the course, two being held each week, the class discussing and deciding the case in each instance, and then the presiding professor giving his views on the question involved and on the correctness or incorrectness of the decision.—(Catalogue of law school, 1874-'75, and report to regents.)

MEDICINE.

The Long Island College Hospital reports a continued growth and success of the institution, owing, it is believed, to the advantages offered in practically combining clinical with elementary instruction. The courses of instruction are given within the hospital buildings, and clinical teaching is thus made a reality. Among the requirements for graduation it is mentioned that the candidate must have studied medicine for three years with a physician and surgeon duly authorized by law to practise; must have attended two full courses of lectures, the last of which must have been in this institution; and must pass a satisfactory examination.—(Announcement and circular, 1875-'76.)

Albany Medical College since 1873 has constituted one of the departments of Union University. The course of instruction lasts one year. It claims to be practical, combining with didactic lectures clinical lectures, recitations, practical work in the laboratory and dissecting room, and the examination and diagnosis of cases.—(Circular of college, 1875.)

Medical department of the University of Buffalo.—In the plan of instruction adopted here clinical teaching occupies a prominent position, all the practical subjects presented in the didactic course being fully illustrated at the bedside. For graduation it is required that the student should have studied medicine for three years under the tuition of a regular practitioner, that he should have dissected during the course, and attended two full courses of lectures, and he must pass a satisfactory examination.—(Announcement, 1875-'76, of the medical department.)

Bellevue Hospital Medical College claims for 1874-'75 the greatest number of matriculants and the largest graduating class of any medical college in America. This prosperity is ascribed to the system of thoroughly combining clinical with didactic teaching, and the prompt introduction into the curriculum of such special courses as seemed necessary. Recently a chair of psychological medicine and medical jurisprudence has been established, and filled by Dr. John P. Gray, also one of gynecology, filled by Prof. E. R. Peaslee. In order to keep pace with the constant advancement of medical science and to present in New York City those opportunities for the study of special departments for which students and practitioners have been compelled to resort to European schools, the faculty have established special courses of lectures, which are being extended, and it is claimed that at present the advantages offered by this college are not surpassed, if equalled, in any of the capitals of Europe. The requirements for graduation are three years' pupilage, after 18 years of age, with a regular physician in good standing, inclusive of the time of attendance upon medical lectures; attendance on two full courses of lectures, the last being in this college; certificates of at least one course of practical anatomy or dissections; proper testimonials of character; an acceptable thesis composed by and in the handwriting of the candidate, and a satisfactory examination in each of the seven departments of instruction, viz, practice of medicine, surgery, obstetrics, materia medica, physiology, anatomy, and chemistry.—(Circular of college, 1875-'76.)

College of Physicians and Surgeons, New York, a department of Columbia College, affords instruction by lectures and by clinical teaching, recitations, and personal instruction in subjects involving physical manipulation. Ten clinics are held weekly during the year in the college building, covering all departments of medicine and surgery. During the year, 5,600 cases were registered.—(Catalogue of College of Physicians and Surgeons, 1875-'76.)

New York Free Medical College for Women was established for the purpose of affording women the best opportunities for acquiring medical education. All instruction is free, and, it is claimed, is as broad and liberal as can be obtained in any other institution in the world.—(Catalogue of college, 1875-'76.)

Woman's Medical College of the New York Infirmary.—The plan of instruction in this school is arranged to secure a gradation of studies through the three years of the student's course. During the first year they are principally occupied with the elementary branches of anatomy, physiology, materia medica, and chemistry, with practical work in the anatomical rooms and pharmacy. In the second year, instruction in medicine, surgery, and obstetrics is added to these. In the third year the students engage in practical medical work, under the direction of their teachers. Hygiene is taught through the three years.—(Catalogue of the college, 1875.)

College of Medicine of Syracuse University.—This department was organized in 1872. The course is a graded one, and covers three years of collegiate instruction. First year, anatomy, physiology, and general chemistry; second year, added to these, medical chemistry, materia medica and therapeutics, pathology, principles and practice of medicine, surgery, and clinical medicine and surgery; third year, added to these, are obstetrics, medical jurisprudence, gynecology, dermatology, ophthalmology, &c.—(Catalogue, 1875-'76.)

The medical department of the College of the City of New York embraces in its course of instruction anatomy, surgery, and hygiene, materia medica and therapeutics, institutes and practice of medicine, obstetrics, physiology, and clinical lectures on physical diagnosis. Clinical instruction constitutes a prominent feature in the plan of education.—(Catalogue of college, 1873-'74.)

Statistics of scientific and professional schools, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
College of Agriculture, Mechanic Arts, &c., (Cornell University.)	34	.....	187	4	.....	\$30,000	\$2,100	.....	.....
Department of science, (University of the City of New York.) ^a	.....	.....	.....	4	.....	.....	.....	.....	.....
Engineering School of Union College*	15	.....	47	2	.....	.....	.....	.....	3,000
Rensselaer Polytechnic Institute*	13	.....	190	4	\$76,000	25,000	.....	\$38,000	3,200
School of Mines of Columbia College...	25	.....	6145	3	.....	.....	.....	20,525	5,798
United States Military Academy.....	45	.....	307	4	.....	.....	.....	.....	25,000
SCHOOLS OF THEOLOGY.									
De Lancey Divinity School.....	1	1	2	.....	.....	26,671	1,866	.....	230
General Theological Seminary of the Protestant Episcopal Church.	6	2	72	3	650,000	666,020	25,045	.....	15,203
Hamilton Theological Seminary.....	5	.....	37	3	40,000	35,900	2,148	.....	.....
Hartwick Seminary, (theological department.)	3	.....	8	3	.....	.....	.....	.....	.....
Martin Luther College, (theological department).*	4	1	10	.....	13,000	.....	.....	.....	300
Newburgh Theological Seminary.....	4	2	9	3	35,000	34,400	3,244	.....	3,500
Rochester Theological Seminary.....	7	4	79	3	80,000	238,000	16,600	.....	10,000
St. Joseph's Provincial Seminary.....	7	.....	133	3 ^b	200,060	.....	.....	.....	8,000
Seminary of Our Lady of Angels.....	4	0	88	4	150,000	0	0	.....	4,500
Theological Seminary of Auburn.....	6	5	50	3	200,000	230,500	19,600	.....	10,000
Tabernacle Free College.....	4	.....	316	2	40,000	.....	.....	.....	.....
Theological department of St. Lawrence University.	3	3	28	3, 4	19,000	92,000	6,440	.....	5,600
Union Theological Seminary.....	12	6	148	3	200,000	750,000	55,000	.....	33,500
SCHOOLS OF LAW.									
Albany Law School, (Union University.)	3	.....	89	1	.....	0	0	.....	.....
Columbia College Law School.....	7	.....	522	2	.....	.....	.....	.....	4,100
Department of law, (University of the City of New York.)	.....	.....	67	2	.....	0	0	3,500	1,200
Law School of Hamilton College.....	2	.....	.....	1	.....	.....	.....	.....	5,000
SCHOOLS OF MEDICINE.									
Albany Medical College, (Union University.)	10	.....	125	3	50,000	0	0	8,455	4,890
Bellevue Hospital Medical College.....	19	.....	425	2	10,000	0	0	.....	0
College of Physicians and Surgeons, (Columbia College.)	25	.....	434	3	151,000	23,332	0	35,375	500
Free Medical College for Women.....	18	.....	67	3	27,250	0	0	370	0
Long Island College Hospital.....	19	.....	.....	2	.....	.....	.....	.....	.....
Medical College of Syracuse University.	15	.....	72	3	25,000	0	0	3,000	2,000
Medical department of University of Buffalo.	8	.....	116	3	45,000	.....	.....	6,450	600
Medical department of University of the City of New York.	32	.....	450	3	100,000	.....	.....	.....	.....
Woman's Medical College of the New York Infirmary.	16	.....	40	3	27,500	.....	.....	1,865	.....
Eclectic Medical College of the City of New York.	10	.....	100	3	26,000	0	0	3,000	400
New York Homœopathic Medical College	22	.....	133	3	10,000	.....	.....	14,923	.....
New York Medical College and Hospital for Women.	13	.....	27	3	135,000	10,000	660	.....	200
New York College of Dentistry.....	11	.....	66	2	14,000	0	0	6,471	.....
College of Pharmacy of the City of New York.	5	.....	170	2	14,000	19,700	1,400	9,151	1,200

* From Report of Commissioner of Education for 1874.

^a Reported with classical department.^b Also 56 preparatory students.^c Apparatus.^d Also a sinking fund of \$4,888.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The New York Institution for the Instruction of the Deaf and Dumb has had a legal existence of nearly fifty-eight years, having been incorporated by the legislature of New York on the 15th of April, 1817, and been in active operation for nearly fifty-seven years. It was opened as a school on the 20th of May, 1818, since which time it has educated 2,443 deaf-mutes, and has been signally successful in developing their minds. Within the year closing September, 1874, there were under instruction here 584 pupils, of whom 337 were males and 247 females. Of these, 355 were supported by the State of New York, 162 by the counties, 47 by the State of New Jersey, 1 by the Frizzell fund, and 19 by their friends. For several years past the State has made appropriation for 370 pupils at the rate of \$300 each, which has been ascertained by careful experience to be the average price at which the institution can afford, without loss, to support and educate them.

In two of the classes, composed of semi-mute and semi-deaf pupils, special attention is devoted to the cultivation of articulate speech and lip-reading; and with these the recitations are conducted by means of oral speech as well as by writing. In the case of others, a professor, appointed for the purpose, gives lessons from hour to hour in this specialty. The number thus receiving instruction at present is 50.

Linear drawing and shading are taught to all the pupils by a special teacher. This is regarded as of peculiar advantage to the deaf and dumb, being in itself an agreeable resource for leisure hours, and furnishing a means of self interpretation and an enhancement of their value as artisans, while in many cases it becomes a means of self support. A number of the graduates of the institution have secured an independent livelihood as lithographers, wood engravers, or artists.

The physical education of the pupils, while extended to all matters relating to cleanliness, propriety of conduct, health, and the like, has special reference to their training in some handicraft whereby they may support themselves when they leave the institution. The boys are taught gardening, shoemaking, tailoring, cabinet-making, carpentry, painting, and glazing. The girls learn the different branches of needlework, including tailoring, dress making, and the use of the sewing machine, and are instructed in various household duties. The amount of time daily devoted to this training in manual labor is limited to three hours, and that devoted to direct instruction in the school to four hours, so that the pupil may not be subjected to too great a strain of either body or mind.—(Report of Superintendent, 1874-'75, pp. 111-115.)

The New York Institution for the Improved Instruction of Deaf-Mutes differs from others of its kind in its system of instruction. In the elementary department the pupils are taught to speak as hearing persons, and to understand what is said to them by watching the motions of the speaker's lips. In the higher departments they are instructed in all the branches taught in ordinary schools by means of oral language. The results attained by this method have been most gratifying to the parents and guardians of a majority of the children who have been under instruction. Several of the graduates who have returned to their homes are so thoroughly restored that they can not only understand their friends, and make themselves understood by them, but are also able to converse with strangers.

The whole number of pupils connected with the institution during the year ending September 30, 1874, was 103, of whom 55 were males and 48 females. At the close of the year 92 pupils were receiving instruction. During the year 1874, as formerly, the board of trustees were compelled to refuse admission to many applicants on account of lack of proper accommodations, and they urge the legislature to assist them in the erection of a larger building.—(State report, pp. 38, 39.)

Le Couteux St. Mary's Institution for the Improved Instruction of Deaf-Mutes, located in Buffalo, was first opened for the reception of pupils in 1859, and from that time until 1872 was supported entirely by the voluntary contributions of friends. In the latter year it was recognized by the legislature and was authorized to receive State and county pupils, and there were in 1874, 32 of the former and 20 of the latter class in the institution.—(State report, p. 39.)

EDUCATION OF THE BLIND.

New York Institution for the Education of the Blind, at New York City, had, in December, 1874, 173 pupils under instruction, of whom 147 were State pupils. There are departments of instruction, literary, musical, and mechanical. In the first of these, the pupils are instructed in all the branches essential to a thorough English education, instruction being facilitated by the use of suitable apparatus, including slates, writing tablets, and cards. Dissected maps and books, both written and printed in raised letters, are also much used. The course of music includes elementary and chorus singing, instruction upon the piano and organ, and piano tuning. The instruction in this department is intended to prepare the pupils for teaching music and to serve as organists and piano tuners. The industrial department is essential from a purely educational point of view; but, beyond this, the instruction here given is cal-

culated to enable some to earn a livelihood who could not succeed in other pursuits. Mattress making, cane-seating, knitting, sewing, the operation of the sewing machine, and many varieties of fancy work are taught.—(Report of State superintendent, pp. 40, 41.)

THOMAS ASYLUM FOR ORPHAN AND DESTITUTE INDIAN CHILDREN.

This institution, established for the education of orphan and destitute Indian children, for twenty years has faithfully pursued that work, rescuing, meanwhile, from death, or something worse, several hundred children. At the date of the last report of the trustees, there were 104 children in the asylum, who would be friendless and homeless if the institution were, from any cause, to be closed. The children received are mostly of the poorer and pagan class of Indians, and, unless they were taken charge of by the asylum authorities, would grow up, if they arrived at maturity at all, ignorant, idle, and vicious. The care and training which they receive at the asylum transform them into persons of intelligence, and, in the end, make them good and useful members of the community in which they live.

The school is, however, in danger of abandonment from not being under State control, and the superintendent advises that, to avoid this danger, it be placed under a board of trustees appointed by the State. It may then continue to receive the appropriations previously made to it, and go still onward in its useful work.—(Superintendent's report, 1875, pp. 35, 36.)

NEW YORK NAUTICAL SCHOOL.

This school was opened, on board the ship *St. Mary's*, at the foot of East Twenty-third street, on the 11th of January, 1875, and 70 pupils were admitted. The school, however, was not fully organized and ready for operation until the 2d of February. Since that time instruction has been given to the pupils in the common branches—reading, spelling, arithmetic, geography, English grammar and penmanship—besides the instruction in seamanship. The average attendance for the year has been 97; and the whole number enrolled during any part of the year, 185. The ages of the pupils range from 15 to 20 years.

The main object of the school is to educate American boys to be good seamen for the merchant service. With this view, instruction in all points of seamanship forms an important portion of the course.—(Report of Hon. Henry Kiddle for 1875 and *New York School Journal*, February 6, 1875.)

It is believed that the instruction on board the school ship *Mercury* also still continues, though no report has been received respecting it for 1875. It is under the care of the commissioners of charities and correction, and, like that on the *St. Mary's*, is designed to train the homeless youth thrown on the hands of the commissioners for intelligent performance of the duties of merchant seamen or of the naval service.

EDUCATIONAL CONVENTIONS.

STATE CONVENTION OF COMMISSIONERS AND SUPERINTENDENTS.

The annual meeting of this association for 1875, held at Rochester, December 28-30, though not large, was successful. State Superintendent Gilmour was present and took a somewhat active part. Several good papers were presented, and two of them provoked discussion which left every one present better informed upon their subjects.

Professor Gilmour, of Rochester University, for instance, read a paper upon the regents' examinations, in which he contended that the purpose of this organization has lamentably failed of fulfilment. The examinations, he believed, do not cover sufficient ground, the tests applied are too minute and technical, and not such as to develop attainments which will be of practical advantage. The views presented by the paper were indorsed by Commissioners Selden and Andrews, and opposed by Mr. Bardeen and Superintendents Smith and Snow.

Then Superintendent Ellis read a paper by Principal Buckham upon teachers' institutes, suggesting certain changes which in his opinion are necessary to the usefulness and efficiency of institute work. The paper was discussed by several gentlemen, most of whom agreed with the views expressed; after which followed papers on school supervision, by Superintendent Smith; upon drawing, by Mrs. Hicks; upon country schools, by Commissioner Hooper; upon public schools, by Commissioner Morehouse; upon reading, by Superintendent Farnham, and an address by Charles E. Fitch upon church and state.—(*School Bulletin*, February, 1876, p. 86.)

NEW YORK STATE TEACHERS' ASSOCIATION.

The thirtieth annual meeting of this association was held, July 27-29, at Fredonia. The attendance of teachers was quite as good as the average for the past seven years. Nearly 400 reported to the treasurer and paid the annual dues, and 258 members cast ballots in the election for president. Not a few teachers were, doubtless, present who did not

care to enroll their names or cast their votes, and these, with the throngs of Fredonia and Dunkirk people who were interested to attend the sessions, made the meetings large and sometimes even crowded. The weather was invariably propitious. The citizens of Fredonia opened their houses to their guests with the most honorable and large hearted hospitality. Satisfactory as were the numbers in attendance, the provision for private entertainment of teachers was not exhausted. The villagers made the occasion a holiday, and succeeded in rendering the visit of many a teacher as memorable for its social pleasures as for its educational profit.

President Sanford opened the meetings with an address which was evidently prepared with much labor and care and whose sentiments were, without exception, praiseworthy. He drew a picture of the evils against which American education has to contend, and if he left an impression somewhat unnecessarily gloomy of the dangers to which the country is exposed from the great vices of the day, he certainly aroused in every teacher who heard him a fitting sense of duty toward the South, which is exposed to such fearful risks.

The address of Professor Wells, of Union University, was listened to with the avidity with which an uncritical audience always hears a fluent speech that abounds in apt illustration and anecdote. His subject was the "Discipline of the family," a theme which he illustrated and enforced with a fertility of resource that was in itself very admirable. The moral of Professor Wells's address was excellent. Touching upon the paucity of children in American families, he spoke with a frankness that was greatly to his credit. We were surprised to hear from a professor of modern languages a reiteration of the stale and senseless slur upon the French nation that the French language has no word for home, and the usual inference that the French people have no homes. But the morality of Professor Wells's address was so satisfactory that criticisms of his rhetoric and his illustrations seem out of place.

The "fourteen minutes'" talk of Dr. Steele, of Elmira, on German schools, and the address of Chancellor Havens, of Syracuse University, on American civilization, were important and interesting features of the meetings. Dr. Steele showed the interior of a German school in a way to rectify some of our preconceived ideas of those famed institutions. Evidently Dr. Steele had not been blinded to the weaknesses and the faults of German education.

The subject of drawing, which is now engaging general attention, was presented by Mrs. Louise Cruttenden, of Yonkers, in a paper on "Industrial drawing." She showed its value in education and its necessity to the State by quoting the opinions of distinguished educators, and by referring to the result of the competition of England with the continental nations in skilled labor when England had no schools of design. She also adduced statistics which showed how alarmingly great is the excess of the importation of manufactured material which requires skilled labor from nations where workmen are educated in industrial drawing over the export of raw material. She concluded by speaking of the place which drawing should take in a general scheme of education, giving special prominence to it as a means of culture.

The paper of Dr. Daniel J. Pratt, of Albany, on the "Matter, scope, and aim of test examinations," being directed to a definite and practical theme, interesting to all teachers, went far to relieve the meetings of spreading themselves too vaguely over all sorts of generalities.

The forenoons of Wednesday and Thursday were occupied with the meetings of the four sections in separate rooms. In section A, common and graded schools, Principal Stowits, of Buffalo, chairman, considerable interest was aroused by a paper presented by a Buffalo editor, who showed what language of censure can be used about the common schools without leaving in anybody's mind any other feeling than that of having been amused. Section D, supervision, Commissioner Selden, chairman, discussed the question of its relation to the State association, and adopted finally the following resolution:

"Whereas experience has taught us that the best time for holding such meetings as these is in connection with the meeting of the State Teachers' Association, we, the commissioners and superintendents here assembled, hereby form ourselves into a society which shall be known as The Commissioners and Superintendents Association, auxiliary to the New York State Association, and that a president and vice-presidents, a secretary and treasurer, be elected to-day to hold office for one year, or until their successors are elected; said officers shall prepare the programme for the next annual meeting; and that a committee of three be appointed to-day to present a constitution and by-laws at the next annual meeting."

UNIVERSITY CONVOCATION.

The association called by this name, composed of members of the board of regents and officers of the colleges, normal schools, academies, and union free schools in the State, held its twelfth annual meeting at Albany, July 6-8, 1875. The papers presented and discussions held were on the following important topics:

"The threatened revolution in philosophy," Professor Ransom B. Welch, D. D., LL. D.,

Union University; "The education of women," Trustee S. Irenæus Prime, D. D., Wells College; "A method of teaching gesture in elocution," Principal Homer B. Sprague, A. M., Adelphi Academy, Brooklyn; "A plea for elocution in the academy," Miss Kate M. Thomas, Fort Plain Seminary; "A higher standard of rhetorical excellence in our academies," Principal George R. Cutting, A. B., Waterville Union School; "The relation of public high schools to colleges," Principal Samuel Thurber, A. M., Syracuse High School; "The National Bureau of Education," Hon. John Eaton, United States Commissioner of Education, Washington, D. C.; "Rural æsthetics in the higher education," Trustee Horatio Seymour, LL. D., L. H. D., Hamilton College; "Practical education," Principal Samuel G. Love, A. M., Jamestown Collegiate Institute; "The Cypriote inscriptions," Trustee Isaac H. Hall, A. M., Rutgers Female College; "The pronunciation of Latin practically considered," Professor Tracy Peck, A. M., Cornell University; "The pronunciation of ancient Greek," Professor Jesse A. Spencer, D. D., College of the City of New York; "Oral instruction," Principal E. W. Rogers, Bainbridge Union School; "Spelling books," Principal Charles Kelsey, A. M., Cayuga Lake Academy; "The English subjunctive," Principal John G. Wight, A. M., Cooperstown Union School; "Mental philosophy in common schools," Principal William H. Rogers, A. M., Nunda Academy; "Preliminary observations on deep-sea soundings by the United States Navy," Professor Hamilton L. Smith, LL. D., Hobart College; "Field studies and scientific Excursions," Professor Darwin R. Ford, D. D., Elmira Female College; "School incentives," Principal John E. Bradley, A. M., Albany High School.

Besides these, to fill blanks in the programme, papers were read on "Systematic nomenclature of decimal numeration," by Dr. Lambert; on "Some points of scholastic philosophy in relation to modern science," by Professor O'Leary, of Manhattan College; and on "Drawing in the public schools," by Mrs. Mary D. Hicks, of Syracuse. This last subject was given some prominence. A gentleman representing the system of Professor Walter Smith had displayed about the assembly chamber specimens of remarkable results achieved by the pupils of the schools of Newton and Boston, Mass., and Secretary Woolworth read the act passed by the last legislature requiring that drawing be taught in the normal, city, and incorporated schools.

The most animated discussions were on the teaching of elocution and on co-education, while no little attention was given to the Centennial.—(The School Bulletin, July and August, 1875.)

OBITUARY RECORD.

PROFESSOR BENJAMIN STANTON.

The death of this distinguished teacher was mentioned in the report for 1874, but fuller particulars of his life and labors, then wanting, have been since supplied by his family, and are now given. He was born at West Lebanon, Me., October 20, 1813; prepared himself, largely by his own efforts, for college study; entered Dartmouth at an early age, and took there a high position. Compelled, after a year's study, to leave college, he went to the Bangor Theological Seminary, where intense application soon broke down his strength and compelled a temporary rest. Then entering Bowdoin College as sophomore, he completed his collegiate course, was graduated with high distinction, and for some time devoted himself to the study of law.

He was, however, to be a teacher, and Providence forced him into positions he was destined to adorn, first as principal of academies at Laconia and New Hampton, N. H., for three years; then, for two more, as head of the Brown High School of Newburyport, Mass.; and, finally, as head master of the Union School, Schenectady, N. Y., with 25 subordinate teachers and 1,200 pupils. Although a mathematician of unusual powers, it was to the classics that he here especially gave his attention, raising the standard of scholarship in Greek and Latin to a perfection equalled in few schools and probably surpassed in none throughout the country. No pupil was regarded as having prepared his lesson so long as he was unable to answer any question relating to it, whether as to grammar, etymology, historical allusion, geography, or mythology; while he himself was so familiar with the authors gone over that he could conduct his recitations almost independently of book, with the utmost accuracy. And as his pupils were required to study with nearly equal thoroughness, those of them who possessed any considerable ability were able, after being for a time under his tuition, to repeat almost verbatim the substance of both the Greek and Latin grammars and to know nearly by heart whatever classics they had read. Those trained by him, in consequence, took most of the scholarships at Union College, near at hand, and held distinguished rank in any other institutions which they entered. Professor Stanton continued in this department from 1857 to 1860, when he succeeded Professor Bennett as superintendent, and remained such till 1863. At that date he was made professor of Latin language and literature in Union College, to which was added at a later day the professorship of political economy, in which positions nine honorable and useful years were spent. The imperfect preparation of many students who came here under his instruction troubled, however, his accurate and thorough scholarship, and in 1872 he secured the establish-

ment, in connection with the college, of a new classical school of high grade, of which he took the charge and made it at once an eminent success.

But long years of hard work were already telling on him, and ere long his health gave way under the labors and responsibilities of his new charge. Unable or unwilling to give himself the needed leisure for recovery, he finally succumbed to the influence of his disease, and on Saturday, July 18, 1874, surrounded by his family, the earnest toiler bade adieu to earth, and passed, according to his friends' belief and hope, into the rest of heaven.

ASA D. LORD, M. D.

Dr. Asa D. Lord was born in Madrid, St. Lawrence County, New York, June 17, 1816, and died, after a brief illness, in Batavia, N. Y., March 7, 1875.

The death of his father when he was 2 years of age left him to the care and education of his mother, a gifted woman and experienced teacher, who imparted to her son a love of study and a taste for teaching.

He lived on the farm until he was 16, attending the district school in the winter after he had attained the requisite age, taught his first school at the age of 17, and subsequently pursued a course of study in the Potsdam Academy, then in charge of Rev. Asa Brainerd.

In the fall of 1837 he opened a private school in Willoughby, Ohio; in September, 1838, was admitted to the sophomore class in Western Reserve College; and in the following year was chosen principal of the Western Reserve Teachers' Seminary, at Kirtland, an institution founded in 1838 by Rev. Mr. Slater, one of the first normal schools in the United States, if not the first. He filled the position with marked ability and success. In the eight years of his connection with the institution it sent out hundreds of teachers with advanced ideas and improved methods. Several of these teachers, including Hon. Thomas W. Harvey, M. F. Cowdery, and General M. D. Leggett, have filled responsible positions.

In the fall of 1843 Dr. Lord formed a teachers' class, composed of his pupils intending to teach and teachers in the vicinity, and devoted two weeks to special instruction in teaching and school management. This was in reality, though not in name, what is now called a teachers' institute—the first in Ohio and one of the first in the country.

In 1847 the doctor accepted the position of superintendent of the public schools of Columbus, Ohio, entering on the duties of the office—the first of its kind in the State—May 15. The schools were at once divided into three departments or grades and classified, and in a few weeks the high school was organized. In 1850-'51 evening schools were opened, and in 1853 a school for colored youth. Dr. Lord's administration was marked by great efficiency and public appreciation. He resigned at the close of 1853 to accept the position of agent for the Ohio Teachers' Association, but in July, 1855, was again elected superintendent of the Columbus schools. He filled the position one year, and resigned to accept the superintendency of the Ohio Institution for the Blind, May, 1856. Here he not only enlarged the course of instruction and adopted better methods, but also introduced the plan of teaching each pupil *some trade or art by which to earn a living*.

In 1858 he was invited to take charge of the New York State Institution for the Blind in Batavia. A magnificent building was in process of erection for the Ohio institution, and an opportunity of larger success and usefulness was assured, but he felt it to be his duty to give the new institution in New York the benefit of his experience and ability as an organizer. In six years he made it second to no similar institution in the country. In his death the institution met with a loss that seemed to its friends calamitous and irreparable.

Dr. Lord was always a student. While principal of the Western Reserve Teachers' Seminary he studied medicine, attending lectures at the Willoughby Medical College, from which he received a diploma. While connected with the Ohio Institution for the Blind he studied theology, and in 1863 was licensed to preach by the Presbytery of Franklin.

He took a prominent part in those movements which resulted in the organization of the new school system of Ohio in 1853. He was an instructor and lecturer in the first institutes held in the State, and was one of the organizers and leading members of the Ohio Teachers' Association. In 1846 he started the Ohio School Journal, publishing the first volume in Kirtland and the remaining three volumes in Columbus. In 1850 his journal was united with the School Friend, published by W. B. Smith & Co., Cincinnati, and he was made the chief editor. In this and the following year he published The Public School Advocate, and in 1852 was appointed editor of the Ohio Journal of Education, a new paper published by the State Teachers' Association. He edited four volumes. His practical wisdom in school affairs is indicated by the fact that the great measures of school reform which he early advocated have either been substantially embodied in the Ohio school system or their adoption is still urged by educators.

Dr. Lord did all his work so well that it is difficult to say in what he was most successful. His greatest excellence as a teacher was doubtless in the direction of moral training. Every pupil that came under his influence felt a new impulse to right and

manly endeavor. His crowning honor as a man was his noble Christian life and character, and his memory will ever be precious to all who knew him.—(President E. E. White.)

JAMES W. FARR

Was born in Chenango County, in the State of New York. He spent many years in active labor in New York City, and in 1857 was elected a trustee of common schools in the ninth ward. Two years afterward he was chosen to represent the same ward in the board of education, and was re-elected commissioner of schools several times, continuing in the board until 1868. In 1873 he was again appointed a commissioner by Mayor Havemeyer, having in the interim served as local trustee.

As a school officer no person could have manifested greater zeal and earnestness in duty than Mr. Farr; not only in the immediate business of the board transacted at its meetings and through its committees, but also in a constant personal visitation of the schools of his ward. By this direct supervision of the operations of the system, and by familiarizing himself with the character and qualifications of the teachers, he was always enabled to exercise a sound and accurate judgment in relation to the wants and interests of the schools.

Intelligence and unswerving integrity, as well as devotion to the interests of the schools, were marked characteristics of his career both as trustee and commissioner. He allowed no personal considerations to interfere with the proper and disinterested discharge of his public duties, and was always ready to take an impartial view of every question that arose.

In connection with the normal school for teachers he continued until 1868, when he retired from the board of education, and during the last two years was chairman of the committee on the normal college.

In the decease of Mr. Farr the common schools have lost a well tried friend, and the commonality at large one of its most public spirited and exemplary citizens.

The funeral was attended by a large number of the teachers of the schools, members of the board of education, and a circle of warm, personal and political friends.—(New York School Journal, May 1, 1875.)

HENRY JAMES ANDERSON.

Professor Henry James Anderson, one of the most distinguished of American scientists, died at Lahore, in the East Indies, on the 19th of last October, in the seventy-seventh year of his age. A private letter from Calcutta, dated October 25, states that he succumbed to an attack of diarrhoea, induced by the climate, after a short illness of three days. The subject of this sketch was born in New York on the 6th of February, 1799. At the very early age of 15 he was graduated with the highest honors from Columbia College, with which institution he remained connected, either as professor or trustee, almost to the time of his death. He had a peculiar genius for mathematics, and on the retirement of Dr. Adrien, Dr. Anderson, who had studied physics and surgery and had taken the degree of doctor of medicine, was appointed professor of mathematics and astronomy. He retained this position till the year 1843, when, on account of the illness of his wife, he had to resign his chair and go abroad, where his wife soon after died. Professor Anderson, while in Europe, formed an intimate acquaintance with Arago, the great astronomer, and also became a convert to the Roman Catholic faith, in which communion he remained till the end of his life. He was made a trustee of Columbia College on his return to New York in 1851. During the term of his professorship he was extremely popular with all the students, and it is related of him that he performed his duties with such punctuality that he never lost an hour in his attention to the classes under his charge. He accompanied Captain Lynch in his exploration of the Dead Sea and wrote the geological report of the expedition. His ardent desire to witness the transit of Venus impelled him, though over 75 years of age, to make a second visit to the Old World last year. He was in Australia at the time of the transit, and proceeded thence to India, where he was overtaken by death. Prior to his demise, however, he ascended one of the peaks of the Himalaya Mountains. Professor Anderson was familiar with all the exact sciences, and was also an excellent linguist. His amiability, the gentleness of his disposition, the modesty of his demeanor and his well known charity endeared him to all with whom he came in contact.—(Philadelphia Evening Telegraph, December 14, 1875.)

LIST OF SCHOOL OFFICIALS IN NEW YORK.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*
ADDISON A. KEYES, *deputy superintendent, Albany.*

REGENTS OF THE UNIVERSITY.

Name.	Date of appointment.	Post-office.
John V. L. Pruyn	1844	Albany.
Robert G. Rankin	1847	New York.
E. C. Benedict	1855	Newburgh.
George W. Clinton	1856	Buffalo.
Lorenzo Burrows	1858	Albion.
R. S. Hale	1859	Elizabethtown.
E. W. Leavenworth	1861	Syracuse.
J. C. Brevoort	1861	Brooklyn.
George R. Perkins	1862	Utica.
G. W. Curtis	1864	New Brighton.
Francis Kernan	1870	Utica.
John L. Lewis	1871	Penn Yan.
Henry R. Pierson	1872	Albany.
Martin I. Townsend	1873	Troy.
James W. Booth	1873	New York.
Anson J. Upson	1874	Albany.
A. C. George	1876	Syracuse.
W. L. Bostwick	1876	Ithaca.
John A. Dix	1876	New York.

EX OFFICIIS.

Governor Samuel J. Tilden, Albany. John Bigelow, secretary of state, Albany.
Lieutenant-Governor William Dorsheimer, Albany. Neil Gilmour, supt. public instruction, Albany.

OFFICERS OF THE BOARD.

John V. L. Pruyn, chancellor, Albany. Daniel J. Pratt, assistant secretary, Albany.
Samuel B. Woolworth, secretary, Albany.

COUNTY SUPERINTENDENTS.

[Term, January 1, 1876, to December 31, 1878.]

County.	Superintendent and district.	Post-office.
Albany	David D. McCulloch, first Sanford C. Sisson, second W. J. McMillan, third	New Salem. Rensselaerville. West Troy.
Allegany	Charles W. McIntosh, first Albert L. Cottrell, second	Almond. Richburgh.
Broome	Hiram Barnum, first Stephen D. Wilbur, second	Binghamton. Binghamton.
Cattaraugus	Sanford B. McClure, first Reuben J. Wallace, second	Allegany. Cattaraugus.
Cayuga	Albert W. Morehouse, first Wesley Mason, second	Weedsport. Ledyard.
Chautauqua	Thomas J. Pratt, first Lucius M. Robertson, second	Mayville. Frewsburg.
Chemung	Robert P. Bush	Horseheads.
Chenango	A. Y. Freeman, first David G. Barbour, second	Sherburne. Oxford.
Clinton	John B. Riley, first Charles W. Clark, second	Plattsburgh. West Chazy.
Columbia	Richard M. Whitbeck, first Isaac Van Valkenburg, second	Livingston. Ghent.
Cortland	George W. Miller, first Jerome J. Woodruff, second	Marathon. Homer.
Delaware	Alexander C. Montgomery, first James H. McIntosh, second	Downsville. Delhi.
Dutchess	George W. Draper, first Martin W. Collins, second	Clove. Rhinebeck.
Erie	A. McCullom Ball, first George W. Holmes, second Mark Whiting, third	Grand Island. East Aurora. Boston.
Essex	John T. Heald, first Luther B. Newell, second	Keene. Westport.
Franklin	Sylvester S. Willard, first David D. Dewey, second	Malone. Moir.
Fulton	James H. Foote	Kingsborough.
Genesee	Charles V. Hooper	Batavia.
Greene	Clarence E. Goodblood, first Hiram M. Bouton, second	Jewett. Prattsville.
Hamilton	David Cochran	Wells.
Herkimer	Jerome D. Holcomb, first Charles F. Wheelock, second	Newport. Cedarville.

List of school officials in New York—Concluded.

County.	Superintendent and district	Post-office.
Jefferson.....	William H. H. Sias, first Ambrose E. Sawyer, second Don A. Watson, third	Henderson. Carthage. Alexandria.
Kings.....	C. Warren Hamilton	East New York.
Lewis.....	William D. Lewis, first Joseph Harvey, second	Constableville. Watson.
Livingston.....	Lewis C. Patridge, first Ezra N. Curtice, second	Livonia. Springwater.
Madison.....	Frank H. Hyatt, first John E. Toppin, second	Morrisville. Cazenovia.
Monroe.....	W. Francis Hardick, first Allen J. Ketchum, second	Fairport. Clarkson.
Montgomery.....	Seely Conover	Fultonville.
Niagara.....	George M. Warren, first Norman P. Browning, second	Tonawanda. Suspension Bridge.
Oneida.....	John R. Pugh, first Charles E. Howe, second Martin W. Smith, third	Utica. Deansville. Rome.
Onondaga.....	Milton W. George, fourth Robert Van Keuren, first James W. Hooper, second Richard W. McKinley, third	Trenton. Jordan. Geddes. Collamer.
Ontario.....	George V. Chapin, first Lucius L. Pierpont, second	Chapinville. Allen's Hill.
Orange.....	Charles W. Gedney, first Oliver N. Goldsmith, second	Newburgh. Otisville.
Orleans.....	Edward Posson	Medina.
Oswego.....	Robert Simpson, jr., first Fowler H. Berry, second John W. Ladd, third	Hannibal. West Amboy. Mexico.
Otsego.....	Albert G. Tuthill, first Edward E. Beals, second	Westford. Laurens.
Putnam.....	Thomas H. Reed	Brewster's Station.
Queens.....	Andrew J. Provost, first Isaac G. Fosdick	Williamsburg. Jamaica.
Rensselaer.....	Amos H. Allen, first George W. Hidley, second	Petersburgh. Wynantskill.
Richmond.....	James Brownlee	Port Richmond.
Rockland.....	Spencer Wood	Clarkstown.
St. Lawrence.....	Edwin S. Barnes, first Albert L. Cole, second Lucius L. Goodale, third Nelson L. Roe, first John W. Shurter, second	Gouverneur. Hermon. Potsdam. Ballston. Gansevoort.
Saratoga.....	Henry M. Aiken	Schenectady.
Schenectady.....	John S. Mayhan, first John Van Schaik, second	Gilboa. Cobleskill.
Schoharie.....	Charles T. Andrews	Watkins.
Schnyler.....	George H. Hulbert	Waterloo.
Seneca.....	George H. Guinness, first Reuben H. Williams, second	Avoca. East Woodhull.
Steuben.....	Horace H. Benjamin, first Thomas S. Mount, second	Riverhead. Stony Brook.
Suffolk.....	Charles Barnum, first Joseph Taylor, second	Monticello. Calicoon Depot.
Sullivan.....	Lemuel D. Vose Orville S. Ensign, first Robert G. H. Speed, second	Oswego. Ithaca. Slaterville.
Tioga.....	Edmund Ryer, first Henry H. Holden, second Ira Sawyer, third	Saugerties. Marlborough. Ellenville.
Tompkins.....	Daniel B. Ketchum Ezra H. Snyder, first Edward C. Whittemore, second	Glens Falls. Argyle. Middle Granville.
Ulster.....	Sidney G. Cooke, first William T. Goodenough, second	South Sodus. Newark.
Warren.....	Joseph H. Palmer, first Casper G. Brower, second Isaac C. Wright, third	Yonkers. Tarrytown. Somers.
Washington.....	Edwin S. Smith, first Edson J. Quigley, second	Dale. Gainesville.
Wayne.....	W. F. Van Tuyl	Penn Yan.
Westchester.....		
Wyoming.....		
Yates.....		

* For term ending December 31, 1877.

NORTH CAROLINA.

STATISTICAL SUMMARY.

● SCHOOL POPULATION AND ATTENDANCE.

Number of children 6-21 years: White, 242,733; colored, 127,192.....	369, 960
Number of children enrolled in school: White, 119,083; colored, 55,000.....	174, 083

TEACHERS.

Number of white teachers examined and approved: Males, 1,495; females, 613.	2, 108
Number of colored teachers examined and approved: Males, 515; females, 252.	767

Total	2, 875
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SCHOOLS.

Number of schools for white children.....	2, 820
Number of schools for colored children.....	1, 200

Total	4, 020
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INCOME AND EXPENDITURE.

Receipts.

From the State treasurer.....	\$36, 230 67
Capitation tax	148, 609 92
Property tax.....	109, 434 94
Balance on hand.....	202, 129 70

Total	496, 405 23
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Expenditures.

To teachers of white schools.....	182, 646 53
To teachers of colored schools.....	77, 615 25
For school houses	22, 676 46
Paid to county examiners.....	2, 854 55
County treasurer's commissions.....	11, 802 06

Total	297, 594 85
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—(Report for 1874 of superintendent of public instruction, Hon. Alexander McIver, pp. 2-4.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1868, section 7, article I, declares that "the people have a right to the privilege of education," and that "it is the duty of the State to guard and maintain that right."

Article 3, section 1, places the superintendent of public instruction among the executive officers who shall be elected for a term of four years by the qualified electors of the State, at the same time and places and in the same manner as members of the general assembly. Their term of office commencing on the 1st day of January next after their election, and continuing till their successors are elected and qualified. Section 7 requires them to report annually to the governor, at least five days previous to each regular session of the general assembly. Section 13 directs that their duties shall be prescribed by law. Section 14, that they shall constitute, *ex officio*, the council of the State. Section 15, that they shall receive for their services a compensation, to be established by law, and not increased or diminished during the term for which they may have been elected, and have no other emolument or allowance whatever.

Article IX, on "Education," provides, section 1, that "religion, morality, and knowledge being essential to good government and the happiness of mankind, schools and the means of education shall forever be encouraged;" section 2, that "the general assembly shall provide, by taxation or otherwise, for a general system of public schools wherein tuition shall be free of charge to all the children of the State between the ages of 6 and 21;" section 3, that "each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least four months in every year;" and that "if the commissioners of any county fail to comply with the aforesaid requirements, they shall be liable to indictment."

Section 4 provides for the formation of an irreducible educational fund, the annual income of which, with so much of the ordinary revenue of the State as may be necessary, shall be appropriated for establishing and perpetuating in the State a system of free public schools, and for no other purposes or uses whatsoever.

Section 5 puts the University of North Carolina, with its lands, emoluments, and

franchises, under the control of the State, to be held to an inseparable connection with the free public school system of the State.

Section 6 directs the general assembly to provide that the benefits of the university, as far as practicable, be extended to the youth of the State free of expense for tuition, and that all property accrued or to accrue to the State from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons be appropriated to the use of the university.

Sections 7-12 provide for a State board of education, to be composed of the executive officers of the State, with the governor as president and the superintendent of public instruction as secretary; this board to succeed to all the powers and trusts of the president and directors of the literature fund of North Carolina, and to have full power to legislate and make all needful rules in relation to free public schools and the educational fund of the State, subject to amendment or repeal by the general assembly.

Sections 13-15 direct the board of education to elect trustees for the university, one for each county, to hold office for eight years, the members of the board of education and the president of the university to be *ex officio* trustees, and with three other trustees, appointed by the board of trustees, to constitute the executive committee of the trustees of the university. The governor is to be, *ex officio*, president of the board of trustees and chairman of this executive committee.

Section 16 requires the general assembly, as soon as possible after the adoption of the constitution, to establish and maintain, in connection with the university, a department of agriculture, of mechanics, of mining and of normal instruction.

Section 17 empowers the general assembly to enact that every child of sufficient mental and physical ability shall attend the public schools, during the period between the ages of 6 and 18 years, for a term of not less than sixteen months, unless educated by other means.

PROVISIONS OF THE SCHOOL LAW.

School Law and Instructions to School Officers; Stone & Rizzell, State printers, Raleigh, 1873.

OFFICERS.

These, besides the State board of education, State superintendent of public instruction, and trustees of the university, mentioned in the constitution, consist of a board of education and board of examiners for each county, and of a school committee for each township, other State and county officers being also utilized for certain purposes relating to the schools.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education—composed as before stated—has it as its duty to meet at such times as a majority of its members may appoint, or the governor may call a meeting; to look after the investment of the public school fund; to prescribe a course of studies and text books for the public schools, and the manner of examining and appointing teachers; to decide controversies on school matters referred to it by appeal from the decisions of county boards; to apportion, on January 1, of each year, the school funds to be distributed among the counties, and to draw its order for the share to which each county shall be deemed entitled, as well as to legislate for the schools and elect trustees for the university. The State treasurer acts as its treasurer, and the State auditor keeps for it a special account of the public school fund and the income thereof, and of other moneys raised for school purposes, and draws his warrant on the State treasurer in favor of any county treasurer on presentation by him of an order from the State board.

The State superintendent of public instruction is to act as secretary of the State board; to have the school laws of the State published in pamphlet form and distributed to school officers, as well as all forms necessary for officers and teachers; to look after the school interests of the State at large; to keep his office at the seat of government; to sign all requisitions on the auditor for the payment of money out of the State treasury for school purposes; and to report to the governor, on or before the third Monday of November in every year, giving information and statistics of the public schools and such recommendations as to improvements in the school law as may occur to him.

The boards of education for counties are composed of the county commissioners of each county, the chairman of the commissioners being chairman of the board, the register of deeds secretary, and the county treasurer treasurer also of the board. These boards have supervision of the public schools of their respective counties, levy special school taxes, apportion annually the school funds among the townships, and decide all controversies relating to the boundaries of school districts, or the construction of the school law, subject to appeal to the State board. They hold two regular meetings every year, on the first Mondays of February and August, but may be called together by the chairman at other times, and at each regular meeting have it as their duty to examine the books and vouchers of the county treasurer, audit his accounts, and report to the State superintendent of instruction a full account of all school funds received and disbursed.

The secretary of each county board is to record all its proceedings, to issue all notices and orders pertaining to the schools, school-houses, sites, or districts within its jurisdic-

tion, for service by the sheriff, and to insert in a book, to be furnished by the county commissioners for the purpose, all school statistics reported to him by school committees and board of county examiners. In cases of appeal to the State board from the decision of the county board, he is to send up to the State board a transcript of the proceedings and evidence in each case, together with the written statements of the parties.

The boards of examiners for counties are composed in each county of three residents appointed by the county board of education. They are to be of good moral character and suitable attainments, are to hold office for a year and until their successors are appointed, and are, on the first Thursdays of January and July of every year, to examine, at the court house, applicants for teachers' certificates, continuing the examination from day to day till all applicants are examined. To such as are found to be of sufficient moral and mental qualification, they are to grant certificates: of the first grade to those qualified to teach the higher English branches; of the second grade to those qualified to teach only the ordinary English branches; and of the third grade to those qualified to teach primary classes only. These certificates may be revoked for cause, notice of such revocation being given to the secretary of the county board of education. A list of all to whom certificates have been given during their year of service is to be delivered by the examiners to the secretary of the county board of education by the 1st of October in each year, with an abstract statement of the number, race, and sex of the teachers certificated, and a report of the same is to be made to the State superintendent of instruction.

Two dollars a day for every day actually occupied in the examination of teachers at the regular semi-annual times are the stated compensation for each member of the board of examiners. For examinations at other times a fee of \$1 from each applicant may be required.

Township school committees, numbering three persons, are biennially elected by the qualified voters in each township, or, in case of failure to elect, are appointed by the county boards of education. They form a body corporate, capable of purchasing and holding real and personal estate, and of selling and transferring the same for school, as well as of presenting and defending suit for and against them as a corporation. They are to lay off their respective townships into convenient school districts and to designate these by number, making the schools of the white and colored residents separate, and designating them by different numbers, though the districts may be the same. These school committees may receive for school purposes any property by gift, grant, donation, devise, or purchase; may dispose of school-house sites or buildings when they have become unnecessary; may employ and dismiss teachers, and, within certain limits, may determine their pay per month, as well as have the care and custody of the school-houses, sites, grounds, books, and apparatus, with full power to control the same. They are annually to make an estimate of the amount of money necessary for maintaining the schools within their jurisdiction for not less than four months, and deliver a certified report of said estimate to the county commissioners on or before their regular meeting in February, that the needful tax for schools may be assessed, and are to apportion their proportion of the school fund among the several school districts, keeping that for white and that for colored schools separate.

The school committees have, as their compensation for services, exemption from working the public roads, from serving on juries, and from military duty.

SCHOOLS.

All schools to which aid is given under the school law are to be public schools, free to children between the ages of 6 and 21, with only the restriction that those for white children are to be separate from those for colored ones. Instruction in English branches only is provided for in the school law. The minimum school term recognized by law is four months in a year, and at the middle and end of each four months' term the teacher or principal of a school is to exhibit to the school committee a statement of the number of pupils, their average attendance, the length of term, and the time taught. The grades in scholarship, numbered downward from 1 to 5, and the grades in deportment in the same numbers and order, are to be recorded daily for each pupil; and at the end of every term the teacher is to deliver to the county treasurer a statement of the length of the school term; of the race, number, sex, and average attendance of the pupils, and the name of the district and township in which the school was taught. The number of schools reported in 1873-74 was 4,020; the number of teachers, 2,875, many teachers teaching more than one term.

SCHOOL FUNDS.

The permanent school fund—composed of the proceeds of lands granted by the United States; of old school funds; of receipts for estrays, fines, penalties, forfeitures, and exemptions from military duty, and of grants, gifts and devises to the State—is nominally \$2,187,564, but the sum reported as received from it (\$3,600.55) appears to indicate that only about \$60,000 of it is now available.

To supplement the interest from this, the law appropriates annually 75 per cent. of the entire State and county capitation taxes, a property tax of 8½ cents on the hundred dollars' worth of all property and credits in the State, with all taxes on auction-

ers and licenses to retail spirituous liquors, for the support and maintenance of free public schools. If the proceeds from these sources, with any balance remaining in the hands of the county treasurer, be insufficient to maintain in any county schools for four months, the county commissioners are to submit to a vote of the electors of the county the question of levying an additional special tax for this purpose, and if authorized to do so are to proceed to levy and collect such tax.—(School law of 1873. *)

ELEMENTARY INSTRUCTION.

EDUCATIONAL SENTIMENT.

The superintendent, in his report for 1874, expressed the belief that public sentiment was becoming more favorable to public education. The people in many counties were organizing educational associations and taking more interest in public schools than formerly. He thought that if the schools could be better organized and better conducted; if there could be a stricter supervision of them; if there could be a scheme for educating and employing a better class of teachers; if there could be fewer schools and better schools, every obstacle in the way would disappear. There would be no complaint about taxes if the law would provide the right kind of schools.—(Report, p. 2.)

RECOMMENDATIONS.

Among other amendments to the school law, Mr. McIver recommends the appointment of a county superintendent of schools in every county in the State, the office to be filled by practical teachers of high standing. Much stress is laid on this as a means of improving the school system. It is recommended, also, that some provision be made for the education of teachers. One or more normal schools, he remarks, should be at once provided. A State normal school should be established in connection with an agricultural and mechanical college, which should be established in the university for the education of the industrial classes.—(Report, pp. 57-59.)

THE SCHOOL SYSTEM IN THE PAST.

An interesting sketch of the progress of popular education in the State, from the beginning to the present time—quite valuable for reference—is given in the State report, pp. 10-44. From this it appears that in the constitution of 1776 it was ordained that a school or schools should be established by the legislature for the convenient instruction of youth and that all useful learning should be encouraged in one or more universities. Nothing was done, however, in this direction, till 1816, when Governor Miller called attention to the matter in his message to the general assembly. A committee was then appointed in the legislature, and recommended the institution of an educational system, including a regular gradation of schools from the one in which the first rudiments should be taught to that in which the highest branches should be cultivated, with county superintendents to manage the concerns of the sectional schools, to designate the children to be taught in them, and to apply to proper uses the funds consecrated to these schools. A subsequently appointed committee digested and reported, in 1817, a scheme for such a school system, which was favorably received, but failed of full adoption for the want of funds.

In 1825 the subject was revived and measures taken for the establishment of a "literary fund," with a board of directors for its management. In 1837 it was made by the legislature the duty of the president and directors of this fund to digest a plan for common schools suited to the condition and resources of the State, and report at the next session of the assembly. The report presented proposed to divide the State into 1,250 school districts, erect a school-house in each, establish a normal department at the university to prepare the teachers, and put the whole system under State, county, and district supervision. A school law embodying these features was passed in 1840 and continued in force till 1868, when the new constitution and new school system previously sketched came into their embryo existence.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Reports were received in 1874 from the following teachers' institutes held during the year:

The Ellendale Institute was organized in August, 1872, 22 teachers being present, and a session of one month was held for the instruction of teachers at Ellendale Academy. This was repeated in 1873 and again in 1874. The institute is now a permanent organization, and numbers 44 members, most of whom are working teachers. The library contains about 50 volumes of standard normal and educational works, and about 30 others of general interest to teachers. Meetings of the institute are held on the second Saturday of each month, at which educational topics and subjects pertaining to teaching are discussed. The close of each annual normal session is numerously attended by citizens and friends of education.

*A new State constitution, doubtless to be followed by a new school law, is to be voted on November, 1876.

The *Davidson County Teachers' Association* was organized, under the school law of 1872, in July, 1872, and three annual normal sessions of one month each were held at Pine-wood's Academy. The number of teachers attending in 1872 was 36; in 1873, it was 55; and in 1874, 43. At each of these sessions lectures were given by prominent teachers and other distinguished gentlemen from abroad, and much interest was manifested by the popular gatherings to witness the exercises.

The Ashborough Normal School.—This school is conducted under the auspices of the Randolph County Educational Association, which was organized in 1873. The school was held during one month in 1873 and one month in 1874, 100 teachers being present in 1873 and 75 in 1874. Much interest in public education has been awakened by the school and much valuable service rendered in its training of qualified teachers for the public schools.

The Lexington Normal School.—This school was organized by the county board of education of Davidson County, under a special act of the legislature, August, 1874, and continued in session 25 days. In this school 71 teachers were instructed, 36 of whom were white and 35 colored. The white and colored teachers were instructed separately.

The Cape Fear Teachers' Association was organized in 1872 in Wilmington, and a normal school of one month was held under its auspices by Superintendent Blake, of the city schools. Superintendent Blake has also met the teachers of the public schools in different parts of the county, on stated days, to instruct them in the modes of teaching.

Several other teachers' schools were organized under the school law of 1872, but as that law was repealed in 1873 all were discontinued except those just mentioned. Dr. Sears, agent of the Peabody educational fund, has in every instance assisted these normal schools.—(Report of Superintendent McIver, 1874, pp. 45-49.)

NORMAL SCHOOLS.

At Ray's Normal Institute, Kernersville, 24 pupils, 22 male and 2 female, are reported to have been under instruction in 1875, the course embracing English studies and vocal and instrumental music.

At Shaw University, Raleigh, (Baptist,) 123 male and 70 female students were under training in a three years' course, mainly with a view of teaching, the school outside of the theological department being thus far little more than a normal school for the preparation of teachers for the colored schools. Drawing, with vocal and instrumental music, is included in the course. In St. Augustine's normal school, also at Raleigh, under Protestant Episcopal influence, the same aim prevails, and essentially the same course is pursued. Instructors, 4; students, 127. It is somewhat the same in the Tilen-ton Normal School, Wilmington, supported by a lady of Boston, in which 66 male and 114 female pupils were taught in the last year.—(Returns to Bureau of Education for 1875.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The present school law makes no explicit reference to the establishment of high schools as a part of the State system, and the report of Superintendent McIver for 1874 does not indicate the existence of any such, except the New Berne Academy, supported in part by an endowment fund and in part by the public school and Peabody funds. It states, however, that in the session of the general assembly of 1872-'73 a bill was introduced in the State senate, making provision for graded schools in all cities and towns in the State of more than 2,000 inhabitants. For a time this bill met favorable consideration, but, in consequence of the agitation of the civil rights bill in Congress, was dropped by its friends in the session of 1873-'74. As a school law which makes no provision for city schools is wanting in the most valuable and effective part of a school system, Mr. McIver recommends that the bill of 1872-'73, or a similar one, be again taken up and passed. In that case, high schools in cities, if not elsewhere, may enter into future reports.

OTHER SECONDARY SCHOOLS.

Nine schools for boys, 4 for girls, and 14 for both sexes, 27 in all, out of a total of 34 or more of these classes believed to be existent, make report for 1875 of 84 teachers and 1,638 scholars. Of these, 478 were in classical studies, 201 in modern languages, 217 preparing for a classical course in college, and 53 for a scientific course. Drawing was taught in 10 of these schools, vocal music in 14, instrumental music in 12, while in 8 were chemical laboratories and in 10 philosophical apparatus. Four of the schools for boys report libraries of 1,000 to 2,000 volumes, the total number being 5,700; two of those for girls report libraries of 100 to 300 volumes; and 4 of those for both sexes report 200 to 2,200 volumes each, the total number in this class being 5,600, and the total for all the schools 11,700.

In the preparatory schools of colleges are reported 426 preparatory students.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

The commercial department of Wake Forest College reports 1 instructor with 12 pupils, the course of study embracing book-keeping, by single and double entry in various lines, and commercial arithmetic in its application to commission, stock and banking business, life insurance, custom-house transactions, partnership concerns, &c.—(Return and college catalogue, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF NORTH CAROLINA.

This institution was reopened in September, 1875, after a thorough repair of the building. The course of instruction embraces the arts, sciences, and agriculture. There is an "optional course," the completion of which will entitle the student to a certificate of proficiency, but not to a degree. The degree of A. M. will be conferred upon examination, not as an honorary distinction, as heretofore. Instruction in the Bible and in military tactics is given in all the courses.

OTHER COLLEGES.

Davidson College, Mecklenburg, embraces classical, scientific, and elective courses. The institution is controlled by Presbyterians, yet the instruction, it is claimed, is not sectarian.

North Carolina College, Mt. Pleasant, (Lutheran.)—The course here embraces primary, academic, preparatory, collegiate, and theological departments.

Rutherford College (non-sectarian) is a college for young men, with a ladies' department. The sexes recite together in those classes in which the courses of study are the same. Children of ministers of all denominations, and also indigent orphans, receive tuition free.

Trinity College, (Methodist Episcopal South.)—The course here embraces 11 schools, including 1 of theology and 1 of law, from which the pupils may select their studies. The degrees conferred are A. B., S. B., and A. M.

Wake Forest College, (Baptist.)—The course of study here is arranged in 6 different schools. The degrees conferred are B. A., B. S., B. L., and M. A., the latter being bestowed on graduates of all the 6 schools.

Wilson Collegiate Institute, Wilson, (non-sectarian.)—This institution is for the education of both sexes in primary, preparatory, commercial, mathematical, philological, musical, ornamental, higher English, normal, and agricultural branches of studies.

COLLEGES FOR WOMEN.

Six institutions for the superior instruction of young women, all chartered, report for 1875 instructors 70 ; pupils, 580. Of these, 250 were in the regular collegiate course, 47 in partial courses, and 4 in post graduate studies. Drawing, painting, vocal, and instrumental music and French were taught in all the 6, German also in 5, and Spanish in 1. Five had some sort of chemical laboratory ; 4, apparatus for philosophical illustration ; and 1, a gymnasium, while 3 report libraries of 500, 1,000, and 3,500 volumes.—(Returns to Bureau of Education, 1875.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship fund.	
Davidson College	7	...	0	88	\$150,000	\$85,000	\$6,000	\$7,000	\$0	...	6,000
North Carolina College	5	0	60	20	...	a 450	...	1,700	0	\$0	61,500
Rutherford College	9	0	243	...	25,000	0	0	4,000	0	...	5,000
Trinity College	6	0	...	113	60,000	...	...	5,800	...	0	610,300
University of North Carolina.	7	0	...	67	175,000	125,000	...	3,830	7,500	0	625,000
Wake Forest College	6	0	40	60	20,000	20,000	1,200	3,600	...	0	68,000
Weaverly College	...	...	...	...	...	...	...	...	...	...	...
Wilson College	10	...	83	85	20,000	0	0	5,000	...	...	1,200

a \$10,000 not yet productive.

b Includes society libraries.

c Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural department of the reopened University of North Carolina provides a course of three years, in which, by proper diligence, the student may obtain the degree of bachelor of agriculture. Instruction will be given in theoretical and practical agriculture, English language and literature, botany, zoölogy, chemistry, mineralogy and geology, mathematics, engineering, political economy, constitutional law, &c.

The scientific course of the same university will lead to the degree of Sci. B.—(Catalogue for 1875.)

THEOLOGY.

The course of theological study in the Biddle Memorial Institute (Presbyterian) is two years for some and three for others; in the Shaw University (Baptist) is "undecided;" in the theological department of North Carolina College (Evangelical Lutheran) three years; and in the school of biblical literature of Trinity College (Methodist) is four years.—(Returns to Bureau of Education, 1875.)

LAW.

From the law department of Rutherford College no information is received for 1875. In that of Trinity College "complete instruction is given by daily lectures, examinations, &c., and students are fully prepared to obtain license."—(Catalogue for 1874-'75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.			Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	
SCHOOL OF SCIENCE.								
Agricultural and Mechanical College, (University of North Carolina.)	.....	.....	10	3	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.								
Biddle Memorial Institute, theological department.	4	1	10	2, 3	.....	.....	.....	.....
North Carolina College, theological department	2	.....	5	3	.....	\$0	\$0	.....
Shaw University, theological department	2	.....	40	.....	\$30,000	.....	.....	1,300
Trinity College, theological department	4	.....	16	4	.....	.....	.....	600
SCHOOLS OF LAW.								
Law department of Rutherford College <i>a</i>	.....	.....	.....	.....	.....	.....	.....	.....
Trinity College, law department <i>*</i>	1	.....	16	2	.....	.....	.....	.....

a Not yet in operation.

*** From Report of Commissioner of Education for 1873.

SPECIAL INSTRUCTION.

NORTH CAROLINA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, RALEIGH.

The number of instructors in the department for the deaf and dumb, for 1875, is reported to be 7, 1 being a semi-mute; the number of pupils, (74 males and 58 females,) 132. In this department, the ordinary English branches are taught, with shoemaking and cabinet work.

In the department for the blind are 5 instructors and employés, of whom 2 are blind, with 76 pupils, who are trained to broom-making, mattress-making, and cane-seating, if boys, and to needle work, knitting, and fancy bead work, if girls, in addition to the instruction given in ordinary literary branches.—(Printed report for 1873-'74 and returns to Bureau of Education for 1875.)

OXFORD ORPHANS' HOME, OXFORD.

A large building, originally intended for a college, pleasantly located on 60 acres of land in the suburbs of the town of Oxford, Granville County, affords a home for 56

male and 49 female orphans, under a superintendent, steward, matron, and four teachers. The institution is under the care of the Masonic fraternity, and is sustained by voluntary contributions amounting apparently to "about \$13,000" in money and "\$4,000 in kind," the expenditures being limited to the contributions made.

The children are all taught reading, writing, arithmetic, and vocal music, and 24 have taken lessons in drawing. Farming and gardening industries for boys and sewing and household work for girls enter also into the system of training. A library of about 200 volumes adds to the means of instruction.

A branch asylum, under the same headship and care, exists at Mars Hill, N. C., with 29 orphans under its tutelage.—(Return to Bureau of Education for 1875.)

EDUCATIONAL CONVENTION.

STATE EDUCATIONAL ASSOCIATION.

This association was permanently organized July 11, 1873. Its second annual meeting was held in Raleigh, July 8, 9, 10, 1874, when the following papers were read: Address of welcome, by his excellency Governor Tod. R. Caldwell; response, by Hon. Will. H. Battle, LL. D., president of the association; "Hygiene in schools," by S. S. Satchwell, M. D.; "Normal methods," by Superintendent H. B. Blake; "Education in Congress," by Hon. A. S. Merrimon; "Education by the public press," Rev. T. H. Pritchard, D. D.; "Examinations, certificates, and diplomas, tests of scholarship," by Rev. B. Craven, D. D.; "Higher education in North Carolina," by Ralph H. Graves, A. M.; "History of education in North Carolina," by Rev. C. H. Wiley, formerly State superintendent; "The duty of the State to educate her children," by Hon. W. N. H. Smith; "Multiplicity of studies," by Osborne Hunter, jr.; "Graded schools," by Superintendent J. B. Boone; "Louis Agassiz, the teacher," "Methods of teaching," by Rev. Charles Phillips, D. D.; "Public education," by Rev. Father J. V. McNamara; "Education in Georgia," by Superintendent Martin V. Calvin, of Augusta, Ga.—(Report of superintendent of public instruction, 1874, pp. 49, 50.)

LIST OF SCHOOL OFFICIALS IN NORTH CAROLINA.

Hon. STEPHEN D. POOL, *State superintendent of public instruction, Raleigh.*

[Term January, 1875, to January, 1877.]

STATE BOARD OF EDUCATION.

[Term January, 1875, to January, 1877.]

Name.	Post-office.
His excellency Curtis H. Brogden, governor, president of board	Raleigh.
His honor _____, lieutenant governor	Raleigh.
Hon. W. H. Howeston, secretary of state	Raleigh.
Hon. John Reilly, auditor	Raleigh.
Hon. T. L. Hargrove, attorney-general	Raleigh.
Hon. David A. Jenkins, treasurer	Raleigh.
Hon. Stephen D. Pool, State superintendent of public instruction, secretary of board.	Raleigh.

OHIO.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth of school age: Whites, 995,128; colored, 22,598.....	1, 017, 726
Number of pupils enrolled in public schools: Boys, 375,436; girls, 336,693.....	712, 129
Increase during 1875.....	4, 186
Number enrolled in high schools: Boys, 11,280; girls, 12,932.....	24, 212
Number of pupils 16-21 years of age enrolled: Boys, 54,941; girls, 38,110..	93, 051
Number 16-21 years of age enrolled in high schools: Boys, 4,746; girls, 5,523.....	10, 269
Average daily attendance in all the schools: Boys, 225,431; girls, 209,918.	435, 349
Increase in 1875.....	5, 719

TEACHERS AND TEACHERS' PAY.

Number of teachers employed: Men, 10,186; women, 12,306.....	22, 492
Increase in 1875.....	117
Number necessary to supply the schools.....	15, 057
Number employed in high schools: Men, 427; women, 214.....	641
Average monthly wages of—	
Men teaching in township district primary schools.....	\$39 00
Women teaching in township district primary schools.....	27 00
Men teaching in city, village, and special district primary schools.....	55 00
Women teaching in city, village, and special district primary schools...	35 00
Men teaching in township district high schools.....	63 00
Women teaching in township district high schools.....	56 00
Men teaching in city, village, and special district high schools.....	80 00
Women teaching in city, village, and special district high schools.....	58 00

SCHOOLS.

Number of school-rooms in the State.....	14, 863
Increase during the year.....	100
Number of high school rooms.....	450
Increase.....	38
Whole number of school-houses in the State.....	11, 834
Increase in 1875.....	146
Cost of school-houses erected in 1875.....	\$1, 010, 736 00
Total value of school-houses in the State, including grounds.....	19, 876, 504 00

INCOME AND EXPENDITURE.

Income.

Receipts from all sources for school purposes.....	8, 711, 411 86
Increase in 1875.....	410, 817 09
Grand total of receipts, including balance on hand September, 1874.....	11, 749, 360 76
Increase in 1875.....	689, 021 08

Expenditures.

Total expenditures for public schools.....	8, 170, 959 98
Increase in 1875.....	98, 792 33
Total of expenditures, exclusive of amounts paid for interest on and redemption of bonds in 1875.....	7, 651, 956 68
Increase during the year.....	96, 392 28
Balance on hand September 1, 1875.....	3, 578, 400 73

PER CAPITA EXPENDITURE.

Average cost of education <i>per capita</i> of enrolment.....	10 57
Average cost of education <i>per capita</i> of average daily attendance.....	17 29

PRIVATE SCHOOLS.

Number of pupils enrolled in private schools.....	10, 652
Decrease for the year.....	2, 414
Number of teachers in private schools.....	211
Decrease for the year.....	54
Number of pupils in academic studies in private schools.....	739

—(Report for 1874-'75 of State commissioner of common schools, Hon. Charles S. Smart, pp. 7-29.)

SCHOOL SYSTEM OF THE STATE.

PROVISIONS OF THE CONSTITUTION.

The first constitution of the State, adopted in 1802, declared, article VIII, section 25, that no law should be passed to prevent the poor within the State from an equal participation in the schools, academies, colleges, and universities within it endowed in whole or in part from the revenue arising from the donations made by the United States for the support of schools and colleges, and that the doors of the said schools should be open for the reception of scholars, students, and teachers, of every grade, without any distinction or preference whatever contrary to the intent for which such donations were made.

That of 1851 used in its first article, section 7, essentially the language of the ordinance of 1787, declaring that, "knowledge being essential to good government," it should be the duty of the general assembly to encourage schools and means of instruction. In article VI, section 1, it required that the principal of all funds arising from the sale or other disposition of lands or other property granted or intrusted to the State for educational purposes should be forever preserved inviolate and undiminished and that the income arising therefrom should be faithfully applied to the specific objects of the original grants or appropriations. In the same article, section 2, it required the general assembly to make such provisions, by taxation or otherwise, as, with the income arising from the school trust fund, should secure a thorough and efficient system of common schools throughout the State. At the same time, the school funds of the State, in whole and part, were reserved from the control of any religious or other sect or sects.

PROVISIONS OF THE SCHOOL LAWS.

From Ohio school laws, an act for the reorganization and maintenance of common schools, passed May 1, 1873, with acts of May 5, 1873, and of 1874.

OFFICERS.

The legal officers of the State school system are: (1) a State commissioner of common schools; (2) State, county, and city boards of examiners; (3) boards of education of cities, villages, special districts, and township districts; and (4) local directors of subdistricts. Other State officers have also certain duties to perform in connection with these.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State commissioner of common schools is chosen by the people at each third recurrence of the regular annual election for State and county officers, beginning from 1874, and enters on his official term of three years on the second Monday of January following. Before taking office he is required to give bond in the sum of \$5,000, with two or more sureties, for the faithful performance of his legal duties, with true account and application of all moneys and property coming into his hands for the use and benefit of common schools. He is to keep his office at the State capital, and attend there ordinarily for not less than ten months in the year; is to visit annually each judicial district of the State for the purpose of superintending teachers' institutes, conferring with school officers, counselling teachers, and stirring up an interest in education; is to exercise over the school funds of the State such supervision as may secure their safety and proper distribution according to the law; is to prescribe forms and regulations for making school reports and conducting all school business, and cause these to be distributed to all school officers, with needful instructions for their use; is to cause copies of the school laws also to be printed and distributed, with an appendix of appropriate forms and instructions for carrying their provisions into due effect; is to countersign all State certificates of high qualification of teachers; and is annually, on or before the 20th day of January of each year, to make to the general assembly or, in its absence, to the governor a report of his labors and observations in the school field; an account of the condition and amount of all funds and property appropriated to education; a statement of the number of common schools and of the scholars in them, noting the sexes and the branches taught; a like statement respecting private schools, teachers' institutes, and expenditures of the public school funds; and a sketch of plans for the management and improvement of public schools. His salary is \$2,000.

Examining boards.—The State board of examiners is composed of three persons resident in the State, appointed by the State commissioner of common schools for an official term of two years. Its duty is to examine teachers desiring to receive State certificates of high qualification, which shall supersede the necessity for further local examinations, and to issue such certificates to such as are found worthy of them on their payment of a fee of \$3.

County examining boards also consist of three persons, who are to be residents of the county, and are appointed by the probate judge of it for terms of three years, one going out each year. They are to examine, at certain fixed places, after duly

published notice, all persons desiring license to teach in the public schools of the county who pay them an advance fee of fifty cents for such examination; and are to grant, to such as they find qualified, certificates of qualification valid for six, twelve, eighteen, or twenty-four months, with power of revocation in case of proved incompetency or unworthiness. These certificates form a sufficient warrant for engagement of the holders of them in the rural school districts of the county where they are issued, but are not valid in the city or village districts having boards of education, without the indorsement of the president and secretary of the boards of examiners of such districts. The fees received for these county examinations, less the necessary travelling expenses of the examiners, are to be paid over to the county treasurer for the support of teachers' institutes, and the county auditor is to be informed of the number of persons examined. Report is also to be made by the clerk of the examining board to the State commissioner, on or before October 1, each year, of the number of examinations held, the number of applicants examined, the number of certificates granted, the length of time for which they may be held, the amount of fees paid over to the county treasurer, and the amount received of the county by the board for their services, which last is to be \$2 a day to each member for every day necessarily engaged in official service.

City and village examining boards are composed of the same number of persons as those of counties, and hold office for the same term, with the same change of one member each year; only these are appointed by the city or village boards of education, instead of by the State commissioner, and in cities of the first class may consist of six or nine persons, instead of three. They have, for their respective cities and villages, essentially the same duties as the examiners for counties, with the power of examining the schools of their districts as well as the persons desiring to teach in them. Their pay is determined by the boards that appoint them. Any examining board may temporarily associate with it other persons for more full examination of candidates.

Boards of education for cities of the first class (i. e., cities having a population of 10,000 or more by the census of 1870) consist of one or two members for each ward; those of cities of the second class (with less than 10,000 inhabitants by that census) and of incorporated villages consist of three or six persons; those of special districts, of three persons; those of township districts, of the township clerk and the local directors who have been appointed clerks of subdistricts, provision being made in each case for annual or biennial changes in the composition of the boards, their terms of service being two or three years.

The duties of these boards are to act as corporations for the acquisition, transfer, improvement, and custody of school property; to establish and maintain a sufficient number of schools for the free education of the youth within their districts, at such places as will be convenient for the attendance of the largest number, with schools of higher grade whenever necessary; to continue these schools, if day schools, for from 24 to 44 weeks each year, and, if evening schools, for such time as they deem necessary; to determine the studies to be pursued and the text books to be used, these books to hold ordinarily for three years; to have the general management and control of the schools, with power to appoint superintendents, assistant superintendents, teachers, janitors, and other employes, and fix their salaries; to make such rules and regulations as they think necessary for themselves, their appointees, and the pupils; to provide by annual estimates for having local taxes levied for the support of schools and the building, purchase, hire, or improvement of school-houses; to provide, through their clerk, for having an annual census of the school population of their several districts made; and to make to the county auditor, by the 1st of October in each year, a statement of their receipts and expenditures for schools, of the number of schools sustained, the length of time they were sustained, the enrolment of pupils, the average monthly enrolment and average daily attendance, the number of teachers employed, their salaries, the number of schools and school-rooms, and such other items as the State commissioner may require. Those of cities of the first class are also to publish an annual report.

Local directors for subdistricts, 3 in number for each, are elected for terms of three years, 1 being chosen annually on the second Monday of April. They have the general oversight of the schools of their subdistricts, and 1 of their number, chosen as their clerk, serves as a member of the township board of education and attends annually to the enumeration of the school population of the subdistrict.

SCHOOLS.

The schools established under the State system may be of any grade, from primary, in which only orthography, reading, writing, arithmetic, geography, and English grammar are taught, to noble high schools, in which a thorough preparation for college may be had and for which there is clear sanction in the law. All these schools are free to all youth between 6 and 21 years of age who are children, wards, or apprentices of actual residents of the school district in which the schools exist; and boards of education may admit others, not under 6 years old, on such terms as they see fit to prescribe.

Teachers' institutes—which are substantially schools for the improvement of those

actually engaged in teaching—are provided for in counties and cities, but no State normal schools exist. A State agricultural college is the only institution under State control for the higher education of the graduates of the public schools, but there are institutions for the special training of the blind, of the deaf and dumb, and of youth who need reforming influences as well as educational.

SCHOOL FUNDS.

The State common school fund is made by law to consist of such sum as will be produced by the annual levy and assessment of one mill upon the dollar of the taxable property of the State. This is apportioned, on the basis of school population, by the State auditor to the several county auditors, and by these to the school districts. The amount from the State tax for 1875 was \$1,560,397 to meet local taxes of \$6,153,442.

Besides this there are certain special funds, such as the sixteenth section fund, the twenty-ninth section ministerial fund, the Virginia and United States military school funds, and the western reserve school fund, the interest of which is paid out, according to special laws, for purposes of education.

The permanent school fund, including portion not now available, is reported by the State commissioner to amount to \$3,646,713 in the beginning of 1876.

ELEMENTARY INSTRUCTION.

STATISTICAL RETURNS.

A portion of the information embodied in the tables, says the superintendent, is not so complete nor so reliable as it should be, though it is the best that can be obtained, and *something* more than the happy guess of the several county auditors of Ohio. Not a county of the State has made all its returns to the superintendent's office entirely correct. Seventy-five per cent. of the consolidated reports from county auditors were materially incorrect when sent to the office, and these were more nearly correct than any other returns sent. One county reported but seven of its eleven districts. The report from another county was completely incomprehensible, and scarcely correct in any single feature of information required. One county reported 194 per cent. of attendance, several reported a pluperfect attendance, and many returned an average daily attendance greater than the whole number of pupils enrolled. Inaccuracies in the financial statements of the county reports from \$31,000 down to \$1 are frequent. The statistical information gathered from city and village school districts provided with intelligent and efficient supervision is generally correct. This is, to a great extent, due to the fact that city and village districts are provided with efficient supervision; and, although the superintendents of these schools are not required by law to make a report to the State superintendent of the school statistics of their several districts, they usually assist the legal officers in making their reports. If the superintendents of city and village districts were compelled to make returns of school statistics directly to the county auditors and in duplicate to the superintendent's office, and if the country districts were provided with supervision similar to that already given to city and village districts, such superintendents also to report as above mentioned, a vast army of indifferent reporters could be dispensed with, and one man for each district, intelligent, thoroughly acquainted with the condition of the schools, would be responsible for the accuracy of his report. It is due to county auditors to say that they very generally indicate a desire to be prompt and accurate in making their reports. They claim to be hindered by the tardiness or incompetency of township clerks, whose excuse for whatever is lacking or wrong in their returns is based on the incompetency of teachers.—(Report, 1875, pp. 5-7.)

The number of school districts in the State is 1,942; the number of subdistricts in township districts, 10,433. The law provides for such changes or alterations of the subdistricts as may be deemed necessary by the township board of education, provided that no subdistrict shall contain less than 60 resident scholars, except in cases where, in the opinion of the board or the general assembly, it is necessary to reduce the number. It is believed that, owing to indifference or incompetency on the part of township boards of education, many townships are unintelligently subdivided. In many subdistricts the enumeration of youth amounts to even less than 20 resident scholars, and a few report an enumeration of 5, 6, 10, or 15.

The subdistrict system is regarded as responsible for the fact that the county schools do not keep pace in improvement with those of the towns and cities. The practical working of this system is far different from what its authors intended or anticipated, and that numberless complications must necessarily occur may be readily seen from the fact that powers and duties are divided between township and local boards, which should belong exclusively to either the one or the other to insure any effective adjustment of means to ends. Moreover, the subdistrict system is necessarily expensive, even though it were as good in other respects as the township system, costing, it is estimated, from \$100,000 to \$300,000 annually more than an intelligent provision for actual wants would cost.

The number of school officers in the State—including members, clerks, and treasurers of district and township boards; district, county, and State examiners; probate judges; county auditors; and prosecuting attorney—is 40,004. The duties required of this large number of officers, it is believed, could be performed with greater economy and intelligence and with better results by 8,000. The 31,299 local directors are frequently at war with the 1,337 members of township boards of education, making confusion and bad work generally.—(State report for 1875, pp. 10-17.)

SUPERVISION.

There is no act of legislation so needed, says the State commissioner, there can be no act passed so economic in its effects upon the expenditures of the public funds of the State, or so generally beneficial to all the interests of the State, as will be an act providing intelligent supervision for the country schools. There were expended last year to provide school buildings, sites, teachers, &c., for the country schools, \$3,853,592.52. By an unwise, unintelligent, extravagant expenditure of this money in the erection of school buildings where they are not needed, in the purchase of school-house sites where they should not be located, in the employment of teachers to take charge of schools in many subdistricts enrolling from 2 or 3 pupils to 10 or 15, in the employment of hundreds of notoriously incompetent and inefficient teachers, in the generally irrational, unintelligent management and provision for the country schools, this money is largely thrown away.

The importance of school supervision has been conceded by granting it to all the city and village districts. The State pays from the public school fund \$153,773.64 for school supervision, which is given to the 4,500 teachers of the city and village districts, while the 18,000 teachers of the country districts are left without skilled inspection or instruction, and without that experienced supervision that would systematize and unify their work and make it of practical worth. The school interests of the 500 city and village districts are promoted by intelligent supervision, while those of the 11,000 country districts are left without this. Moreover, the city and village districts are controlled by boards of education elected by the people, having in view, as a primary consideration, the peculiar fitness of those elected to provide for the school wants of the district, and the township districts are controlled by a board not elected directly by the people, and not chosen because of capability to make intelligent school provision. Worse than this, the schools of township districts are under the control of two sets of officers, the local directors and the township board, which bodies are almost constantly at variance with each other in respect to the management of school affairs. The remedy for all this, as the State commissioner believes, is to give to the township schools the same administration of the school system that has been given to the city and village districts.—(State report, pp. 55-59.)

PROVISION FOR THE EDUCATION OF COLORED CHILDREN.

There are very few colored children of school age in the State for whom school provision has not been made. In the cities and towns such provision is quite as adequate as is that made for white youth, while in some of the township districts such is not the case. According to a law passed in 1853 and amended in 1864, boards of education *may* provide separate schools for colored youth in districts where there are as many as 20 pupils to attend them, but the law explicitly provides for the establishment of schools "to be free to all youth between 6 and 21 years of age, who are children, wards, or apprentices of actual residents of the districts." Each colored as well as each white child is entitled by law to the benefits of the school system. The question as to whether these benefits are to be enjoyed in common or in separate schools is to be determined by local sentiment.—(Report, 1875, pp. 26-28.)

COMPULSORY EDUCATION.

It is estimated in the report of 1874 that nearly 90 per cent. of the youth between 6 and 16 years of age are enrolled in some public or private school within the year, and that consequently very few, indeed, do not receive any school training before they are 16 years old. Enrolment in the schools, however, does not indicate actual, regular attendance, for that, especially in country districts and in many towns and villages, is notoriously irregular. In some cities, also, there is an alarming amount of irregularity, truancy, and absenteeism. These evils are confined to a comparatively small class of pupils; but it is a dangerous class. Law-abiding citizens regard its increase with anxiety, and inquire whether the State has not the power to enforce the attendance of these youth at school, as well as to compel their being trained to habits of industry and morality.

There can be no doubt that the State has the right to protect its citizens in the present and to guard against such evil influences as may be possible causes of disaster in the future. The State has the right to provide for the education of its youth; it must necessarily have the right to enforce obedience to such laws as will give efficiency to the means provided.

Admitting that compulsory laws are right in principle, the policy or expediency of their enactment must depend upon the probability or certainty of their enforcement. The State commissioner is satisfied that, if they cannot be enforced if enacted, it will not be because they are considered unjust or oppressive, but because the people may consider them infringements upon the rights of individuals. Whether or not such a view of compulsory laws is entertained by a large number of the people, he is unable to determine. He is certain, however, that there is a growing and, at the present time, a dominant feeling that children under a certain age ought to be in school or engaged in some useful employment. There is an emphatic indorsement of the view that truancy ought to be checked; that children should not be permitted to loiter about the streets engaged in no employment or at any time to frequent places of business or amusement as mere lookers on; and that they ought not to be employed permanently in any trade or business unless they have received a specified amount of education in schools of some kind. Laws tending to correct these evils are compulsory in character; but, notwithstanding they may be unpopular with a few, they will be heartily supported by the public generally.

It is believed that laws of this character will partially secure the results of compulsory education, and that without them the enforcement of laws compelling attendance would be impossible.—(State report for 1874, pp. 48-50.)

PRIVATE SCHOOLS.

The information returned of private schools is not as full and reliable as is desired. The private schools reported to the superintendent's office are, to some extent, patronized by children under 6 years of age; and many of these are continued in the towns and cities of the State only because adequate school provision is not made by the public school officers. When provision for public schools is what it should be, a large percentage of the private schools now incompletely and unreliably reported will be absorbed by the public schools. The enrolment reported in private schools in 1874 was 7,129 more than in 1873, and in 1875 it was 2,414 less than in 1874. The educational advantages of the State can never be accurately measured until there can be obtained better statistical information respecting private schools.—(Report, 1875, pp. 23-30.)

KINDERGÄRTEN.

Reports have been received from two Kindergärten: 1 in Toledo, kept by the Misses Mills and Bancroft, with an attendance of 25 during the fall term and of 15 in the winter, and 1 in Worthington, kept by Mrs. A. B. Ogden, having an attendance of 8 children. The study hours in both these schools are only three during five days in the week, and the ages of children admitted are from 3 to 7 years.—(Reports to the United States Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

CINCINNATI.

School officers.—A board of education of 60 members, 2 from each ward, serving for two year terms, but one-half changed each year; a union board of high schools, and city superintendent of schools.

Statistics of schools.—Population, about 270,000; youth of school age, (6-21,) 68,842; enrolled in public schools, 27,897; in private and parochial, 16,454; total enrolment, 44,351; average daily attendance on public schools, 23,604. Number of teachers employed in public schools, 612; salaries of these, \$400 to \$2,600; salary of superintendent, \$3,500. Number of public school buildings, 40; of rooms used for both study and recitation, 522; of rooms used for recitation only, 7. Receipts for schools, \$757,492; expenditures on them, \$650,676. Average expense per pupil: on enrolment, \$17.78; on average attendance, \$21.10.

Division of schools.—The schools of the city are divided into three classes: district, intermediate, and high schools. The district schools are again subdivided into 5 grades of one year each; the intermediate, into 3 such grades; the high schools, into 4. There is also a city normal school for the preparation of such as desire to be teachers; and, for the improvement of those who are already such, a teachers' normal institute, is held for the week preceding the opening of the schools. Night schools are held for the benefit of youths over 14 whose circumstances prevent them from attending the day schools; and 4 district schools, 1 intermediate, and 1 high school, for colored pupils, form part of the city system, with 1 for deaf and dumb pupils.

Studies.—The elements of reading, writing, arithmetic, grammar, object lessons, singing, and drawing are begun in the lowest grade of the district schools, the first year, with German, if desired by the parents. Geography is begun in the next grade, and continued through the intermediate ones. Systematic instruction in English composition is given in all the grades. Physics are begun in the lowest grade of the intermediate school and continued in the one above. Music has special attention given it

under 7 teachers, 1 of whom is superintendent of music. Drawing, begun at the outset, is continued throughout the course, under a superintendent of drawing and 4 assistants. Penmanship is cared for by a superintendent of the art and 2 assistants. German is prosecuted by 15,119 of all the pupils, without, it is thought, any hindrance to progress in English. The high school course adds French, Latin, and Greek to the higher English studies, the Latin commencing in the first year, the French and Greek in the second.

Sparing of pupils.—Under the belief that injury has been done in the past by study in the evenings at home, the pupils of the district schools have been released from study out of school. With a view to still further relief, the hours of tuition in the two lowest grades have been cut down to 4½ per diem, and in the remaining grades, through the intermediate, to 5½, without apparent retardation of advancement.

Moral instruction.—Religious instruction and the reading of the Bible having been prohibited in the city schools, that the children of all faiths might enjoy the benefits of them alike, moral instruction in the virtues and duties which all alike admit is required to be given by teachers, and an excellent plan for systematic teaching of such virtues and duties is published in the report.

Night schools.—Ten district night schools and 1 evening high school were held in the school year 1874-'75, the attendance in the former being 1,253, and in the latter, 332. The average number of teachers employed in the high school was 13; in the district schools, 37. The district night schools are organized on the same plan as the corresponding day schools; while in the evening high school an elective system is allowed, each pupil making choice of the nature and number of the studies he shall pursue, and being required to be present only at the time of recitation in these. The subjects taught are arithmetic, grammar, penmanship, drawing, elocution, book-keeping, anatomy and physiology, physics, general history, American history, Constitution of the United States, algebra, and German.

Library.—A public library containing 78,249 volumes, with a reading room attached, and with a yearly circulation of 429,439 books and periodicals, forms an important adjunct to the school work.—(Report of board and of Superintendent John B. Peaslee for 1874-'75.)

COLUMBUS.

School officers.—A board of education of 11 members, whose term of office is two years, a clerk of the board and city superintendent, and a board of examiners of 3 members, of which number the city superintendent is 1.

Statistics.—Population of the city, 42,707; number of school age, (6-21,) 12,198; number registered in public schools, 6,561; number in night schools, 590; number in private and church schools, 1,561; whole number receiving instruction, 8,712; number of schools: high, 1; grammar, 35; primary, 64; ungraded, 6; total, 106. Number of teachers: males, 13; females, 113; total, 126. Number of pupils who attended every school day, 118; number not absent during their enrolment, 293; not tardy, 4,104. Fifty-six per cent. of the youth of the city between the ages of 6 and 21 and 76 per cent. between the ages of 6 and 16 were registered in the public schools.

Studies.—A full course of the studies is given in the report, together with the questions and answers of all grades at the final examination in June. The Walter Smith system of drawing was taught in all the schools, and the results were most gratifying. Specimens from all the grades are exhibited in the superintendent's report. The examinations in music and German show decided improvement for the year.

Night schools.—These schools were opened in November and continued through March. The enrolment was: boys, 440; girls, 150; total, 590. The average attendance was: boys, 156; girls, 49; total, 205. Number of different teachers, 12; average, 8. Reading, arithmetic, language, spelling, the proper use of words, the construction of sentences, and penmanship covered the range of instruction.

Free evening art school.—This school was opened on the 18th of November under the charge of Professor W. S. Goodnough, who arranged a course in free hand and mechanical drawing. The school was in session 48 nights and attended by 91 pupils, representing 27 occupations, persons not desirous of changing their avocations, but aiming to better prepare themselves for the work in hand. The progress made by many was wonderful. Specimens of work of different pupils are given in the report, with the name, age, and vocation of the draughtsman.

Teachers' institute.—Preparatory to the opening of the schools a teachers' institute was held from 7th to 11th of September. The teachers were divided into primary, grammar, and high school classes, and instruction given to each class on all the studies they were required to teach. The effects of the institute were visible throughout the year in the work of the teachers.

Year's progress.—Superintendent Stevenson says: "This year will be a remarkable one in the history of the public schools. The amount of money in the treasury is sufficient to meet every obligation of the board, if now due; two new buildings have been erected and paid for; the natural sciences recently introduced into all the grades below

the high school have been made indispensable in the curriculum of study; drawing has been shown to be one of the most delightful and practicable of the studies; music has been put upon a new basis; an appropriation has been made for a public school library; steps have been taken looking toward professional training of teachers; the attendance at the high school has been increased without lowering the standard of scholarship for admission, and the popular favor shown the schools is more apparent than ever."—(Report of Superintendent R. W. Stevenson for 1874-'75.)

DAYTON.

Official organization.—A board of education composed of 2 members from each ward, making 12 in all, with a city superintendent of schools.

School system.—The lower schools have been for some years divided into 8 grades, occupying one year each, with 4 further years in the high school. But in 1874 it was found that, owing to the removal of scholars from school before reaching the eighth year grade, the classes of that grade were very small in some of the districts. The principals, who received the highest salaries, gave, under the then existing system, most of their time and strength to these small advanced classes, and the cost of teaching them was thus excessive. To remedy this an intermediate school was established in 1874, and all the pupils of the eighth year grade in the city were transferred to that school, under the charge of a male principal and two female assistants. As at present organized, the course of study has not been enlarged, and the school is simply a union of the classes of the eighth year for convenience and economy. After a year in this school, pupils pass to the high school.

It having been objected that the strict city system of gradation excluded practically from the schools pupils who from necessity were irregular in attendance, an ungraded school was opened for such pupils in 1875. It had an attendance of 26 scholars, and, if found to meet a real want, will be continued.

A public library is an essential adjunct of a good school system. One was established in Dayton in 1855, and has been enlarged partly by appropriations from the contingent fund, but more by a tax of one-tenth of a mill on a dollar for library purposes, till now it numbers 14,000 volumes.

Progress.—The progress made since 1842 is shown in the following table:

	1842.	1857.	1867.	1875.
Total enrolment in schools of the city.....	No record.	3,440	4,213	5,233
Average daily attendance	No record.	1,660	2,809	3,711
Number of teachers employed	16	45	70	92
Amount of school fund	\$2,483	\$40,000	\$60,000	\$139,056
Amount paid teachers	1,583	24,180	31,055	75,826
Value of public school property.....	6,000	75,000	143,000	210,000

—(Historical Sketch of Public Schools of Dayton, by R. W. Steele.)

HAMILTON.

Officers.—A board of education and city superintendent of schools.

Statistics of schools.—Population in 1870, 11,081; children of school age, (6-21,) at the opening of the school year, 5,451; number between 6 and 16 years old, 3,842; enrolled in public schools, 1,631; in parochial schools, 700; in private schools, about 40. Average daily attendance in public schools, 1,202; percentage of attendance on enrolment, 74. Teachers employed: in English, 18; German-English, 11; in colored school, 1; total, 30. Amount received for public schools, including a cash balance of \$31,852 from preceding year, \$59,623; expended on them, \$47,309; leaving a cash balance of \$12,314; total cost of tuition and contingents for each pupil, on average attendance, \$23.01. One new school building, said by the architect to be "fully up to, if not in advance of, any in the State," as respects completeness in all its parts, has been finished during the year, adding greatly to the accommodations for pupils and facilitating a thorough classification of the schools.

Examinations.—The examination of the different classes in the work mapped out for them in the course of study consumes a large part of the superintendent's time. An attempt is made to examine each class in one or more subjects every month. During the last year more than six hundred such examinations were held. The questions for these examinations are always prepared by the superintendent and each examination is conducted in his presence. The object secured by the plan of examination followed may be summed up thus: (1) A thorough knowledge on the part of the superintendent of the actual progress of the pupils in their studies; (2) an effort on the part of teachers and pupils to do good work at every stage of instruction; (3) more regular attendance of pupils, in order to be prepared for expected examination; (4) great improvement in methods of teaching; and (5) a determination of the fitness of any pupil for promotion.—(Report of Superintendent Austin Ellis for 1874-'75.)

LANCASTER.

Organization.—A board of education of 6 members, a board of examiners of 3, and a city superintendent of schools.

Statistics.—Population, 7,000; youth of school age, 2,332; enrolled in public schools, 1,035; average daily attendance, 762; schools, 19; teachers, 22, including special teachers of penmanship and German.

Rolls of honor.—One of the means used here to secure a regular and prompt attendance is the roll of honor containing the names of the pupils neither absent nor tardy during the month. This roll of honor accompanies each teacher's report to the superintendent at the end of each month and is read by him in all the schools. The school having the largest number in proportion to its enrolment on the roll of honor is the banner school, and is presented with a silk banner, to be kept in its room for the following month or as long as it may remain the banner school.

Examinations.—Monthly examinations are held in all the schools. In the primary schools these examinations are oral; in all above the primary they are written.

Accommodations.—The superintendent says: "A few years ago the total valuation of the school property in this city was \$16,000. Now the total valuation of your school property is over \$100,000."—(Report of Superintendent George W. Welsh for 1874-'75.)

STEUBENVILLE.

The system here includes a board of education of 6 members, a city board of school examiners of 3 members, and a superintendent, Professor M. R. Andrews.

Statistics.—Youth of school age, 4,253; registered in public schools, 2,181; average monthly enrolment, 1,759; average daily attendance, 1,606; per cent. of attendance on monthly enrolment, 91. Number of teachers in public schools, 34.

Discipline.—Cases of corporal punishment are becoming rare; in thirteen rooms there was not a case during the year. The number of pupils allowed to a teacher being too large to admit of thorough work, it was necessary to resort to a modification of the half day system in all the lower grades. Each primary teacher has her entire school together but one hour and ten minutes; half the school is then dismissed and the other half continue their studies until the usual time for closing the morning session. In the afternoon, the pupils who went home at recess in the morning remain until the close of the school and the others are dismissed at recess. Thus the teacher has but a small school for more than half the day, and that at the time when the control of a school is most difficult.

An evening school was opened in October by Rev. W. B. Grace, with a fair attendance, but his protracted illness and subsequent death interrupted its progress. The whole number enrolled was 65; average attendance, 31.—(Report of Steubenville public schools, 1875.)

ZANESVILLE.

School officers.—A board of education composed of 9 members, 1 from each of the wards of the city, a superintendent of instruction, and a board of examiners of 3, the term of 1 expiring each year.

Enumeration and attendance.—Total enumeration, 5,370; total enrolment, 3,063; average daily attendance, 2,160. Per cent. of average daily attendance on total enrolment, 79; on average number belonging, 93.3.

Cost of schools.—The superintendent says: "There has been a reduction in the cost of the schools, from that of the preceding year, of over \$5,000, effected by a more economical disbursement of the contingent fund. The cost per pupil has varied but very little in five years; but that of instruction in the senior grades was disproportionately great, being more than double that of secondary grades, and little less than that of high school grades; while in class schools it has been greater than in the regularly graded ones. The total cost of schools for the year was \$48,558.40. Cost per pupil, based on average attendance, \$22.48."—(Report of Superintendent A. T. Wiles for 1874-'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Eight normal schools, returning their statistics for 1875 to the State commissioner, report a total of 51 regular instructors and an attendance of 2,175 men and 979 women under instruction, a total of 3,154, the graduates for the year numbering 530, of whom 370 were men and 160 women. The increase of these figures over those of the preceding year was one institution, 12 instructors, 472 students, and 63 graduates.

It is a fact to be deplored, says the commissioner, that Ohio has made no provision for the professional training of teachers.—(State report, p. 33.)

TRAINING SCHOOLS.

To supply their schools with trained teachers the cities of Cincinnati, Cleveland, Dayton, and Sandusky have established training or normal schools as a part of their city systems.

Cincinnati reports a normal school for teachers, founded in 1868, in which there were employed 9 teachers—4 men and 5 women—and having an attendance of 78 students, all women, each of whom took the regular course of instruction. At the close of the year the school graduated 41; the total number of graduates since its foundation is 240. The possession of a diploma of the Cincinnati high school, a teacher's certificate from the board of examiners, or a special examination equivalent to this is fixed as the condition upon which pupils are admitted into the training school, and before graduation each pupil is required to teach from two to three months in practice schools without remuneration; and after graduation each graduate is expected to teach a reasonable length of time in the Cincinnati schools.

Cleveland reports a training school established in 1874. During the year ended August 31, 1875, there were 4 teachers employed: 1 man and 3 women. The attendance was 49, (all young women,) all of whom pursued the regular course of study. There were 26 graduates last year. Graduates from the high school of Cleveland are admitted to a one year's course and pupils who have spent two years in the high school to a two years' course. Pupils, after graduating, are required to teach from six to eight weeks in the training school.

Dayton reports a training school established in 1869. One teacher, a lady, was employed during the past year; 21 young women were in attendance, 8 were graduated at the close of the year, and 70 have graduated since its establishment. Before graduating, from four to ten weeks' practice in the training school, under the observation and daily criticism of a critic teacher, is required. The time spent at practice in the training school is, to some extent, dependent upon the proficiency exhibited by the pupil teacher in her practice work. The school is strictly professional. The course of study includes physiology, natural philosophy, methods of instruction, school economy, history, and philosophy of education, and general literature exercises.

Sandusky reports a training school, established in 1874. One teacher, (a lady,) was employed during 1875; there were no graduates during that year, but 6 young women expect to graduate in 1876. The course of instruction requires two years for its completion. After the first year the pupils are required to teach under the observation and instruction of a critic teacher, and are paid limited wages. The school is reported by the superintendent and by the committee of the school board which has it in charge as an "eminent success."

These training schools have proved of incalculable benefit to the schools at large, and they are regarded by the cities supporting them as indispensable to the success of their school systems.—(State report, pp. 50, 51.)

Normal classes and departments exist in connection with Baldwin University, at Berea, and Mt. Union College, Xenia.

TEACHERS' INSTITUTES.

During the months of July and August, 1875, the commissioner spent nearly all his time in attending county teachers' institutes and lecturing before them, but regrets that for want of a sufficient travelling fund he has been compelled to decline many requests to visit county associations and to lecture before institutes. The county institute, it is remarked, is the chief if not the only means within reach of the country teacher for that professional training that is a requisite to successful teaching. The county teachers' institutes visited by the commissioner since he came into office have, with one or two exceptions, been well attended by the teachers of the respective counties and have had able, experienced, and practical instructors. There were held during the year 92 meetings of county teachers' associations. The teachers have shown increasing interest in these meetings; and the character of the instruction given is generally practical and beneficial and is growing more profitable.—(State report, pp. 35, 37, 39.)

The reports show that 75 teachers' institutes were held during the year 1874; that the aggregate number of teachers in attendance was 8,579, or 58 per cent. of the whole number necessary to supply the schools; that their exercises were conducted by 391 different instructors and lecturers; and that the sum of \$15,318.81 was expended in sustaining them, \$11,792.16 being derived from the teachers' institute fund, \$3,332.33 from the voluntary contributions of teachers and friends of education, and \$194.32 from the balance on hand or from sources not specified.

No part of the necessary expenses incurred in the conduct of these important agencies for the professional training of teachers was borne by the State. The sessions of these institutes were held usually at times when the public schools were not in session; hence but very few teachers received any pay for the time spent in attending them. As these are the only agencies recognized by law for the training of teachers, it may be said that the State did not contribute anything whatever within the year for the maintenance of a system of normal instruction. The teachers themselves organized and sustained these institutes, and in many instances conducted the work of instruction with creditable success and efficiency. The State commissioner assisted in conducting the exercises of a large number of institutes.

SCHOOL JOURNAL.

The Ohio Educational Monthly and National Teacher, first under the editorial management of Hon. E. E. White, at Columbus, and subsequently under that of Hon. W. D. Henkle, at Salem, has aided materially in the improvement of the teachers of the State during 1875, as previously. Its original and selected articles on important educational subjects have been often very valuable, its columns of intelligence reliable, and its spirit, as might be inferred from its management, eminently good.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high school rooms in the State in 1875 is given by the commissioner as 450, and the number of teachers therein 641, of whom 427 were men and 214 women. The enrolment of students in these schools was: Boys, 11,280; girls, 12,932; total, 24,212. Of this total, 10,269 were between 16 and 21 years of age.

Latin was studied by 3,069 pupils of the public schools; Greek, by 197; French, by 129; and German, by 34,366, many of the latter, of course, belonging to the primary grades.

The number of colored pupils in academic studies is given as 199 in township districts and 2,937 in city, village, and special districts in 1875. Total of colored pupils in such studies, 3,136; total of all in them, in State schools, 27,348.—(State report, pp. 13, 14, and 26, with Tables XIV, XV.)

ACADEMIES AND SEMINARIES.

Five schools for the secondary instruction of boys exclusively report a total of 33 instructors and 443 students, of whom 32 were pursuing classical studies and 353 the modern languages. Drawing is taught in 3, and music, both vocal and instrumental, in all; 2 have libraries of 500 and 3,000 volumes respectively; and 1 only reports possession of a chemical laboratory.

Six schools for girls report a total of 54 instructors and 1,161 students, of whom 216 were in classical studies and 214 were pursuing the modern languages. Drawing and music, vocal in all but 1 and instrumental in all, are taught; 4 have chemical laboratories and philosophical apparatus, and 2 report libraries of 2,000 and 3,000 volumes respectively.

Thirty schools for both sexes report an aggregate of 112 instructors and 2,956 students, of whom 1,420 were boys and 1,536 girls; 702 were pursuing classical studies and 299 modern languages. Drawing is taught in 13 of these schools, vocal music in 18 and instrumental in 10; 8 report the possession of chemical laboratories, 12 that of philosophical apparatus, and 8 that of libraries ranging in size from 50 volumes to 1,307.

In all there are 41 academies and seminaries reporting, having a grand total of 199 instructors and 4,560 students—1,863 boys and 2,697 girls—of whom 950 were pursuing classical studies and 866 the modern languages.

To the numbers thus reported must be added 3,401 students in the preparatory departments of colleges, of whom 1,203 were preparing for a classical collegiate course and 640 for a scientific, while in other preparatory schools were 972 pupils, 119 preparing for a classical and 129 for a scientific course.—(Returns to United States Bureau of Education, 1875.)

BUSINESS COLLEGES.

Eleven business colleges, 2 located in Cincinnati and 1 each in Akron, Cleveland, Columbus, Dayton, Oberlin, Sandusky, Springfield, Toledo, and Zanesville, report a total of 29 instructors and 2,168 pupils, of whom 141 were young women. The course of instruction in some of these schools includes in addition to the usual business course the higher mathematics and in one the ancient and modern languages. Three pupils are reported as studying phonography, 26 telegraphy, and 7 German. The length of course varies from six months to two years.—(Special reports to the United States Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

REGULAR COLLEGES.

The State commissioner has received reports from 24 universities and colleges, giving their statistics for 1875. The number of regular instructors reported was 215; the number of students in attendance in 23 of these colleges was 5,402; the number engaged in the regular course of study in 22 was 3,063; the graduates in regular course reported by 21 was 357; the whole number of graduates reported by 21 colleges was 6,485.

Printed catalogues from 22 of these institutions give the following facts:

Antioch College, Yellow Springs, (non-sectarian,) affords equal opportunities for edu-

cation to both sexes. The courses of study are preparatory and collegiate; those who do not wish to pursue the regular collegiate course are allowed to select what they wish to study, but degrees are conferred on those only who complete the regular course. The number of students in 1875, including those in the preparatory school, was 131.—(Catalogue, 1874-'75.)

Baldwin University, Berea, (Methodist Episcopal,) admits both sexes to its classical, scientific, and preparatory departments. During the fall term normal classes are organized for the benefit of teachers. A college of pharmacy is connected with the university, with courses of instruction in pharmacy, chemistry, botany, and materia medica.—(Circular of University, 1875-'76.)

Denison University, Granville, (Baptist,) for young men, includes classical, scientific, and preparatory departments. The college buildings will accommodate 178 pupils; the attendance for 1875-'76 was 151, of whom 71 were in the collegiate classes.—(Catalogue for 1875-'76.)

Farmers' College, College Hill, (non-sectarian,) admits both sexes to all the classes of the entire course on the same conditions. There is a special course which substitutes the modern languages and a course in general history for the Latin and Greek of the sophomore, junior, and senior years. Drawing and vocal music are taught.—(Catalogue, 1875-'76.)

Geneva College, West Geneva, (Covenanters,) admits both sexes to its classical and preparatory departments. The total attendance during 1874-'75 was 155, of whom 103 were young men and 52 young women.—(Catalogue, 1874-'75.)

Heidelberg College and Theological Seminary, Tiffin, (Reformed,) admits both sexes, and embraces collegiate, preparatory, and theological departments. Special facilities are afforded for the study of the German language.—(Catalogue, 1873-'74.)

Hiram College, Hiram, (Disciples,) admits both sexes. Its course of study embraces classical, scientific, biblical, ladies', teachers', commercial, and preparatory departments.—(Catalogue, 1875.)

Kenyon College, Gambier, (Protestant Episcopal,) is for the education of young men exclusively. In addition to its preparatory and collegiate departments, the college includes the theological seminary of the diocese of Ohio. The attendance in 1874-'75 in the collegiate department was 52; in Kenyon Grammar School, the preparatory department, it was 67.—(Catalogue, 1874-'75.)

Marietta College, Marietta, (non-sectarian,) appears to be exclusively for young men. Attendance in preparatory department, 117; collegiate, 85; total, 202.—(Catalogue, 1874-'75.)

McCorkle College, Bloomfield, (Presbyterian,) has in operation preparatory, academic, and scientific departments. Both sexes are admitted. The principal design of the college is to qualify young men for the study of theology. Arrangements are being made to have the college properly endowed, and already about \$8,000 have been secured.—(Catalogue, 1875.)

Mt. Union College, Mt. Union, (Methodist Episcopal.) Some of the special features of this institution are its elective system of studies; several important special courses, as commercial, normal, music, and designing; its non-sectarian character, and the fact that ladies are admitted on the same terms as gentlemen to all classes and departments and to all honors and privileges, including the office of trustee and professor. The courses of study are classical, scientific, philosophical, commercial, normal, and preparatory.—(College catalogue, 1874-'75.)

Oberlin College, Oberlin, (Congregational,) admits both sexes to its course of study, which embraces scientific, classical, theological, ladies' preparatory, and musical departments. The college does not furnish manual labor to students, but a few are employed in the care of the college buildings and about 40 in the higher classes, both young men and women, are employed as assistant teachers, and the long winter vacation affords opportunity to those who are qualified to engage in teaching schools abroad. The total attendance in 1874-'75 was 1,216, of whom 648 were young men and 568 young women.—(Catalogue, 1875-'76.)

Ohio University, Athens, (non-sectarian,) is for both sexes, and embraces preparatory and collegiate departments. This is the oldest literary institution northwest of the Ohio River. Its existence was provided for as early as 1787 in the purchase made from the United States Government by the Ohio Company of Associates. By the contract between these parties two townships of land were set apart for the purpose of a university and placed under the care of the legislature of the State.—(Catalogue, 1874-'75.)

One Study University, Scio, (Methodist Episcopal.)—The distinctive feature of this institution is the plan of study. Students pass through the course by taking up and thoroughly completing one study at a time. A practical test of five years, it is stated, gives a great gain both in time and scholarship. Both sexes are admitted. The number in attendance was 119.—(Catalogue, 1874-'75.)

Otterbein University, Westerville, (United Brethren,) has four courses of study, viz.: Classical, scientific, ladies, and English, of which any one may be taken by any stu-

dent, the ladies' course being so called because it is the one usually preferred by the ladies. There are also departments of music and the fine arts. Attendance of students in 1875, 201, of whom 72 were in collegiate classes.—(Catalogue, 1875.)

St. Xavier College, Cincinnati, (Roman Catholic,) includes collegiate, academic, preparatory, and commercial departments. It is provided with suitable chemical and philosophical apparatus, and possesses a valuable museum and a library of 12,000 volumes.—(Catalogue, 1874-'75.)

University of Wooster, Wooster, (Presbyterian,) includes collegiate, preparatory, and medical departments; the former, embracing the usual four years of study, has been arranged in three courses: (1) the classical, with the degree of A. B. for graduation; (2) the philosophical, with the degree of Ph. B.; and (3) the scientific, with the degree of S. B. Students of either sex are admitted, under the same requirements, to equal standing in any department or course of the university. Total attendance in the university, 349.—(Catalogue, 1876.)

Urbana University, Urbana, (New Church,) aims to combine with thorough scientific and literary culture a knowledge of the duties of a Christian life. The departments are preparatory, collegiate, and theological.—(Circular, 1875.)

Western Reserve College, Hudson, (non-sectarian,) is for both sexes, and includes preparatory, collegiate, and commercial departments.—(College catalogue, 1873-'74.)

Wilmington College, Wilmington, (Friends,) embraces preparatory and collegiate departments, the latter having classical and scientific courses. Both sexes are admitted and receive similar degrees.—(Catalogue, 1874-'75.)

Wittenberg College, near Springfield, (Evangelical Lutheran) includes preparatory, collegiate, and theological departments. Both sexes are admitted. The total attendance in 1875-'76 was 158; of these 22 were theologians, 59 were in regular collegiate classes, 22 in a select course, and 55 in the preparatory department.—(College catalogue, 1875-'76.)

Xenia College, Xenia, (Methodist Episcopal,) admits both sexes to its course of study, which embraces collegiate, primary, preparatory, and normal departments. The institution was originally organized for ladies only, but the experience of 12 years has shown that the admission of both sexes was wise, and even required. Superior advantages are offered to those wishing to make music a special study.—(College catalogue, 1875.)

COLLEGES FOR WOMEN.

Thirteen institutions of this class report for 1875 as follows: instructors, 137; students, including preparatory, 1,064; number in regular course, 710; number in special or partial course, 137. In all but one of these schools the instruction of the regular course extends through 4 years. In that one it is 6 years. About half of them are authorized to confer degrees, and 9 report libraries ranging from 500 to 2,300 volumes. In 11 are taught drawing, painting, vocal and instrumental music, French, and German; 2 add Italian also, and 1 Spanish. Seven report chemical laboratories; 8, philosophical apparatus; 2 have museums of natural history, and 4, art galleries.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.		
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship funds.			
Antioch College	10	5	79	40	\$200,000	\$123,000	\$9,500	.....	.....	.....	.....	.....	a5,850
Baldwin University	12	2	200	104	44,500	75,000	7,500	.....	.....	.....	50,000	.....	a2,960
Buchtel College *	15	2	100	112	250,000	40,000	2,400	.....	.....	.....	20,000	.....	a1,100
Capital University .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cincinnati University	7	0	0	45	.....	.....	.....	.....	150	b17,900	0	.....	500
Deason University	11	1	75	87	100,000	190,000	19,000	1,900	.....	.....	.....	.....	a13,000
Farmers' College of Hamilton County.	2	.....	34	24	35,000	66,000	4,200	750	.....	.....	.....	.....	c5,000
Franklin College	6	.....	30	36	10,000	.....	.....	.....	2,500	.....	.....	.....	a2,100
Geneva College	8	0	124	29	20,000	.....	.....	.....	2,528	.....	.....	.....	400
German Wallace College	6	0	47	78	47,539	32,883	4,195	144	0	.....	25,812	.....	a950
Hebrew Union College	2	.....	14	.....	.....	d64,000	.....	.....	.....	.....	.....	.....	.....
Heidelberg College	6	0	107	104	32,000	60,000	4,500	2,000	0	.....	60,000	.....	4,000
Hiram College	11	3	233	30	25,000	40,000	3,200	3,334	.....	.....	2,500	.....	a2,540
Kenyon College	8	4	.....	47	100,000	90,000	6,300	.....	.....	.....	.....	.....	a13,675
McCorkle College	5	1	34	9	20,000	8,000	700	567	.....	.....	.....	.....	100
Marietta College	11	.....	100	82	130,000	.....	.....	.....	.....	.....	33,000	.....	a26,700
Mt. Union College	23	3	358	348	385,473	78,000	10,965	16,577	0	.....	.....	.....	4,168
Muskingum College	4	.....	73	50	25,000	.....	.....	1,606	.....	.....	.....	.....	.....
Oberlin College	20	1	639	292	300,000	115,000	9,200	7,000	.....	.....	.....	.....	a11,000
Ohio Central College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio University	6	.....	54	40	50,000	70,000	4,025	2,681	e3,821	.....	.....	.....	7,500
Ohio Wesleyan University.	13	5	203	163	179,600	240,262	17,000	4,000	.....	.....	.....	.....	a13,500
One Study University	4	0	37	82	25,000	0	0	3,500	0	.....	0	.....	a1,800
Otterbein University	8	4	129	72	75,000	70,600	6,000	3,000	0	.....	0	.....	a1,570
Richmond College *	4	.....	121	.....	25,000	.....	.....	1,270	.....	.....	.....	.....	200
St. Xavier College	20	.....	197	77	150,000	.....	.....	12,000	0	.....	.....	.....	a16,000
University of Wooster	18	4	78	171	150,000	150,000	9,000	7,000	.....	.....	20,000	.....	5,000
Urbana University	4	.....	14	17	20,000	30,000	6,000	1,100	.....	.....	.....	.....	5,000
Western Reserve College	10	4	58	73	100,000	207,000	15,500	.....	.....	.....	.....	.....	.....
Wilberforce University	12	0	.....	2	60,950	.....	.....	1,900	0	.....	2,350	.....	3,000
Wilmington College *	5	.....	120	24	75,000	.....	.....	.....	.....	.....	.....	.....	3,000
Wilmington College	4	.....	58	20	50,000	.....	.....	.....	.....	.....	.....	.....	559
Wittenberg College	12	.....	50	85	100,000	120,000	9,000	2,600	.....	.....	.....	.....	a7,000
Xenia College	6	.....	f43	89	24,000	.....	.....	2,500	.....	.....	.....	.....	c300

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

b From city tax.

c Society libraries.

d Sinking fund.

e Taxes on college land refunded.

f Also 106 unclassified students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Ohio Agricultural and Mechanical College, organized in 1870, is founded on the congressional land grant of July, 1862, for the purpose of securing the better education of the industrial classes. The share of Ohio in this grant was 630,000 acres. This was unfortunately pressed for sale upon a temporarily overstocked market, and the State realized only 54 cents to the acre. The total amount of the sales (\$342,450) was, however, put at interest, and when the college was opened in September, 1873, the principal and interest together constituted a productive fund of something over \$500,000, the annual income from which slightly exceeds \$30,000. In consideration of the location of the college being fixed at Columbus the institution received \$300,000 from Franklin County, out of which a valuable farm was bought, college buildings erected, and various departments of instruction equipped. The value of the farm has been greatly enhanced since its purchase by the rapid growth of the city in its direction, and at present the total value of the endowment and property is estimated to exceed \$1,000,000. The organization of the college has been effected in strict conformity with the provisions of the law to which it owes its foundation. The departments already established are as follows: (1) physics, (2) chemistry, (3) zoölogy, (4) botany, (5) geology, (6) agricul-

ture, (7) mathematics, (8) English, French, and German languages, (9) Latin and Greek languages, (10) political economy and civil polity, and (11) mechanical and free hand drawing. To students entering the college for the purpose of taking up some special study and who do not propose to complete a regular course, full freedom in the selection of the branches which they will pursue is granted, subject only to the necessary limitation that they are prepared to take up with advantage the studies which they select.

Special attention is invited to the advantages offered by the college to students fitting themselves to become teachers of natural science, and also to those designing to pursue the study of medicine. The resources of the college in the way of collections and the methods of study adopted in the more advanced classes—the work being mainly done in laboratories and museums—make it safe to say that a very important addition to the educational facilities of the State is here made.—(Circular and catalogue of the college, 1874-75.)

THEOLOGY.

Theological instruction is given in Lane Theological Seminary, Cincinnati, a Presbyterian institution, having a three years' regular course of study; in Union Biblical Seminary, Dayton, under the control of the United Brethren in Christ, also with a three years' course; in the theological department of Mt. St. Mary's Seminary of the West, (Roman Catholic,) having a three years' course; the German Evangelical Lutheran Seminary, in connection with the Capital University, with a course lasting two years and a half; in the Christian Educational Institute of the Mennonite Community, Wadsworth; in Heidelberg College and Theological Seminary, (Reformed); in the Protestant Episcopal Theological Seminary of the Diocese of Ohio, a department of Kenyon College; in Oberlin College, Urbana University, and Wittenberg College, and in Wilberforce University.

LAW.

Special reports have been received from the law school of the Cincinnati College, at Cincinnati, the Ohio State and Union Law College at Cleveland, and the law department of Wilberforce University, near Xenia. The attendance of students in the first mentioned was 60, in the second it is not given, and in the last it was only 1. The number of resident professors and instructors was 10, the number of years in course in them all is two. The law school of the Cincinnati College has connected with it a library of over 900 volumes of the best writers on law and jurisprudence and the more important reports, selected with special reference to the wants of the school. Students who attend the full course also have access, without charge, to the law library of the Cincinnati bar, which is one of the largest and best in the country.—(Reports to United States Bureau of Education and catalogue of law school of Cincinnati College.)

MEDICINE.

Three medical colleges, all located at Cincinnati—the Cincinnati College of Medicine and Surgery, the Medical College of Ohio, and the Miami Medical College—report an aggregate attendance of 523 students; graduates at the commencement of 1875, 203; number of professors and instructors, 32. The course lasts three years in two of these colleges; in the third, the Cincinnati College of Medicine and Surgery, the length of course is not reported.—(Special reports to the United States Bureau of Education, 1875.)

Medical departments also exist in connection with the University of Wooster and the Western Reserve College.—(Special reports to the United States Bureau of Education and catalogues.)

The Ohio College of Dental Surgery at Cincinnati offers a curriculum embracing anatomy, physiology, pathology, and therapeutics, chemistry, and operative and mechanical dentistry. A candidate for graduation must have two full years of pupillage, part of which, at least, should be with a reputable dental practitioner and good teacher, inclusive of two complete courses of lectures in a dental college.—(Catalogue of the college, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Ohio Agricultural and Mechanical College.	11	.....	100	6	\$500,000	\$500,000	\$30,000	\$0	a1,200
Scientific department of Denison University. ^b	.....	.....	6	3	.....	.....	.....	.....	.....
Scientific department of Oberlin College. ^b	.....	.....	.....	4	.....	.....	.....	.....	.....
Toledo University of Arts and Trades.	1	.....	276	.....	20,000	.....	.....	400	100
SCHOOLS OF THEOLOGY.									
Christliche Bildungs-Anstalt der Mennoniten.	3	0	16	3	17,000	150	12	.....	.....
German Lutheran Seminary.	3	.....	23	3	.....	.....	.....	.....	2,500
German Wallace College, theological department.	6	0	20	3	.....	.....	.....	.....	.....
Heidelberg Theological Seminary.	2	2	22	3	.....	35,000	1,900	.....	2,777
Lane Theological Seminary.	5	4	36	3	160,000	253,000	17,000	.....	12,000
Mt. St. Mary's Provincial Seminary.	8	0	37	3	147,000	0	0	.....	15,100
St. Mary's Theological Seminary.	3	.....	25	5	75,000	.....	.....	.....	.....
Theological Seminary of St. Charles Borromeo.	7	.....	54	9	30,000	.....	.....	.....	5,000
Theological department of Oberlin College.	10	1	53	3	65,000	45,000	3,600	.....	3,000
Theological department of Wittenberg College.	3	.....	23	2	.....	.....	.....	.....	.....
Theological Seminary of Diocese of Ohio.	3	4	.....	3	100,000	100,000	7,000	.....	7,000
Theological Seminary of Wilberforce University.	5	0	22	5	60,000	2,300	.....	.....	900
Union Biblical Seminary.	3	0	24	3	10,000	40,000	2,000	.....	300
United Presbyterian Theological Seminary.	5	0	29	3	10,000	42,000	3,000	.....	5,000
SCHOOLS OF LAW.									
Law School of Cincinnati College.	4	.....	60	2	.....	.....	.....	2,853	933
Law school of Wilberforce University.	2	.....	1	2	.....	.....	.....	.....	50
Ohio State and Union Law College.	4	.....	.....	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Cincinnati College of Medicine and Surgery.	10	.....	124	2	30,000	.....	.....	.....	.....
Cleveland Medical College, (Western Reserve College.)	11	.....	86	2	75,000	0	0	.....	900
Columbus Medical College.	12	.....	60	3	6,000	.....	.....	2,400	.....
Medical College of Ohio.	10	.....	282	3	.....	.....	.....	.....	5,000
Miami Medical College.	12	.....	122	3	50,000	.....	.....	6,600	.....
Medical department of University of Wooster.	12	.....	84	3	50,000	.....	.....	.....	.....
Starling Medical College.	14	.....	30	2	80,000	0	0	1,000	2,000
Eclectic Medical Institute.	7	.....	188	3	80,000	0	0	14,928	.....
Homeopathic Hospital College.	12	.....	.....	3	75,000	.....	.....	.....	.....
Pulte Medical College.	11	.....	54	3	.....	0	0	3,500	450
Ohio College of Dental Surgery.	8	.....	28	2	20,000	.....	.....	3,000	50
College of Pharmacy of Baldwin University.	4	.....	4	1	.....	.....	.....	200	.....
Cincinnati College of Pharmacy.	3	.....	80	2	c 1,000	.....	.....	2,500	100

* From Report of Commissioner of Education.
 b Reported with classical department.

a Includes society library.
 c Furniture and apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Ohio Institution for the Education of the Blind, at Columbus, reports, for 1875, 152 pupils under instruction. The employments taught are broom making, cane seating, beadwork, knitting, crocheting, and hand and machine sewing. The expenditure during the year was \$59,125.55. The library numbers about 100 volumes of books in raised print, many of them being readers, of which there are several copies.—(Special report to the United States Bureau of Education, 1875.)

EDUCATION OF THE DEAF AND DUMB.

The Ohio Institution for the Education of the Deaf and Dumb reports 23 instructors, 2 of whom are semi-mute, and 488 pupils under instruction—281 males and 207 females. The average number of years spent in the institution is five; the course of study is substantially that taught in the graded schools of Ohio. Since the foundation of the institution, in 1827, it has given instruction to 1,512 pupils. The institution has a library of 3,000 volumes.—(Special report to United States Bureau of Education, 1875.)

THE KIRTLAND SUMMER SCHOOL OF NATURAL HISTORY.

This school, modeled after Professor Agassiz's institution on the island of Penikese, was founded by Professor Theo. B. Comstock and Dr. William K. Brooks. Its name was given in honor of the revered and venerable Dr. Jared P. Kirtland, who will always be remembered as a pioneer in science in the West. As soon as the plans were sufficiently matured, a proposition was made to the Kirtland Society of Natural Sciences, of Cleveland, Ohio, which resulted in the appointment of Messrs. R. K. Winslow, John Bolton, and L. Austin to act with the directors, Messrs. Comstock and Brooks, as a board of managers. It was then resolved that the board of managers be authorized to receive subscriptions of money and to disburse the same for the purposes of the school, through Professor Theo. B. Comstock as actuary. The management of the school, including the arrangement of work, purchasing of apparatus and collections, acceptance of applicants, and all matters of detail, was placed under the control of the two directors, who also took upon themselves the responsibility of procuring additional instructors.

Through the courtesy of the board of education, convenient quarters were provided in the Central High School building. Five rooms upon the third floor were used for the various purposes of the summer school.

Collections of marine invertebrates were made by Dr. Brooks, at Marblehead, Mass., and by Mr. E. A. Birge, at Eastport, Me. A dredge was also purchased for use in Lake Erie during the session of the school.

Circulars announcing the date of opening and the plan of the school were not issued until late in May, but the six weeks between that time and the 6th of July, when the session began, were sufficient to draw out many applications from various parts of the country. It was necessary to limit the number of pupils to 35, and this maximum had been reached before the day of opening. Unfortunately, however, no fee was required until the inauguration exercises took place, and some 15 whose names were upon the roll withdrew before that time, though none did so without the best of private reasons, in no way derogatory to the school or its management. The maximum number could easily have been attained by admitting applicants after the beginning of the session, but this would have been contrary to announcements made and unjust to a considerable number who were anxious to join the school. Applications were received almost daily until nearly a month after the closing of the session, showing that the demand for such instruction is widespread and urgent.

Through the personal solicitations of Mr. Winslow the sum of \$100 was raised in small sums, and 25 pupils raised the sustaining fund to \$250 by the payment of a fee of \$10 each. Though this was but one-half of the amount required, the directors decided to continue the work in the hope of demonstrating its value in the end. At this critical juncture one of Cleveland's noble men, whose modesty alone forbids the mention of his name, quietly placed a sum of money, greater than the amount already secured, in the hands of the actuary, without the slightest restriction as to its use. From this moment the success of the scheme for one year at least became a certainty. The voluntary and unremunerated services of the instructors also enabled the directors at once to enlarge their plans and to accomplish more than they had dared to hope at the outset.

The school was inaugurated July 6, 1875, with appropriate exercises, including an encouraging address from Dr. Kirtland himself, who left his invalid couch to be present on this occasion. On the following day the regular exercises of the school began without ceremony, and were continued without intermission six days in the week for five weeks, until August 9. The daily sessions extended from 9 a. m. to 1 p. m., and from 2 to 6 p. m., with frequent evening meetings from 7.30 to 10. Excursions were

made as often as possible without interfering with the work in the laboratory, and collections of botanical, geological, and zoological specimens were made in these excursions for use in the school work. Observation and experiment was the law of the hour, the effort being to have every subject studied illustrated by typical specimens, which were examined not only visually, but microscopically and anatomically by all concerned. In zoology, specimens of echinoderms, terebratulinae, and other marine and fresh-water animals were thus studied; while in botany, the structure and growth of plants was illustrated in all its parts, geology coming in for its share of attention through lectures and specimens.

The result can hardly fail to be a quickening of interest in natural sciences and a more intelligent and effective prosecution of the study of them on the part of both the teacher students in the school and the pupils who may come under their influence.—(Report by Professor Theo. B. Comstock.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The attendance of representative teachers at the meeting of the Ohio State Teachers' Association, at Put-in-Bay, held June 29, 30, and July 1 was larger than usual. The inaugural address of the president of the superintendents' section, the address of President E. T. Tappan on qualifications for admission to colleges, of Mr. J. M. Clemens on what provision in courses of study should be made for pupils whose attendance on school is necessarily irregular, were each a practical and exhaustive treatment of the subject under consideration. Papers indicating much thought and careful preparation were read before the general meeting by Dr. Kinsman, on "Health and education;" by Superintendent J. B. Peaslee, on "Object teaching;" by Hon. James Monroe, on "The National Government and popular education;" by President Orton, on "Science in public schools;" by Rev. W. H. Jeffers, on "The perils which threaten our public schools," and by Hon. T. W. Harvey, on "The life and labor of Dr. Asa Lord." The meeting was marked for the general excellence and practical worth of the several papers read, and for the intelligent and prevailing interest in the work of the association on the part of the teachers present.—(State report 1875, p. 43.)

OTHER TEACHERS' ASSOCIATIONS.

During the year meetings were held by the Northwestern, the Central, the South-eastern, and the Southwestern Ohio Teachers' Associations. The increased attendance upon these meetings indicates a growing interest on the part of teachers and the public in these aids to professional success and to a unification of the teachers' work.—(State report, p. 49.)

OHIO COLLEGE ASSOCIATION.

This body assembled at Kenyon College, Gambier, December 23, 1874. President Tappan presided and opened the exercises with an inaugural address, which was followed by a paper on rhetorical instruction in colleges, by Prof. G. Stanley Hall, of Antioch. Papers were read during the session on "Post graduate courses and degrees," by President I. W. Andrews, of Marietta College; on "The best method of teaching psychology," by President Hinsdale, of Hiram College; on "Intercollegiate contests," by Professor Judson Smith, Oberlin; on "The place of the Bible in a college curriculum," by President Marsh, of Denison University. All these papers elicited animated and interesting discussions, and were referred to the secretary and executive committee to secure their publication.—(Ohio Educational Monthly, March, 1875, p. 110.)

OBITUARY RECORD.

CHARLES G. FINNEY.

Ex-President Charles G. Finney, D. D., of Oberlin College, died of heart disease August 16, 1875, aged eighty-three.

Born in Litchfield, Conn., he emigrated at an early age to Jefferson County, N. Y., then the frontier of civilization in that direction. His early education was much neglected, but, on arriving at age, he returned east, and spent several years in teaching and studying at different academies. He took up, in this period, Latin and Greek, with the view of entering Yale College, but his teachers dissuaded him from such entrance, telling him that with his abilities he could accomplish in two years the work of the four years' college course. Returning subsequently to New York State, he commenced the study of law, and was admitted to practice, but soon felt himself called to devote all his time and strength to preaching. He began his career as a religious evangelist at his home, in 1824, and continued it until, within the next ten years, his labors extended to most of the larger towns and cities of New York, as well as to the principal cities of New England and to Philadelphia, producing everywhere a great

sensation. In 1835 he went to Oberlin, where he continued till his death. His service there as professor and president, especially from 1851 to 1866, is said to have done more to mould the sentiment and determine the character of the influential college there established than that of any other man. Of late years he has been seeking some repose from labor, but even to the day of his death his form was so erect and his intellect so vigorous and sparkling that, although 83 years old, no decline was perceptible in the personal power and enthusiasm for which he was famous as a revivalist and educator for over fifty years before.—(American Educational Monthly, October, 1875, p. 465.)

MISS ALMEDA M. BOOTH,

Who for thirty years past has been prominent as a teacher in Northern Ohio, died in Cleveland on the 15th instant. For many years she was principal of the ladies' department of Hiram College, when General Garfield was president of the institution.—(Baltimore American, December 29, 1875.)

LIST OF SCHOOL OFFICIALS IN OHIO.

Hon. C. S. SMART, *State commissioner of common schools, Columbus.*

[Term from second Monday in January, 1875, to second Monday in January, 1878.]

STATE BOARD OF EXAMINERS.

Name.	Post-office.
John B. Peaslee, president.....	Cincinnati.
Alston Ellis, secretary.....	Hamilton.
H. B. Furness, treasurer.....	Tiffin.

CITY SUPERINTENDENTS.

City.	Superintendent.	Salary.
Akron.....	S. Findley.....	\$2,500
Canton.....	Daniel Worley.....	1,800
Chillicothe.....	G. N. Carruthers.....	2,000
Cincinnati.....	John B. Peaslee.....	3,500
Cleveland.....	Andrew J. Rickoff.....	4,000
Columbus.....	Robert W. Stevenson.....	3,000
Dayton.....	John Hancock.....	3,000
Hamilton.....	Alston Ellis.....	2,200
Mansfield.....	John Simpson.....	1,700
Newark.....	J. C. Hartzler.....	1,800
Portsmouth.....	M. S. Campbell.....	1,800
Sandusky.....	U. T. Curran.....	2,500
Springfield.....	W. J. White.....	1,800
Stenbenville.....	Martin R. Andrews.....	1,700
Toledo.....	D. F. De Wolf.....	3,000
Zanesville.....	A. T. Willis.....	2,000

OREGON.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth 4 to 20 years of age	44,661
Number of boys of legal school age.....	23,265
Number of girls of legal school age.....	21,396
Number of students enrolled in public schools	21,518

TEACHERS AND THEIR PAY.

Whole number of teachers employed in public schools.....	953
Number of men teaching.....	496
Number of women teaching.....	457
Number necessary to supply the public schools.....	859
Average salary of men teaching.....	\$51 45
Average salary of women.....	45 50

SCHOOLS.

Number of school rooms exclusive of those used only for recitation.....	859
Average duration of schools in days	105½
Estimated real value of school property.....	\$350,000

INCOME AND EXPENDITURE.

Income.

From State tax, (total from taxation)	30,273
Interest on permanent fund including rents of school lands.....	56,400
Total income.....	86,673

Expenditure.

For sites, buildings, and furniture.....	2,625
For libraries and apparatus	500
For salaries of superintendents.....	2,000
(Salaries of teachers and miscellaneous not reported.)	

SCHOOL FUND.

Increase of permanent fund in the school year.....	60,000
Amount of available school fund.....	564,000
Amount of permanent school fund including portion not now available....	1,314,000

—(Special report to United States Bureau of Education for 1874-'75, from Hon. L. L. Rowland, superintendent of public instruction.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VIII, section 1, of the constitution adopted in 1857, directs that "the governor shall be superintendent of public instruction, and his duties such as may be prescribed by law; but after five years from the adoption of this constitution it shall be competent for the legislature to provide for the election of a superintendent, to prescribe his duties and fix his compensation." Section 2 says that "the proceeds of all lands heretofore or that may be hereafter granted to the State for educational purposes, except university lands; all money accruing to the State by escheat and forfeiture; all money for exemption from military services; all gifts, devices, and bequests made by any person to the State for common school purposes, or where the purpose for which such gift, devise, or bequest is intended is not expressed; all the proceeds of the lands granted to this State by Congress in 1841; and 5 per cent. of the proceeds of the land to which this State will be entitled on her admission into the Union, (if Congress shall consent to these last two grants,) shall form a permanent and irreducible fund, the income of which shall be exclusively applied to the support and maintenance of common schools in each district and the purchase of suitable apparatus and libraries therefor." Section 3 declares that "the legislative assembly shall provide for the establishment of a uniform and regular system of common schools;" section 4, that "the income from the school funds shall be distributed to the districts according to the number of children therein between the ages of 4 and 20 years;" section 5, that "the

governor, secretary of state, and State treasurer shall constitute a board for the sale of school and university lands, and the investment of the proceeds therefrom: *Provided*, That no portion of the proceeds of the university lands shall be expended within ten years from the adoption of the constitution unless, by consent of Congress, for common school purposes."

PROVISIONS OF THE SCHOOL LAW.

From School Laws of the State of Oregon, published by authority, Salem, Oregon; Eugene Semple, State printer, 1872.

OFFICERS.

A State board of education, State superintendent of public instruction, county school superintendents, and the directors and clerks of school districts are the officers recognized by the school law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education—composed of the governor, secretary of state, and superintendent of public instruction—have it as their duty to meet semi-annually, at the State capital, on the first Monday in January and July. They have power to authorize a series of text books to be used in the public schools; to prescribe a series of rules for the government of these schools; to use a common seal to authenticate their acts; to order any printing that may be necessary; and to sit as a board of examination, granting to approved teachers life diplomas, State certificates, and two grades of certificates of the same force as those granted by county superintendents, the State diploma to be good for six years, the certificate of first grade good in any county for two years, and that of second grade good for six months. They may invite not less than four professional teachers to sit with them in their semi-annual examinations, and may also, at their discretion, grant, without examination, diplomas and certificates to persons presenting authenticated diplomas and certificates from other States, of like grade and kind. They may also revoke, for immoral or unprofessional conduct, any diploma or certificate granted by them.

The State superintendent of public instruction—who is elected by the people for a term of four years, beginning with September, 1874—has it as his duty to exercise a general supervision of the county and district school officers and the public schools of the State; to hold, once each year, a teachers' institute in each judicial district, and one for the State at the State capital; to superintend the printing and transmitting of such blanks, forms, rules, and regulations for the public schools as the State board may authorize; to act as secretary of that board; to make out, quarterly, a statement of his necessary travelling expenses for audit by the State board and payment, like other claims against the State; to issue, under the direction of the board, a circular to each county superintendent, containing a list of studies required to be taught in the public schools, allowing him to write against each study the text book preferred, the highest number of votes for any text book securing its use for the four years following, when the same process is to be repeated. The superintendent is also to report biennially to the legislature the general condition of the public schools; the amount of school money apportioned to the several counties, and the sources whence it was derived; the amounts raised by county and district taxes, and those paid for teachers' salaries, buildings, furniture, &c.; the series of text books authorized by the State board; the rules and regulations prescribed by them for the government and tuition of the schools; the number and grade of schools in each county; the number of persons of school age, (4-20;) the number attending public schools, attending private schools, and not attending any school, with statistics of chartered educational institutions, and any other information he may judge to be useful. His salary is \$1,500 and travelling expenses.

The county school superintendents are elected by the legal voters of the several counties, at the biennial elections, for terms of two years. They enter upon office thirty days after the election, and receive such salaries as the county court may determine. Their duties are to lay off their counties into convenient school districts and to keep a record of the number and boundaries of these; to notify in writing some taxable inhabitant of each district what is its number and what its bounds; to establish new districts on the petition of a majority of the legal voters; to make annual or semi-annual apportionment of the school fund in the county treasury to the several reporting school districts of their counties in proportion to their school population; to keep a careful book account, with receipts and credits of school funds, with the county treasurer; to select the proper sixteenth and thirty-sixth sections of school lands in each township, or of lands in lieu thereof, when such selection has not been previously made, giving due notice to the land officer; to take good care of the school lands; to examine quarterly all persons who apply for teachers' certificates, and give to such as are approved certificates, good for six months or two years, according to their qualifications. In such examinations they must associate with them two or more competent assistants. They are also to visit the schools taught under their certificates at least once in six months, giving such information and suggestions as they may deem needful; are to receive from the district officers their

school reports, and from these make out and transmit to the State superintendent, by the first Monday of April in each year, a general report of the county schools, as well as a report to the county court, by June 30, of all moneys assessed and collected at county expense, and applied to county schools during the year ending the first Monday of April previous.

District school officers consist of 3 directors for each district, chosen at the annual meetings on the first Monday of April for terms of three years each, 1 being changed each year, and of a clerk chosen at each annual meeting for a term of one year.

The duties of the directors are to authorize the clerk to call special meetings and give him warrant to collect the school taxes; to attend for the district to the purchase or lease of school sites, and the purchase, lease, or erection of school buildings; to care for and furnish these, and provide them with fuel, light, &c.; to employ teachers for the schools, and aid them in governing these; to audit claims against the district and draw orders on the clerk for the amount; to require of the clerk a bond of such force as shall seem just and reasonable, for the faithful performance of his duties; and to examine and correct his assessment roll. Failure to attend to these duties incurs forfeiture of office and a fine of \$10.

The clerks are to record the proceedings of the district; give notice of annual and special meetings; assess the taxes levied by the district; deliver the assessment roll to the directors; collect, upon their warrant, the taxes for which it calls; keep a correct book account of receipts and expenditures for the district; make report of this account to the district meeting; act as secretary of these meetings; furnish the county superintendent, within ten days after each annual one, a list of the school officers; and annually make report to the superintendent of every item required for the report to the State officer. His compensation is 5 per cent. on the moneys collected by him.

SCHOOLS.

The schools of the State are still in their infancy, and, out of the larger villages and cities, comparatively few of them are graded. They are free to all persons of school age residing in the districts where they are kept. The minimum of instruction in them is to include orthography, reading, writing, mental and written arithmetic, English grammar, geography and modern history. The maximum may be whatever teachers and scholars can make it short of college training. There were in the State in 1874, the date of the last report, 4 high schools, 31 graded schools, and 559 ungraded.

A State agricultural college, a school for deaf-mutes, and one for the blind are provided for, as well as schools in which the German language may be taught.

SCHOOL FUNDS.

The permanent school fund of the State, derived mainly from 500,000 acres of lands donated by the General Government, consisted in 1875, according to the report of the State superintendent, of \$564,000 then available, with about \$750,000 not yet available. The income from this, including rents of leased school lands, was, in that year, \$56,400, making, with \$30,273 of State school tax, a total annual school fund of \$86,673.

The university land grant of 66,080 acres has yielded thus far about \$100,000.

ELEMENTARY INSTRUCTION.

ABSENCE OF REPORT FOR 1875.

The report on school affairs in this State is made biennially, as before stated, and as the last one covered the years 1873 and 1874, and came into the report of the Bureau for the latter year, that for 1875 and 1876 will not be due till the Bureau report for 1876 shall be in preparation.

In this absence of a State report, all that can be done at present, with reference to elementary instruction, is to give, in addition to the statistical summary furnished, the following somewhat fragmentary information, furnished by a respected correspondent of the Bureau.

EARLY BEGINNING.

The territorial laws of Oregon, as promulgated in 1850, provided for a system of public schools. The first attempt to organize them met with many obstacles, the chief of which were the transitory character of the population and the difficulty of obtaining competent teachers. There were many persons who were ignorant of the scope and intent of public education, but the general opinion, though not prepared for any material effort in their behalf, was in favor of free schools. The first undertakings were only quasi public, and quite frequently were developed from private enterprises or adopted "rates." The towns were thought to be the only places fit for public schools. In some localities (are there not a few such even in 1876?) they continued for a long period of time to be regarded as a makeshift for the less favored members of society, and any special tax to sustain them was sure to arouse the ire of the "Philistines," as Carlyle

would call them, including bachelors, sectarians, and some of the "better classes." But, scattered everywhere, were men who had seen the system in older States and shared its benefits; who realized the central idea of public education as a chief factor in making a homogeneous people. These men and women, by their earnestness and sacrifices, have made the public school system what it is to-day. To one of our territorial representatives, J. Q. Thornton, esq., belongs the distinction of introducing the clause into the general congressional law which entitles each State to the thirty-sixth section of the public lands for school purposes. No more important act in the interest of public schools has ever passed since Nathan Dane's bill, bestowing the sixteenth section of land for the same purpose.—(History of the Public Schools of Multnomah County, prepared for the Centennial, by T. L. Eliot, county superintendent.)

SCHOOLS OF TO-DAY.

A letter from a correspondent, dated March, 1875, says the country schools were that year kept longer and better, and teachers were better fitted, so that, on the whole, the educational prospects of the State are improving.

The same correspondent, under date of September 16, 1875, says, "The schools in towns and the corporate institutions open with larger numbers this fall."

The superintendent of Multnomah County says the shifting character of many schools is a serious evil. Almost every record shows a considerable number of names attending only a week or two or with an irregularity that practically negatives the teacher's efforts. Absenteeism and tardiness may be said to waste one-third of the school funds of the county.—(County superintendent's report, March 20, 1876.)

The superintendent of Josephine County, G. M. Smith, writes to this Office: "Josephine County has 14 school districts; in each a public school of primary grade is maintained from 3 to 6 months annually. School-houses, inferior and scantily supplied in furniture or apparatus. This county is principally mountainous, more mineral than agricultural, its resources yet undeveloped, and educational matters in the background, compared with some other counties in the State.

CITY SCHOOL SYSTEMS.

PORTLAND.

Officers of the system.—A board of directors of three members, who hold office for three years, the term of one expiring each year, with a clerk of the board, and a city superintendent of schools.

Statistics.—Number of different pupils enrolled, 1,700; number attending school under 6 years of age, 126; number between 6 and 16, 1,460; number over 16 years of age, 114; average number belonging, 1,009; average daily attendance, 910; per cent. of daily attendance, 90.38; per cent. of absenteeism on whole number enrolled, 7.5; number of pupils not absent during their enrolment, 104; not tardy, 472; average number of pupils to a teacher, not including high school, 50; number of teachers employed, 24.

Studies.—The percentages in arithmetic and grammar were usually higher than in the other studies. The teaching of arithmetic by the analytical method accomplished great good, enabling the children to give an intelligent reason for the different steps in the solution of the problems. The teaching of geography by combining history and description with the map exercises was a decided improvement. Gratifying progress has been made in penmanship and reading; the superintendent, however, thinks it would be well to introduce Leigh's phonic method into the reading department. The pupils of the first grade of the grammar department and high school have been instructed in history. There has been a radical change and a marked improvement in composition writing. The superintendent recommends that this be made to include the writing of business letters, receipts, checks, due bills, promissory notes, &c. He argues for the introduction of drawing and the establishment of a public school library.—(Report of City Superintendent S. W. King, for 1874-'75.)

Good habits.—Habits of obedience, attention, promptness in recitation, neatness of the copy books, and a carefully prepared programme of the daily work are said to be some of the characteristics and attractions of most of the schools. Prior to the opening of the morning session, teachers write the lessons and general information for the day on the blackboard, adjust windows, curtains, rubbers, and crayons, and anticipate in every way the wants of the pupils.

During the last few years several important changes have been wrought in the general management of the schools of Portland. The 26 schools have been thoroughly graded, a system of semi-annual examinations instituted, a city superintendent appointed, the buildings enlarged and school furniture improved. Carefully prepared rules and regulations define the duties of teachers and scholars, and control absenteeism and tardiness. The grade work is closely defined, and the high school, with 5 efficient instructors, graduates yearly a class of well educated young women and men. The people of Portland annually vote a liberal tax for education, and thus place the

schools on a footing of equality with the best in the United States. The teachers are all of high order and ample experience; none more efficient and earnest can be found anywhere. Nothing short of general calamity to the country can disturb the stability and progress of public education in our midst.—(History of the Public Schools of Multnomah County, by T. L. Eliot.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The most important of these schools, that at Portland, graduated its first class in 1875. Its course of study covers a period of three years and embraces all the higher English branches, with Latin, Greek, French, and German. The average daily attendance in 1875 was 87; average percentage of attendance, 92.

There are 12 other schools in the State of advanced grade, by which is meant those in which the pupils are pursuing those branches not required in a county teachers' certificate. The State superintendent estimated, in 1874, that there were probably about a hundred other common schools in which some of the pupils pursued advanced studies.—(Report of Portland City for 1875, and Report of United States Bureau of Education, 1874.)

ACADEMIES.

Of the five private schools for secondary instruction existing in the State, three report their statistics for 1875, 2 of which are for boys and 1 for both sexes. Number of teachers, 16; pupils, 295; in classical course, 64; in modern languages, 26; preparing for classical course in college, 35; for scientific course, 60. Drawing is taught in 1, vocal and instrumental music in 3, and 3 have chemical laboratories and philosophical apparatus; 2 report libraries of 200 and 3,500 volumes respectively, and aggregating 3,700.—(Replies to inquiries of United States Bureau of Education.)

PREPARATORY DEPARTMENTS OF COLLEGES.

The colleges of the State report an aggregate of 761 students in their preparatory classes, 45 of whom are said to have been engaged during the year in preparing for a classical collegiate course and 97 for a scientific course.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY, EUGENE CITY.

A correspondent writing under date of February 25, 1875, says about \$25,000 has still to be raised by the county for the university building, in order to entitle the regents to the use of the fund of \$60,000 already accumulated. It does not appear that the board of instruction has yet been organized.

OTHER COLLEGIATE INSTITUTIONS.

Christian College, Monmouth, in June, 1875, graduated a class of 2 ladies and 3 gentlemen, all of whom received the degree of B. S.—(Oregonian, June 19, 1875.)

Pacific University, Forest Grove, offers classical, scientific, normal, and ladies' courses. The regular course covers four years, the ladies', three. The apparatus and the collection in the department of natural history are considerable, and are increasing. The library numbers about 5,000 volumes.—(Catalogue, 1873-'74.)

Philomath College, Philomath, established by the United Brethren, offers collegiate, scientific, and ladies' courses, and commercial and phonographic departments. The year 1874-'75 has been the most successful in the history of the school.—(Catalogue, 1874-'75.)

Willamette University, Salem, furnishes classical, preparatory, and scientific courses, a medical department, and a business education. Both sexes are admitted. The graduating class in 1875 comprised 2 ladies and 4 gentlemen.—(Register of the university 1874-'75, and Daily Bulletin, June 25, 1875.)

SUPERIOR INSTRUCTION OF WOMEN.

The only institution reporting from this State for the superior instruction of women, St. Helen's Hall, Portland, graduated 5 young ladies in 1875, after a creditable examination. During the year there were 144 pupils at the Hall, of whom 41 were boarders. Bishop Morris delivered an address commending "home" to the young ladies.—(Oregonian, June, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Christian College.....	6	0	67	83	\$30,000	\$20,000	\$1,600	\$2,000	\$20,000	150	
Corvallis College.....	6		50		10,000			1,500	\$5,000	0	
McMinnville College....	4		220		5,000	22,000	1,760	1,400		100	
Oregon State University..											
Pacific University and Tualatin Academy.	7		37	6	15,000	65,000	6,500	1,800		5,500	
Philomath College.....	8	1	105	13	14,861	18,349	1,834	1,531	0	131	
Wilbur College.....											
Willamette University*..	8		282	64	121,000	38,000	3,800	5,001	0	20,000	

*From Report of Commissioner of Education for 1874.

α Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURE.

Corvallis State Agricultural College was founded by the Methodist Church in 1868, and is still under that control, although receiving annually from the State \$5,000. The value of buildings, lot, and farm is \$10,000; endowment, 90,000 acres of agricultural college land; course of study, "about the same as that of other agricultural colleges." —(Report of United States Commissioner of Education, 1874.)

MEDICINE.

The medical department of Willamette University provides a six months' course of lectures, instead of four as formerly. The candidate for graduation must have studied medicine three years, lectures included, with a reputable practitioner of medicine, and he must have attended two full courses of lectures, the last of them in this institution. —(Annual announcement, 1874-75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Corvallis State Agricultural College.....	5		α150	6	\$5,000			β\$2,000	
Scientific department of Willamette University..				4					
SCHOOL OF MEDICINE.									
Medical department of Willamette University ..	8		23	3				2,600	50

α Also 75 preparatory students.

β Also \$5,000 from State appropriation.

γ Reported with classical department.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

No provision was made for educating the blind of this State at the public expense until the year 1872. During that year, at the suggestion of Miss Nellie Simpson, a blind young lady, and through the efforts and appeals of the officers of State and a few other friends, the legislature was induced to pass an act by which the sum of \$4,000 was appropriated for this purpose. The school was opened in February, 1873, Miss Simpson being appointed principal. Instruction is given in reading, English grammar, composition, writing, history of United States, geography, principles of mathematics, mental arithmetic, cyphering, pin type printing, and vocal and instrumental music. The instruments used are the organ, piano, guitar, and violin. The girls have been taught various kinds of fancy work and plain sewing. There has been felt the need of a mechanical department in which the pupils may learn the various trades and useful arts. The pupils have been attentive and diligent in their studies, and have made commendable progress, even greater, it is thought, than seeing children in the public schools do in the same time. The credit for this improvement is almost wholly due to the principal, who has devoted herself faithfully and zealously to the work of teaching.—(Report of superintendent, 1874.)

EDUCATION OF DEAF-MUTES.

The fall session of the school for deaf-mutes opened in 1874, with about 22 pupils. The legislature of 1874 granted \$5,000 a year for the support of the institution.—(Report for 1874 of United States Commissioner of Education.)

PROPOSED ESTABLISHMENT OF A REFORM SCHOOL.

A correspondent writing from Portland, November 24, 1875, says: "The public have been again aroused to the need of a reform school by the trial and commitment of four street boys, aged from 9 to 13, for felony, and their incarceration in the penitentiary. A mass meeting chose a committee of eleven to examine the whole subject, and draught a law or changes of law to be asked of the next legislature in September, 1876."

CHINESE MISSION SCHOOL, PORTLAND.

Chinese Mission School.—This mission was established by the First Baptist church of Portland, in November, 1874, and is maintained by the citizens at a cost of about \$1,000 a year.

The mission sustains a Chinese minister, Rev. Dong Gong, and an American lady assistant, Miss L. A. Mitchell; also an efficient evening school where instruction is given in English reading, writing, geography, and in the science of numbers.

Thursday evenings and Sundays are set apart for religious and moral instruction given in Chinese and English, conducted by Rev. Dong Gong and Dr. Barber; also, for instruction in sacred vocal music, under the special care of Miss L. A. Mitchell.

The average attendance at evening school is about 42, at religious meetings about 36. About 35 per cent. of the pupils attend regularly.

Number of Chinese reached by the missionary, about 500. Number of converts to Christianity, 14. Number of teachers who attend regularly, 8.

The books used are charts and hymns for beginners, printed in large letters on cloth and hung on wall rollers; Harper's School Series; Loomis's Chinese and English Lessons; New Testament in Chinese and English, in parallel columns. Parley's Universal History of the World; Montieith's Geography. In teaching geography and arithmetic abundant use is made of the blackboard.

The dictionaries in use are Chalmers's, of the Canton dialect; Kong Ki Chue's, of Chinese and English; S. Wells Williams's of the Chinese language, "with the pronunciation of the characters as heard in Peking, Canton, Amoy, and Shanghai," a valuable book.

The pupils are all adults and are placed 5 in a class. They are first taught the English alphabet and advanced as they learn, just as youths are at our public schools. They learn rapidly, and after their own system of rote is overcome they show great quickness in comprehending our analytical mode of teaching.—(From a correspondent of the Bureau.)

EDUCATIONAL ASSOCIATION.

STATE TEACHERS' INSTITUTE.

The State Teachers' Institute met at Salem, in the legislative hall, September 1, 1875, and was called to order by Dr. L. L. Rowland, superintendent of public instruction. Remarks were made by Mr. Stevenson, on "Percentage and interest;" by Professor Morris, on "Analysis of sentences and phrases;" by Rev. Mr. Bailey, on "The teacher;" by Rev. T. F. Campbell, on "The noun;" by Miss M. A. Hodgden, on "Fractions;" by Mr. Bishop, of Brownsville, on "Constitutional government;" by Mr. Smith, on "Moral

education in schools;" by Professor Cook, on "Writing;" on "The working forces of the school," by Professor Condon; on "Fundamental rules of arithmetic," by D. V. S. Reid; and on "Object teaching," by Rev. P. S. Knight. Essays were read by Miss Ellen Luelling and by Miss L. W. Spaulding, the latter discussing the question, "What constitutes a good recitation?"—(Daily Oregonian, September 1, 2, 3, 4, 1875.)

LIST OF SCHOOL OFFICIALS IN OREGON.

Hon. L. L. ROWLAND, *State superintendent of public instruction, Salem.*

[Term, 1874-1878.]

STATE BOARD OF EDUCATION.

[Term, September, 1874, to September, 1878.]

Name.	Post-office.
His excellency, L. F. Grover, governor	Salem.
Hon. S. F. Chadwick, secretary of state	Salem.
Hon. L. L. Rowland, State superintendent of public instruction.....	Salem.

COUNTY SUPERINTENDENTS.

[Term, 1874-1876.]

County.	Superintendent.	Post-office.
Baker.....	W. F. Payton	Baker City.
Benton	E. A. Miller	Corvallis.
Clackamas.....	W. W. Moreland.....	Oregon City.
Clatsop	J. W. Gearhart.....	Astoria.
Columbia	J. E. Galbreath.....	St. Helen.
Coos	J. H. Schroeder.....	Empire City.
Curry.....	J. G. Merriman.....	Ellensburg.
Douglas.....	H. P. Watkins.....	Roseburg.
Grant.....	W. H. Kelly.....	Canyon City.
Jackson.....	H. C. Fleming.....	Jacksonville.
Josephine.....	B. F. Sloan.....	Kirby.
Lake.....	W. R. Jones.....	Linkville.
Lane.....	R. G. Callison.....	Eugene City.
Linn.....	J. K. Weatherford.....	Albany.
Marion.....	H. P. Crooke.....	Salem.
Multnomah.....	T. L. Eliot.....	Portland.
Polk.....	J. C. Grubbs.....	Dallas.
Tillamook.....	J. S. Tripp.....	Tillamook.
Umatilla.....	L. H. Lee.....	Pendleton.
Union.....	S. S. Mitchell.....	Union.
Wasco.....	John Darrah.....	Dalles City.
Washington.....	D. M. C. Gault.....	Hillsboro'.
Yamhill.....	J. H. Carse.....	La Fayette.

PENNSYLVANIA.

STATISTICAL SUMMARY.

ATTENDANCE.

Number of pupils attending school.....	890, 073
Average number attending.....	551, 843
Percentage of attendance upon whole number registered.....	62

TEACHERS AND OTHER SCHOOL OFFICERS.

Number of teachers.....	19, 830
Number of school directors.....	13, 825
Number of superintendents.....	67
Average salary of men per month.....	\$41 07
Average salary of women per month.....	34 09

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the State.....	2, 089
Number of schools.....	17, 092
Average length of school term in months.....	6. 85
Number of graded schools.....	5, 625
Estimated value of school property.....	\$24, 260, 789

INCOME AND EXPENDITURE.

Receipts.

From local tax.....	\$7, 793, 816 26
From State appropriation.....	1, 000, 000 00
Total.....	8, 793, 816 26

Expenditure.

For sites, buildings, and furniture.....	\$2, 059, 464 83
For salaries of superintendents.....	106, 050 00
For salaries of teachers.....	4, 640, 825 52
For miscellaneous or contingent.....	2, 557, 586 72
Total.....	9, 363, 927 07

Monthly *per capita* expenditure of pupils enrolled, 92 cents.

SCHOOL FUND.

Increase of permanent fund in school year.....	\$240, 000 00
—(Pennsylvania school report, 1875, and special report to the United States Bureau of Education for 1875.)	

ADDITIONAL STATISTICS.

To the total of expenditures given in the preceding summary there should be added, the superintendent says, \$77,324.32 increased expenditure in Pittsburg, not included in the summary; \$5,815.84 expended for normal schools, and \$423,693.76 expended in support of the soldiers' orphan schools, making the sum of \$9,950,760.99 expended for all school purposes during the school year 1875.

The changes in the most important items of school statistics, as compared with last year, are as follows:

Increase in number of districts.....	18
Increase in number of schools.....	450
Increase in number of graded schools.....	39
Increase in number of school districts.....	75
Increase in number of teachers.....	553
Decrease in the average salary of male teachers per month.....	\$1 83
Decrease in the average salary of female teachers per month.....	1 78
Increase in average length of school term, (in days).....	2½
Increase in number of pupils.....	39, 299
Increase in average number of pupils.....	8, 822
Increase in cost of tuition.....	\$219, 567 49
Increase in cost of buildings, fuel, contingencies, &c.....	297, 153 76
Increase in cost of expenditures of all kinds.....	541, 941 62

The only discouraging item in this statement, the decrease in teachers' salaries, is accounted for by the prevailing stringency in financial affairs. The fact, however, that the expenditures for school purposes during the past year were more than half a million of dollars (Pennsylvania school report, 1875, p. viii) greater than ever before, abundantly proves the willingness of the people to support their schools liberally, notwithstanding the hard times. The rapidity of the growth of the system within the last few years has been, it is thought, almost without a parallel in the history of this or any other country. The following table shows

THE EDUCATIONAL GROWTH IN THE PAST TEN YEARS.

Year.	Graded schools.	Superintendents.	Average salary of male teachers per month.	Average salary of female teachers per month.	Cost of tuition.	School-houses.	Total cost, including expenses of all kinds.	Number of teachers who attended county institutes.
1865.....	1,743	65	\$31 82	\$24 21	\$2,515,528 63	\$465,088 08	\$3,614,238 55	2,755
1866.....	2,800	66	34 34	26 31	2,748,795 08	725,000 00	4,195,258 57	3,704
1867.....	3,225	68	35 87	27 51	3,028,065 70	1,262,798 68	5,160,750 17	3,944
1868.....	3,362	75	37 28	28 76	3,273,269 43	1,991,152 55	6,200,539 96	10,268
1869.....	3,425	76	39 00	30 52	3,500,704 26	2,455,847 71	6,986,148 92	11,381
1870.....	3,872	79	40 66	32 39	3,745,415 81	2,765,644 34	7,791,761 20	11,290
1871.....	4,634	81	41 04	32 86	3,926,529 88	3,386,263 51	8,560,918 33	11,890
1872.....	4,998	85	41 71	34 60	4,104,273 53	2,864,113 35	8,345,072 78	11,625
1873.....	5,307	86	42 69	34 92	4,325,797 47	1,753,812 36	8,345,836 41	12,302
1874.....	5,586	86	42 95	35 87	4,527,302 03	2,160,514 87	8,847,939 88	13,970
1875.....	5,625	87	41 07	34 09	4,746,875 52	2,059,465 83	9,363,927 07	13,863

—(Pennsylvania school report, 1875, page ix.)

SCHOOL SYSTEM OF THE STATE.

PROVISIONS OF THE CONSTITUTION.

From the beginning there has been in Pennsylvania a care for education. The frame of government granted by William Penn in 1682, contained, article XII, the provision that "the governor and provincial council shall erect and order all publick schools." One of the next year contained the same. An act of the colonial assembly passed in 1696, intended to confirm this, contained the modified expression that "the governor and council shall have the care and management of all public affairs relating to * * * the good education of youth," &c. The constitution adopted in 1776, article XLIV, read, "A school or schools shall be established in each county by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct youth at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities." The ones of 1790 and 1838, in article VII, sections 1 and 2, used this language: "The legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State, in such manner that the poor shall be taught *gratis*. The arts and sciences shall be promoted in one or more seminaries of learning."

The constitution of to-day, which went into effect January 1, 1874, placed, article IV, among the executive officers of the State, a superintendent of public instruction, who, according to section 20, should "exercise all the powers and perform all the duties of the" [previously existent] "superintendent of common schools, subject to such changes as may be made by law;" while in article X, on "Education," it went on to say:

SEC. 1. The general assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose.

SEC. 2. No money raised for the support of the public schools of the Commonwealth shall be appropriated to or used for the support of any sectarian school.

SEC. 3. Women 21 years of age and upwards shall be eligible to any office of control or management under the school laws of this State.

PROVISIONS OF THE SCHOOL LAW.

From the Common School Laws of Pennsylvania and Decisions of the Superintend-

ent, with explanations, forms, &c., revised and arranged by J. P. Wickersham, superintendent of common schools, Harrisburg, 1873. Constitution as above.

SCHOOL OFFICERS.

A State superintendent of public instruction, county superintendents, city and borough superintendents, and district boards of directors are the officers distinctly recognized by the school law. The State superintendent thinks that township superintendents are also provided for.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State superintendent, formerly appointed by the governor, by and with the advice and consent of the Senate, for a term of three years, is, under the new constitution, appointed in the same way for a term of four years, subject to removal for misbehavior or misconduct. He has power to decide, without appeal, controversies or disputes among the local school officers, or between them and the State officers, respecting their relative duties; to remove, for adequate cause, any county superintendent, and appoint another in his stead until the next triennial convention of directors; to authenticate his acts by a department seal; to appoint one of his clerks* a general deputy, who may perform, in case of his absence or of a vacancy in his office, all the duties of superintendent; and to employ a competent person or persons to prepare plans for school buildings adapted for furnishing good light and ventilation, and have these published for use of districts.

His duties are to exercise a general supervision over the school system of the State; to give advice on school matters to district officers and citizens whenever it may be required; to construe for them the expressions of the school law; to sign all orders on the State treasurer for the payment of State moneys to the school districts; to determine, from the list of taxables furnished him, the proportion in which these shall be paid; to prepare blank forms for the reports from districts and forward them to the county superintendents for distribution; and to prepare and submit to the legislature an annual report, containing a full account of the condition of the public schools, the expenditure upon them for the year, estimates of the sums required for the ensuing year, the number of pupils, the cost of teaching each, the number of districts, and such other information as to school matters and plans for improvement of the schools as he may think expedient.

County superintendents are required to be persons of literary and scientific acquirements, of skill and experience in the art of teaching, of sound moral character, and of citizenship in the county; good evidence of all which is to be presented. They are elected for terms of three years at a triennial convention of the district school directors, held in each county after at least three weeks' successive previous announcements of it in two of the county newspapers.

It is their duty to visit, as often as practicable, the schools of their respective counties; to note the course and method of instruction and the branches taught; to give such directions as to the art and mode of teaching as may seem expedient; and to use their efforts to have each school equal to the grade for which it was established, and make the course of study in the several grades uniform throughout the county. They are to see that at least the required branches are taught in every district, with such other branches as the district directors may require; to make sure the employment of competent teachers by the school boards; to notify the State superintendent of any persistent neglect on this point, that the portion of the State quota for that district may be withheld; to forward annually, on or before the first Monday in June, the reports of the several school districts of their counties, together with extended report by themselves of the condition of the schools under their charge, and suggestion of whatever they may think will conduce to the improvement of the system.

It is also made their duty to examine all candidates for the position of teacher in their counties, and to give to each one found qualified a certificate setting forth the branches he or she is capable of teaching; such examination and certificate to be renewed as often as the individual shall be employed to teach any other branches than those set forth in his or her certificate.† On all such examinations the directors of the district in which the teacher seeks to be employed have the privilege of being present, as well as other persons, if they choose. The superintendents are to hold annually a teachers' institute, for the improvement of the teachers of their respective counties in the science and art of education, and to continue it in session at least five days. They may draw money from the county treasury for the expenses incurred in

*Since 1873 a second deputy has been allowed, mainly for the outside work of the department, such as visitation of normal schools, attendance on teachers' institutes, &c.

†The superintendents of counties, cities, and boroughs are to issue two grades of teachers' certificates, one called provisional, and given to applicants who possess only a fair knowledge of certain defined branches, or little or no experience in teaching, these to hold only for a year and not to be renewed without re-examination; the other called a professional certificate, given to those who show a thorough knowledge of the elementary branches and have had successful experience in teaching, these to hold during the official term of the superintendent issuing it and for a year thereafter.

holding such an institute, on filing an account of all expenditures and vouchers for the same; and must, on the adjournment of the meeting, report to the State superintendent the number of teachers in attendance, the names of the lecturers or instructors who officiated, the subjects on which instruction was given, and the degree of popular interest awakened.

City and borough superintendents are chosen by the school directors of any city or borough having a population of over 7,000 on the first Tuesday in May of every third year, from 1869, for terms of three years, and must have essentially the same qualifications and perform for their districts essentially the same duties as county superintendents, with the additions which grow out of the greater variety of grades and higher quality of schools usually found in cities and large towns.

District superintendents are not expressly named in the school law, but the superintendent holds that, as directors may legally delegate their visitorial duty to "one of their own number," and may pay their secretary for other acts and duties than those strictly belonging to his office, they have only to depute the secretary to visit the schools for the purpose of inspection and examination, "and the district superintendency is at once in legal existence and operation." All superintendents receive such compensation as the directors by whom they are elected may determine.

District boards of directors consist of six members chosen in each district at the same time and place that elections are held for supervisors and constables, and in wards in cities or boroughs, at the time and place of the borough or ward elections. In new districts of city or country, the six are chosen at the first election, two to serve one year, two to serve two years, and two to serve three years, and annually thereafter two are chosen to take the place of the two outgoing ones, their terms to be three years. They have power to fill any vacancy which may occur in their number until the time of the next annual election, and are exempted from serving in any township, city, or borough office. They organize by appointing one of their number president and another secretary, and by appointing a treasurer, who may or may not be one of themselves. The duties of the board are to hold at least one stated meeting every three months, and special meetings on due notice; to establish a sufficient number of schools for the free education of every child of school age in their districts who shall apply for admission; to build, purchase, or rent school-houses for this purpose and supply them with the proper conveniences and fuel; to make arrangements for having instructed in other districts such children as cannot conveniently attend the schools in their own; to exercise a general supervision over the schools of their district, visiting them, by one or more of their number, at least every month; to appoint teachers for them, fix the salaries of these, and remove them in case of proved incompetency, cruelty, negligence, or immorality; to require from each teacher a monthly report; to direct what branches of learning shall be taught and what books used; to pay all necessary expenses of the schools by drafts on the district treasurer, signed by the president and attested by the secretary, making record of each on the minutes of the board; to publish an annual statement of moneys received and expended by them, or still due; and, on or before the first Monday in June of each year, make full report of their schools to the county superintendent, embodying a number of required particulars, besides a sworn statement for the State superintendent, certifying the number of months their schools have been kept open and that no teacher has been employed who had not a valid certificate. This paper is also to contain the name and address of the district treasurer, that the proper quota of the district may be sent to him if all is right.

SCHOOLS.

The schools of the State are free to all children of school age (6-21) residing in the districts where they are taught, and are to be kept open at least five months of twenty-two school days each. The minimum instruction in them is to include orthography, reading, writing, English grammar, geography, arithmetic, and history of the United States. But as the law enjoins provision for instruction in "such other branches as the board of directors or controller may require," and gives liberty to establish "schools of different grades," the superintendent holds that "the only limit to the course of instruction in a common school is that set by the wants of the pupils and the discretion of the board." Boards may establish separate schools for colored children whenever they can be so located as to accommodate twenty or more pupils; and there is one school for Indian children, several for soldiers' orphans, one for the deaf and dumb, and one for the blind.

Ten State normal schools for the preparation of teachers exist, besides a large one connected with the school system of Philadelphia. There is also a State agricultural college, but not yet a university heading the State system.

SCHOOL FUNDS.

No permanent school fund exists in this State. The annual appropriation of \$1,000,000 provided for by the new constitution, is used to stimulate local effort in the several

* In city or borough districts allowed to elect three directors, one is chosen annually for a term of three years.

school districts and supplement the local taxes raised in them for the support of schools. The amount thus raised in 1875 was, for tuition alone, \$4,746,875.52 additional to the State appropriation, while for building, purchasing, and renting school-houses, for fuel, contingencies, debt, interest paid, &c., \$4,617,051.55 more was raised, making a grand total of \$9,363,927.07 devoted to free education in the State. Thirteen mills on a dollar is authorized to be raised by local taxation for school purposes.

ELEMENTARY INSTRUCTION.

EDUCATION FOR WORK.

Superintendent Wickersham urges the necessity, in view of the great demand and need in the country for skilled labor, of devoting more attention to the education of the people for work. He thinks our system of school education, judged by its fruits, is not sufficiently practical; that under its influence young men are too apt to seek employments that engage chiefly the head, and neglect those that call for the use of the hands. As a consequence, the professions are thronged, and there is a fearful pressing forward of able-bodied young men for clerkships, agencies, offices, and other light kinds of business, while skilful workmen are sadly needed in the mills and workshops and on farms. The measures that should be taken in the direction of securing an education for work are, in the opinion of the superintendent, (1) that industrial drawing be taught in all the public schools of the State; (2) that technical departments, with a suitable course of study, be attached to the public high schools; (3) that the technical and scientific departments now in operation at several of the colleges in the State be properly enlarged and strengthened; (4) that the State normal schools be required to give more attention to drawing and art education generally, in order that a supply of teachers qualified to teach those branches may be obtained; (5) that one or more institutions be established, by State aid or otherwise, modelled after the great English art training school at South Kensington; and (6) that municipal school authorities should supplement their present systems of public schools by one or more industrial schools, or schools for artisans, where suitable instruction could be given to apprentices and workmen, and such trades as it might be found practicable to teach could be learned, these latter schools to be kept open either during the daytime or evening or both.—(State report, 1875, pp. xxiv, xxv.)

PROVISION FOR NEGLECTED CHILDREN.

A large number of homes for neglected and destitute children have been established by different religious denominations and by the benevolent in Philadelphia, Pittsburg, and the more populous counties of the State. The number of children cared for in these homes during the past year was not less than 2,500. Some of these institutions have received aid in the shape of irregular State appropriations, but, as a whole, they have remained unorganized, both as to a definite object and a well conceived method of attaining such an object. They have simply done the work that came to their hand, without attempting to do all that needed doing. Such, however, have been their beneficial results, and so well adapted do they seem to the purpose of gathering in and caring for the children who are neglected and growing up in ignorance, that the friends of universal education have come to look to them, increased in numbers, better organized and aided by State or municipal appropriations, as the best means of doing a much needed work beyond the reach of the public schools. With this view, an act was passed at the last session of the legislature giving to the courts of common pleas of any county the power, under certain conditions, to grant a decree authorizing and directing the payment of sums of money sufficient for the purpose out of the county funds for the education and support of friendless and destitute children in schools or homes established for them. This act has already gone into effect in several counties, and though it will need several strengthening amendments, and some years may pass before it goes into general operation throughout the State, Superintendent Wickersham hails its passage as the beginning of a most beneficent reform and a most timely supplement to the system of public schools.

The superintendent mentions, in this connection, certain laws relating to the employment of children, which are almost a dead letter. These are an act providing that no minor shall be employed in cotton, woollen, silk, paper bagging, or flax factories under 13 years of age; that no minor between the ages of 13 and 16 shall be employed in said factories for more than nine months in a year, or unless he has attended school at least three consecutive months in that year, and imposing the penalty of \$50 fine for each offence upon owners, employers, parents, and guardians who violate the law; and an act, passed in 1870, forbidding the employment of boys under 12 years of age in mines under penalty of imprisonment and a fine not exceeding \$500. These laws, if enforced, says the superintendent, would do much to cure a great evil, and, operating efficiently in conjunction with the laws establishing homes for neglected and destitute children, they would leave little to be desired in the way of legislation upon the subject of attendance at school.—(State report, 1875, pp. xiv, xv.)

KINDERGÄRTEN.

Reports have been received by the United States Bureau of Education from 4 Kindergärten, located, respectively, in Germantown, Philadelphia, Pittsburg, and Wilkesbarre, and having a total attendance of 88 pupils, taught by 9 teachers, including 3 assistants. Two of these schools were organized in 1874, one in 1875, and the other in 1869.

COUNTY SUPERINTENDENTS.

The office of county superintendent is now a little over 21 years old. When first established it met with great opposition and now and then, in localities, owing always to weakness or defects of administration, it is still opposed, but, on the whole, it has triumphantly sustained itself, and school supervision, professional, close, and systematic, will remain a part of the educational policy of the State. If change in this regard should be made, it will be in the direction of more superintendents and better supervision. Of the present corps of superintendents, none have been commissioned who did not possess the evidence of qualifications which the law requires. Of the 86 now in commission, including county, city, and borough superintendents, 23 are graduates of colleges, and 14 of normal schools, six others completed a partial course at schools of this kind, and the rest either hold commissions as superintendents for past terms, or one of the higher grades of certificates given to teachers. All of them have had experience in teaching or in supervising schools within three years, or they would not have been eligible to the office. The average salary paid superintendents was \$1,232.55. The hard times prevented, in many cases, the fixing of higher salaries.—(State report, 1875, p. xvi.)

ABSTRACT OF COUNTY SUPERINTENDENTS' REPORTS.

The reports of the county superintendents represent the condition of educational affairs to be different in the different portions of the State. In many parts of the State there has been great progress during the past year in the common schools; new school-houses have been built and supplied with the best furniture and apparatus; many have been graded and have adopted a uniform series of text books; teachers are better qualified both to instruct and govern, school officers are more earnest and faithful, public sentiment has grown more favorable to the system, and the prospects are highly encouraging, showing the condition of the schools to be far better than in any previous year. But in other portions of the State there are complaints of poor schools, uncomfortable and badly situated school-houses; want of qualified teachers and intelligent and progressive school officers; lack of apparatus and classification, and numerous other complaints, all springing from a want of interest on the part of the patrons and a decided opposition by many of the taxpayers. The superintendent of Adams County says: "Among the chief obstacles to progress are youth, inexperience, and insufficient scholarship on the part of teachers; and lack of sympathy and proper encouragement in the teacher's work on the part of the public." The superintendent of Armstrong County says: "The greatest obstacle to the success of our schools is the lack of co-operation of parents. With respect to apparatus, we have not one school well supplied." The superintendent of Forest County says: "Some of our directors appear to be ignorant of their duties and show a disposition to retard, rather than advance, the interest of our schools." The superintendent of Greene says: "We have not a first class school-house in the county or one with its grounds suitably improved." The superintendent of Snyder, speaking of the influence of public sentiment upon schools, says, that where education is not properly appreciated low salaries are paid and correspondingly poor teachers employed, and consequently the schools are badly taught, badly organized, and poorly governed. The superintendent of Somerset (and the superintendents of other counties concur with him) says: "The chief obstacles in the way are numerous, among which should be especially noted indifference on the part of school officers, lack of a sufficient number of well qualified teachers, want of higher salaries to competent teachers, unequal taxation, want of better local supervision; but with the right kind of men as directors these mountains become as mole hills."

But taking the whole State into consideration the failure of some of the schools has been as nothing compared with the good results of others, and the prospects are highly encouraging for a year of great usefulness.

Music has been taught in many of the schools with greatly satisfactory results.

SANITARY CONDITION OF THE SCHOOLS.

During the summer of 1875 a committee of the board of control of the city of Philadelphia, aided by a corps of scientific gentlemen, very carefully investigated the hygienic condition of a large number of the public schools of the city, tabulated the results with great labor, and published them in pamphlet form. As similar defects in school architecture and management are to be found all over the State, the superintendent quotes a few extracts from the general report of the committee, and also from the accompanying special reports, and respectfully calls attention to them.

Position of desks.—An examination of the papers will make it apparent that in a large number of the schools reform is much needed in the matter of the position of the pupils' desks and the blackboards, as regards the direction from which the light enters the class rooms. In the class rooms where the positions of the desks are faulty because of the light falling directly upon the face of the pupil when sitting at the desk, they should, as far as possible, have their positions so changed that the light may be received at the side or from behind the pupil, and the blackboards be so arranged as to be in harmony with the light received from such directions.

Physical exercise.—Regarding the matter of physical exercise, the committee remarks that while it may not be possible in some of the school-houses to have gymnastic exercises in the class rooms, yet the importance of physical exercise as a means, if of nothing more, of withdrawing the brain from its toil, should not be overlooked, and hence that in some form such exercise should be commanded at set periods every day. In every instance where the recess required by the board is withheld from the children, there is a gross wrong done to them which must not be tolerated.

Ventilation.—Too much importance cannot be attached to the perfect ventilation of the school rooms. In Philadelphia during ten months of the year about four and a half hours of each school day are spent in the school rooms by 90,000 children, ranging from 6 to 17 years, and about 2,000 teachers. Who can possibly estimate to what extent the laws of health are violated by compelling these 92,000 persons to breathe, day in and day out, an atmosphere surcharged to the extent of five, six, or seven times the sum of carbonic acid that normal air contains, and then, superadded to this a sum of organic impurities which may be expressed by the same numbers that indicate the excess of carbonic acid? Who can, in numbers, express the degree of violence done to health, the sum of human suffering engendered, and to what extent life may be shortened by the respiration of the unnecessarily impure atmosphere of school rooms?

Improper seating.—Although the style of desks used in the various schools may be good enough, yet, owing to the total neglect of proper care in placing children of different sizes at desks of heights suitable to them, they, in a vast majority of cases, assume habitually faulty postures, both in sitting and standing, and many, likewise from the same cause, become the victims of defects of the visual organs."

SCHOOLS OUTSIDE OF PHILADELPHIA.

The following facts, taken by the State superintendent from county superintendents' reports, show, in some measure, to what extent the laws of health are violated in the schools in the State outside of Philadelphia: Of the 13,366 school-houses in the State there are reported as unfit for use 1,563; badly ventilated, 5,281; with furniture injurious to pupils, 2,618; with grounds of insufficient size, 6,453.

In view of the whole subject, the superintendent recommends a careful study of school hygiene by all superintendents of schools, and, in the light of this knowledge, a thorough inspection of the schools under their supervision and the publication of the results, with such practical suggestions to school boards as may enable them to guard against the evils now arising from a violation of the laws of health in the schools, and the election of a physician as a member of the school board, wherever practicable, and his appointment as chairman of a committee on the hygienic condition of the schools of the district.—(Pennsylvania school report, 1875, pp. xxi-xxiv.)

CITY SCHOOL SYSTEMS.

ALLEGHENY.

School officers.—A board of controllers of 66 members, 6 from each ward, with a secretary and city superintendent of public schools.

Number and classification of schools.—The whole number of public day schools, based nominally on the allotment of an average daily attendance of 50 primary, 45 medium, and 35 grammar pupils, respectively, to each female teacher in the various departments, was 170. Of these, 84 were primary schools with an average monthly enrolment of 5,311 and an average daily attendance of 4,447. In the medium department there were 43 schools, with an average monthly enrolment of 1,925, and an average daily attendance of 1,645. In the grammar department, 35 schools, with an average monthly enrolment of 1,323 and an average daily attendance of 1,149. In the high school department, 8 schools, with an average monthly enrolment of 251 and a daily attendance of 219. The whole number of pupils admitted into all the departments was 11,980; average monthly enrolment, 8,810; average daily attendance, 7,460; average percentage of attendance, 89.

Drawing.—Superintendent Davis says the history of drawing in our schools, which dates back but a few years, has not been signally marked by any special manifestation in the way of general advancement. The authority for having it taught in any of the schools, being vested in the local boards, and each being unequally impressed with its utility, all did not formally adopt it or require lessons to be given in it. Only 18

teachers out of 184 were required to teach it and less than one-tenth of the average daily attendance of pupils were required to make it a subject of thought and study.

Examinations.—Some of the schools have adopted, with good results, the plan of holding monthly written examinations. They are conducted by placing in the hands of all pupils of the same grade slips of paper containing the same series of questions, and requiring answers in writing. The superintendent says, "This method gives to each pupil the same length of time, puts each upon his own resources, secures a more uniform system of credits, and tends to accuracy of expression and neatness of work."

Teachers.—The whole number of teachers in the schools at the close of the term was 186; 14 male principals, 2 male music teachers, and 170 female teachers. Of these, 124 have taught more than five years, and the great majority of the remainder have had from one to five years' experience in professional work.

Teacher's institutes.—The teachers in the city schools organized a local institute, and held meetings once each quarter during the session of the schools. The object of the institute was to create a greater interest in the work in which they were engaged and secure by a mutual exchange of thought and sentiment greater efficiency in their profession. These issues seem to have been secured.

The teachers' annual institute was held in Allegheny City, in connection with that of the county institute, on the last three days of March and the first two of April.—(From report of board of controllers and of Superintendent John Davis for 1874-'75.)

PHILADELPHIA.

Officers.—The board of public education consists of 31 members, appointed by the judges of the court of common pleas and district court, 1 being selected from each ward. Their term of service is for three years, beginning the first Monday of January, one-third going out each year. There is no city superintendent. The duties of such are performed by the secretary of the board.

Statistics.—Enrolment in the public schools during the year—boys, 47,730; girls, 47,822—95,552, an increase of 3,602 over the number of 1874. There were in high schools, 1,256; in grammar schools, 13,967; in consolidated schools, 7,031; in secondary schools, 24,308; in primary, 43,990. Average attendance, 82,975. Expenditures during the year, \$1,634,653.26.

Remarks.—Philadelphia has reason to be proud of her connection with the origin and growth of popular instruction. Her system went into operation 16 years before the adoption of the general State law extending the blessings of a free and substantial elementary education to children, irrespective of condition, and they were mainly her citizens who, combating violent prejudice and class opposition, planted the seed which finally came to fruition in the passage of the act of 1834 and of supplemental acts which strengthened the good cause.

The president of the board reports that there is reason to be gratified with all the departments of the school system, with the fidelity and efficiency of the teachers, with the increased attendance upon the schools, and the satisfactory results of their management. The city is unusually favored in having the services of an intelligent, capable, and conscientious corps of educators, who feel that no ability, no attainments, no attention can be too great for the accomplishment of the duties with which they are intrusted.

The results of the teaching in the Central High School for the year 1875 are very gratifying. This school went into operation in October, 1833, with 4 professors and 63 students, and it has expanded with the growth of the general system. It has now 15 professors, and at the close of the year 1875 had 601 students, over 300 having been admitted at the two semi-annual examinations.

There are ample indications of the increasing usefulness of the normal school. During the year 262 pupils were admitted to it; average attendance, 641. This school was not established until the Central High School had been in operation for some time and was effecting most satisfactory results. The plan of this school combines successfully both normal and high school training. It has given to Philadelphia nearly all the lady teachers who are now employed in its public schools.

One of the important events of the year was the offer of the trustees of the University of Pennsylvania to establish 40 free scholarships in the Towne Scientific School, at the rate of 10 scholarships a year for a four years' course.

Following close upon this was the offer of the directors of the Philadelphia School of Design to admit 10 female pupils of the public schools annually to that institution for a four years' course in art training.

PITTSBURG.

School officers.—A central board of education of 36 members, apparently holding office for three years, one-third being changed each year; subdistrict boards of directors of 6 members each, apparently holding office for the same period, with a like annual change; and a superintendent of public schools.

Statistics.—Population of the city in 1870, 121,215; estimated present population,

130,000. Number of children of school age not given. Enrolled in public schools, 20,937; average monthly enrolment, 16,272; average daily attendance, 13,572. Teachers employed, including 6 music teachers, 399; wages of these, \$400 to \$3,000. Salary of superintendent, \$3,000. Receipts for public schools for the year ending June 1, 1875, \$751,534.10; expenditures on them, \$678,983.41; balance on hand, \$72,550.69.

Growth in twenty years.—A table showing the annual progress of the city school system since its consolidation in 1855 gives the following exhibition of the advance made in that time: Teachers employed, 1855-'56, 109; in 1874-'75, 414. Total enrolment of pupils in the former year, 6,724; in the latter, 20,927; average monthly enrolment in the former, 5,442; in the latter, 16,272; average daily attendance in the former, 4,354; in the latter, 13,572. Amount paid teachers in the former, including salary of superintendent, \$39,394.75; in the latter, \$255,677.24. Paid teachers in evening schools in the former, \$1,005; in the latter, \$8,017.67.

Drawing.—This important art is said to have taken its place among the regular school studies, and the results, as seen in every department of the schools, from the primary to the most advanced classes of the high school, are reported by the superintendent to have exceeded the most sanguine expectations of the warmest friends of the measure.

Evening industrial schools have been kept open 65 nights, with an enrolment of 250 pupils and an average attendance of 137, under 4 teachers.

Teachers' institute meetings are held five times each year, with full attendance and apparently great interest, while for the improvement of normal pupils in the high school certain city schools are made schools of observation.—(Report of Superintendent George J. Luckey for 1874-'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

There are now ten State normal schools in active operation. A new one, located in the borough of Indiana, was recognized as a State institution in June, 1875. The Bloomsburg school, a few days after the commencement of its fall session, was destroyed by fire. The loss was about \$60,000, the insurance \$30,000. The calamity fell very heavily upon the school, but its trustees and friends at once resolved to rebuild the burnt building, and the work at date of the report of the superintendent was in rapid progress. The mortgage debt of all the normal schools is \$190,398.45, and the floating debt \$114,481.18. Some of them suffered severely from the loss last year of the usual appropriation from the State. It is believed to be good economy to make liberal provision for them, since good schools cannot be had without good teachers, nor these without special training. The State has a representation in each of the normal school boards of trustees equal to one-third the whole number, and a vote of three-fourths of all the trustees present at any meeting is required to adopt any measure upon which the yeas and nays are called. This power, it is thought, may be wielded to broaden the normal school policy and save it from the trammels of private interest.

The number of students in all the normal schools was 3,985; professors and instructors, 114; graduates, 166; students preparing to teach, and, as student teachers, receiving State aid, 2,201. There were in the libraries 14,203 volumes; the value of property belonging to the schools is estimated at \$1,102,880.54; expenses for improvement, &c., \$145,590.23; total income for the year, exclusive of moneys received from the State, \$294,139.04; ordinary expenditures, \$297,193.63.

Deputy Superintendent Curry, who during the year visited all the State normal schools, looked into their workings, noted their surroundings, and took an active part in the examination of all their graduating classes, testifies as to their continued prosperity. He has observed a gradual increase from year to year of their efficiency. But while this is the case, and while the schools are now equipped for effective labor, being supplied with suitable grounds, ample buildings, able principals, and, in most cases, a full corps of professors, they are yet, he says, far from accomplishing all that they should. Most of them, being comparatively new, are still in a formative condition, and none of them is yet sufficiently professional in its character. In theory they are all professional institutions, devoted exclusively to the education and training of teachers. And if such were now their real character it would not be long before they would furnish a grade of teachers whose superior qualifications, professional enthusiasm, and transforming influence would be felt and recognized throughout the State, and teaching would soon take rank among the learned professions. But practically, according to Mr. Curry, these institutions are as yet only mixed schools, open to all classes and grades of pupils of proper age, with but little regard to their previous qualifications or prospective occupations. Some of these are anxious to qualify themselves for teaching, others desire to prepare for college, while many of them simply wish to obtain a good practical education. All receive thorough academic instruction, while those of them who expect to teach are required to pursue a short collateral course in methods, and, in some instances, in the science of teaching; but, in most cases, with little practice in a model school. He thinks that this condition of things is wrong. The normal schools

should be devoted exclusively to the preparation of teachers. It was for this purpose they were established. At first they had to labor under many disadvantages, and in order to overcome popular prejudice and secure final success, it seemed expedient to admit students seeking only a general education. But if the circumstances which could justify such a course ever existed the time has now passed away, and all thoughts of making money out of the schools by retailing knowledge to the general public should be abandoned. They should be made such that the graduates of the best academies and colleges in the State could enter their classes to advantage. They should be organized on a strictly normal school basis and wholly consecrated to the work of preparing teachers. It is hoped, therefore, that the next legislature will relieve these schools of all financial difficulty, and thus enable them to proceed hereafter on a professional basis alone.—(State report, 1874-'75, pp. xiii, xxxii, xxxv.)

COUNTY INSTITUTES.

A table of statistics of teachers' institutes presented in the superintendent's report shows that 67 were held in the State during the year 1874-'75, at which the whole number of spectators present was 23,870; actual members, 13,863; those engaged in teaching common schools, 9,441; school directors, 1,935; honorary members, 2,060. There were 474 instructors and lecturers engaged, and 277 essays were read.

Deputy Superintendent Curry, who was present giving instructions at twenty of these institutes, reports that they were, for the most part, very interesting and well attended, and that, in many cases, the houses in which they were held were not large enough to accommodate all who wished to be present at the evening sessions. He thinks no other agency in the State capable of doing more for education than a well regulated county institute, bringing together, as it does annually, all the teachers of the county into a kind of migratory normal school, which holds its successive annual sessions in as many different neighborhoods. And as its exercises comprise instruction in the science of education, the art of teaching, methods of instruction, school organization, school government, and, in general, a free discussion of all questions relating to school management, such an institute cannot fail to be a source of great improvement to the teachers, not only in a professional point of view, but incidentally in breaking up the monotony of their school routine, extending their acquaintanceship, and widening their views.

SCHOOL JOURNAL.

The Pennsylvania School Journal, conducted by the State superintendent, and serving as his organ for communication with school teachers and school officers, has continued through 1875 its good work of improving these by many excellent articles on proper methods of instruction, management, and discipline, as well as by information and decisions on points of school law.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The superintendent's report does not give the number of public high schools in the State, nor any general information concerning them, but states that in 1,601 of the public schools some of the higher branches are taught. The reports of city and borough superintendents, included in the State superintendent's report, mention the existence of 13 high schools, all of which appear to be prospering and accomplishing a good work. In Philadelphia there is a high school for boys and a high and normal for girls. The course of instruction in the high school, as given in the report of the Philadelphia board of education for 1875, embraces belles-lettres, higher mathematics, natural history, natural sciences, mental and moral philosophy, physiology, the Latin and German languages, commercial calculations, business forms, &c. Its students are trained in drawing, from the elementary stages up to the mechanical, and are thereby fitted for the various pursuits of a great industrial centre, as well as for college.

ACADEMIES AND SEMINARIES.

Of the 124 academies and seminaries in the State which have at some time reported to this Office, specific reports have been received from 88, of which 24 are for the education of boys, 28 for girls, and 36 for both sexes. The boys' schools report a total attendance of 2,136 pupils; those for girls, 1,522; and those for both sexes, 4,385, making a grand total of 8,043. The number of teachers is 568. The schools for boys report 543 students pursuing classical studies and 516 modern languages, those for girls 303 in classical and 627 modern languages, and those for both sexes 749 in classical and 402 in modern languages. The number of pupils preparing for a classical course in college was 470; preparing for a scientific course, 253. Drawing was taught in 71 of these schools, vocal music in 57, and instrumental music in 54. Chemical laboratories exist in 35, philosophical apparatus in 44, and libraries in 41. In the boys' schools these range in size from 400 to 5,000 volumes; in the girls', from 100 to 3,100, and in those for both sexes, from 10 to 4,500, the total number of volumes reported aggregating 47,519.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOLS.

In the 7 preparatory schools reporting their statistics for 1875 to this Office, 49 teachers are employed and 917 pupils are in attendance, of whom 119 were preparing for a classical course in college and 47 for a scientific course. Chemical laboratories exist in 4 of these schools, philosophical apparatus in 5, and gymnasiums in 4, and libraries in all but 1, ranging in size from 175 to 1,200 volumes, three having 500, and aggregating 3,200.

The preparatory departments of colleges report 1,757 students in them, of whom 674 were preparing for a classical course in college and 346 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Ten business colleges report their statistics, as follows: Instructors: male, 38; female, 2; total, 40; students, 1,647. In addition to the common and higher English and commercial studies pursued in these schools some of them embrace German, French, Spanish, phonography, and telegraphy. Ten students were pursuing phonography, 17 telegraphy, 8 German, 4 French, 7 Spanish, 5 banking, and 8 commercial law. Two report the possession of libraries, of 20 and 100 volumes respectively.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

The superintendent gives statistics of 19 colleges and universities which reported to him. From 8 no report had been received. In 17 of the colleges reporting the total attendance of students was 2,687; the number of professors and instructors, 184; 14 report a total in the preparatory department of 1,064; in 4 there were 58 students who were preparing to become teachers; all but four give the number of graduates in 1874-'75, (231,) and the total number since commencement, 7,736. All but three report libraries, of from 140 to 27,503 volumes, 7 out of the 16 having 10,000 volumes and more, and all but two having 2,000 and over.—(State report, p. lxxxii.)

THE UNIVERSITY OF PENNSYLVANIA.

Although this is not strictly a State university, its age, its wealth, and its present great concentration of advantages give it naturally prominence.

Instruction is given here in four different departments, viz, those of arts, sciences, medicine, and law. The course of instruction in the department of arts is prescribed during the freshman and sophomore years; for the remaining two years a limited election or choice of various studies is permitted. The scientific, like the classical course, extends through four years, and choice is afforded in the former of five different professional courses, namely: analytical and applied chemistry and mineralogy, geology and mining, civil engineering, mechanical engineering, and drawing and architecture. Great additions have been recently made to the libraries of the university, and it is proposed to enlarge them still further as occasion may offer.—(Catalogue, 1874-'75.)

OTHER COLLEGES.

Allegheny College, Meadville, (Methodist Episcopal,) is for both sexes; has preparatory, classical, scientific, and biblical departments.—(College catalogue, 1874-'75.)

Haverford College, Haverford, (Friends,) admits only young men. There are classical, English, and mathematical departments.—(College catalogue, 1874-'75.)

Lafayette College, Easton, (Presbyterian,) is also exclusively for young men. Its classical course is similar to the undergraduate course of the best colleges, and its Pardee scientific department embraces, besides the general scientific course, three technical courses.—(Catalogue, 1874-'75.)

The entire library of the late Hon. C. L. Ward, of Towanda, Pa., has been donated to this college. The library numbers over 11,000 volumes, and contains many rare editions of the classics and other valuable and expensive works.—(Pennsylvania School Journal, April, 1875.)

Lehigh University, South Bethlehem, (Protestant Episcopal,) was endowed by Hon. Asa Packer, in 1865, with the sum of \$500,000, for the purpose of offering to young men free instruction in those branches necessary to complete a liberal education, but more particularly in those industrial pursuits which tend to develop the resources of the country, such as engineering, civil, mechanical, and mining; chemistry, metallurgy, architecture, and construction.—(Catalogue, 1874-'75.)

Mr. Packer has since done much to increase the advantages of the institution, improve its buildings, and enlarge its grounds.

Lincoln University, Lower Oxford, (Presbyterian,) is especially intended for the education of the colored race. It offers them a collegiate, a normal, and a commercial course, while for those looking to a profession there are studies in theology, law, and medicine.

Monongahela College, Jefferson, (Baptist,) is for both sexes, and offers classical, scientific, English, normal, and preparatory courses.—(Catalogue, 1874-'75.)

Muhlenberg College, Allentown, (Lutheran,) offers to young men a preparatory and the regular classical collegiate course.—(Catalogue, 1874.)

New Castle College, New Castle, (strictly non-sectarian,) was organized in 1872, and chartered with full college powers in 1875. It is for both sexes, and embraces courses in science, mathematics, languages, music, painting, drawing, waxwork, book-keeping, telegraphy, and science of teaching.—(Catalogue, 1875-76.)

Palatinate College, Myerstown, (Reformed,) is for both sexes, and embraces elementary, academic, and collegiate departments, the latter comprising seven special courses, viz: mathematics, classics, modern languages, history, natural sciences, philosophy, and fine arts. Drawing, vocal and instrumental music may be continued in all the courses. Lessons in elementary drawing are given gratuitously.—(Catalogue 1874, p. 16.)

Pennsylvania College, Gettysburg, (Lutheran,) apparently, only for young men, affords preparatory and regular collegiate courses of instruction, the latter including the German language as a required study; Greek is continued throughout the course, the Continental method of pronunciation being adopted. Much attention is given to mental philosophy, moral science, and Christian evidences.—(Catalogue, 1875-76.)

Pennsylvania Military Academy, Chester, (undenominational,) for boys, adds to its English and scientific courses one answering to a moderate collegiate course. In this there appear to be at present 4 students.—(Catalogue, 1875.)

St. Vincent's College, Latrobe, (Roman Catholic,) is under the direction of the Benedictine Fathers, and offers its students classical, commercial, and ecclesiastical courses.

Swarthmore College, Delaware County, (Friends,) is on the road from Philadelphia to West Chester; is for both sexes, and embraces preparatory, classical, and scientific departments. Regular daily exercise in the open air is required of all the students, for which the extensive grounds connected with the college afford ample facilities. The gymnasium is well supplied with suitable apparatus, and is open every day for the voluntary exercise of boys and girls in separate classes. They also receive regular instruction from a teacher of gymnastics. No form of dress is prescribed for either sex, but simple attire is earnestly recommended; and ear-rings, bracelets, necklaces, and elaborately trimmed dresses are prohibited. Girls must be provided with gymnasium dresses.—(Catalogue, 1873-74.)

The University at Lewisburg, (Baptist,) unites with its classical and scientific curricula a course for ladies in the University Female Institute, under the same presidency with the college, but with a lady principal and a corps of 8 lady teachers.

Villanova College, Delaware County, (Roman Catholic,) affords classical, preparatory, scientific, and commercial courses. It was incorporated and authorized to confer academic degrees in 1848. Extensive college buildings have recently been completed and fitted up with modern improvements.—(College catalogue, 1874-75.)

Western University of Pennsylvania, Pittsburgh, (non-sectarian,) affords to young men preparatory, classical, and scientific courses of study; the latter divided into courses for the degrees of Ph. B. and Sc. B. There is an engineering department, with courses in civil and mechanical engineering.—(College catalogue, 1874-75.)

The Philadelphia Evening Telegraph, of June 16, 1875, contained the following pleasing intelligence: "William Thaw, of Pittsburgh, has offered to give \$100,000 to the Western University of Pennsylvania, conditioned on the institution securing \$100,000 additional by July. Efforts are being made to comply with Mr. Thaw's stipulation, and the prospect is that they will be successful."

Westminster College, New Wilmington, (United Presbyterian,) is for both sexes. Preparatory, scientific, and classical courses are arranged; the latter, however, being the prominent feature in the college curriculum, receives most attention.—(College catalogue, 1875.)

COLLEGES FOR WOMEN.

There are 17 institutions of this class reporting their statistics for 1875 to this Office, as follows: Number of instructors—men, 66; women, 159—225. Pupils—in preparatory departments, 365; in collegiate, 1,189—1,554; in regular collegiate classes, 365; in partial courses, 122; in post graduate studies, 10. Music, both vocal and instrumental, is taught in 13 of these schools, French in 14, German in 13, and Italian and Spanish in 2. Nine have chemical laboratories, 10 philosophical apparatus, 5 museums of natural history, 1 an art gallery, and 13 libraries of from 275 to 5,000 volumes, and aggregating 25,145.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.					Number of volumes in library.
	Endowed professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Allegheny College	11	0	29	\$210,000	\$160,000	\$13,000	80	0	0	10,500
Dickinson College	6	0	0	86,250,000	125,000	12,500	0	0	0	27,503
Franklin and Marshall College.	10	1	57	71,100,000	103,000	7,500	800	0	0	11,500
Haverford College	7	0	0	42,150,000	91,200	6,541	113,813	0	0	11,450
Lafayette College	25	3	0	174,654,000	26,267	2,022	0	0	0	20,700
La Salle College	22	0	250	140,80,000	0	0	9,800	0	0	5,000
Lebanon Valley College	6	0	103	28,62,000	3,100	0	4,000	0	0	1,273
Lehigh University	14	0	104	119,500,000	0	0	0	0	0	0
Lincoln University	10	4	61	73,125,000	85,000	0	0	0	0	4,000
Mercersburg College	14	6	46	59,60,000	18,000	1,000	0	0	0	14,300
Monongahela College	7	0	51	12,31,000	22,000	1,300	1,300	0	0	0
Muhlenberg College	2	0	30	48,100,000	43,000	2,400	5,000	0	17,000	13,600
New Castle College	10	0	25	96,24,000	0	0	6,000	0	0	400
Palatinate College*	9	0	192	16,30,000	0	0	5,000	0	0	900
Pennsylvania College	12	5	44	83,100,000	133,000	7,500	5,600	0	0	19,550
Pennsylvania Military Academy.	11	0	21	103,100,000	0	0	0	0	0	1,000
St. Francis College	10	0	(f)	250,000	0	4,000	15,500	0	0	3,000
St. Joseph's College g	0	0	0	0	0	0	0	0	0	0
St. Vincent's College	37	0	25	179,000	0	0	0	0	0	13,000
Swarthmore College	22	0	147	88,500,000	50,000	3,000	580,000	0	25,000	2,400
Thiel College	7	0	51	28,40,000	0	2,175	2,252	0	0	3,000
University at Lewisburg	9	2	54	69,88,000	125,000	5,315	4,312	0	0	16,426
University of Pennsylvania	17	0	0	130,250,000	417,000	23,700	13,000	0	0	20,000
Ursinus College	16	1	39	32,000	30,000	1,500	2,400	0	0	800
Villanova College	15	0	25	38,280,000	20,000	0	30,000	0	0	12,000
Washington and Jefferson College.	10	2	19	131,125,000	180,000	11,200	0	0	0	0
Waynesburg College	7	0	103	30,600	35,000	3,000	1,200	0	30,000	0
Western University of Pennsylvania.	16	0	212	67,195,000	250,000	7,354	18,379	0	0	16,696
Westminster College	8	0	48	117,25,000	74,000	6,000	0	0	0	13,700

* From Report of Commissioner of Education for 1874. *d* Apparatus.
a Includes society libraries. *e* Society libraries.
b Board and tuition. *f* 106 unclassified students.
c Also 201 students in music, book-keeping, and normal department. *g* Classes temporarily suspended.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Towne Scientific School, (University of Pennsylvania).—The name of the scientific department of the University of Pennsylvania has been changed to that of the *Towne Scientific School*, in acknowledgment of a bequest received from the late J. Towne, esq., who made the university his residuary legatee, with the proviso that the money thus realized be expended in paying the salaries of professors and instructors in the new department of science. What the university will receive from this bequest, after all settlements are made and various life interests expire, is variously estimated; some believe the sum will reach a million of dollars. This is the largest single gift to the cause of scientific education ever made in America.—(Pennsylvania Monthly, August, 1875, p. 557.)

The post graduate courses of instruction, announced to begin September 15, 1875, are (1) in chemistry and metallurgy, (2) geology, (3) civil engineering, (4) dynamic engineering, (5) physics, and (6) architecture. These courses will extend over two years, at the conclusion of which, and upon satisfactory examination and presenting a thesis, students will receive the degree of master of science.—(Philadelphia Evening Telegraph, September 9.)

Following close upon Mr. Towne, Mr. Reese Wall Flower leaves the university an

estate, estimated, after all deductions, at some \$200,000, for the establishment of an observatory.—(Pennsylvania Monthly, August, p. 557.)

Pardee scientific department of La Fayette College was founded by A. Pardee, esq., who gave more than a quarter of a million of dollars for the erection of the new building at present in use by the department. The following courses are embraced:

1. A general scientific course, parallel with the classical course of the college, except that the philological study of the English and other modern languages takes the place of Latin and Greek. It is designed, therefore, for those who wish to study the natural sciences, mathematics, modern languages and literature, history, mental and moral philosophy, rhetoric and logic, as a substantial basis of knowledge and scholarly culture, and who would be glad to enjoy the cultivation and learned habits and associations of college life, but who will not study Greek and Latin. Graduates in this course receive the degree of bachelor of philosophy. 2. Engineering course, designed to give professional preparation for the location, construction, and superintendence of railways, canals, and other public works; the trigonometrical and topographical surveys of States, counties, &c.; the surveys of rivers, lakes, harbors, &c., and the direction of their improvement; the design, construction, and use of steam engines and other motors, and of machines in general; and the construction of geometrical, topographical, and machine drawings. Graduates in this course receive the degree of civil engineer. 3. Mining and metallurgy. This course offers the means of special preparation for exploring undeveloped mineral resources and for taking charge of mining and metallurgical works. It includes instruction in engineering as connected with the survey and construction of mines, with the construction and adjustment of machines, and with machine drawings; also, instruction in chemistry and assaying as applied to the manipulation of ores and other minerals. Graduates in this course receive the degree of mining engineer. 4. Chemistry. This course includes text book study, lectures, and laboratory practice, every facility for which is found in the extensive laboratories of Pardee Hall. Particular attention is given to the chemistry of agriculture, medicine, metallurgy, and the manufacturing processes. Graduates in this course receive the degree of analytical chemist. 5. Special courses or working sections, designed for those who wish to devote their whole attention for a short time to thorough preparation for professional employment in road engineering, mining engineering, metallurgy, and economic geology or applied chemistry. Those who complete the work of either of these sections receive a certificate from the faculty. 6. Post graduate courses, designed for graduates of colleges or scientific schools and others having suitable preparation. Those who complete a three years' course in these post graduate studies receive the degree of doctor of philosophy.—(Catalogue of La Fayette College.)

Five other scientific and polytechnic schools in addition to the above are reported by the superintendent, in all of which there were 331 students, with 41 instructors.

THEOLOGY.

The theological schools contained in the table below have their statistics sufficiently exhibited in its columns. It may be noticed that the course in the Moravian and Roman Catholic schools appears longer than in the others. This, however, is attributable to the fact that in the former the preparatory course, as well as the strictly theological, is included, while in the latter the theological alone appears.

The studies in a greater portion of these seminaries embrace the Scriptures of the Old and New Testament in the original Hebrew and Greek, scriptural exegesis, Church history, systematic divinity, pastoral theology, sacred rhetoric, Christian antiquities, church polity, &c., some including also liturgies.

LAW.

Law school of the University of Pennsylvania.—This department of the university has been recently reorganized, with a view of enlarging its aims and rendering more systematic the instruction given by it. The design is not only to prepare gentlemen for the bar, but also to offer to others not having the bar in view the opportunity of acquiring knowledge in any one or all of the branches of legal learning. Students are not examined for matriculation, nor is a college degree nor any previous line of study required. The full course occupies two years.—(University catalogue, 1874-'75.)

In consequence of the new rule adopted by the courts, allowing persons who have been graduated as bachelors of law by the university to be admitted to the bar without further examination, the trustees of the university have adopted stringent regulations as to the examination required of students in order to obtain the degree. It is required of every candidate that he shall have attended on the full course of instruction, both lectures and examinations, except the lectures upon medical jurisprudence; that he shall have prepared and submitted to the faculty an essay composed by himself on some legal subject sufficient in merit to satisfy the faculty of his fitness to receive the degree; that he shall have passed an examination at the end of each session upon the subjects of study during that session, such examination to be conducted by the faculty, either

orally or in writing, as they may determine.—(Philadelphia Evening Telegraph, July 24, 1875.)

There is also a law department connected with Lincoln University.

MEDICINE.

Medical department of the University of Pennsylvania.—In the catalogue and announcement for 1875-76, the faculty of this department direct particular attention to its precise style and title, in view of the fact that "several colleges with names closely resembling the name of this school, having been chartered by the legislature of Pennsylvania without a due scrutiny of their character, have carried on a dishonorable and disgraceful trade in diplomas, both at home and abroad, and thereby inspired unjust and injurious suspicions of the honor and scientific character of this institution. To some extent such nefarious practices have been limited by the action of the courts, but others continue to be perpetrated in defiance of law and morals. The medical faculty of the university, therefore, renew their protest against them and their guilty authors, and proclaim anew that its honors are neither bought nor sold, nor conferred in any manner save that which its statutes have for more than a century prescribed."

This school was founded in 1765; its graduates now number nearly 9,000; it has occupied several buildings in succession, which were more or less suitable for its purpose, and its present eligible site forms a portion of a large plot of ground ceded at a moderate price to the university by the city of Philadelphia. Here a hall of very large dimensions has been erected and arranged for the convenient accommodation and instruction of students, in accordance with plans based upon long experience. Adjoining this building a large university hospital has been erected by the trustees, which is placed in charge of the medical faculty. It is an elegant and commodious edifice, constructed according to the best established principles of hospital architecture, provided with all the appliances pertaining to such institutions of the first class, and forms an integral portion of the medical department. In addition to the means of instruction afforded by the department, its students are admitted to the lectures and clinics of various other hospitals in the city, among which are those on clinical medicine and surgery, which are delivered twice a week at the Pennsylvania Hospital, and those on medicine, surgery, and the diseases of women and children at the Philadelphia Hospital, which is contiguous to the grounds of the university, and contains 900 beds.—(Catalogue, 1874-75.)

Superintendent Wickersham gives the statistics of 8 schools of medicine, including the above, reporting an aggregate of 1,109 students and 162 instructors.

The Woman's Medical College.—The Woman's Medical College of Pennsylvania announces, at the opening of the twenty-sixth winter term in the new college, a progressive course and more demonstrative and practical education, with more instructors and other material advantages. The Woman's Hospital is open to students. There are 8 female and 6 male teachers and professors, and there were 46 matriculants at the last session, from fourteen States and Canada.—(Evening Telegraph, October 2, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Franklin Institute.....									16,000
Polytechnic College of the State of Pennsylvania.....									
Pardee Scientific Department of Lafayette College. ^a			148	4					
Pennsylvania State College.....	11		660	4	\$532,600	\$500,000	\$30,000	\$0	\$3,200
Scientific department of Villanova College.	7		108	7					
Towne Scientific School, (University of Pennsylvania.)	19		136	4	260,000	50,000	3,500	15,000	
Wagner Free Institute of Science.....	7				250,000	30,000	1,500	0	15,000
SCHOOLS OF THEOLOGY.									
Angustinian College of Villanova.....	4	0	25	5					
Crozer Theological Seminary.....	5		48	3	150,000	228,000	15,000		7,500
Moravian College and Theological Seminary.	3		33	3	8,000	38,000	2,405		4,397
Meadville Theological School.....	7	0	10	3	31,476	149,801	7,257		12,308
Missionary Institute.....	2	2	10	3	15,000	20,000	1,200		2,500
Philadelphia Theological Seminary of St. Charles Borromeo.	9	0	100	9					10,500
Philadelphia Divinity School of the Protestant Episcopal Church.	6	4	26	3	150,000	248,000	17,000		6,578
Theological department of Ursinus College.	3	0	15	2					
Theological Seminary of the Reformed Church.	3	0	32	3	25,000	60,000	3,600		10,000
Theological Seminary of the Evangelical Lutheran Church, Gettysburg.	5	3	40	3	40,000	90,000	5,400		11,000
Theological Seminary of the Evangelical Lutheran Church, Philadelphia.	5	5	47	3	50,000	116,856	7,356		3,500
St. Michael's Seminary.....	9		70	6	60,000				3,500
St. Vincent's Seminary.....						0	0		6,000
Theological Seminary of the United Presbyterian Church.	4		46	3	45,000				4,000
Theological department of Lincoln University.	7	3	16	3		60,000	3,378		
Western Theological Seminary of the Presbyterian Church.	6	5	35	3	200,000	317,166	21,000		15,000
SCHOOLS OF LAW.									
Law department of Lafayette College...	10		7	2				630	400
Law department, (University of Pennsylvania.)	5		59	2					250
SCHOOLS OF MEDICINE.									
Jefferson Medical College.....	17		500	2	60,000	0	0	45,000	
Medical department, (University of Pennsylvania.)	13		482	2					3,000
Woman's Medical College of Pennsylvania.	14		75	3	60,000	61,250	4,612	3,195	
Hahnemann Medical College of Philadelphia.	13		140	3, 3	50,000			9,545	2,000
Pennsylvania College of Dental Surgery.	20		90	2				7,050	
Philadelphia Dental College.....	21		105	2	12,500			12,734	
Philadelphia College of Pharmacy.....	3		316	2	76,000	16,000	1,550		2,350

^a Reported with classical department.
^c Includes society libraries.

^b Also 90 preparatory students.
^d Also 5 preparatory students.

SPECIAL INSTRUCTION.

SCHOOL OF DESIGN FOR WOMEN.

This institution, located at Philadelphia, has for its object the systematic training of women in a knowledge of the principles and practice of the art of design and their qualification for the practical application of art to the common uses of daily life. The school is divided into three distinct branches of study: Class A, ornament; class B, landscape; class C, human figure—each with its subdivisions and sections. The course lasts from 2½ to 4½ years, according to the industry of the student. The fee is \$20 per session of 5 months, except in the industrial classes, where tuition is free. The attempt has never been made to render the school self sustaining, as that involves the necessity of raising the tuition fee to an amount that would impair the usefulness of the institution and tend to defeat its object. Therefore, subscriptions and donations are necessary to assist in meeting expenses.—(Report of a former principal.)

EDUCATION OF THE DEAF AND DUMB.

The Pennsylvania Institution for the Deaf and Dumb, at Philadelphia, since its foundation in 1821, has graduated 1,566 pupils, 11 of whom have become teachers. The number of pupils under instruction in 1875 was 333; number of professors and instructors, including the principal, 17. The branches taught are those usually embraced in a common school course. By a rule of the institution deaf and dumb children are not received under 10 years of age. The annual charge is \$280, for which sum everything necessary is provided, including the usual clothing of the institution, boarding, lodging, washing, tuition, stationery, and medical attendance. A majority of the pupils in 1874 were supported by the State, a few by their parents, and other States, but the regulations respecting this subject are not given in the catalogue at hand, (1874,) nor in the special report to the United States Bureau of Education for 1875. Two new and noble buildings, additional to the one long in use, add much to the advantages of the institution.

The day school for deaf-mutes, Pittsburg, was founded in 1869, and is under the control of the central board of education of Pittsburg, which appropriated from the school fund during 1875 \$1,500 for the support of the school. The legislature has not yet made any provision for the school. The branches taught are elements of written language, arithmetic, geography and drawing, and articulation.—(Report to the United States Bureau of Education, 1875.)

EDUCATION OF THE BLIND.

The Pennsylvania Institution for the Instruction of the Blind, Philadelphia, founded in 1833, belongs to a corporation, but receives an annual appropriation from the State. This, in 1875, amounted to \$39,000. The number of pupils admitted since the opening is 885; present number attending, 207; number of instructors and other employés, 63; number of blind employés and workmen, 67. The employments taught are broom, whisk, brush, mat, and mattress making, carpet weaving, cane-seating, piano tuning and repairing, music, bead work, crocheting, knitting, and machine and hand sewing. The library numbers about 800 volumes.

Here, as at the institution for the deaf and dumb, the buildings have been, of late years, much enlarged and improved.

EDUCATION OF THE FEEBLE-MINDED.

The Pennsylvania Training School for Feeble-Minded Children, at Media, established in 1853, aims to furnish, through the school-room, calisthenium, workshop, domestic service, and light out-door labor, special means for the mental, moral, and physical improvement of youth who are so deficient in mind or have such marked eccentricities of intellect or such perversion of habits as to deprive them of the benefits of other educational institutions and ordinary methods of instruction. The number of instructors and other employés in 1875 was 60; of inmates—male, 133; female, 92—225. Number dismissed since 1864: Improved, 247; not improved, 76; self supporting, 49; total, 372. There are at present 7 lists on which children are admitted: (1) State fund of Pennsylvania, (2) State fund of New Jersey, (3) State fund of Delaware, (4) city of Philadelphia fund, (5) soldiers' orphans of Pennsylvania, (6) free fund, and (7) private list. The State fund provides for the support of 100 children of the Commonwealth for a period of not more than seven years, apportioned, as nearly as possible, among the senatorial districts, according to representation. The free fund is for the benefit of a limited number of such feeble-minded persons as may be selected by the superintendent and committee on admission, and whose support is not otherwise provided for.—(Report to United States Bureau of Education, 1875, and printed report of institution, 1875.)

GIRARD COLLEGE.

The Girard College for Orphans was established in 1848 by funds given by Stephen Girard. It is for the benefit of poor white male orphans born in Pennsylvania. The course of study embraces, in addition to the elementary branches, physics and indus-

trial science, mathematics, drawing, writing and book-keeping, natural history, vocal music, military discipline and military evolutions, Spanish, and French. The average length of course is eight years; number of inmates since foundation, 1,816. The number in 1875 was 550. Children when they leave the institution are apprenticed to trades. There is a library of about 5,000 volumes belonging to the institution.—(Report to the United States Bureau of Education, 1875.)

THE EDUCATIONAL HOME FOR BOYS, PHILADELPHIA.

There were admitted and cared for here in 1874 146 orphans. Much attention is given to the educational department. With three competent and experienced teachers, the school has attained a high standing.—(Report of the home, 1875.)

LINCOLN INSTITUTION, PHILADELPHIA.

Here is furnished a home for working boys, principally soldiers' orphans, though others in need of the care here furnished are admitted. The institution affords a training in the elements of a common school education, and, when the boys are old enough to work, obtains employment for them, giving them still a home and parental care in the institution. During 1875 there were 84 boys in the home.—(Report of institution, January 1, 1875.)

THE AIMWELL SCHOOL, PHILADELPHIA.

This school provides free instruction for girls. It had its origin more than fifty years ago, in the charitable efforts of a few women to teach poor girls, and in 1859 it was incorporated under the title of the Aimwell School Association.—(Account of Aimwell School, 1874.)

BENEFACTIONS.

The will of the late Henry J. Stout, of Philadelphia, contributes to various educational objects, mostly in that city, an aggregate of \$26,000. Of this sum the Northern Home for Friendless Children and the Pennsylvania Institution for the Instruction of the Blind received \$5,000 each; the Union Temporary Home for Children, the Philadelphia Orphans' Society, the Pennsylvania Institution for the Deaf and Dumb, and the Industrial Home for Blind Women, Philadelphia, each, receive \$3,000; the Philadelphia Society for the Employment and Instruction of the Poor receives \$2,000, and \$1,000 each are given to the Apprentices' Library Company and the Union School and Children's Home of Philadelphia.—(Evening Telegraph, February 11, 1875.)

The late Charles A. Morris, of York, Pa., is also reported by the Evening Telegraph to have bequeathed, in 1874, \$20,000 to the Pennsylvania College, at Gettysburg; to the Orphans' Home, at Loysville, \$2,000; and to the Theological Seminary at Gettysburg, \$1,000. He also willed \$5,000 to the Children's Home at York, and \$2,000, in trust, to supply a Sunday school paper to each family whose children attend the Sunday school of St. Paul's Lutheran Church there.

These both are additional to the generous gifts of Mr. Towne, Mr. Whitney, and Mr. R. W. Flower to the University of Pennsylvania, previously referred to.

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

The twenty-second annual session of the State Teachers' Association, held at Wilkes-barre on the 10th, 11th, and 12th of August, 1875, was a success. Some of the mistakes of other years were entirely avoided by the management of the officers, and others were guarded against as far as possible. Notwithstanding an urgent request to the contrary, a few of the papers were much too long, and on one or two occasions when time was allowed for the full discussion of interesting subjects, a sufficient number of speakers were not prepared. In numbers, the meeting was an average one, there being enrolled nearly 300 members, but the State, as a whole, was well represented. The papers read cover some of the subjects that are now of most vital interest to the friends of education. Among these were the inaugural address of President Woodruff on "Moral and religious instruction in the public schools," "The relation of the preparatory schools to the universities," by Rev. D. Copeland, A. M., of Wyoming Seminary; "Lessons in manners and morals," Miss Maria L. Sanford, professor of history at Swarthmore College; "Need of a normal school in the fourth district," by J. L. Richardson, of Luzerne County; "Industrial drawing," by Prof. J. V. Montgomery, of Millersville; "The study of civil government," by Prof. E. A. Angell, of the State Normal School at Shippensburg; "Industrial education," prepared by Superintendent H. S. Jones, of Erie County, and read by Superintendent T. F. Gaban; "The study of the physical sciences in our primary schools," prepared by Professor B. C. Jillson, of Pittsburg, and read by Miss Hannah Holcomb; "Physical training in public schools," by Miss L. E. Patridge, late in charge of the department of elocution and physical training of the Girls' Normal School, Philadelphia; "College and normal school discipline," by Dr. E. B. Fairfield, of the Indiana Normal School; "Spelling," by Dr. F. A. March, professor of English language and comparative philology in Lafayette College; "Teaching of English literature," by Miss

Esther Trimble, of Swarthmore College; "A course of study for ungraded schools," by Superintendent Jesse Newlin, of Schuylkill County, and "Pennsylvania at the Centennial Exposition," State Superintendent J. P. Wickersham.—(Pennsylvania School Journal, September, 1875, pp. 65-114.)

OBITUARY RECORD.

MISS MARGARET MARKEE,

Of St. James's Protestant Episcopal Parochial School, of Lancaster, Pa., passed to the better world beyond this, February 21, 1875, in the forty-fifth year of her age. For five years she had been a beloved and efficient teacher in the parish school, and for some fifteen previous years a leading teacher in the public schools, resigning the principalship of the best secondary school in the city to take charge of the primary department, in charge of which she died, it being her conviction that the best teaching talent possible should be devoted to the lowest grades. A woman of quiet and retiring manner, and yet of marked individuality, combining high intellectual gifts with great force of character, she was reckoned by those who knew her best as a model teacher in her way, having great insight into the nature of children, great tenderness toward them, strong sympathy with them, and a strange power over them, which drew the little ones around her as by a magnetism they could not resist. She left behind her the best record that can be left, that of having lived a life spent in being good and doing good.—(Pennsylvania School Journal, March, 1875, pp. 310, 311.)

MR. JOHN MILLER,

Of French birth and German training, paid the great debt of nature at Altoona, Pa., September 3, 1875, aged about seventy-five years, nearly fifty years of which time were employed in teaching in the western portion of this State. In 1826 he became principal of the high school in Altoona, and held that position till he was elected city superintendent in 1869. He filled the office of superintendent till 1874, when failing health induced him to resign it and undertake private tuition in Latin, German, and French to pupils attendant on him at his house. This work was continued till about two months before his death, when it, too, had to be relinquished and all the later hours of life were devoted to a preparation for the final rest.—(Pennsylvania School Journal, November, 1875, p. 180.)

LIST OF SCHOOL OFFICIALS IN PENNSYLVANIA.

Hon. J. P. WICKERSHAM,* *State superintendent of public instruction, Harrisburg.*
 Hon. HENRY HOUCK, *first deputy State superintendent, Harrisburg.*
 Hon. ROBERT CURRY, *second deputy State superintendent, Harrisburg.*

CITY SUPERINTENDENTS.

[Term, three years from June 4, 1875.]

City.	Superintendent.	No. of schools.	Post-office.	Salary.
Allegheny	John Davis	170	Allegheny City	\$2,000
Allentown	R. K. Buehrle	58	Allentown	1,350
Altoona	D. S. Keith	37	Altoona	1,000
Carbondale	Matthew G. Neary	15	Carbondale	300
Columbia	B. G. Ames	18	Columbia	1,400
Corry	V. G. Curtis	19	Corry	2,000
Easton	W. W. Cottingham	34	Easton	1,700
Erie	H. S. Jones	67	Erie	2,200
Harrisburg	Daniel S. Burns	62	Harrisburg	1,500
Hyde Park	J. E. Hawker	28	Hyde Park	300
Lock Haven	John Robb	25	Lock Haven	900
Meadville	Samuel P. Bates	21	Meadville	1,500
Norristown	Joseph K. Gotwals	33	Norristown	1,500
Pittsburg	George J. Luckey	383	Pittsburg	3,000
Pottsville	Benjamin F. Patterson	50	Pottsville	1,800
Reading	Thomas Severn	128	Reading	1,200
Scranton	Joseph Roney	58	Scranton	2,000
Shenandoah	G. W. Bartch	17	Shenandoah	1,500
Titusville	Henry C. Bosley	24	Titusville	1,800
Williamsport	Samuel Transeau	54	Williamsport	1,200
York	William H. Shelley	40	York	1,800

* The present term of Dr. Wickersham extends from April 27, 1876, to the same period in 1880. This is the fifth term of his service in the high office of State superintendent.

List of school officials in Pennsylvania—Concluded.

COUNTY SUPERINTENDENTS.

[Term, three years from June 4, 1875.]

County.	Superintendent.	No. of schools.	Post-office.	Salary.
Adams.....	Aaron Sheely.....	163	Gettysburg.....	\$1,000
Allegheny.....	James Dickson.....	375	Allegheny City.....	2,000
Armstrong.....	A. D. Glenn.....	256	Kittanning.....	1,200
Beaver.....	Benjamin Franklin.....	186	New Brighton.....	1,200
Bedford.....	J. W. Hughes.....	223	Everett.....	1,000
Berks.....	Samuel Baer.....	422	Kutztown.....	1,800
Blair.....	John H. Stephens.....	149	Martinsburg.....	1,000
Bradford.....	Austin A. Keeney.....	390 $\frac{1}{2}$	Towanda.....	1,000
Bucks.....	Hugh B. Eastburn.....	274	New Hope.....	1,500
Butler.....	J. B. Matthews.....	237	Whitestown.....	1,000
Cambria.....	Hartman Berg.....	202 $\frac{1}{2}$	Ebensburg.....	1,000
Cameron.....	N. H. Schenck.....	36	Emporium.....	800
Carbon.....	R. F. Hofford.....	126	Lehighton.....	1,200
Centre.....	Henry Meyer.....	210	Rebersburg.....	1,000
Chester.....	Hiram F. Pierce.....	349 $\frac{1}{2}$	West Chester.....	1,500
Clarion.....	A. J. Davis.....	194	Rimersburg.....	1,100
Clearfield.....	J. A. Gregory.....	193	Clearfield.....	1,000
Clinton.....	Martin W. Herr.....	119	Salona.....	1,000
Columbia.....	William H. Snyder.....	179	Orangeville.....	1,200
Crawford.....	James C. Graham.....	363 $\frac{1}{2}$	Meadville.....	1,350
Cumberland.....	D. E. Kast.....	229	Mechanicsburg.....	1,000
Dauphin.....	D. H. E. La Ross.....	208 $\frac{1}{2}$	Hummelstown.....	800
Delaware.....	James W. Baker.....	105	Media.....	1,600
Elk.....	George R. Dixon.....	55	Ridgeway.....	1,000
Erie.....	C. C. Taylor.....	297	Waterford.....	1,000
Fayette.....	William H. Cooke.....	237 $\frac{1}{2}$	Uniontown.....	1,900
Forest.....	H. S. Brockway.....	41	Tyonesta.....	500
Franklin.....	Samuel H. Eaby.....	254	Greencastle.....	1,000
Fulton.....	H. H. Woodal.....	69	McCconnelsburg.....	1,000
Greene.....	Andrew F. Silvens.....	183	Spragg's.....	750
Huntingdon.....	R. M. McNeal.....	215	Three Springs.....	1,000
Indiana.....	Samuel Wolf.....	243	Indiana.....	1,000
Jefferson.....	G. A. Blose.....	156	Hamilton.....	1,000
Juniata.....	John M. Garman.....	103	Patterson.....	800
Lancaster.....	B. F. Shaub.....	523	Lancaster.....	1,700
Lawrence.....	William N. Aiken.....	156	Newcastle.....	1,200
Lebanon.....	William B. Bodenhorn.....	191	Annville.....	1,000
Lehigh.....	James O. Knauss.....	230	Allentown.....	1,300
Luzerne.....	William A. Campbell.....	561	Shickshinny.....	2,000
Lycoming.....	T. F. Gahan.....	224	Montoursville.....	1,800
McKean.....	William H. Curtis.....	95	Smithport.....	1,000
Mercer.....	J. M. Dight.....	291	Sandy Lake.....	1,500
Mifflin.....	William C. Gardner.....	105	Belleville.....	800
Monroe.....	B. F. Morey.....	130	Stroudsburg.....	1,000
Montgomery.....	Abel Rambo.....	281	Trappe.....	1,200
Montour.....	William Henry.....	78	Pott's Grove, Northumberland Co.....	700
Northampton.....	B. F. Raesly.....	242 $\frac{1}{2}$	Mt. Bethel.....	1,200
Northumberland.....	H. H. Bartholomew.....	226	Elysburg.....	800
Perry.....	Silas Wright.....	181	Millerstown.....	700
Pike.....	John Layton.....	54	Dingman's Ferry.....	800
Potter.....	J. W. Allen.....	126	Coudersport.....	800
Schuylkill.....	Jesse Newlin.....	422	Port Carbon.....	2,250
Snyder.....	William Noetling.....	109	Selin's Grove.....	500
Somerset.....	J. B. Whipkey.....	217 $\frac{1}{2}$	Glade.....	1,000
Sullivan.....	Edwin A. Strong.....	63	Dunshore.....	800
Susquehanna.....	William C. Tilden.....	258	Montrose.....	1,200
Tioga.....	Miss Sarah R. Lewis.....	279	Westfield.....	1,250
Union.....	A. S. Burrows.....	84 $\frac{1}{2}$	Mifflinburg.....	900
Venango.....	S. H. Prather.....	237	Sunville.....	1,200
Warren.....	Byron Sutherland.....	182	Warren.....	1,000
Washington.....	A. J. Buffington.....	293	Washington.....	1,000
Wayne.....	D. G. Allen.....	206	Prompton.....	1,200
Westmoreland.....	James Silliman.....	342 $\frac{1}{2}$	Ruff's Dale.....	1,500
Wyoming.....	Charles M. Lee.....	105	South Eaton.....	800
York.....	William H. Kain.....	362	York.....	1,200

RHODE ISLAND.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children of legal school age, 4-16 years	53, 316
Number under 6 years of age	4, 995
Number between 6 and 16	48, 321
Number enrolled in day schools	38, 554
Number enrolled in evening schools	*4, 600
Average monthly enrolment in day and evening schools	33, 408
Average daily attendance in day schools	26, 163
Average attendance in evening schools	2, 256

SCHOOLS.

Number of school-rooms in day schools, exclusive of those used only for recitation	739
Number in evening schools	39
Number used exclusively for recitation in day schools	85
Estimated value of sites, buildings, and other school property	\$2, 360, 017
Average duration of day schools, in days	178
Average number of evening school sessions	64

TEACHERS AND THEIR PAY.

Number of teachers employed in public day schools: Men, 195; women, 861	1, 056
Number of teachers employed in evening schools: Men, 83; women, 109	192
Total number of teachers employed	1, 248
Number necessary to supply the schools	985
Average salary of men per month in day schools	\$85 18
Average salary of women per month in day schools	46 17
Average salary of men per evening in evening schools	1 56
Average salary of women per evening in evening schools	1 06

INCOME AND EXPENDITURE.

Receipts.

From State tax	70, 402 50
From local tax	614, 382 57
Total from taxation	684, 785 07
From interest on permanent fund, including rents of school lands	22, 092 50
From other funds, individuals, and corporations	10, 286 13
From other sources	44, 633 22
Total	761, 796 92

Expenditures.

For sites, buildings, and furniture	274, 326 41
For libraries and apparatus	1, 508 61
For school supervision	11, 681 02
For salaries of teachers	383, 284 14
Miscellaneous or contingent	77, 059 23
For evening schools	16, 784 33
Total	764, 643 74

SCHOOL FUND.

Amount of available school fund	250, 376 37
Amount of permanent school fund	265, 142 51
Increase of permanent fund in the school year	1, 810 02

* Of these, 146 are reported as also registered in day schools.

SCHOOLS OTHER THAN PUBLIC.

Number of boys attending private schools of grades below high	1, 770
Number of girls attending private schools of grades below high.....	1, 870
<hr/>	
Total attending private schools of such grades	3, 640
Number of boys attending private schools for secondary instruction.....	2, 260
Number of girls attending private schools for secondary instruction.....	1, 600
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Total attending private schools of such grade.....	3, 860
Number of men teaching private schools of all grades	100
Number of women teaching private schools of all grades.....	175

—(From special report for 1875 to the United States Bureau of Education, kindly forwarded by Hon. Thomas B. Stockwell, State commissioner of public schools.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article XII, section 1 of the constitution, provides that "it shall be the duty of the general assembly to promote public schools, and to adopt all means which they may deem necessary and proper to secure to the people the advantages and opportunities of education;" section 2, that "the money appropriated by law for the establishment of a permanent fund for the support of public schools shall be securely invested and remain a perpetual fund for that purpose;" section 3, that "all donations for the support of public schools or other educational purposes shall be applied according to the terms prescribed by the donors;" section 4, that "the general assembly shall not divert said money or fund from the aforesaid uses, nor borrow, appropriate, or use the same, or any part thereof, for any other purpose, under any pretence whatsoever."

PROVISIONS OF THE SCHOOL LAWS.

The School Laws of Rhode Island, with Decisions, Remarks, and Forms, for the use of the School Officers of the State, 1873. Printed by order of the general assembly.

OFFICERS OF THE PRESENT SYSTEM.

A board of education, commissioner of public schools, trustees of normal school, school committees and superintendents, district trustees, clerks, collectors, and treasurers are the officers provided for.

POWERS AND DUTIES OF THESE OFFICERS.

Board of education.—The general supervision and control of the public schools of the State are vested in the State board of education, composed of 8 members. The governor and lieutenant-governor are *ex officio* members, and each county of the State is entitled to 1 member in the board, except Providence, which is entitled to 2. The members are elected by the general assembly for three years. The terms of 2 expire each year, and the vacancies thus caused are filled by the general assembly at their meeting in May. The duties of the board are to elect the commissioner of public schools; to hold quarterly meetings; to consult with reference to the interests of education in the State; to prescribe, and cause to be enforced, all rules and regulations necessary for carrying into effect the laws in relation to public schools; to make an annual report to the general assembly at its adjourned session at Providence upon their doings; and to set forth the state of the schools, and their needs, with such recommendations as to methods of improvement as their judgment may dictate. The governor is the president and the commissioner the secretary of the board. The members serve without compensation beyond expenses.

The commissioner of public schools, elected annually by the board of education and *ex officio* its secretary, is the executive officer in the administration of the school system of the State. His duties are to advise with school officers, teachers, and others in all matters relating to education; to visit and inspect the schools of the State; to deliver addresses in the several towns on subjects relating to the progress of the schools; to arrange and conduct teachers' institutes in various parts of the State, as the different localities may demand; to recommend and secure, as far as is desirable, a uniformity of text books; to assist in the establishment of school libraries and the selection of books for them; to draw orders on the treasurer for school moneys in favor of such towns as comply with the requisitions of the school law; and to make an annual report to the board of education on the last Monday in December of each year, upon the state and condition of the schools and education, with plans and suggestions for their improvement. The commissioner decides all disputes and controversies arising in the administration of the school laws and all appeals from any decision of school committees, district meetings, or trustees. If requested, he shall lay a statement of the facts of the case before one of the justices of the supreme court, whose decision shall be final.

Trustees of normal school, composed of the board of education and the commissioner of public schools, have the control, management, and general supervision of the normal school; examine applicants for positions in the public schools, and give certificates to such as are found qualified. The commissioner makes an annual report to the State auditor of the receipts and expenditures of the school.

School committees, composed of not less than three members, are elected by the towns for terms of three years, one retiring each year. Where the town system prevails the schools are wholly in charge of the school committee. Their duties are to meet for consultation at least four times a year to fix boundaries of school districts; to locate school-houses; to examine and license applicants to teach or revoke the certificates of such teachers as are disapproved; to visit, by one or more of their number, every public school in the town, at least twice during each term, once within two weeks of its opening and once within two weeks of its close; to make rules for the attendance and classification of pupils, for the introduction of text books and works of reference, and for the instruction, government, and discipline of the schools; to prescribe the studies to be pursued therein; and to draw all orders for the payment of the school expenses. They are at all times subject to the supervision of the commissioner. In towns under the district system, the trustees have the superintendence of the district school property and the contracts with teachers, while the school committee exercise all other authority over the schools.

School superintendents, elected by the voters of the towns, or, upon their failure to do so, by the school committees, perform such duties and exercise such powers as may be assigned to them by the school committees. Their compensation is fixed by the towns.

District trustees—either one or three for each school district, as the district may decide—are annually elected by the voters of the district. They receive no compensation, unless the district vote to levy a special tax for that purpose. They have the custody of the school-houses and other district property, and the employment of teachers; they provide school-rooms and fuel; visit the schools twice each term, and notify the committee or superintendent of the time of opening and closing the school. They are required to make returns to the school committee in manner and form prescribed by them, or by the commissioner, or by law.

District clerks.—These officers, one for each district, like the two following, are elected by the voters of the districts for a term of one year or until their successors are appointed; keep record of all meetings of the district, and a description of the boundaries of the school districts.

District treasurers.—Their duties are to keep the districts' school money, if they have any; pay it out to order; keep proper accounts of it, and exhibit them to the trustees or districts, when required.

District collectors collect the taxes levied by their respective districts.

THE SCHOOLS.

The State appropriates annually \$90,000 for the support of public schools; \$63,000 to the several towns in proportion to the number of children therein under the age of 15 years, according to the last census; and \$27,000, according to the number of school districts in each town. The \$90,000 appropriated by the State is called teachers' money, and can be used for no other purpose than the payment of teachers' wages. No town may receive any part of such State appropriation, unless it appropriate or raise by tax, on or before the 1st day of July, for the support of public schools, an amount equal to what it is entitled to from the State.

Every district must maintain a school, and if any district fail for seven months to open one, the town committee may establish it and employ a teacher. It is the duty of school trustees to employ one or more teachers for every fifty scholars. The school committee grades the schools and prescribes the studies to be pursued therein. Two or more districts may unite to maintain a school for older children.

No minor under 15 years may, on pain of \$20, be employed in any manufacturing establishment, unless he has attended school at least three months during the preceding year, nor may any such minor be employed for more than nine months in any one calendar year. Towns may enact truant laws, but the offenders must be confined in some institution of instruction, not in prison.

The normal school is open, free of tuition, to all applicants from the State who pass the required examination and signify their intention to teach in the public schools at least one year.

An appropriation of \$200 is annually made to support a school for the children of Indians in Charlestown, provided they keep their school-house in a suitable condition.

The sum of \$3,000 is also annually appropriated for the education of the indigent blind of the State at South Boston, Mass.; for the education of the indigent deaf-mutes of the State at the American Asylum, at Hartford, Conn., and for the education of idiot and imbecile persons of the State, at institutions within or without the State for the education and improvement of such idiots and imbeciles.

SCHOOL FUNDS.

The permanent school fund of the State, amounting now to \$265,142.51, including a small amount not at present available, is kept invested in bank stocks within the State, and increased annually by the proceeds of auctioneers' duties and by school moneys forfeited by towns through neglect or violation of legal provisions in respect to them. The income only of this fund may be appropriated to public schools.

The annual fund for distribution among the schools, arising from State and local taxes, from interest on permanent fund, and from other sources, amounts at present to about \$762,000.

ELEMENTARY INSTRUCTION.

NON-ATTENDANCE.

According to the State census taken in June, 1875, there were, at that time, 53,316 children in the State between the ages of 5 and 15 years. The school enrolment of 38,554 includes some under 5 and over 15 years, so that it is impossible to know exactly how many between those ages were enrolled. But, taking the census returns alone as the basis of calculation, and making a small allowance from the number reported as attending school (31,899) for those outside the limits of school age, it appears that about 14,000, or 26 per cent., of the children of legal school age have not had the value of one month's schooling during the year; for, by the census estimate, no one was credited with having attended unless he had been present at least one month. It further appears that at least 8,000 of these, or nearly 15 per cent., were not in school at all, and that about 6,000 children who attempted to go to school did not attend for the space of one month. It should be understood, also, that in the number of those reported as attending school are included all who were members of any school, whether public, private, or parochial.

A closer inspection of the census returns reveals the fact that this neglect of school privileges is greatest in the large centers of population, and especially in those localities where cotton and woolen manufactures are the chief industry. The State commissioner found, in every community visited by him where there was any branch of industry that could profitably employ child labor, the tendency of the working classes was to put the child to work at the earliest moment and to keep him there as continuously as possible. If employment cannot be had and there is nothing else to be done, then he may attend school; but at the first opportunity for entering the mill he is withdrawn, no matter how well he may have succeeded in his school work or how deeply interested he may have become in the new life opened to him.

In view of such facts and as the only means of bringing the cupidity of parents to a practical recognition of the rights of the child and of society in this matter, the State commissioner and the board of education unite in recommending the enactment by the legislature of a law enforcing the attendance at school of all children of legal school age. They also recommend, in order to assist in the enforcement of such law, that provision be made for taking an annual State census of children of school age, the establishment of an industrial school for the purpose of furnishing an education to those children who either have no parents or responsible protector, or, having such, are by them deprived of their rights. An amendment of the truant law is another measure urged by the commissioner and the board. The present truant law is simply a permissive one, giving to the several towns the power to make such provisions as they deem best.—(Report of Hon. Thomas Stockwell, State commissioner of public schools, 1875, pp. 64-72.)

ATTENDANCE.

Turning from a consideration of the question of non-attendance to that of actual attendance, some encouragement is met with. With an enrolment ostensibly less than that of the previous year, though really a little larger, owing to the subtraction from the whole number this year of the re-enrolments which had not been possible before, it is found that the average attendance has increased 1,729, or that the number of months' attendance of all the pupils has increased 16,052. This shows a greater permanency in the character of the attendance, proving that those pupils who are in the schools appreciate them, or their parents for them.—(Report, for 1875, of commissioner of public schools, pp. 71, 72.)

INCREASE IN TEACHERS' WAGES.

The increase in current and permanent expenditure over that reported for last year is \$73,792.21, which is nearly equally divided between the two classes. The increase in current expenditures is mainly caused by an increase in the number of teachers employed, in the greater number of months' service performed by male teachers, and by a general increase in the pay of both male and female teachers. This increase in average wages of teachers, especially at a time when almost every interest is depressed, is regarded as very encouraging. The larger increase has been in the pay of women, which results from the raising of the wages of teachers in the lower grades. The com-

missioner has long regarded as necessary a change in the common method of determining the salaries of teachers according to the grade of the school, without reference to the ability of the teacher. It appears, too, that the increase in teachers' wages has been almost wholly in the smaller towns of the State, indicating that they are striving to secure better talent for their schools.—(Report of commissioner, 1875, pp. 79, 80.)

EVENING SCHOOLS.

The commissioner reports a decrease both in the number of evening schools kept and in the attendance upon them. The percentage of attendance on the number enrolled, however, is a trifle larger for the present year. This branch of the work presents some difficult and discouraging features. The school is hardly yet recognized as a permanent part of the system, and must always be on the defensive against those who doubt its efficiency and utility; the material of the school is of a fluctuating character and is liable to prove turbulent; and, being but transient in existence, it is rarely provided with suitable accommodations. In spite of all these obstacles, however, the public sentiment in favor of the evening school is constantly gaining strength in all places where the work has been carried on with any degree of enthusiasm for any length of time. The commissioner deems the evening school one of the most important agencies in securing the education of the masses, even allowing that many of those who attend fail to appreciate their advantages and often abuse their privileges; for there are many instances in which young men and women have through its aid advanced rapidly from the lowest plane of ignorance and servile labor to the higher levels of knowledge and self control; and were each school to afford but one such illustration each winter, it would, he claims, fully justify its existence, for thereby have been saved to the community a power and an influence of inestimable value, that otherwise had been lost.—(Report of commissioner, 1875, pp. 84, 85.)

DISTRICT VS. TOWN SYSTEM.

The relative merits of the district and town systems of school management are discussed at considerable length by Commissioner Stockwell, who says, in respect to the former: "Among the causes to which may be ascribed many of the failures of our present educational efforts no one is, as it appears to me, more powerful than the so-called district system. It serves but few interests; it accomplishes most where it should do the least, and it oftener proves a hindrance than a help. In short, for the good wrought by it we shall look long, and often in vain, while the evils following therefrom are so numerous as to raise the query whether it were possible to outweigh them with any advantages."

* * * "It concentrates local interest not on the management and character of the schools, but on the finances; it is the fruitful source of innumerable local quarrels and jealousies which develop in the life of the school and prove often an insurmountable obstacle to its success. It imposes a long round of duties, sometimes tedious and perplexing, upon officers frequently wholly unqualified, whose influence, therefore, must be always for the worse. * * * By imposing the duty of contracting with the teacher and providing a place for the school upon one officer, and that of determining as to the qualifications of said officer and the suitability of the school-house upon another officer or body of officers, a division not only of labor is secured, but of authority, which is fatal to its proper exercise."

While a change in the system is strongly advised, a gradual one, according to the plan adopted in Massachusetts and Connecticut, is deemed the more judicious. The commissioner, therefore, recommends the passage by the legislature of such an act as shall grant to every town the right, by vote of the citizens thereof in legal town meeting, to abolish its districts and make such changes and transfers of property as shall be needful.—(Report of commissioner, 1875, pp. 92, 93, 97.)

SCHOOL SUPERVISION.

The office of school committee, it is believed, did not exist in this or, in fact, in any New England State before the year 1826. Prior to that, persons were appointed in some of the towns of some of the States, but the choice was optional under one name or another. This board of town supervision now exists in all the New England States, and exercises a general charge and superintendence over all the public schools in the town. The law vests a plenary authority in the committee to arrange, classify, and distribute pupils as they think best adapted to their general proficiency and welfare.

The one office of highest value to the school system is that of city and town superintendents. While the other States of New England have much else to be proud of educationally, it is to the honor of Providence that over her schools the first city superintendent in New England was appointed. Hon. Nathan Bishop, afterward the first superintendent of the schools of Boston, was the first to hold this office in Providence in the year 1838. Springfield, Mass., followed the example of Providence about six months later by the appointment of Samuel S. Greene to the new trust, who succeeded Mr. Bishop as superintendent at Providence, after his removal to Boston.

To-day there is scarcely a village of 1,000 children that has not its salaried superintendent.

One great fault of the present general supervision is said to be that it is intrusted to too many individuals, so that direct, energetic, and systematic action is, to a great extent, lost. There are in Rhode Island 2,216 school officers to look after the education of 40,000 children. As might be expected, with such armies of supervisors, very little supervision is accomplished, and that of a comparatively inferior quality.

Of the value of good State superintendence Commissioner Stockwell has given evidence in the fact that he has visited during the year 165 schools situated in 20 different towns, and they in all parts of the State. In ten of these towns he visited every school, paying special attention to the smallest and most inaccessible, that he might encourage and inspire them.—(Report of Mr. Bicknell, 1874, pp. 48-51, and of Mr. Stockwell, 1875, p. 101.)

DRAWING.

Attention is called to a branch of instruction which, it is believed, demands an important place in the course of studies in the common schools, at once from its value to various industries of the State and also from its education of the mental faculties. Like mathematics or language, the acquisition of drawing has an influence upon the easier reception of all knowledge, and in that sense has a relation to every sphere of labor and every field of thought. The population of no other State is so generally engaged in manufactures as is that of Rhode Island. These manufactures are varied in kind and quality and demand skill, not only in those who take the general charge, but also in the workmen. It is generally conceded, and all Europe is acting upon the belief, that a knowledge of drawing, since it deals with the representation of forms, which all objects possess, is the most essential element of skilled labor. Moreover, of all the things that Rhode Island manufactures, there is scarcely one that will not command a better price for being beautiful. And when it is considered that nearly everything is now made from a drawing; that a beautiful object cannot be made by a person lacking in taste; that one cannot work from a working drawing without previous instruction, unless he works under the direct supervision of a second person, it appears evident that a knowledge of drawing will add, on an average, at least one-third to the daily wages of the workman and increase the profits of him who employs. It is believed that with suitable drawing books, containing good copies with full explanatory text, the present regular teachers can accomplish creditable work in the instruction of the pupils in this branch. The school superintendents of the State, at their meeting in December, 1874, recommended the introduction into the public schools of some system of industrial drawing.—(Report, 1874, pp. 57-59, 63, 69, 73.)

FREE PUBLIC LIBRARIES.

Good results have already appeared from the act passed in January, 1875, in aid of free public libraries. Seven libraries have received aid, amounting in the aggregate to \$550, at date of the report of the board of education. In some instances, libraries already existing under the control of close corporations were made free; in others, where, from lack of means to sustain the enterprise, it had failed, the old library was revived, and a new organization effected; while in still other localities attempts are being made to organize new institutions.—(Report for 1875, pp. 22, 23.)

CITY SCHOOL SYSTEMS.

NEWPORT.

Officers.—There is here a school committee consisting of 12 members, elected for terms of three years, part going out each year, and a city superintendent, appointed by the school committee.

Statistics.—Number of pupils attending public schools: boys, 1,124; girls, 944; total, 2,068; attending other schools, 592; not in school during the year, 142. Number of day schools, 33; evening schools, 2. Number of teachers in the school department, 50. Average number of scholars to each teacher in the day schools, including the high school, 49; not including the high school, 54; average to each teacher in the evening schools, 27.

Notes.—Attendance at the schools during the year covered by the report (1874-75) increased largely upon that of the previous year, there being registered in the day schools 1,769, an increase of 294 in enrolment, with an increase of 300 in the average attendance. Great attention was paid to regularity of attendance; tardiness diminished more than 60 per cent., and many scholars present a record of being neither absent nor tardy during the year.

The attendance upon the evening schools was not so large as during the year previous. The falling off is attributed to the hard times, some not being able to furnish books, slates, and other necessaries. About 60, it is believed, absented themselves on this account, and it is proposed by the superintendent that next year readers and slates be

loaned to those unable to furnish them. Many expressions of gratitude were heard during the winter for the opportunity afforded by these schools. One young man volunteered the statement that the schooling had benefited him more than the value of \$100 in the study and practice of writing alone.

A growing interest in the subject of drawing is reported, also considerable advancement in the study of music.

The school committee, while bearing testimony to the fidelity given to instruction in the primary, intermediate, and grammar grades, commend particularly the Rogers High School. The attendance at this school increased from 66 in 1873-'74 to 100 in 1874-'75, an increase of 52 per cent.—(Report of school committee, 1874-'75.)

PROVIDENCE.

Officers.—Here, as in Newport, there is a school committee of 6 from each of the ten wards, elected for terms of three years, one-third going out of office each year, with the mayor, president of common council, and chairman of committee on education as *ex officio* members, and a city superintendent, appointed by the school committee.

Statistics.—Whole number of pupils admitted for the year, 12,507, exclusive of 2,223 enrolled in evening schools and 1,100 in vacation schools. Of this number 10,923 were registered in the last term, 376 in the high school, 2,978 in 11 grammar schools, 2,680 in 33 intermediate, and 4,894 in 37 primary schools.

The superintendent in his quarterly report dated February, 1875, says that, notwithstanding the adverse influences of severe weather and a large amount of sickness, the schools were never in a better condition than, with a few exceptions, they were at that time. He believes that, taken as a whole, they will compare favorably with the very best schools of similar grades, public or private, in New England or elsewhere. But few, he says, are aware of the actual amount of labor that is being performed by the best teachers. In the high school and in most of the grammar schools almost as many hours are spent each day out of the school-room in correcting written examination papers and compositions and in preparing themselves for their work as are spent in it. The results of this extra labor are made apparent to those who examine carefully into the working of the school system.

The evening schools were unusually successful, having a larger and more regular attendance than ever before. The number registered at the 7 schools was 1,876, (besides 352 in the Polytechnic Evening School,) of whom 1,264 were young men and 612 young women, the average attendance being 880. Compared with the statement of the previous year, these figures show a large increase in the enrolment and a gain of over 4 per cent. in the average attendance. The general appearance and deportment of the scholars were very satisfactory. The writing books show neatness and painstaking on the part of the pupils and speak well for the system of teaching adopted.

The progress made in music since its introduction into the schools in 1846 has been constant and satisfactory.

Drawing has occupied a moderate portion of time in the grammar schools without interfering with other studies, and very creditable specimens of skill have been produced. In free hand map drawing it is believed that the schools are not surpassed by any in the country.

Sewing is still occupying its accustomed place in the schools, with great advantage to the girls receiving instruction, and without detriment to their usual studies.

The Polytechnic School maintained the high rank gained by its predecessor of the previous year. The principal gave instruction in the practical mathematical branches to classes of very full membership. The classes in mechanical and architectural drawing were well attended throughout the winter. The class of Germans learning English proved, as in previous winters, a decided success.

Six vacation schools were held during a session of about six weeks and were attended by about 1,100 children. Besides the usual course of study, a large amount of oral instruction, not furnished by the school-books, was given in respect to the names and uses of the various products of agriculture and of manufactures, and also those which constitute the main features of domestic and foreign commerce.—(Report of school committee, 1875.)

The joint committee of 5 appointed by the city council to investigate the subject of the public schools have decided upon the main points of the inquiry they propose making. Some of these are as to "the massing of large numbers of children in one school; the advisability of having the details of the system more generally understood by members of the city council and the school committee; the possible reduction of the number of the school committee, (the present number being regarded as too unwieldy for the proper supervision of the schools,) the necessity for uniformity in the system of instruction, of superseding the less capable by better educated teachers, of giving more attention to the care of school property, and to the purchase and dissemination of text books.—(New-England Journal of Education, October 9, p. 167.)

THE CITIES AND TOWNS IN GENERAL.

Apparatus.—In many of the reports of superintendents and school committees complaint is made of the lack of such needful apparatus as blackboards, erasers, wall maps, globes, dictionaries, and proper text books. The marked exceptions are in Woonsocket, where many deficiencies of this kind have been supplied within the past year, and in the Rogers High School, Newport, which seems to be unusually well equipped.

Discipline.—On this point there are many exceedingly valuable observations in the reports of superintendents, appended to the State report, especially on the value of judicious appeals to the honor of pupils, on the importance of steadily cultivating in them a high sense of moral propriety, on the good effect of exercising kindness in preference to coercion, on the need of beginning with a firm yet kind hold of the reins at the very opening of the school, and on the indispensability of a thorough self-control as a first requisite to control of others.

Co-education of the sexes.—The chairman of the school committee in Newport says: "Those who desire the most elevated type of manhood and womanhood generally believe that the truest method of development with children is to begin in the earliest schools under a system of co-education. This has been faithfully regarded in this city since 1865; so successfully, too, that not by intimation or argument has a return to the former system of separate schools for the sexes been considered in our board. After a most scrutinizing inquiry, we are assured that rudeness has diminished; that politeness has increased; that decision of character, self-reliance, good manners, and mutual willingness to better obey the rules of school are some of the results of our system of co-education. Nor has the virtue or happiness of either sex appeared to be endangered. In fact, in no single instance during the past year has it been necessary to offer reproof for the slightest indelicacy, in word or act, between the sexes."

Evening schools.—These have been held, in most instances with encouraging results, at Bristol, Burrillville, Cumberland, East Greenwich, East Providence, Johnston, Newport, North Providence, Pawtucket, Providence, Smithfield, Warren, and Woonsocket. In some of these places several schools were maintained—for boys, for girls, for pupils in different stages of advancement—there being at Bristol two departments, for the sexes; at Newport, four grades; at Providence, seven schools and a special polytechnic school; and at East Greenwich, one for Swedes learning our language.

The public schools not godless.—In answer to the charge that the schools, as now conducted, are "godless" institutions, from which children should be withdrawn, the school committee of Providence write, in words applicable to the whole system of public instruction: "That our schools are not, like parochial schools, denominational is true. They do not teach dogmatic theology. They do not meddle with nor sit in judgment on the various beliefs. In what peculiar form of faith a child should be brought up they leave to parents and the church. But in no sense are they godless in character. Every one familiar with their origin knows that they were founded on the recognition of the superintending providence of God, the duties to Him and the laws He has ordained." It is shown that the original regulations for them provide that, "good morals being a matter of the highest consequence," the youth in them "are strictly enjoined to avoid idleness and profanity, falsehood and deceitfulness, and every other wicked and disgraceful practice, and to conduct themselves in a sober, orderly, and decent manner, both in and out of school;" while teachers are enjoined to "endeavor to impress the minds of their pupils with a sense of the being and providence of God, and the obligation they are under to love and reverence Him; their duty to their parents and masters; the beauty and excellence of truth, justice, and mutual love; tenderness to brute creatures; the happy tendency of self government and obedience to the dictates of reason and religion; the observance of the Sabbath as a sacred institution; the duty which they owe to their country and the necessity of a strict obedience to its laws; and that they caution them against the prevailing vices."—(Reports for 1874-75.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This normal school, while fitting teachers for schools of higher grade, especially aims to prepare for teaching schools of the primary, intermediate, and grammar grades. It is a State institution, and, it is believed, can be of more service to the cause of education by providing excellent teachers for the elementary schools than in any other way, as in these the great majority of pupils will always be found.

During the year 1875, while the course of study was not essentially changed, the requisites for graduation were increased, so that the graduating class of that year numbered less than that of the year previous. The year was one of marked success, not only as regards the number of pupils attending, but in the earnestness of the pupils and in the quality of the work done. The number of pupils who were in the school during the year was 159, of whom 26 had previously taught.—(State report for 1875, pp. 41-46.)

TEACHERS' INSTITUTES.

Aside from the annual meeting of the Rhode Island Institute of Instruction, only three teachers' institutes were held during the year under the direction of the State commissioner. Arrangements were partially made for two others, but, owing to peculiar local causes, they were obliged to be temporarily postponed. At each of the institutes the attendance of the teachers of the immediate vicinity was very good, while the several communities evinced a deep interest in the work by their cordial reception of the institute, and also by a very general attendance on its sessions. The State commissioner, who was present at each institute, endeavored to confine the work as closely as possible to the real wants of the locality, and so interspersed the various teaching exercises with work by himself as to give the requisite variety and completeness.

An association of the teachers of public schools in Richmond and Charlestown was formed in the winter of 1874-'75, with a view to mutual improvement, and seems to have been attended with much enthusiasm.

Four teachers' institutes have also been held under the direction of the school committee or superintendent, or both, in Hopkinton, North Smithfield, and Richmond with apparently excellent results, securing better acquaintance with each other on the part of teachers, a greater unity and sympathy with one another in school work, and a new energy and life in the prosecution of it.—(Report for 1875, pp. 93-100, and appendix, pp. 87, 88.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In 13 cities and towns of the State there exists some provision for secondary instruction in high schools or schools of equal grade, either public or private.

At the Rogers High School, Newport, the number of pupils has been 100, more by 52 per cent. than that of last year. This increase has been attended by no change in the size of the corps of instruction. The number of classes was so large that it was found necessary, at the opening of the fall term, to divide the sessions into six recitation periods instead of five, thus materially shortening the time assigned to each class, a change that was made with great reluctance, but that seemed an unavoidable evil. It has been felt very seriously in the classical and scientific recitations.

A fine telescope was presented to the school by Mrs. Henry B. Humphrey at the opening of the fall term, forming a very valuable addition to the apparatus. The department of science is well equipped; the laboratory well stocked with chemicals and glassware, and a want in the classical department has been met by the purchase of a complete set of Kiepert's wall maps, illustrating ancient geography.

The advantages of the school are available to all persons of the requisite attainments, who, while prevented from taking a complete course, have wished to pursue particular studies. Eleven special students have attended. There is also a disposition, on the part of graduates, to return for the pursuit of special studies. The class which graduated last summer has been represented by one or more of its members during this year, and several of the present senior class have expressed an intention to take a special course after graduation.—(Report of F. W. Tilton, head master, in State report for 1875, pp. 36, 99.)

In 1838 an ordinance was passed by the city council of Providence establishing a high school as a part of the system of public education, a measure that had required ten years of industrious efforts to secure. In this school were to be taught "all the branches necessary to a useful mercantile and classical education." During the thirty-two years of its existence it has educated upward of 4,500 pupils. The school is a crowning feature of the public educational system; it adds completeness to the course of instruction pursued in the primary, intermediate, and grammar departments, and brings the pupil to the very door of the university. Here he can stop, with as thorough a scientific and classical education as could have been obtained at the commencement of the present century at the best college in the land.—(School committee in State report for 1875, pp. 99, 100.) The superintendent makes the admissions for 1875, 376.

It is well said of this school by the committee that it is a help to schools of lower grade. To the pupils of such it becomes an objective point, inspiring a desire for a more complete education than the grade below can furnish, and inducing efforts to secure qualification for the higher work of the high school.

Two girls, graduates of the classical department of this school, were unconditionally admitted to the Boston University at the September term, (1875,) while two entered Wellesley College. Another has been a year in Michigan University.—(New-England Journal of Education, October, p. 166.)

At the Pawtucket High School, the enrolment of pupils was 272 and the attendance 93 per cent. Fifty-two pupils, or nearly one-fifth, were perfect in attendance, and 7 were absent only half a day.—(New-England Journal of Education, February 27, p. 107.)

The Woonsocket High School, which had gotten into fine working order, with 4 classes of high grade, had its house burned in October, 1875; loss estimated at about \$20,000; insurance, \$7,000. There was a large geological and mineral cabinet, the value of which cannot be estimated in figures.—(Report for 1875, p. 101, and New-England Journal of Education, October 23, p. 190.)

OTHER SECONDARY SCHOOLS.

It was said in the New-England Journal of Education, April 10, p. 178, that the University Grammar School at Providence was never doing a better work than at present. Merriek Lyon, LL.D., who has had charge of the classical department for 30 years past, has acquired a wide reputation for scholarship and culture. Dr. Emory Lyon, at the head of the English and scientific department, maintains an equally high standard of scholarship.

Messrs. Mowry & Goff's English and classical school at Providence has lately had completed for it a new, commodious, and elegant building, which was dedicated in May, 1875. While nothing has been spent upon mere external decoration, every effort has been made to leave nothing undone that could contribute to the well being of the pupils or to the power and influence of the teacher. Especial care has been taken to provide ample ventilation and light.

Three academies and seminaries report their statistics for 1875 to this Office as follows: Number of teachers, 18; pupils, 269, of whom 130 were pursuing a classical course, 46 were in modern languages, and 32 were preparing for a classical course in college. Drawing was taught in all and vocal music in one. One reports the possession of a chemical laboratory, 1 philosophical apparatus, and 2 libraries of 500 and 3,000 volumes, respectively.

PREPARATORY SCHOOLS.

Four schools for the preparation of students for college report a total of 33 teachers and 465 pupils, of whom 60 were preparing for a classical and 24 for a scientific course. Three of these schools report the possession of chemical laboratories and philosophical apparatus, 1 a gymnasium, and 3 have libraries numbering, respectively, 400, 600, and 1,000 volumes.

BUSINESS COLLEGES.

Two business colleges report a total of 19 teachers and 605 pupils, of whom 405 attended the day and 200 the evening sessions. Both have libraries, numbering, respectively, 120 and 3,000 volumes. Phonography is studied in addition to the business and common English branches.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

The catalogue of the university for 1875-'76 gives the total attendance of students during the year as 255, of whom 58 were seniors, 57 juniors, 76 sophomores, and 64 freshmen. The degree of bachelor of arts was conferred in 1875 on 39; that of A. M. in course upon 27; the honorary A. M. on 5; and that of LL. D. and D. D., each, on 2.

After the close of the academic year of 1877, it is proposed to raise the requirements for admission to the university in Latin, Greek, and mathematics. Candidates will be examined in 7 books of the Anabasis, or in 5 of the Anabasis and 2 of Homer's Odyssey; in 5 books of Cæsar's Commentaries, and in 8 orations of Cicero; and in solid as well as plain geometry. It has also been decided that, after the commencement of 1876, the courses of study for candidates for the degree of bachelor of philosophy are to be extended through four years instead of three. There are at present two parallel courses of instruction for this degree, each lasting three years, the one including classical studies, the other substituting for these a larger amount of scientific studies. Departments of practical science, including agriculture and the mechanic arts, have been established in the university for the benefit of students who wish to prepare themselves for such pursuits as require especially the knowledge of mathematical and of physical science, and their applications to the industrial arts. These studies may be pursued in connection with the regular scientific and classical studies of the university or they may be taken as a select course, either partially or in full, the students, upon leaving, being entitled to a certificate stating the time of their university residence and the amount of their acquisitions.

The university library contains 45,000 well bound and carefully selected volumes, the greater part of which have been procured within the last 30 years, with special reference to the wants of professors and students and of other persons engaged in literary and scientific research. Besides being well supplied with works illustrating the various courses of college study, it has a large number of collections pertaining to civil and ecclesiastical history, antiquities, literature, and the Greek and Latin classics. It is especially rich in bibliography and patristics, and in the pamphlet literature of New

England, and has a large number of works upon architecture.—(University catalogue, 1875-76.)

At a meeting of the Philadelphia Alumni Association of Brown University, held January 1, 1875, it was resolved to found a scholarship of \$1,500, to be known as the Philadelphia alumni scholarship. The conditions of the gift are that the scholarship be not confined to candidates for any one calling or to members of any one denomination, but that it be open to competition and conferred on the basis of high attainments, mental and moral. It is to be limited to the members of the two higher classes.—(New-England Journal of Education, March 6, 1875, p. 119.)

Statistics of Brown University and scientific school, 1875.

Name of university and scientific school.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Brown University	15	4	0	255	\$1,500,000	\$642,555	\$43,043	\$31,265	\$0	\$57,725	45,000
SCHOOL OF SCIENCE.											
Agricultural and scientific department, (Brown University.) ^a						50,000					

^a Reported with classical department.

^b Includes income from scholarship funds.

SPECIAL INSTRUCTION.

REFORM SCHOOL, PROVIDENCE.

A report of the trustees submitted in March, 1875, shows the school to be in good condition; that both boys and girls are well cared for and provided with good facilities for acquiring a common school education, and developing habits of neatness, order, and industry. Number of inmates: boys, 162; girls, 35; total, 197. Out in situations, sentences unexpired: boys, 21; girls, 6; total, 27; making the number on the books 224.—(New-England Journal of Education, March 6, 1875, p. 118.)

EDUCATIONAL CONVENTIONS.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The institute held its thirtieth annual session at Providence in January, 1875, a large number of enthusiastic teachers from all parts of the State being present, as well as many from the bordering towns of Massachusetts. The morning of the first day was devoted to a proceeding which, it is believed, originated with this association and is peculiar to it: the visiting of the schools of the place by teachers from other sections; a thing which has proved so valuable in its results that its future continuance is well assured. In the afternoon, the high school department of the institute assembled in the high school building, the grammar and primary departments met together at the normal school hall. Professor Blake, of Brown University, read a paper on "The present condition of optical science, and the methods of teaching it," which was followed by one from Professor Davis, of the Worcester High School, upon the study of English literature, a paper which had attracted considerable notice in Massachusetts associations and was well received here. The grammar and primary departments, meantime, listened to exercises in teaching conducted by Mr. B. W. Hood, principal of the department of vocal music in the city schools, and A. J. Manchester, principal of Thayer Grammar School. Mr. Thayer illustrated his method of teaching music by drilling a grammar school class upon a piece of music which they had never sung before, showing by it satisfactorily that pupils in the public schools can, with a very few minutes of daily practice, learn to sing ordinary music almost at sight. Mr. Manches-

ter illustrated, by a class from his school, a new method of vocal drill, which was so far appreciated by the educators present that a resolution was passed expressing the hope that he would put his material into a permanent book form, convenient for class use. In the evening, the entire institute listened to an address by Rev. Phillips Brooks, of Boston, on "Milton as an educator." The exercises of the following day were held in Music Hall, before the entire institute and many citizens of the place. The principal feature of the morning was a paper by Mr. William T. Peck, of the Providence High School, upon "The educational system of Germany." The New-England Journal of Education came in for its share of attention, and its claims were earnestly advocated by many present, after which a very large list of subscriptions was obtained. Some very interesting readings, and also an exercise in teaching reading, were given by Professor Hibbard, of the Wesleyan University, Middletown, Conn.; and the discussion of industrial art as related to public schools was opened by a paper upon the subject by Frederick Grinnell, esq., president of the Providence Steam and Gas Pipe Company. The matter was presented from a business point of view chiefly, the importance of elementary drawing being especially urged, after which remarks were made by his honor the mayor and the president of the school committee and letters were read from others who were absent, all emphasizing the benefits to be derived from teaching this branch in the schools.

The Friday evening gathering of the institute has come to be the great educational banquet of the State. If Music Hall, seating over 2,000 people, were twice as large, it would apparently be always filled on this occasion. With one meeting a year of this kind it is impossible for the cause of education to languish in the State. Here is heard the best speaking on education which the State, and indeed the country, affords. On the present occasion addresses were received from his excellency Governor Howard, President Robinson, and others; also readings from Professors Hibbard and Pond, and vocal solos by Mr. Elsfree.

On Saturday, resolutions, among others of respect to the memory of Hon. John L. Kingsbury, the first president and life long friend of the institute, were passed, and remarks were made by several expressing grateful remembrance of his life as a teacher and citizen. After the election of officers, a paper was presented by J. C. Greenough, principal of the normal school, on "The proper studies for public schools and their relative importance," urging that the studies should be such as would develop the pupil's powers and fit him for active life, whatever his employment.—(New-England Journal of Education, January 22, p. 42.)

LIST OF SCHOOL OFFICIALS IN RHODE ISLAND.

Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence, R. I.*

STATE BOARD OF EDUCATION AND TRUSTEES OF STATE NORMAL SCHOOL.

[Elected by the general assembly, pursuant to chapter 44 of the public laws.]

Name.	Post-office.
His excellency Henry Lippitt, governor, <i>ex officio</i> president	Providence.
Henry T. Sisson, lieutenant-governor, <i>ex officio</i>	Little Compton.
Charles H. Fisher, M. D., term expires June, 1878	North Scituate.
Rev. George L. Locke, term expires June, 1878	Bristol.
Rev. Daniel Leach, term expires June, 1877	Providence.
Ezra K. Parker, term expires June, 1877	Summit.
Samuel H. Cross, term expires June, 1876	Westerly.
Thomas H. Clarke, term expires June, 1876	Newport.
Thomas B. Stockwell, commissioner of public schools, <i>ex officio</i> secretary	Providence.

Quarterly meeting of the board of education the first weeks of March, June, September, and December of each year.

SUPERINTENDENTS OF SCHOOLS 1875-'76.

Town.	Superintendent.	Post-office.	Salary.
Providence	Rev. Daniel Leach	Providence	\$2,500 00
Newport	Thomas H. Clarke	Newport	2,000 00
Barrington	Isaac F. Cady	Barrington Centre	20 00
Bristol	Robert S. Andrews	Bristol	400 00
Burrillville	Rev. William Fitz	Burrillville	200 00
Charlestown	William F. Tucker	Shannock Mills	47 00
Coventry	E. K. Parker	Summit	
Cranston	James W. Bullock	Cranston	175 00
Cumberland	Francis S. Weeks	Woonsocket	*3 00
East Greenwich	Peleg G. Kenyon	East Greenwich	30 00
East Providence	Rev. R. H. Paine	Watchemoket	150 00
Exeter	Willet H. Arnold	Exeter	Not fixed.

* Per diem and expenses.

List of school officials in Rhode Island—Concluded.

Town.	Superintendent.	Post-office.	Salary.
Foster.....	George S. Tillinghast.....	Foster Centre.....	
Glocester.....	Rev. Mowry Phillips.....	Harmony.....	\$100 00
Hopkinton.....	Rev. S. S. Griswold.....	Hopkinton.....	*2 50
Jamestown.....	William H. Gardner.....	Jamestown.....	5 00
Johnston.....	William A. Phillips.....	Olneyville.....	300 00
Lincoln.....	Rev. James H. Lyon.....	Central Falls.....	100 00
Little Compton.....	Isaac B. Cowen, M. D.....	Little Compton.....	40 00
Middletown.....	John Gould.....	Newport.....	No salary.
New Shoreham.....	Giles H. Peabody.....	New Shoreham.....	25 00
North Kingstown.....	Daniel G. Allen.....	East Greenwich.....	100 00
North Providence.....	William W. Wright.....	Centredale.....	
North Smithfield.....	Rev. Stephen Phillips.....	Woonsocket.....	
Pawtucket.....	Andrew Jencks.....	Pawtucket.....	1,000 00
Portsmouth.....	George Manchester.....	Newport.....	No salary.
Richmond.....	Nelson K. Church.....	Wyoming.....	100 00
Scituate.....	Jeremiah H. Field.....	South Scituate.....	140 00
South Kingstown.....	Rev. William H. Kling.....	Wakefield.....	*3 00
Smithfield.....	Samuel W. Farnum.....	Georgiaville.....	100 00
Tiverton.....	John F. Chase.....	Fall River, Mass.....	
Warwick.....	John F. Brown.....	Natick.....	200 00
Warren.....	Rev. S. K. Dexter.....	Warren.....	200 00
Westerly.....	David Smith.....	Westerly.....	200 00
West Greenwich.....	Charles F. Carpenter.....	Summit.....	25 00
Woonsocket.....	Rev. C. J. White.....	Woonsocket.....	500 00

* Per diem.

SOUTH CAROLINA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth between 6 and 16 years of age	239, 264
Number enrolled in schools during the year.....	110, 416

TEACHERS AND THEIR PAY.

Number of teachers employed in public schools.....	2, 855
Number of male teachers employed.....	1, 773
Number of female teachers employed	1, 082
Average salary of men per month.....	\$31 64
Average salary of women per month.....	29 21

SCHOOLS AND SCHOOL PROPERTY.

Average duration of school in days	100
Estimated real value of all school property.....	\$313, 289 79

INCOME AND EXPENDITURE.

Receipts.

From State tax.....	303, 443 42
From local tax.....	130, 721 17
Total from taxation.....	434, 164 59
From other sources.....	55, 378 16
Total receipts	489, 542 75

Expenditures.

For sites, buildings, and furniture.....	16, 851 60
For libraries and apparatus	5, 371 33
For salaries of teachers	369, 685 21
For miscellaneous or contingent.....	34, 554 85
Total	426, 462 99
<i>Per capita</i> of school population	1 78
<i>Per capita</i> of pupils enrolled.....	3 86

SCHOOL FUND.

Amount of available school fund.....	439, 542 75
—(From report kindly forwarded to the United States Bureau of Education, December 3, 1875, by Hon. J. K. Jillson, State superintendent of education.)	

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution of this State, article X, section 1, provides that "the supervision of public instruction shall be vested in a State superintendent of education, who shall be elected at the same time and in same manner as other State officers." Section 2, that "there shall be elected, biennially, in each county one school commissioner, said commissioners to constitute a State board of education, of which the State superintendent shall be chairman." Section 3, that "the general assembly shall, as soon as practicable, provide for a liberal and uniform system of free public schools." Section 4, that "the general assembly shall provide for the compulsory attendance, at some public or private school, of all children between the ages of 6 and 16, not physically or mentally disabled, for a term equivalent to at least twenty-four months, provided no such law shall be passed until a thorough system of public schools has been organized." Section 5, "the general assembly shall levy a tax for the support of the schools on all taxable property and a *per capita* tax of \$1 on every male person over 21 years of age." Sections 6, 7, 8, and 9 provide for "the establishment of a State normal school, the education of the deaf, dumb, and blind, a State reform school for juvenile offenders, and the organization of an agricultural college in connection with the State university." Section 10, that "all the public schools, colleges, and universities, whether supported in whole or in part by the public funds, shall be free and open to all the children and youths of the State without regard to race or color."

PROVISIONS OF THE SCHOOL LAWS.

From "An act to amend an act entitled 'An act to establish and maintain a system of free schools for the State of South Carolina,' approved March 6, 1871," with amendments to date.

OFFICERS OF THE PRESENT SYSTEM.

The commission on text books, State board of education, State superintendent of education, school commissioners, boards of county examiners, and school trustees.

POWERS AND DUTIES OF THESE OFFICERS.

The commission on text books—composed of the governor, *ex officio* chairman; the chairmen of the committees on education of the senate and house of representatives, and one member from each branch of the general assembly—have the duty of deciding upon, and furnishing to the board of education, a list of text books to be used in the common and public schools throughout the State.

The State board of education—composed of the several county school commissioners and the State superintendent, who is *ex officio* chairman—are the trustees of all donations to the State for educational purposes, and are to pay into the treasury for safe keeping and investment all moneys and incomes from property so received. Their annual meeting is held the first Wednesday in October. The members receive a mileage at the rate of twelve cents per mile going to and returning from the meetings of the board.

The State superintendent of education—elected by the qualified voters of the State for a term of four years—has the general supervision over all the common and public schools, and gives bond in \$5,000 for faithful performance of his work. It is his duty to visit every county, inspect the schools, and awaken a favorable interest in education by public addresses and personal communication; to secure a uniformity of text books, and forbid the use of sectarian or partisan books and instruction; to transmit to school commissioners such forms and instructions as may be necessary to aid school officers in making their reports and carrying into full effect the school laws; to see that the school laws are printed and distributed; to collect such school books, apparatus, maps, and charts as can be obtained without expense to the State; to purchase, at an expense not exceeding \$50 per annum, rare and valuable works on education, for the benefit of teachers, authors, and others who may desire to consult them; to apportion, on the 1st day of November, or as soon as practicable thereafter, all school moneys to the school districts in proportion to the number of children of school age therein; to draw his warrant on the State treasurer in favor of each county treasurer for the amount apportioned; to examine teachers, and grant certificates, valid for two years. He is required to make a report to the general assembly at each regular session thereof, showing the number of persons in the State between the ages of 6 and 16 years; the number in each county; the number, sex, color, and studies of those attending the public schools; the number, material, and cost of school-houses; the number of county teachers' institutes and where held, together with such plans and suggestions as he may deem proper. His compensation is \$1,875 per annum, with an allowance of \$900 for his chief clerk.

County school commissioners—one elected by the voters of each county for a term of two years—are to visit every school within their jurisdiction at least three times a term, note the method of teaching in each, and make such recommendations as to defects as they see proper; to encourage the formation of teachers' associations for mutual improvement, and attend their meetings; to deliver a public lecture to the people of each school district of their counties for the purpose of elevating the standard of education and increasing the general interest in the public schools; and to see that in every school under their charge the prescribed studies are taught as far as practicable. They are required, on or before the 1st day of October, each year, to forward to the State superintendent a report containing an abstract of the reports made to them by the various school officers and teachers in their several counties, suggesting such improvements in the school system as they may deem useful, and giving such other information as may be deemed of public interest. On failure to make such report, they forfeit their salary for the last quarter and are liable for damages. Their compensation is twenty-five cents *per capita* upon the school attendance in their counties, not to exceed \$1,000 per annum; in Charleston County, \$1,200 salary.

Boards of county examiners—a board for each county, composed of the commissioner and two members holding first grade certificates, appointed by him for a term of two years—have the duty of meeting at least twice each year to examine all applicants for the profession of teacher, and to grant to such as are qualified a certificate, valid for one year, setting forth the branches they may be found capable of teaching; no teacher to be employed without such certificate.

District trustees—three in number for each school district, appointed by the county boards of examiners for their respective counties for a term of two years—take the management and control of the local educational interests of their districts and visit

the school at least once every month during the term; select sites, establish schools, employ teachers, and withhold the wages of the same until they make their monthly report as required. They are required every two years to make an enumeration of the children of school age (6-16) within their districts, distinguishing between male and female, white and colored, and furnish a duplicate of the same to the county school commissioner. Each trustee receives 5 cents *per capita* for each child enumerated by him. If trustees, without good cause, fail to make the enumeration, their offices shall be declared vacant and new trustees appointed.

THE SCHOOLS.

There is to be a school in every school district. The school law requires that there shall be taught, as far as practicable, in every public school, orthography, reading, writing, arithmetic, geography, English grammar, history of the United States, the principles of the Constitution and laws of the United States and of this State, and of good behavior. The State furnishes all text books required for the pupils of the public schools. No high schools exist in the State system except at Charleston. The school year is to continue for a period of nine months, commencing and ending as, in the opinion of the county examiners, will best subserve the educational interest of their county; but the county commissioner has the power to limit the school year according to the school fund apportioned to his county. In Columbia and Charleston attendance on some school is compulsory between the ages of 8 and 16.

The board of regents of the State normal school decide upon the number of pupils to be admitted to the school, and these are apportioned among the counties according to their number of representatives in the general assembly, provided that teachers holding second and third grade certificates may be admitted from the State at large. The candidates, if male, must be 15 years of age, and, if female, 14 years of age, to enter the junior class, and proportionately older to enter an advanced class. All applicants for admission must sign a declaration that it is their intention to engage in teaching in the public schools of the State, and must, before appointment, stand successfully a competitive examination with the other applicants from their counties.

A State University and State Agricultural and Mechanical College offer their advantages to properly prepared graduates of the lower schools. A special school for the deaf and dumb and the blind has been suspended.

SCHOOL FUNDS.

The amount of available annual school fund reported December 3, 1875, was \$439,542.75. This is derived from a State levy of two mills on the dollar, a State poll tax of \$1, imperfectly collected, from local taxes, and from "other sources" not enumerated. It is apportioned to the several counties and school districts on the basis of the number of pupils attending the public schools in them.

There appears to be no permanent school fund, though provision is made in the school law for the creation of one.

ELEMENTARY INSTRUCTION.

ADDITIONAL STATISTICS.

The increase in the scholastic population since 1869 has been 42,085, or upwards of 21 per cent. The increase in school attendance during the year past (1874-'75) was 5,678; in that of white children it was 1,227; colored, 4,451. The increase in the number of teachers employed was 228. Of the teachers employed, 1,876 were white; 979 were colored; 940 held third grade certificates; 1,049, second; and 866, first grade certificates. The schools were in session an average of $4\frac{1}{2}$ months during the year. The number of free common schools in the State in 1874 was 2,353, in 1875 it was 2,580, an increase for the year of 227. There were in 1875, 2,347 school-houses, of which only 701 are owned by school districts; 320 have grounds inclosed; 118 were erected during the year, of which 56 were of log and 62 of frame. The material of those previously erected was as follows: Log, 1,291; frame, 919; brick, 18; stone, 1. There were reported as in good condition, 1,209; 565 were fair, and 455 bad; while the grounds of 307 were inclosed.

The returns received by the superintendent concerning school expenditures for the scholastic year ending June 30, 1875, are not complete. Only partial returns were made as to the cost of school-houses erected.

Thirty-three State certificates of qualification were granted to teachers by the State superintendent's office during the year; of which 13 were to men (5 to white and 8 to colored men) and 20 were to women, (12 to white and 8 to colored women.) These certificates are of the first grade, and are good anywhere in the State for a term of two years, unless sooner revoked.—(Report of Superintendent Jillson for 1875, pp. 5-16.)

EDUCATIONAL ADVANCEMENT.

The foregoing statistics show that a measurable degree of advancement has been made in the common school work during the past year; an improvement in school

management as well as in efficiency. Still, the undertaking has been but fairly begun. The reduction of the average length of the school session by one half a month as compared with that of last year is partly due to the fact that the amount of money received this year from the State for school purposes was some \$30,000 less than last year, and partly from the anxiety of most of the county school commissioners to keep their school expenses within the limits of their revenues. The repeated failure on the part of the State to meet in full its appropriations for school purposes has been a source of sore perplexity to these officers and a very serious detriment to the cause.

Four main causes check the efficiency and success of the free common schools, namely: want of qualified and efficient teachers, inefficiency and unfitness of school officers, lack of sufficient interest of the right kind on the part of the people in general, and inadequacy of means.—(Report of Superintendent Jillson, 1875, pp. 77, 78.)

UNPAID SALARIES OF COUNTY SCHOOL COMMISSIONERS.

The annual report of the treasurer of the State for 1875 shows that the balance due on account of salaries of county school commissioners amounts to \$20,332.96. The superintendent urges as an act of justice such legislation as may be required to secure the early payment of these salaries. There is also an unpaid balance of \$9,430.95 due for salaries of commissioners and other school claims prior to November 1, 1873.—(Report of superintendent, p. 22.)

LEGISLATION RECOMMENDED.

The State superintendent recommends to the legislature, among other measures, the immediate enactment of such provisions as will secure the prompt and complete payment of all unpaid balances of past appropriations for educational purposes, an act authorizing and directing each county treasurer to set aside and retain out of the funds collected by him on account of State taxes a sufficient sum of money to cover the apportionment of State school funds made to his county, one providing a comfortable and convenient office for each county school commissioner, one defining and making uniform throughout the State the school year, and one authorizing and requiring each county school commissioner to withhold from such school district as shall fail to provide for the raising of a local or school district tax said district's apportionment of the State appropriation for school purposes, and to distribute the same to the other districts of the county that shall have provided for the raising of the tax.—(Report for 1875, p. 84.)

CITY SCHOOL SYSTEM.

CHARLESTON.

Officers.—The school commissioners of the city, one from each ward, have power to elect a superintendent of city schools, to prescribe his term of office, duties, and compensation, and to establish and make all arrangements for the common schools.

Statistics.—The city is four square miles in area and has taxable property valued at \$26,661,634. The amount of local or city school tax raised in 1875 was \$39,600. The population of school age numbered 12,727, of whom 5,873 were white and 6,854 colored. The total attendance upon public schools was 6,070, including 3,008 white and 3,062 colored. There were 87 teachers employed, of whom 8 were colored; 82 women and but 5 men; 24 with first grade certificates, 54 with second, and 9 with third. The average wages paid to men was \$121.66; to women, \$39.45. The schools were in session an average of ten months during the year. Receipts for school purposes from all sources, \$61,886.65; expenditures, \$59,932.50.—(Report of State superintendent, 1875, pp. 16, 17.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, COLUMBIA.

The report for 1875 of the board of regents states that the school is prosperous, and that its influence for good is being felt in nearly every portion of the Commonwealth, as the demand for educated teachers increases. The principal of the school reports an attendance of 39 pupils, all but 6 being women. The full course of instruction lasts three years; but there is a "training class" for the accommodation of those who do not complete the whole course, in which the studies are those taught in the common schools. A completion of this course is intended to fit students to teach schools of the lower grades, while the normal classes proper undertake all, or nearly all, those higher studies pursued in other normal and high schools. The course for the training class has been so arranged that the admission of new members at the beginning or close of a term interferes in but a slight degree with the regular order of the lessons, and several teachers have joined the class during vacation. The training class thus becomes for a short time a kind of teachers' institute. The law founding this school proposes that pupils be loaned such books as they may need; but no funds have yet been received for that purpose, and books and apparatus are very much needed. Of the \$10,000 appropriated by the general assembly for the support of the school in 1875, there has been paid only \$7,640, leaving still due a sum sufficient to furnish the books and apparatus needed.—(Report of State superintendent, 1875, pp. 97-101.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The superintendent gives the number of pupils studying each of the branches taught in the public schools, from which it appears that 2,752 were in 1875 pursuing the higher studies, against 2,848 in 1874, a decrease of 96 during the year. The number of high schools in operation in the State is not mentioned; but, as before stated, there appear to be none organized as such outside of Charleston, where 301 pupils are reported in "higher branches," the remaining 5,769 being in the studies required to be taught, if practicable, in all schools.

Superintendent Jillson recommends the establishment of county high schools wherever practicable, and the governor in his message to the legislature, November, 1875, strongly seconded on this point the recommendation of the superintendent, giving as reasons for it that no additional expense would thereby be incurred, while opportunity now wanting and greatly needed would be afforded to intelligent and ambitious youths to go beyond the ordinary common school studies without leaving their counties.

ACADEMIES AND SEMINARIES.

Seven of these schools—1 for boys, 2 for girls, and 4 for both sexes—report their statistics for 1875 as follows: Number of teachers, 22; pupils, 663; pursuing classical course, 77; modern languages, 1; preparing for classical course in college, 11; for scientific, 4. Drawing is taught in 2 of these schools, vocal music in 4, and instrumental in 3. Only one reports the possession of chemical laboratory and philosophical apparatus. Three have libraries, numbering, respectively, 500, 700, and 1,200 volumes.—(Returns to Bureau of Education.)

PREPARATORY SCHOOL.

One school for the preparation of pupils for college, at Orangeburg, reports an attendance of 209 pupils, 11 of whom are preparing for a classical course. There is a library of 882 volumes.

PREPARATORY DEPARTMENTS OF COLLEGES.

There are reported in preparatory departments of colleges 322 students, taught by 4 instructors. Six of the students are preparing for scientific courses and 224 for classical.

SUPERIOR INSTRUCTION.

UNIVERSITY OF SOUTH CAROLINA, COLUMBIA.

The university was organized as such in 1865. It had previous to that time been known as South Carolina College, having been chartered under that name in 1801 as a place "where all its youth may be educated." The campus and grounds, including 18 acres, are in the centre of the city. The library, which survived the hazard of war, is still in excellent condition and contains nearly 30,000 volumes, among them many rare and old works. The instruction is free. There are no charges for rent of rooms or matriculation. The governor of the State is president of the board of trustees and the State superintendent of schools is its secretary. The course of instruction embraces preparatory, academic, law, and medical departments.

The general assembly at the session of 1873-'74 established 124 beneficiary scholarships. These are open for general competition, and yield \$200 a year to each successful applicant. The scholarships are apportioned to the several counties according to the number of representatives the county is entitled to in the general assembly. They hold good for four years, or until graduation.

During 1874-'75 the courses of study have been rearranged and extended and now comprise two quadriennial courses; an academical course, corresponding to the usual courses pursued in American colleges by candidates for the degree of A. B., and a course in which French and German are substituted for Greek and Latin. A special course is also provided for students who have not the time or means to spend four years at the university.—(Report of the chairman of the faculty and message of the governor, 1875.)

OTHER COLLEGES.

Clafin University, Orangeburg, says the State superintendent, is an important instrument in the educational interests of the State. Established for the benefit of colored youth and sustained mainly by benevolent contributions from the North, it has done a noble work. A higher grade of scholarship is aimed at ultimately, but, thus far, its chief work has been the preparation of teachers for the common schools and of students for its future college classes.—(Report of the superintendent, 1875, p. 25.)

College of Charleston, Charleston, (non-sectarian,) was chartered in 1785 and organized in 1789. There is a regular collegiate course of four years, including Latin, Greek, French, and German.—(Circular of the college.)

Erskine College, located in the village of Due West, four miles from the Greenville and Columbia Railroad, includes preparatory and collegiate departments. The college has a library containing a choice selection of books, a well selected geological cabinet, and philosophical and chemical apparatus, together with an excellent equatorial, acromatic, refracting telescope, mounted on an observatory which overlooks the whole surrounding country and affords a magnificent view of the heavens.—(Catalogue, 1874-'75.)

Newberry College, located at Walhalla, a quiet inland town at the base of the Blue Ridge, comprises collegiate and preparatory departments. Eclectic courses in both are also offered to those who do not wish to pursue the regular ones.—(Catalogue, 1874-'75.)

Wofford College, at Spartanburg, includes preparatory and collegiate departments, the course in the latter leading to the degree of A. B. The degree of A. M. is given, on application, to any A. B. who has been engaged in some literary occupation for three years after graduating.—(College circular, 1876.)

COLLEGES FOR WOMEN.

Four institutions for the superior instruction of women report a total of 35 instructors, 13 of whom were gentlemen. Eight teachers and 239 pupils were engaged in preparatory departments; 335 pupils were pursuing regular collegiate studies; 29, special or partial courses; and 2, post graduate studies; total attendance, 406. Music—vocal and instrumental—and French, are taught in 4; German in 1; drawing in 4; and painting in 3. Two report chemical laboratories and philosophical apparatus; and 3 have libraries of 100, 400, and 500 volumes each.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Instructed.	Endowed professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
College of Charleston	6	1	37	37	\$75,000	\$200,000	\$12,000	\$1,000	.....	\$30,000	8,000
Erskine College	5	0	76	58	30,000	59,000	3,600	.....	.....	0	12,500
Furman University*	5	0	50	50	75,000	150,000	10,000	.....	.....	\$0	.....
Newberry College	5	0	44	34	4,000	.....	.....	3,200	.....	.....	4,500
University of South Carolina.	11	0	110	86	500,000	75,000	1,000	0	41,050	18,600	23,250
Wofford College	8	0	92	92	100,000	.....	.....	3,298	.....	.....	7,000

*From Report of Commissioner of Education for 1874.

a Includes society libraries. b Appropriated by State.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND MECHANICAL COLLEGE.

The Agricultural College and Mechanics' Institute is co-ordinate with Claffin University, by act of the general assembly. The year 1874-'75 was the first in which any appropriations were made for the running expenses and to develop the course of study, and then only a very limited amount was given. Still, something has been done. A small class has been formed on the studies of the first year, and military tactics have been successfully taught the whole year. All that is wanted to secure a larger attendance and a rapid development of the agricultural college is adequate funds.—(State report, 1875, pp. 25, 26.)

A letter from the president, dated December 10, 1875, says: "The State has failed to meet its obligations, and the consequence is we have done but little to organize and develop the course of study. A large farm has been purchased and paid for in part. A small class was formed on the first year's course, and \$1,800 was appropriated for instruction." The congressional land grant of 180,000 acres was sold for \$130,500, and the funds invested in South Carolina State bonds, the interest of it annually being

\$11,508. This for five years amounts to \$57,540, of which only \$11,836 have been paid, leaving now due from the State \$45,704. "When the State," he says, "shall be able to pay regularly the annual interest, \$11,508, we shall be able to pay the balance of indebtedness on the farm and put the institution into more successful working condition."

PROFESSIONAL SCHOOLS.

Theology.—The Southern Baptist Theological Seminary is located at Greenville, in the northwestern part of the State, distant only a few miles from the boundary lines of North Carolina and Georgia. Its object is to furnish "such theological education as is needed by Baptist ministers;" the theory being that the ministry must not be confined to such as have enjoyed superior advantages for mental culture; but that every one who proposes to be a preacher shall be encouraged to gain the most thorough education in his power.—(Catalogue, 1874-75.)

The Presbyterian seminary sends no report descriptive of its location, course, &c., beyond the particulars presented in the table.

Law.—Law finds its exposition in the law school of the State University, the course in which may be completed in a year. It includes common and statute law, contracts, mercantile law, pleadings, code of practice, constitutional and international law.

Medicine.—The medical college of the State of South Carolina is located at Charleston. Its fees are low, but the faculty say, "It is furthest from our object to render still easier the already great facility for obtaining the medical diploma. The standard of graduation in the school has not been lowered; nor have the reduced fees brought us men inferior to those who in former years were applicants for the honors of the institution."—(Annual announcement for the session of 1875-76.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
South Carolina Agricultural College and Mechanics' Institute, (Claflin University.)	2	.....	35	4	.....	\$91,800	\$11,508 ^a	\$5,000	.....
SCHOOLS OF THEOLOGY.									
Southern Baptist Theological Seminary.	6	.....	67	3, 4	\$25,000	.....	.....	.....	5,000
Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	5	.....	23	3	40,000	160,000	9,000	.....	18,834
SCHOOL OF LAW.									
Law School University of South Carolina.	1	.....	24	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical College of the State of South Carolina.	7	.....	63	2	15,000	.....	.....	.....	.....
University of South Carolina, (medical department.) ^b	1	.....	0	.....	.....	.....	.....	150	.....

^a Interest annually due on State bonds; only \$5,000 received during the year.

^b School suspended.

SPECIAL INSTRUCTION.

SOUTH CAROLINA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

State Superintendent Jillson urges upon the general assembly the speedy reopening of this institution. There are, he says, outstanding and unpaid claims against it,

amounting to between seven and eight thousand dollars, that should be paid by the State, which owes the institution, according to the annual report of the treasurer for 1875, \$26,510.

As the present location of the institution is not easily accessible to pupils and visitors, the superintendent recommends its removal to Columbia.—(State report, 1875, p. 21.)

OBITUARY RECORD.

JAMES W. MILES.

Rev. James W. Miles, who died on the 14th at Charleston, S. C., was a prominent clergyman of the Protestant Episcopal Church. He served for many years as a missionary in Asia Minor, acquiring a thorough knowledge of the Oriental languages while living in Constantinople. Returning home, he for three years filled the chair of Greek literature in the College of Charleston, and after a trip to Europe for his health, at the close of the war, was elected professor of the classical languages in the same institution. He was a profound Sanskrit scholar.—(Central Advocate, St. Louis, September 29, 1875.)

LIST OF SCHOOL OFFICIALS IN SOUTH CAROLINA.

Hon. J. K. JILLSON, *State superintendent of education, Columbia.*

[Term, from January 1, 1873, to January 1, 1877.]

COUNTY SCHOOL COMMISSIONERS.

[Term, from January 1, 1875, to January 1, 1877.]

County.	Commissioner.	Post-office.
Abbeville.....	J. F. C. Du Pré.....	Abbeville Court House.
Aiken.....	William H. Lawson.....	Aiken.
Anderson.....	Thomas P. Benson.....	Anderson Court House.
Barnwell.....	B. W. Middleton.....	Blackville.
Beaufort.....	S. D. Gilbert.....	Beaufort.
Charleston.....	P. P. Hedges.....	Charleston.
Chester.....	Frank B. Loyd.....	Chester Court House.
Chesterfield.....	Charles A. Malloy.....	Cheraw.
Clarendon.....	L. A. Benbow.....	Wright's Bluff.
Colleton.....	John W. Burbridge.....	Walterborough.
Darlington.....	Joshua E. Wilson.....	Florence.
Edgefield.....	A. W. Simkins.....	Edgefield Court House.
Fairfield.....	William J. Crawford.....	Winnsborough.
Georgetown.....	S. B. Gipson.....	Georgetown Court House.
Greenville.....	James H. Taylor.....	Greenville.
Horry.....	John J. Best.....	Conwayborough.
Kershaw.....	James Edwards.....	Camden.
Lancaster.....	Joseph Clark.....	Lancaster Court House.
Laurens.....	Pratt S. Suber.....	Laurens Court House.
Lexington.....	David Counts.....	Lexington Court House.
Marion.....	M. K. Holloway.....	Marion Court House.
Marlborough.....	Frank S. Hazle.....	Bennettsville.
Newberry.....	Henry B. Scott.....	Newberry Court House.
Oconee.....	Isaac Wickliffe.....	Walhalla.
Orangeburg.....	Thomas Phillips.....	Orangeburg Court House.
Pickens.....	Robert A. Bowen.....	Pickens Court House.
Richland.....	C. J. Carroll.....	Columbia.
Spartanburg.....	W. H. Richardson.....	Spartanburg Court House.
Sumter.....	Timothy J. Tuomey.....	Sumter Court House.
Union.....	D. A. Townsend.....	Union Court House.
Williamsburg.....	Henry H. Mouzon.....	Kingstree.
York.....	C. A. King.....	Yorkville.

TENNESSEE.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children between 6 and 18: Males, 219,009; females, 207,603..	426, 612
Number enrolled in public schools during the year.....	199, 058
Number in average daily attendance	136, 805
Average duration of schools, in days	100

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed: Males, 3,125; females, 1,040; unclassified, 45	4, 210
Average salary of teachers per month, the law giving the same pay for the same services to males and females.....	\$30 85

INCOME AND EXPENDITURE.

Receipts.

From State tax and interest on permanent fund.....	\$212, 840 '57	
From local tax.....	360, 369 87	
From other sources.....	152, 187 78	
Not itemized.....	14, 918 41	
Total receipts.....		740, 316 63

Expenditures.

For sites, buildings, and furniture.....	44, 406 44	
For salaries of superintendents, including State superintendent.....	19, 384 64	
For salaries of teachers.....	582, 918 11	
For fuel, lights, rents, repairs, &c.....	42, 420 14	
Not itemized.....	14, 229 65	
		703, 358 93

—(From annual report of Hon. Leon. Trousdale, State superintendent, for 1874-75.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution, as amended in 1870, article XI, section 12, provides that "it shall be the duty of the general assembly, in all future periods of this government, to cherish literature and science. The fund called the common school fund, all appropriations heretofore made or that may hereafter be made for the use of common schools, shall remain a perpetual fund, the principal of which shall never be diminished by legislative appropriation; and the interest thereof shall be inviolably appropriated to the support and encouragement of common schools throughout the State and for the equal benefit of all the people thereof; and no law shall be made authorizing said fund or any part thereof to be diverted to any other use than the support and encouragement of common schools. No school established or aided under this section shall allow white and negro children to be received as scholars together in the same school."

PROVISIONS OF THE SCHOOL LAW.

The public school law of Tennessee, passed March 6, 1873, approved March 15, 1873, with amendments to the public school law of Tennessee, passed March 24, 1875.

OFFICERS OF THE EXISTING SYSTEM.

A State superintendent, a State board of education, county superintendents, district directors, and district clerks and treasurers are the school officers.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education, created by a law passed March 23, 1875, consists of 6 members, appointed by the governor, 2 for two years, 2 for four, and 2 for six, and, after the expiration of their first terms of office, each set of 2 for six years. The duty of the board is to establish, regulate, and report upon State normal schools.

The State superintendent—nominated by the governor and confirmed by the senate for

a term of 2 years—has the duty of collecting and disseminating statistical and other information relating to the public schools; of making tours of inspection among the schools; of seeing that the school laws and regulations are faithfully executed; of preparing and distributing blank forms for all returns required by law or deemed by him necessary to be made by school officers; of furnishing school officers with copies of the school laws and with appropriate forms and instructions for carrying said laws into execution; of appointing, at his discretion, persons in each county to visit and examine, as his agents, the public schools therein; of requiring of school officers such annual and special reports as he may deem necessary; of prescribing the mode of examining and licensing school-teachers and their necessary qualifications; of preserving in his office all documents and matters in relation to educational subjects that may come in; of reporting to the comptroller, on the 1st day of December in each year, the scholastic population of each county; and of submitting to the governor, on or before the 15th day of December, a report for the year ending August 31, exhibiting a plain statistical account of receipts and expenditures for public schools, and of their condition and progress in various specified particulars. His compensation is \$3,000 per annum.

County superintendents—one for each county, elected by the county court, at its January term, for two years—are required to be persons of literary and scientific attainments, and, when practicable, of skill and experience in teaching. Their duties are: to have supervision of the public schools in their respective counties; to visit the schools, confer with the teachers as to the improvement of them, and suggest to the district directors such changes in text books as may be advisable; to see that the directors make their reports as required; to perform such duties in relation to the examination of teachers, and issuing to them certificates of qualifications, as may be required of them by the State superintendent; to report to the county trustee the scholastic population of each district; to keep records of all their official acts, of the number and boundaries of the school districts and the changes therein; and to make special reports whenever required, and, on or before the first day of October annually, to make a report to the superintendent for the year ending August 31, in such form and containing all such particulars as shall be prescribed and called for, a copy of this report to be furnished the county court. Their compensation is such as the county courts may prescribe.

District school directors—3 for each school district, elected by the voters thereof for three years, the term of 1 expiring each year—have the duty of explaining and enforcing the school laws and regulations; of visiting the schools within their districts, to see that they are conducted according to law; of employing teachers and dismissing the same for good cause; of regulating the discipline of the schools; of using the school fund for their districts to the best advantage; of seeing that the census of each district is taken, as required; of keeping separate and apart the schools for white and colored children; of drawing all orders upon the county trustees and treasurers for money for distribution in their district; of managing and controlling public school property in their districts; and of making such reports as the county superintendents may require.

District clerks and treasurers.—Each board of school directors may elect one of their number clerk and treasurer, and it shall be his duty to keep correct minutes of all the meetings of the directors, and a full and accurate account of all receipts and expenditures of the district directors. The directors may allow the clerks a compensation not to exceed \$1 a day, to be paid out of the district school fund.

THE SCHOOLS.

The law provides that when the money derived from the school fund and the taxes imposed by the State on the counties shall not be sufficient to keep up a public school for five months in the year in the school districts in each county, the county court shall levy an additional tax sufficient for this purpose, or submit it to a vote of the people, and may levy a tax to prolong the schools beyond the five months. In every public school must be taught orthography, reading, writing, arithmetic, grammar, geography, elementary geology of Tennessee, and history of the United States. Vocal music also may be taught therein; but no other branches shall be introduced unless provided for by local taxation or the payment of tuition fees. Where the number of children will warrant it, preference shall be given to schools in which the pupils are taught in the same building, but in different rooms and by different teachers, according to advancement, the studies being the same as in schools which have but one teacher. District directors may make contracts of consolidation with academies, seminaries, colleges, or private schools, whereby public school studies shall be taught, free of charge, in such institutions, under the direction of the public school officers.

The public schools shall be free to all persons between the ages of 6 and 18 years residing within the school district, and, in certain cases, in different districts, provided that white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency.

The school year begins September 1 and ends August 31, as respects the making up of annual accounts.

The University of Tennessee, at Nashville, has been made by the State board the first State normal school, under the principalship of Professor E. S. Stearns, formerly of Exeter, N. H.—(State report for 1875, pp. 36 and 233.)

The Agricultural and Mechanical College of the State is conducted in connection with the East Tennessee University at Knoxville.

SCHOOL FUNDS.

The permanent school fund of the State is a certificate of indebtedness from the State authorities for \$2,512,500, bearing interest at the rate of 6 per cent., to which may be added the proceeds of escheats, forfeitures, lands sold and bought in for taxes, personal effects of intestates, and donations made to the State for public schools, unless otherwise directed by the donors.

The annual fund is the annual proceeds of this permanent one, a poll tax of \$1 on every male inhabitant of the State subject thereto, and any money that may come into the State treasury for the purpose from any source whatever, one of these sources being a tax of one mill on the dollar, annually assessed on all property subject to taxation, and paid over to the county trustee in each county where collected, for the support of public schools in the districts according to their scholastic population. This annual fund, as before indicated, goes to supplement the local taxation for schools, and amounted, at the date of the last report, to \$740,316.

ELEMENTARY INSTRUCTION.

ATTENDANCE.

A table of comparative statistics for 1873-'74 and 1874-'75, published in the annual report, appears to show a considerable falling off in the number of schools, the enrolment of pupils in them, the average attendance, and the number of teachers employed, as well as in the compensation of county superintendents.

The superintendent attributes this mainly to the following causes: (1) The postponement of the collection of the taxes of 1874, by the general assembly, until November.

* * * (2) The financial pressure which prevented many from enrolment who would have otherwise attended. The short crop of 1873 created an absolute necessity for every available hand on the farms in the subsequent year. Absolute poverty and want thus cut off the attendance. (3) The reckless miscalculations of the school officers in some counties in 1873-'74 involved them in an indebtedness which made it impossible to open their schools until the debt was first paid to the creditor teachers.

* * * To these special causes may be added the general one resulting from the fact of the county courts failing or refusing to allow sufficient compensation to the officers whose duty it is to infuse unity, efficiency, and vitality into the schools, who, if left to perform their work untrammelled by private occupations and cares would induce many a thousand to attend the schools who now absent themselves, and who could give a wiser direction to the expenditures than is now given by totally irresponsible boards of directors. It is also believed that there is some deficiency in the reports of attendance upon the schools by reason of the enforced failure of superintendents to make full reports in the counties so manipulated as to show no systematic returns.

Notwithstanding, however, the reduced averages of enrolment on scholastic population and the reduction shown in the number of teachers and of schools as compared to 1873-'74, it appears that, leaving out of the calculation those 18 counties which have not reported average attendance, the percentage on scholastic population is the same as in 1873-'74, viz, 38. So that, with all the drawbacks and disadvantages resulting from the postponement of collection of taxes, the reckless and oversanguine estimate which led to indebtedness, the general scarcity of currency, and poverty, the schools have maintained their average attendance. From this fact, and from the spirit everywhere manifested by the friends of the schools, it is believed that henceforward there will be a real and substantial progress, both as to the numbers receiving the benefit of the schools and as to their quality and efficiency.

This condition of progress is confidently calculated on in those counties where the local authorities shall supplement the State tax by levying a sufficient county tax to continue the schools at least five months in the year, and shall employ a capable and energetic superintendent to organize, strengthen, and unify them. In too many counties the fund is frittered away by the multiplication of schools in every neighborhood, thus dividing the available amount among half a dozen teachers, where two, or at most three, would suffice; in which case more competent teachers, at better salaries, might be employed.—(Report, pp. 19-23.)

CONSOLIDATED SCHOOLS.

The superintendent recommends, as a measure of true economy, the more extensive establishment of consolidated schools, *i. e.*, private seminaries and public schools com-

bined, free as to the branches of instruction prescribed by law, but in which tuition may be collected from those pursuing other and higher studies. During the school year there were in operation 174 such consolidated schools, averaging nearly two in each county. The number might be greatly increased by the zealous co-operation of the county superintendents and of the school directors, and thus the popularity and efficiency of the school system be greatly strengthened. Such schools are, or should be, of the best character of graded schools.—(Report, 1875, p. 23.)

PRIVATE SCHOOLS.

The superintendent has endeavored during the past year, by every means in his power, to collect statistics of private schools, with the result of having obtained complete returns from 26 counties and partial reports from 7. It is regretted that there is no fixed system provided by law for the collection of such statistics. The principals of these schools would cheerfully furnish information, it is believed, if there were a strictly legal demand made for it. There is no rivalry, in any sense, between them and the public schools. In the 26 counties from which complete returns of private schools were received there were 10,083 pupils attending during the school year. The scholastic population of these 26 counties, according to the late enumeration, is 99,715. If, therefore, the attendance in private schools in the remaining counties in the State was in the same proportion in a scholastic population of 426,612, there were 43,138 pupils attending the private schools, which, added to the enrolment in the public schools, will make a total of 241,223 pupils attending either public or private schools at some time during the school year.—(Report, 1875, pp. 26-28.)

SCHOOL FUNDS.

In 56 counties of the State levies have been made of additional tax for school purposes for 1875, either by the county courts or by a direct vote of the people. In 37 counties no such levies have been made. Such failure by any county indicates a great indifference to the spirit of the law. The interest on the school fund apportioned to the counties forms a basis upon which the counties may build a liberal system of free instruction. But it should be supplemented by a county tax sufficient to continue the schools in session not less than five months.—(Report, pp. 32-35.)

GRADED SCHOOLS.

Earnest efforts have been made by the most enlightened and efficient superintendents, in counties where there was any occasion for effort, to establish graded schools in accordance with the positive spirit of the public school law, and, from reports received by the superintendent, it appears that there are about 90 of these schools at present in the State. The aid offered by the Peabody education fund has contributed very materially to encourage the establishment of such graded schools.—(Report, p. 43.)

SCHOOL-HOUSES.

There were 138 new school-houses erected in the State during the year, as reported to the superintendent's office in reply to a circular of inquiry sent out, answers having been received, however, from only 54 counties. The majority are reported to be plain, substantial frame structures, a few of a better quality, and some of an inferior character. A large number of the country school-houses are of a very poor type, "not being adapted," says the superintendent, "for any known purpose, unless it be to house cattle," whereas the structures in which children are taught should be well warmed, well ventilated, with ample light and space, and furnished with convenient modern seats and desks, blackboards, maps, charts, &c.

It is regretted that no reliable statistics exist of the character and value of the common school property of the State, but measures will be adopted during the next year to ascertain these facts.—(Report, pp. 44, 45.)

PEABODY SCHOOLS.

In consequence of the large and disproportionate appropriations from the Peabody education fund in the past to graded schools of a certain class, the allowance made to the schools of the State for the present year was perceptibly diminished. In the spring, when it was believed that the fund would be larger, an appropriation of \$1,500 was given to the Shelbyville High School, \$6,000 to the State normal university, and \$1,500 appropriated to furnishing the office of the State superintendent with such assistance as would enable him to bestow more time and energy upon canvassing and arousing the public mind on the question of free schools. In December, an additional sum of \$6,000 was recommended for appropriation to 26 graded schools, making a total of \$15,000 during the year.—(Report of superintendent, 1875, pp. 47, 48.)

CITY SCHOOL SYSTEMS.

ORGANIZATION.

As to all the following cities, it is believed that the city school organization is composed of a board of education of 3 members, or some multiple of 3, one-third being

changed each year, and a city superintendent; though no distinct information on this point is contained in the school law and direct reports from the cities are wanting, except from Nashville.

CHATTANOOGA.

Statistics.—Scholastic population of the city: whites, 1,474; colored, 812; total, 2,286. Number of pupils enrolled, 1,674; per cent. of daily attendance in city on average number belonging, 92.44. There are 7 schools—4 for white and 3 for colored pupils—with 23 teachers, of whom 21 are white. Average salary paid teachers, \$59.66 a month. average number of months taught during the year, 10. Receipts of school moneys: from the State, \$1,231.03; from the county, \$2,428; from other sources, \$12,161.17; total, \$15,820.20. Expenditures: for teachers' wages, \$13,721.95; for school-houses, \$1,749.88; other expenses, \$2,536.75; total, \$18,008.58. Balance on hand as by last report, \$660.96; deficit this year, \$2,188.33; balance of deficit this year, \$1,527.42.

Remarks.—In addition to the primary and grammar grades, a high school grade has been established during the past year, embracing in its course of study ancient and modern languages and a thoroughly practical English course. It is gratifying to note the degree of zeal and energy displayed by the citizens in their liberal support of the schools, notwithstanding the fact that hard times and lack of commodious buildings and convenient school appliances throw many obstacles in the way of rapid advancement. So recent has been the organization, and, withal, so successful, that the finances have not kept pace with the actual needs of the system; but the will is here, and such is the enthusiasm for the highest success of the school interest that it is believed ways and means will be provided in a short time commensurate with the demands of the rising generation.—(Report of Superintendent H. D. Wyatt, in State report, p. 172.)

KNOXVILLE.

Statistics.—Scholastic population: whites, 1,407; colored, 585; total, 1,992. Enrolment of pupils, 840; average daily attendance, 609. There are 13 schools, 11 for white and 2 for colored pupils, with 20 teachers, of whom 18 are white. They receive an average salary per month of \$45.25. Number of months taught during the year, 10. Receipts of school moneys during the year: from State, \$3,100; from county, \$3,500; from other sources, \$13,900; in all, \$20,500. Expenditures: for teachers' wages, \$8,750; school-houses, \$3,900; other expenses, \$2,850; in all, \$20,500.

Remarks.—The public schools have been quite a success, and are almost universally patronized, and the private schools are almost broken up. A beautiful new school building has been erected and other improvements are in prospect. Night schools are kept up about six months in the year. Teachers' meetings are held twice a month. The schools are a permanency, and are steadily growing in prosperity and efficiency.—(Report of Rev. H. T. Morton, superintendent, in State report, p. 173.)

MEMPHIS.

Statistics.—Scholastic population: whites, 6,598; colored, 3,821; total, 10,419. Enrolment in public schools, 5,000; average daily attendance, 2,927. Number of schools for whites, 52; for colored, 12; for all, 64. Teachers: white, 56; colored, 13; total, 69. The salaries paid them average \$76.63; average number of months' employment during the year, 9. Receipts of school funds during the year: from State and county, \$22,758.77; from other sources, \$42,326; total receipts, \$65,084.77. Expenditures: for salaries of teachers and superintendent, \$60,077.88; for building, repairing, and furnishing school-houses, \$3,408.60; for other expenses, \$6,775.22; total, \$70,261.70. Excess of expenditures over receipts, \$5,176.93.—(Report of Superintendent A. Pickett, in State report, p. 174.)

NASHVILLE.

School officers.—A board of education, composed of 9 members, of whom 3 retire each year, and a superintendent of schools.

Statistics.—Population of the city, 27,014. Enumeration, from 6 to 18, 8,851; different pupils enrolled, 3,998; average number belonging, 2,950; average number attending, 2,851. Approximate number in private schools, 500. Percentage of attendance on number belonging, 96.63; on enrolment, 71; on enumeration, 45. Number of special teachers, 4; regular, 71; total, 75. Number of school-houses, 8; number of school-rooms, 34; number of sittings, 3,620. Total school expenditures during the year, \$68,250. Cost of tuition per pupil belonging, \$17.08; cost of tuition per pupil attending, \$17.67.

Special branches.—The French language has been very thoroughly taught by one of the lady assistants in the high school and the German has been committed chiefly to the care of two teachers of that nationality, who have devoted their entire time to it. The progress made has been satisfactory in the upper grades and the teaching all that could be desired in the lower. Drawing has been taught with somewhat satisfactory results.

Vocal music is being taught with fine effect in all the grades. Its introduction is an

entire success, and the highest expectations entertained with respect to it have been more than realized.

It is said to have been demonstrated that all can learn to sing, though of course not all with the same perfection. Many voices that appeared permanently out of tune and unmanageable have gradually yielded with practice, and some pupils with such voices now excel and are delighted with their new faculty; while others, naturally gifted, have been brought out and bid fair to be one day famous in the world of song.

Written examinations.—The plan of testing the standing of pupils by monthly written examinations exclusively has been tried in the four highest grades during the past year, and with the best results. Pupils are said to have been incited to do more generally honest work for real improvement; have been better satisfied that justice was done them in making up the record; and have, in many cases, corrected the pernicious habit of keeping up appearances by cramming for recitations. Time and labor have been largely economized by teachers and principals, under this system, and a valuable adjunct has been secured for determining the fitness of pupils for promotion.—(Report of Superintendent S. Y. Caldwell for 1874-'75.)

TRAINING OF TEACHERS.

NORMAL UNIVERSITY.

In December, 1875, a normal university was established provisionally for two years, in pursuance of an act passed by the general assembly of the State, March 23, 1875, providing for the establishment of a normal school or schools in connection with the public school system. The board of education created by this act accepted a proposition from the trustees of the University of Nashville tendering the use of their college buildings, grounds, &c., for two years, and also the income arising from their permanent fund, and from that of the Montgomery Bell Academy, amounting together to \$6,000 per annum, on the condition that this academy be made a model and training school to the normal university. At the same time the agent of the Peabody fund appropriated \$6,000 annually to the university for two years, and with this income of \$12,000 the university was organized, and a corps of professors of the highest qualifications appointed. The formal opening was on Wednesday, December 1, 1875, with addresses from State Superintendent Trousdale; President Eben S. Stearns, of the Normal University; Judge Samuel Watson, of the Peabody board of trust; and President E. H. Ewing, of the University of Nashville.—(State report, pp. 35-37, 200.)

NORMAL SCHOOLS FOR COLORED TEACHERS.

A new normal school for the training of colored teachers has recently been established by Mr. Yardley Warner, of Philadelphia—long engaged in kindred work for the colored race in Tennessee—funds having been contributed by the Society of Friends in the Northern States and in England for this purpose. The Holston Male Institute, at Jonesborough, a commodious building, has been purchased for the school, costing \$3,600. The aims of those connected with this effort are threefold: (1) To train teachers near where they live and are needed; (2) to help and encourage State school officers so as to enlist them heartily to cooperate in the provisions required (as buildings, stationery, maps, school fixtures, &c.) for the efficient education of colored citizens, hoping, also, thereby to foster an interest in the education of all classes; and (3) to furnish solid reading matter, and, by supplying Sabbath schools with Bibles and by personal intercourse, to improve the worship and spiritual condition of the negro.

Various other institutions for the colored race in the State are sustaining normal classes. Fisk University, Nashville, has prepared many good teachers; the Central Tennessee College, at Nashville, under the control of the Freedmen's Aid Society of the Methodist Episcopal Church, with 130 pupils, has for its permanent object "the preparation of students to teach and for the practical duties of life;" while the Nashville Normal and Theological Institute, at Nashville, supported by the American Baptist Home Mission Society, with 136 pupils enrolled; the Freedmen's Normal Institute, at Maryville, under the care of the Society of Friends, with 182 pupils, and the normal or training school at Knoxville, supported by the United Presbyterian Church of North America, with 90 pupils, are all working in the same field.

NORMAL CLASSES.

Several colleges for the education of the white race also offer their students opportunity for training as teachers, and in some cases special facilities are afforded those who purpose to teach by the remission of tuition fees. Normal classes are reported in Neophogen, Maryville, and Central Female Colleges, and in other institutions of a lower grade.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no positive information at hand as to the number of public high schools in the State or the number of pupils engaged in them in secondary studies. Such schools,

however, or departments, appear to exist in the more populous cities of the State, as Nashville, Memphis, Shelbyville, Gallatin, Chattanooga, and Murfreesborough. Out of the list of 26 graded schools aided in 1875 by the Peabody fund, all but about half a dozen appear to be schools for secondary instruction, some being private seminaries and academies, which have probably been adopted by or consolidated with the public school system under a provision of the school law to that effect.

OTHER SECONDARY SCHOOLS.

One school for boys, 11 for girls, and 41 for both sexes report, for 1875, 162 instructors and 4,424 pupils, of whom 591 are said to be studying ancient and 223 modern languages; 352 to be preparing for a classical course in college, and 291 for a scientific course. Of these 53 schools, 19 teach drawing, 34 vocal and instrumental music, while 6 report the possession of chemical laboratories and 7 have apparatus for illustration of natural philosophy. Five of the schools for girls have libraries of 300 to 3,000 volumes and 9 of those for both sexes have them reaching from 150 to 1,300 volumes, the sum of the volumes in the 14 libraries reported being 10,297.—(Returns to Bureau of Education, 1875.)

PREPARATORY CLASSES OF COLLEGES.

The preparatory departments of the colleges in the State report for 1875 a total of 1,176 male pupils and 266 female, under 34 instructors, exclusive of those in the colleges proper. Of the 1,442 students, 674 are reported to be preparing for a classical collegiate and 346 for a scientific collegiate course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these institutions report 6 instructors and 346 pupils in day and evening classes, the branches studied being common English ones, and correspondence, penmanship, book-keeping, commercial law, and political economy.—(Returns to Bureau, 1875.)

SUPERIOR INSTRUCTION.

DENOMINATIONAL AND OTHER COLLEGES.

Beech Grove College, Beech Grove, ("strictly anti-sectarian in its management,") has preparatory and collegiate departments, and is for both sexes.—(Catalogue, 1875.)

Bethel College, McKenzie, (Cumberland Presbyterian,) for both sexes, offers preparatory and collegiate departments, with classical and scientific course, and a ladies' department.—(Catalogue, 1873-'74.)

Central Tennessee College, Nashville, (Methodist Episcopal,) is sustained almost entirely by the Freedmen's Aid Society of the Methodist Church. The course of study is preparatory and collegiate, and embraces classical, scientific, normal, and theological courses.—(Catalogue, 1874-'75.)

Christian Brothers' College, Memphis, (Roman Catholic,) is exclusively for young men, and has classical and scientific departments.—(Report to Bureau of Education, 1874.)

Cumberland University, Lebanon, (Cumberland Presbyterian,) has preparatory and collegiate departments, the latter including scientific and classical courses, also theological and law schools, a business college, and a telegraph school. For young men exclusively. Attendance for 1874-'75, 391.—(Catalogue, 1874-'75.)

East Tennessee University, Knoxville, (non-sectarian,) includes the State Agricultural College. The collegiate course embraces the usual four years and comprises three distinct courses, viz, the agricultural, mechanical, and classical. The degrees conferred are A. B. on graduates of the classical and B. S. on those of the other two courses. Free tuition is given students nominated by members of the State legislature, each senator having the right to nominate two and each representative three. Young men who wish to prepare for the ministry also receive tuition free. The discipline is military, and a small amount of manual labor is required of all able bodied students. Attendance during 1874-'75, 315, including preparatory department; collegiate, 101.—(Catalogue, 1874-'75.)

Fisk University, Nashville, (non-sectarian and mainly for the colored race,) was founded in 1867 as a chartered institution by the American Missionary Association, by which society its expenses have been defrayed to the present time. There are collegiate, normal, and theological courses. Both sexes are admitted. The expenses to students, including board, tuition, room, fuel, &c., have been placed as low as \$12 per month. The trustees of the Peabody fund have for some years past given aid to a limited number of needy and worthy students to the amount of \$800. Aid has also been received from private individuals.—(Catalogue, 1874-'75.)

The new building for the university, Jubilee Hall, was dedicated January 1, 1876. It is in the form of an L, and has an east front of 145 feet and a south front of 125, including basement and cellar; it is six stories high and is supplied with all the conveniences of water, steam, and gas. It is heated throughout by steam and each room

has a radiator. The entire building contains 120 rooms. Jubilee Hall is to be ultimately the Woman's College of Fisk University, but, until other college buildings can be erected, will be made to answer all purposes. In solidity of its walls, carefulness of construction, fitness for its purpose, in its safety for health, in safeguards against fire, and in its general convenience and facility for study and work, Jubilee Hall is worthy of its origin in the songs of the Jubilee singers.—(University History and Services of Dedication, 1876, pp. 8, 10.)

Greenville and Tusculum College, Greenville, (independent,) is for both sexes. There are primary, preparatory, and collegiate departments. Hebrew, French, and vocal and instrumental music are elective studies.—(Catalogue, 1874-'75.)

Hixcassee College, Monroe County, (Methodist Episcopal South,) is for young men. The year 1874-'75 has been the most prosperous one in the history of the college.—(Circular for 1875.)

Maryville College, Maryville, (Presbyterian,) is for both sexes. The departments are preparatory, collegiate, ladies' course, and English course. Attendance, 1875-'76, 137.—(College catalogue, 1875-'76.)

Mosheim Institute, Mosheim, for both sexes, has preparatory and collegiate departments and a select course for those who do not wish to study the regular curriculum.—(Catalogue, 1874-'75.)

Neophogen College, Gallatin, (non-sectarian,) for both sexes, has preparatory, collegiate, and normal departments, and a law school. Music, drawing, painting, and modern languages are optional studies. Careful attention is given to the study of the English language; elocution and etiquette are a specialty; and the school of oratory, which claims to afford a superior training, is open to students of the law school.—(College catalogue, 1875.)

Southwestern Presbyterian University, Clarksville, formerly Stewart College, was chartered as a university in 1875. The former faculty and school of Stewart College have been continued provisionally, until such time as the formal organization of the university may be accomplished.—(Report of State superintendent, 1875, pp. 256, 260.)

Southwestern Baptist University, Jackson, was opened in 1874, in the buildings of the West Tennessee College. The higher department of the university was opened in August, 1875. There are at present two departments, viz: of literature and science and of law.—(Superintendent's report, 1875, pp. 240, 244.)

University of Nashville.—The collegiate department of this institution was suspended in 1875, and in its stead a State normal school established. Its preparatory department, Montgomery Bell Academy, constitutes the boys' model school. The medical department is still in operation.—(Report of State superintendent, 1875, pp. 230-233.)

Vanderbilt University, Nashville, (Methodist Episcopal).—This university, numbering more than 250 matriculates, is now in complete and successful operation in its four departments of liberal, theological, legal, and medical education. The department of philosophy, science, and literature is distributed into 8 separate and independent schools. The course of instruction is divided into two parts, one collegiate, embracing two years, and one of the university in its proper and high sense, embracing three years. The departments of theology, law, and medicine are in operation, and the board design to establish, as soon as possible, schools of civil engineering, mining engineering, horticulture, agriculture, and the useful and fine arts.

Among the liberal measures proposed by this university are the offer of free tuition for a year to the prize scholar in each of a number of schools, private or public, which the faculty may select, and free scholarships to teachers of at least one year's standing who desire to prepare themselves for more advanced work in teaching.—(Report of State superintendent, 1875, pp. 234, 235.)

Wesleyan University of East Tennessee, Athens, admits both sexes; has preparatory and collegiate departments, with classical and scientific courses.—(Catalogue, 1874-'75.)

Washington College, Jonesborough, is the oldest classical school west of the Alleghanies. It was opened in 1780, by Rev. Samuel Doak, in a plain log building upon his own farm. In 1796, the same year in which Tennessee was admitted as a State, the school (Martin Academy) was raised to the rank of a college, and received its charter as Washington College from the first legislature ever held in the State. In 1809 a new frame building took the place of the log house which had served for 29 years. The present college building, a substantial brick structure 86 by 36 feet, was erected in 1840.—(Report of State superintendent, 1874-'75.)

COLLEGES FOR WOMEN.

Catalogues have been received from 9 colleges for women in the State, namely: Bristol Female College, Bristol; Wesleyan Female College, Brownsville; Bellevue Female College, Collierville; Tennessee Female College, Franklin; Odd Fellows' Female College, Humboldt; Female College, McMinnville; Memphis Conference Female Institute, Jackson; Murfreesborough Female Institute, Murfreesborough; and Mary Sharpe College, Winchester. In addition to these there are written returns from W. E. Ward's

Seminary for Young Ladies, an important institution, at Nashville, and from several besides, making 17 in all.

Reports from these 17 institutions show a total of 119 instructors and 1,467 students in 1875, of which number 16 instructors and 451 pupils were in preparatory departments. Of the remaining pupils 916 were in the regular collegiate course, 104 in partial courses, and 23 in post graduate studies. Drawing is taught in 16 of these schools; painting in 13; vocal and instrumental music in all the 17; French in 16; German in 9; Latin in 3, and Greek in 1. Nine have means for chemical illustration; 8, for philosophical; while 2 have museums and 5, art galleries. Calisthenic exercises are provided for in 3.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
Beech Grove College	5	15	10	\$30,000			\$1,800			0	
Bethel College	5	116	38	12,000			2,500			404	
Bradyville College											
Burritt College											
Central Tennessee College	2	29	2	60,000	\$10,000	\$500	800			800	
Christian Brothers' Coll'ge	15	90	45	40,000			6,500			21,900	
Cumberland University ..	7	50	85	20,000			3,000			7,000	
East Tennessee University	15	0	176	150,000	399,000	22,887	2,543	\$0		23,950	
East Tennessee Wesleyan University.	4		65	12,000			1,300			1,500	
Fisk University	11	0	43	7 150,000	0	0		0	\$0	1,500	
Franklin College											
Greeneville and Tusculum College.	7	0	120	24 8,000					18,000	600	
Hixwassee College	4		5		0	0	2,000	0		1,480	
King College	5	2	20	77 18,000	28,000	1,700	1,850	0		21,000	
Manchester College	4		90	100 10,000							
Maryville College	7		137	27 75,000	13,200	800	900			2,200	
Mosheim Male and Female Institute.	6		60	50 2,500			800	125		2400	
Mossy Creek Baptist College.	3		50	97 20,000			1,800				
Neophogen Male and Female College.	16			195 20,000			6,000			21,600	
Southwestern Baptist University.	9		123	69 70,000	63,000			0		436	
Southwestern Presbyterian University.	6	0	80	70 75,000	100,000	6,000	5,500	0	0	23,100	
University of the South..	14		98	150 150,000	30,000	2,500	13,000			26,350	
Vanderbilt University ..	24	0	0	245 400,000	300,000	21,000	5,247	0	6,000 ^c	6,000	
West Tennessee College.											
Woodbury College	2		75	5,000							

a Includes society libraries.

b 186 students unclassified.

c Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Tennessee Agricultural College was established in 1869, in connection with the East Tennessee University, upon a broad and liberal foundation. Notwithstanding several obstacles it had to contend with, among others the failure of the State to pay the interest on its bonds constituting the college endowment, the success of the enterprise has been very gratifying. The institution has a very fine farm on which three large buildings have been erected, an excellent chemical laboratory has been provided and equipped by the donation of \$15,000 from the city of Knoxville, the means are secured for the purchase of a good library, and the grounds have been improved and adorned. Every year the number of students is increased from a wider sphere, and each year the standard of scholarship and the tone of the institution are elevated.

Special attention is paid and prominence given to studies which are related to agriculture and the mechanic arts. The college is chiefly a scientific school, but its classical department is ably maintained.

The government of the institution is military, and is administered by student officers, under the direction of an officer of the United States Army, by whom the students are taught military tactics.—(Report of State superintendent, 1875, pp. 229, 230.)

LAW.

Law schools are included in the curriculum of Cumberland University, Southwestern Baptist University, Vanderbilt University, and Neophogen College, the latter of which claims to offer special facilities for the study and mastery of the profession, including a school of elocution and oratory.

THEOLOGY.

Schools for instruction in theology are reported as existing in connection with Cumberland, Fisk, and Vanderbilt Universities and Central Tennessee College.

MEDICINE.

The University of Nashville and Vanderbilt University afford instruction in medical schools.

For returns of all these schools see the following table, and Tables X to XIII at the end of this volume.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.			Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		Receipts for the last year from tuition fees.
SCHOOL OF SCIENCE.								
Tennessee Agricultural College, (East Tennessee University). ^a	.....	.....	44	4	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.								
Theological department of Central Tennessee College.	6	0	16	3	.....	\$0	\$0	.....
Theological department of Cumberland University.	2	1	25	2	\$15,000	18,000	1,800	3,000
Theological department of Vanderbilt University.	3	.....	52	2	.....	.....	.....	.....
SCHOOLS OF LAW.								
Law department of Cumberland University.	2	.....	52	1	10,000	.....	.....	\$7,000
Law department of Vanderbilt University	3	.....	25	2	.....	.....	.....	.....
Neophogen Law School.	4	.....	13	1	.....	.....	.....	.....
SCHOOLS OF MEDICINE.								
Medical department of Vanderbilt University	12	.....	210	.....	250,000	.....	.....	.....
Tennessee College of Pharmacy	6	.....	8	2	6750	.....	.....	500

^a Reported with classical department.

^b Apparatus.

SPECIAL INSTRUCTION.

TENNESSEE SCHOOL FOR THE DEAF AND DUMB.

This institution is located at Knoxville, on an eminence overlooking the city and affording a view of rare beauty. The buildings consist of the main building, an addition used exclusively for school purposes and erected at cost of some \$10,000, the principal's residence, a printing office and shoeshop, a stable, and a coal and wood house, all costing about \$75,000. The institution can accommodate comfortably 150

pupils. The grounds, comprising 7 acres, are now very valuable, and since the close of the war they have been, mainly by the boys' labor, improved and beautified to such an extent that they will compare very favorably with those of similar institutions elsewhere. The value of buildings and grounds is estimated at about \$125,000.

The school derives its support almost entirely from the State. An annual appropriation of \$5,000 is received from the State treasury, and an additional amount *per capita* is allowed for each indigent pupil admitted into the institution.

The school numbers 129 pupils, classified according to their attainments, without reference to the length of time under instruction. The number of classes taught is 6. The method of instruction principally used here is that known as the French system, which imparts the meaning of written language by means of a language of signs. The method of articulation, combined with the other, has been used in this school for several years past to some extent, but, except for a few of the more promising pupils, nothing has been accomplished.

A printing office and shoeshop have recently been established in connection with the school.—(State report, 1875, pp. 55, 221-225.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

An annual meeting of the State Teachers' Association was held at Nashville January 20, 21, 1875, Dr. J. B. Lindsley, president of the association, presiding. The subject most prominently before the meeting was that of school supervision. The necessity for sustaining the offices of county and State superintendents of schools was discussed by Dr. Sears, agent of the Peabody fund; Hon. H. A. M. Henderson, State superintendent of schools, Kentucky; Superintendent Presnell, of Washington County; and many others. A number of interesting addresses on various topics were delivered. That of President Lindsley was a "Plea for normal colleges," being a full, forcible and learned argument on the necessity of schools for training teachers.—(Report of superintendent for 1875, pp. 56-59.)

The eleventh annual meeting of the association assembled in Knoxville on Tuesday, December 23, 1875. After the address of welcome by Dr. T. W. Humes, of East Tennessee University, Professor Mallon, superintendent of the city schools of Atlanta, Ga., and Rev. H. T. Morton, superintendent of the city schools of Knoxville, addressed the meeting. Rev. H. A. M. Henderson, State superintendent of instruction in Kentucky, spoke upon education in Kentucky, stating that no one opposed to the public school system could be elected to any important office of trust in that State. Colonel Fleming, former State superintendent, addressed the association on the state of education in Tennessee, and was followed by Professor John Collins, of Maryville. "The place of physical sciences in common schools" was discussed by Professors Sharp and Collins. Maj. R. W. Jones, of Martha Washington College, Virginia, delivered an address on "Relative discipline of linguistic and scientific studies." Professor Stearns, of the State Normal School, delivered an able address on normal schools, and remarks were made on the same topic by Dr. Sears, Professors Presnell and Sharp, Dr. Henderson, and others. A letter was read from President Eliot, of Harvard, in which he took the position that the State should be taxed only for the support of the common branches of education. This view was sustained by Professor Nicholson and objected to by Dr. Sears and Superintendent Mallon. Professor Hastings gave an able address on the best methods of conducting recitations and examinations. State Superintendent Trousdale read a letter from Professor Ed. Joynes, of Vanderbilt University, offering free scholarships on conditions hereafter to be published, after which addresses were delivered by Mr. Henderson and Dr. Sears.—(American Journal of Education, February, 1876, p. 11.)

OBITUARY RECORD.

CHARLES COLLINS, D. D.

Rev. Charles Collins, D. D., was born in North Yarmouth, Me., April 17, 1813. Having passed through the several stages of a primary education at Portland, he entered the Maine Wesleyan Institute, where he remained until he had completed the appointed course of study. Having been employed as teacher for a number of years, and part of the time as principal of the Wesleyan Institute, he gradually advanced to the higher branches of academic education, and finally entered the sophomore class of the Wesleyan University, but from close application was advanced to the senior and the following year awarded the first honor and delivered the valedictory. Such distinction is more noticeable from the fact that at the time of graduation his classmates were Daniel Curry, D. D., editor of *The New York Christian Advocate*; E. E. Wiley, D. D., president of Emory and Henry College; W. H. Anderson, D. D., of the Louisville Conference, and principal of the Boys' High School of the city of Louisville; E. Wentworth, D. D., late editor of *The Ladies' Repository* of Cincinnati, and others of like order.

Immediately after leaving the university, he took charge of the Augusta High School, where he remained one year, and left it only to accept the presidency of Emory and Henry College, near Abingdon, Va., upon the recommendation of Dr. Wilber Fisk, chancellor of the Wesleyan University. He was then only 25 years of age, and certainly a young man of no ordinary attainments to be deemed worthy of this important trust by so distinguished an educator. Charles Collins was the first president of Emory and Henry College. To him was given the honor of launching and manning that beautiful and stately vessel of letters and intellectual culture upon the prosperous sea of her historic mission. This was no small responsibility, and required upon his part a large outlay of physical and intellectual activity. In connection with this service, as a member of the Holston conference, his labors in the pulpit were abundant and effective. By this time he had sufficiently prepared himself in polemic theology to enter the field in vindication of the doctrines of the church, as evidenced in his controversial papers against Romanism in 1844, and, again, in 1848, with Rev. F. A. Ross, of the Presbyterian Church, in his doctrinal tracts, entitled "Methodism and Calvinism compared," at present issued by the publishing house. In addition to this he edited *The Southern Repository* and *College Review*, was a regular contributor to *The Ladies' Repository*, and sundry church papers and periodicals. In 1851 he received his doctorate from Centenary College, Louisiana, Masonic College, Missouri, and Dickinson College, Pennsylvania. In 1852 he was elected to the presidency of Dickinson College, which position he filled with great acceptability and usefulness for eight years. During this time he came within a few votes of being elected chancellor of the Wesleyan University, his alma mater; declined the presidency of Centenary College, Louisiana; Central College, Missouri; the chancellorship of the Universities of Missouri and Michigan, and of the Southern University, Greensborough, Ala.

These facts reveal to us the widespread and well earned reputation of Dr. Collins as a man of letters and distinguished ability in the management of literary institutions. August, 1860, he took charge of the State Female College, Memphis, Tenn. He entered upon this new field of labor with his accustomed energy. Hitherto he had confined himself to the education of boys and young men, but was no less successful in the instruction and management of young ladies. The prosperity of that institution to the day of his death affords abundant evidence upon this point. Though he was the sole proprietor and owner of the school, and the grounds and buildings attached thereto, he soon identified his important enterprise directly with the church, by placing it under the patronage of the Memphis annual conference. Hence he was liberally sustained in West Tennessee, Arkansas, and Mississippi. With this institution he closed his labors in the city of Memphis, July 10, 1875.

Dr. Collins was no ordinary man, but eminent for intellectual culture and classical attainment. There were many brilliant points in his character, but all so beautifully blended as to make him a great light—steady, reliable, radiant. His learning was without pedantry; his philosophy without stoicism; his dignity without affectation; his reserve without austerity. With the simplicity of a child, the tenderness of a woman, and the wisdom of true manhood, he graced the domestic and social circles. The all-pervading law of his being was order. Under its rule he systematized duty, whether to God or man or self. It was this that gave elasticity to the burden of accumulated responsibility and enabled him to bear it with comparative ease. In the school-room he swayed an invisible sceptre, not of stern authority, but a sweet inspiration of love and veneration, to which all hearts bowed in the obeisance of a true devotion. He governed well, and yet seemed not to govern. To awaken thought, and imprint truth upon the young mind, was his daily work, one done with wonderful facility. A faithful servant of sixty-two years, after he had served his own generation by the will of God, he fell asleep.—(Minutes of the Memphis conference.)

LIST OF SCHOOL OFFICIALS IN TENNESSEE.

Hon. LEON. TROUSDALE, *State superintendent of schools, Nashville.*
 Hon. FRANC. M. PAUL, *assistant State superintendent of schools, Nashville.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency James D. Porter, president	Nashville.
Dr. J. Berrien Lindsley, M. D., secretary	Nashville.
Hon. Edwin H. Ewing	Murfreesborough.
L. G. Tarbox, esq.	Nashville.
Hon. Samuel Watson	Nashville.
R. W. Mitchell, M. D.	Memphis.
John J. Reese, esq.	Knoxville.

List of school officials in Tennessee—Concluded.

COUNTY SUPERINTENDENTS OF PUBLIC INSTRUCTION.

[Term, 1875-'76.]

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Anderson.....	R. N. Baker.....	Clinton.	Lake.....	L. Donaldson.....	Tiptonville.
Bedford.....	John R. Dean.....	Shelbyville.	Lauderdale.....	Capt. H. T. Hanks	Ripley.
Benton.....	J. M. Castile.....	Camden.	Lawrence.....	W. J. Buchanan...	Lawrenceburg.
Bledsoe.....	Thomas O. Brown.	Robertson's	Lewis.....	W. C. Dobbs.....	Newburg.
		Cross Roads.	Lincoln.....	W. A. Gill, jr....	Fayetteville.
Blount.....	W. H. Henry.....	Maryville.	Loudon.....	J. A. Mitchell.....	Loudon.
Bradley.....	W. L. Cate.....	Chatata.	Macon.....	J. S. Wootten.....	La Fayette.
Campbell.....	Frank Richardson	Fincastle.	Madison.....	Dr. J. D. Mason...	Jackson.
Cannon.....	A. G. Brandon.....	Readyville.	Marion.....	C. H. Vann.....	Jasper.
Carroll.....	A. F. Estes.....	Huntingdon.	Marshall.....	W. W. Walker.....	Lewisburg.
Carter.....	H. C. Boyd.....	Carter's Depot.	Mauy.....	James H. Wilkes	Columbia.
Cheatam.....	George F. Murff...	Ashland City.	McMinn.....	Rev. Joseph Jane-	Mouse Creek.
Clairborne.....	J. A. Irwin.....	Tazewell.		way.	
Clay.....	George W. Steph-	Celina.	McNairy.....	T. F. Sanders.....	Purdy.
	ens.		Meigs.....	V. C. Allen.....	Decatur.
Cocke.....	W. H. Sheffey....	Newport.	Monroe.....	J. R. Stradley....	Hiwassee Col-
Coffee.....	Madison Parker..	Beech Grove.			lege.
Crockett.....	J. P. Parker.....	Bell's Depot.	Montgomery	N. L. Whitfield..	Clarksville.
Cumberland..	Thomas C. Center	Crossville.	Moore.....	W. A. Cole.....	Lynchburg.
Davidson.....	R. W. Weakley....	Nashville.	Morgan.....	E. H. Beoth.....	Wartburg.
Decatur.....	James M. Porter-	Decaturville.	Obion.....	W. F. Shropshire.	Troy Station.
	field.		Overton.....	J. M. D. Mitchell.	Livingston.
De Kalb.....	J. T. Trapp.....	Smithville.	Perry.....	John W. Lewis...	Farmers' Val-
Dickson.....	L. L. Leach.....	Charlottesville.			ley.
Dyer.....	William Harrison.	Dyersburg.	Polk.....	Rev. Jacob Mil-	Benton.
Fayette.....	E. W. Pitman.....	Somerville.		burn.	
Fentress.....	Stephen H. Pile..	Pall Mall.	Putnam.....	H. S. Boyd.....	Cookeville.
Franklin.....	H. G. Hampton....	Cowan.	Rhea.....	John E. Pyott....	Sulphur Sp'gs.
Gibson.....	W. C. Oliver.....	Rutherford	Roane.....	Charles F. Brause.	Kingston.
		Station.	Robertson...	James L. Watts...	Springfield.
Giles.....	R. P. Yancey.....	Pnlaski.	Rutherford..	A. J. Brandon....	Jordan's Val-
Grainger.....	B. K. Cunningham	Rutledge.			ley.
Greene.....	J. C. Park.....	Greeneville.	Scott.....	Alvin Parker.....	Huntsville.
Grundy.....	John Scrngs.....	Tracy City.	Sequatchie..	Rev. A. D. Stewart	Dunlap.
Hamblen.....	H. M. Sherwood..	Whitesburg.	Sevier.....	D. G. Emert.....	Sevierville.
Hamilton.....	W. M. Beene.....	Sale Creek.	Shelby.....	Col. George B.	Memphis.
Hancock.....	A. J. Seal.....	Sneedville.		Fleeca.	
Hardeman.....	S. J. Cox.....	Saulsbury.	Smith.....	W. T. Taylor.....	Carthage.
Hardin.....	Rev. James M.	Savannah.	Stewart.....	J. R. Laurence...	Indian Mound.
	Walker.		Sullivan....	W. H. Giesler...	Union Depot.
Hawkins.....	Ellis Cocke.....	Rogersville.	Sumner.....	H. H. Marshall...	Goodlettsville.
Haywood.....	W. T. Byars.....	Brownsville.	Tipton.....	William Page....	Covington.
Henderson...	Levi S. Woods....	Lexington.	Tronsdale..	J. L. Carson.....	Enon College.
Henry.....	W. B. Van Cleave.	Paris.	Union.....	A. L. Miller.....	Sharp's Chapel.
Hickman.....	J. A. Cunningham	Centreville.	Van Buren..	G. B. Johnson....	Rocky River.
Houston.....	J. M. Parchment..	Cumberland	Warren.....	R. R. Womack...	McMinnville.
		City.	Washington	H. Presnell.....	Jonesborough.
Humphreys..	J. C. Tulloss.....	Waverly.	Wayne.....	Charles M. Thomp-	Martin's Mills.
Jackson.....	R. H. Washburn..	Gainesborough.		son.	
James.....	Dr. R. K. Watkins	Ooltewah.	Weakley....	B. J. Roberts....	Ralston Sta'on.
Jefferson...	Dr. Samuel Ander-	Dandridge.	White.....	W. S. Findlay....	Sparta.
	son.		Williamson.	J. N. McDonald..	Franklin.
Johnson.....	B. W. Jenkins....	Taylorville.	Wilson.....	T. H. Freeman....	Mt. Juliet.
Knox.....	H. M. Brother.....	Knoxville.			

TEXAS.

STATISTICAL SUMMARY.

ATTENDANCE.

Number of pupils enrolled in public free schools.....	124, 567
Number in average attendance.....	84, 415

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools	3, 100
Average salaries of teachers per month.....	\$53

SCHOOLS AND SCHOOL-HOUSES.

Number of schools organized.....	2, 924
Average number of days taught in each	78
Public school-houses built during the year.....	158
Value of those built during the year	\$43, 339

INCOME AND EXPENDITURE.

Income.

Amount of tax levied by the State.....	Not given
Amount from school lands, fines, and forfeitures	Not given
Amount levied by boards of school directors	\$244, 879

Expenditure.

For teachers' salaries.....	630, 334
For building and repairing school-houses.....	50, 935
For purchase of sites and school furniture.....	8, 423
For school accessories.....	723
For rent of school-houses.....	6, 058
For incidental expenses.....	1, 267
For taking of school census.....	7, 196
For compensation of school directors.....	12, 067
For compensation of county superintendents.....	9, 233
Total expenses of administration.....	726, 236

Per capita expenditures.

Cost per month of each pupil enrolled.....	1 34
Cost per month of each pupil in actual attendance.....	1 95

—(Report of Hon. O. N. Hollingsworth, State superintendent of public instruction, for 1875.)*

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VII, section 1, of the constitution as amended in 1875, provides that it shall be the duty of the legislature to establish and make suitable provision for the support and maintenance of an efficient system of public free schools. Section 2. That "all funds, lands and other property heretofore appropriated for the support of public free schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may be hereafter made to any corporation of whatsoever nature, one-half of the public domain of the State, and all sums of money that may come to the State from the sale of the same, shall constitute a perpetual school fund." Section 3. That "there shall be set apart annually not more than one-fourth of the general revenue of the State, and a poll tax of \$1 on every male between 21 and 60 years of age, for the benefit of the public free schools." Section 4. That "the board of education, composed of the governor, comptroller, and secretary of state, shall invest all proceeds from the sales of these lands in State or United States bonds." Section 5. That "the principal of all bonds and other funds, and the principal arising from the sale of lands set apart to the school fund, shall be the permanent school fund; and all the interest derivable therefrom and the taxes herein authorized shall be the available school fund, which shall be applied annually to the support of the public free schools, to be distributed to the counties according to their scholastic population. No part of these funds shall ever be applied to any other purpose, nor appropriated to the support of sectarian

*It should be stated, in justice to both the superintendent and the State, that the above statistics represent the returns from only 97 counties, that being the whole number reporting to him out of 139 counties in which schools were kept.

schools." Section 7. That "separate schools shall be provided for the white and colored children, and impartial provision made for both." Section 9. That "all lands heretofore granted for the benefit of the lunatic, blind, deaf and dumb, and orphan asylums, together with such donations as may have been or may hereafter be made to either of them, are hereby set apart for a permanent fund for the support and maintenance of said asylums." Section 10. That "the legislature shall, as soon as practicable, establish, organize, and provide for the maintenance and support of a university of the first class, to be located by the voters of the State and styled the University of Texas, for the promotion of literature and the arts and sciences, including an agricultural and mechanical department." Section 11. That "all lands and other property set apart for the establishment and maintenance of the University of Texas, together with the proceeds of the same and of all grants and donations that may hereafter be made, shall constitute a permanent university fund, provided that one-tenth of the alternate sections of lands granted to railroads reserved by the State shall not be included in the university fund." Section 13. That "the Agricultural and Mechanical College of Texas shall constitute a branch of said university, and the legislature shall, at its next session, make an appropriation not exceeding \$40,000 for the construction and completion of the buildings and improvements and for providing the furniture necessary to put said college in immediate and successful operation." Section 14. That "the legislature shall also, when deemed practicable, establish a college or branch university for colored youths, provided no tax shall be levied and no money appropriated out of the general revenue, either for this purpose or for the establishment and erection of the buildings of the University of Texas." Section 15. That "there is set apart and appropriated for the endowment and maintenance of said university and its branches 1,000,000 acres of the unapportioned public domain of the State."

The stability of educational institutions in this State is further secured by an act of Congress, approved March 30, 1870, which made the following stipulation as one of the conditions of admission to representation in Congress after the interruption occasioned by the late war: "That the constitution of Texas shall never be so amended as to deprive any citizen or class of citizens of the United States of the school rights and privileges secured by the constitution of said State."

PROVISIONS OF THE SCHOOL LAW.

From "An act to establish and maintain public free schools in the State of Texas," passed May 22, 1873, with amendments of 1874.

OFFICERS OF THE PRESENT SYSTEM.

A superintendent of public instruction, school directors, county superintendents, and district school trustees.

POWERS AND DUTIES OF THESE OFFICERS.

The superintendent of public instruction—elected by the voters of the State for a term of four years—has the supervision of all the public free schools in the State and is the general advisor and assistant of county superintendents. It is his duty to preserve all papers, reports, and public documents relative to schools, and to keep a fair record of all business pertaining to his office, and to hold the same in readiness to be exhibited to the governor or any committee of either house of the legislature; to issue circular letters to county superintendents, giving advice as to the best manner of conducting schools, constructing school-houses, furnishing the same, and examining and procuring competent teachers; to furnish such forms, blanks, &c., as may be necessary for use in the public free school system, together with forms of certificates for teachers; to distribute to school officers copies of school laws; to order all money withheld from any school officer not making the reports required by law; to apportion State school money to counties according to their scholastic population, and draw his warrant in favor of each county treasurer for the amount so apportioned. He is required, on or before the 1st day of December preceding each regular session of the legislature, to make a full report to the governor as to the condition of the public free schools, with such plans and suggestions as he may deem important. His compensation is \$3,000 per annum, and all necessary expenses for books, postage and stationery, with \$1,800 for clerk hire. He is subject to impeachment and removal for malfeasance in office, and may be removed by the governor, at the request of two-thirds of the members of the legislature.

County directors.—The voters of each county elect for a term of 4 years 5 directors, 1 residing in every magistrate's district, and these select from their number a president, who is *ex officio* county superintendent. It is their duty to divide the county into school districts, so that each school district shall be wholly within some magistrate's district, and to order in each district an election for a board of school trustees; to define the course of study in the schools, direct the class and kind of books and apparatus to be used therein, and prescribe the duties of trustees and teachers not inconsistent with law. They are allowed \$4 a day for each whole day employed, but the number of such days shall not in any one year exceed 10.

County superintendents, appointed as aforementioned, have the duty of meeting on

the last Saturday of each month at the county seat all persons desirous of passing an examination for a certificate to teach, and of examining all applicants as to their competency and ability to teach orthography, reading, writing, English grammar, history of the United States, practical physiology, and the laws of health, and no person shall be entitled to a certificate unless he is of good moral character and is well qualified to teach the above named branches. They are required to report to the superintendent of public instruction on or before the first Monday of November preceding each regular session of the legislature such information and statistics upon the subject of schools in their counties as he is bound to embody in his report to the governor. They receive \$3 for each applicant examined and \$4 for every day employed as county superintendents, the number of such days not to exceed thirty in any one year.

District school trustees, 3 elected by the voters of each district on the first Tuesday of September, are charged with the duty of taking the scholastic population in their respective districts, keeping a separate list of the white and colored children; of providing necessary schools and school-houses; of employing competent teachers and seeing that the schools are taught for 4 months in each year; and of reporting to the county superintendents, whenever required, all such data, facts, and statistics in reference to the schools in their districts as the county superintendents are required to embody in their report to the superintendent of public instruction.

THE SCHOOLS.

The public free schools are required to be taught 4 months in each year at such time and place as the trustees may select, and if the school fund apportioned to any particular district is not sufficient to maintain the schools for that length of time the county board of directors must levy on all taxable property in the district an *ad valorem* tax sufficient to meet the deficiency. All the scholastic population of the State is required to attend some public free school, or private school taught by a competent teacher, for 4 months in each year, unless prevented by ill health, feeble physical constitution, or by reason of danger from hostile Indians, or by the prevalence of contagious or infectious diseases. Upon their failing to attend they forfeit their interest in the school fund for the time so lost, provided that no child under 10 years of age shall be compelled to attend school over a mile from home, and no child, any school over two miles. In districts where a high school is desirable, the principal of such school, with the consent of the trustees, shall have the privilege of blending the public free with the private school by teaching all of scholastic age, and receiving into the school and instructing, at such rates of tuition as he may prescribe, any number of pupils over school age; but said school shall be under the control and supervision of the county board of directors.

SCHOOL FUNDS.

The permanent school fund is derived, as stated in the constitution, from all funds, lands, and other property appropriated for the support of public free schools; all the alternate sections of land reserved by the State out of grants to railroads and other corporations; one-half the public domain of the State, and all sums of money that may come to the State from sale of the same. The proceeds of fines and forfeitures have also been included, but are not mentioned in the new constitution. The amount from these sources in 1874 was \$2,631,672.82.

The available school fund, comprising all interests which have accrued or may accrue to the State from railroads or otherwise since March 30, 1870; one-fourth of the *ad valorem* and occupation taxes assessed since that date, and such other taxes as are provided by law for the support of schools, amounted in 1874 to \$1,128,942.35. What it may be under the provisions of a constitution which proposes to set apart annually the proceeds of the permanent school fund, not more than one-fourth of the general revenue of the State, and a poll-tax of \$1 on male citizens from 21 to 60, remains yet to be seen.

ELEMENTARY INSTRUCTION.

SUPPLYING DEFICIENT STATISTICS.

As has been before said, the statistics given by the State superintendent in his summary came from only 97 counties, 42 others, in which schools were kept, having failed to make returns to him. He therefore undertakes to supplement the known facts by making for the whole State, on the basis of the returns made to him, the following estimates:

Enrolment in the public schools.....	184,705
Average attendance	125,224
Number of schools organized	3,893
Number of teachers employed	4,030
Percentage of scholastic population enrolled.....	59
Percentage of scholastic population in actual attendance	40
Percentage of enrolled pupils in actual attendance.....	68

Of the 97 counties which reported for the year 1875, there are 60 that reported for the scholastic year ended August 31, 1874. A comparison of the reports for the two years exhibits an increased attendance in these 60 counties of 17,336 children. The result, it is claimed, establishes the fact that a public school system in Texas is practicable, and, further, that under the school law of May 22, 1873, with all its defects, public free schools were decidedly successful in those counties where school officers, even in the face of opposition, went actively to work with a determination to make a bad law a good one by an earnest and faithful administration of it.

AID FROM PEABODY FUND.

Assistance has been rendered by this fund to six schools in different portions of the State, ranging in amount from \$300 to \$600, and aggregating \$2,250. Owing to the inability of the trustees of the fund to collect the full amount of interest on bonds, they were not able to give more liberally.

FUTURE PUBLIC SCHOOL POLICY.

The superintendent advises, in case the new State constitution be adopted, rendering it impracticable to establish and maintain any general system of public free schools, that the State should aid private educational enterprise, to the extent of the means authorized by the new constitution to be expended for gratuitous instruction, by providing that a certain proportion of the scholastic population may be instructed in private schools at the expense of the State.

CITY SCHOOL SYSTEM.

GALVESTON.

No city in the State presents, either through the State superintendent or directly to this Bureau, any full report of its school system. The president of the board of directors of Galveston County kindly furnishes the Bureau with the school population there, of the age of 6 to 16 years, making it, according to a recent census, consist of 3,378 white children and 1,355 colored, 4,733 in all. How many of these had been gathered into public schools during the time that these were taught he does not state, but says that no public schools were taught there from March, 1875, to the close of that year and into 1876. The teachers were, however, allowed the use of the public school-houses and furniture free of charge, till new laws for the government of the schools should be passed.

TRAINING OF TEACHERS.

Under this head no returns of any kind appear for 1875, neither normal schools nor normal classes for the preparation of teachers appearing to exist, except in connection with Wiley University, Marshall, where is a normal department for the preparation of such as propose to teach among the colored people. The course here embraces the ordinary school studies, with vocal music and rhetorical exercises, normal methods of teaching, keeping of school records, and Texas school law.—(Circular of university.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Under this head nothing appears in the report of the State superintendent, and it is supposed that the provision of the school law allowing the incorporation of public schools with private seminaries has led to the making of these seminaries, in large measure, the complement of the public school system, and the reception into them, as pay scholars, of pupils over 16 years of age.

OTHER SECONDARY SCHOOLS.

Four schools for girls and 8 for boys and girls, professedly engaged in secondary training, report, for 1875, instructors, 29; pupils, 1,166; in classical courses, 129; in modern languages, 163; preparing for classical course in college, 103; preparing for scientific course, 90.

In 4 of these 12 schools drawing and vocal music were taught, and in 5, instrumental music. Two had some sort of chemical laboratory and some philosophical apparatus, while 7 report libraries of from 100 to 400 volumes, the total number of volumes being 1,890.—(Returns to Bureau of Education.)

PREPARATORY SCHOOLS AND PREPARATORY DEPARTMENTS.

In one preparatory school and in the preparatory departments of the several colleges there were reported 1,350 pupils, of whom 225 were preparing for a classical collegiate and 354 for a scientific collegiate course.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN.

St. Joseph's College, Brownsville, (Roman Catholic,) is under the immediate supervision and direction of the Oblate Fathers. Although primarily designed simply to afford a commercial course of instruction it has by the force of circumstances been compelled to embrace in its curriculum all that pertains to a first class college.—(Circular without date.)

Salado College, Salado, furnishes preparatory and collegiate departments and a ladies' course, including music, both vocal and instrumental. While reciting in the same classes the sexes are not permitted to associate together socially.—(Catalogue for 1875.)

Texas Military Institute.—In the curriculum of this institution 11 schools are embraced, and from these the student may select his studies, providing, however, that he shall attend at least 3 schools. The military department has been adopted for the purpose of governing the school and of giving the cadets regular and healthful physical exercise, not to train officers for the profession of arms, and it is made entirely subordinate to the academic department.—(Annual register, 1873-'74.)

Southwestern University.—The course of study here is elective, and students have the opportunity of selecting their course of study from 11 schools. There is also a preparatory department connected with the university.—(Circular for 1873.)

Trinity University, Tebuacana, is under the care of the Texas, Brazos, and Colorado synods of the Cumberland Presbyterian Church. There are preparatory, collegiate, musical and ornamental departments, also commercial and law schools. Candidates for the ministry of all orthodox denominations are received free of charge for tuition. Students may pursue either regular or irregular courses. Both sexes are admitted.

Waco University, Waco, (Baptist,) has for the past ten years followed a similar plan of co-education, and with satisfactory results. The university reports a condition of great prosperity, with a faculty fuller and better organized, and larger college classes than ever before. The property is valued at \$53,000.—(Circular, 1875.)

Wiley University, Marshall, was established in 1873 by the Freedmen's Aid Society of the Methodist Episcopal Church, especially for the benefit of the freedmen, though open to all races. There are primary, intermediate, academic, normal, and preparatory courses, each of two years and a collegiate one of four. Especial attention is given to preparation for the ministry and for teaching.—(Circular 1875-'76.)

COLLEGES AND SEMINARIES FOR LADIES.

Institutions of this class reporting to the Office are: (1) Austin Collegiate Female Institute, with a course of study embracing the higher English branches, with music, painting, &c. Latin and Greek, though not considered necessary to graduation, are earnestly recommended, also the study of one or more of the modern languages. (2) Bryan Female Seminary, where the course of instruction embraces primary, preparatory, and collegiate departments, with music, vocal and instrumental, painting, drawing, and wax work. A department has been opened for boys of 6 to 15 years of age, who recite with the girls, but are kept separate from them at other times, except in chapel. (3) Galveston Female High School, comprising primary, preparatory, and intermediate classes, and a collegiate department. Drawing, painting, French, Latin, Greek, German, and music are taught. (4) Chappell Hill Female College, Chapel Hill; here the curriculum in all departments, it is claimed, is equivalent to that of the oldest and best colleges for women. The English language and English classics occupy a prominent place in the course. Music, drawing, painting, French, German, &c., are taught. (5) Lamar Female Seminary, Paris, which is undenominational in its management, and offers preparatory and collegiate courses; the latter being divided into three classes, junior, middle, and senior. The completion of this course entitles the student to a diploma as a full graduate.—(Catalogues of these institutions.)

In these institutions and in the Andrew Female College, Huntsville, the Baylor Female College, Independence, the Nazareth Convent, Victoria, and the Waco Female College, Waco, are reported 71 instructors, with 536 students, 209 of these being in preparatory classes, 321 in the regular collegiate course, 4 in partial courses, and 2 post graduates. Three of the nine institutions have libraries of 400, 600, and 800 volumes. In 8 of them drawing, vocal and instrumental music were taught; in 7, painting and French; in 6, German; in 1, Italian, Latin, and Greek. Three had chemical laboratories; 4, philosophical apparatus, and 2, art galleries.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Number of students.		Property, income, &c.						Number of volumes in library.	
		Endowed professorships.	Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
Austin College*	7	3	25	95	\$60,000	\$5,000	\$500				a3,000
Baylor University	7	2	25	95	40,000	31,000	800	\$1,800	\$0	\$31,200	1,500
Henderson College	5		120		6,000	0	0	5,000	6		300
Marvin College*	7	0	90	23	30,000	0	0	3,500	0	0	
St. Joseph's College	7		100		30,000			2,000			2,000
Salado College	6	0	95	62	20,000	0	0		0	0	50
Southwestern University	9		18	71	40,000			3,500			a800
Texas Military Institute	6	0		79	75,000	0	0	7,000	0	0	a1,300
Trinity University	14		197	175	41,600	78,000	1,000	15,540			a4,461
University of St. Mary	9	0	65		25,000	0	0	5,000	0	0	300
Waco University*	13	1	190	130	18,000	13,000	1,000	9,000	0	0	2,350
Wiley University	3		180		5,000	2,000	200	61,200	420		a500

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

b From Freedman's Aid Society.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the *Texas Military Institute* there is a scientific course leading to the degree of Sci. B., which is conferred on such students as have graduated in the schools of mathematics, natural philosophy, chemistry, mineralogy, and geology, and English, and have obtained a certificate of proficiency in physical and descriptive geography.—(Catalogue of institute.)

Of the *Agricultural and Mechanical College* of the State no returns for 1875 have been received to indicate whether it is yet organized or not.

PROFESSIONAL.

Texas Medical College and Hospital.—This college, located at Galveston, was incorporated May 31, 1871. It is, in some sense, a State institution, the provisions of the charter liberal and ample. The legislature of 1873 gave a small donation to the hospital department, and further endowments were expected. In the plan of instruction adopted, clinical teaching constitutes an important and prominent feature. Regular clinics are held at the city hospital and at St. Mary's Infirmary, where many hundred cases are treated annually. Material for dissecting is supplied in abundance and at a very low rate.—(First announcement and circular of the college, 1873.)

In *Trinity University Law School* is a course "as extensive as most young gentlemen will take before commencing practice." Moot courts are held regularly, in which each student is drilled in the forms of pleading and practice.—(Catalogue for 1874-'75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Texas									
SCHOOL OF THEOLOGY.									
Baylor University, (theological department)	2		12	3-4					
SCHOOLS OF MEDICINE.									
Texas Medical College and Hospital.....	7		23	2	a\$500			\$3,190	60
American Dental College.....	9		13	3					

a Apparatus.

SPECIAL INSTRUCTION.

TEXAS INSTITUTION FOR THE BLIND.

This school for the unfortunate, located at Austin, makes report for 1875 of 53 inmates, under the instruction of 4 ordinary teachers and 3 teachers of music, besides a superintendent, matron, and shop manager.

In connection with the common English studies the pupils are taught broom and mattress making and the seating of chairs with cane and rattan. The library consists of about 150 volumes of serviceable books, with some others too old for use, and some files of magazines.—(Return to Bureau of Education, 1875.)

TEXAS INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB.

Situated opposite Austin, in Travis County, this school is under the control of a board of 5 trustees and a superintendent. It had 3 teachers and 46 pupils at the close of the year 1874-'75. Of the pupils, 26 were male and 20 female. No return is made of the branches taught in the literary department. In the industrial, gardening receives attention, and printing had been introduced at the date of the report, which was in the autumn of 1875. The State appropriation for the year was \$10,000, and the expenditure \$10,350. Value of grounds, buildings, and apparatus, \$55,000, including 57½ acres of land.—(Return to Bureau of Education.)

CHIEF SCHOOL OFFICIAL.

Hon. O. N. HOLLINGSWORTH, *State superintendent of public instruction, Austin.*

VERMONT.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of school age, (5-20).....	92,577
Number enrolled in schools during the school year.....	71,325
Number in average daily attendance.....	39,474
Average duration of school, (in days).....	120.9

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 665; females, 3,448	4,113
Average salary of male teachers per month.....	\$37 24
Average salary of female teachers per month.....	22 48

INCOME AND EXPENDITURE.

Receipts.

From local tax.....	425,958 69
From permanent fund, including rents of school lands.....	14,193 33
From other sources.....	40,006 05
Total	480,158 07

Expenditures.

For sites, buildings, and furniture.....	67,010 83
For salaries of teachers.....	437,471 27
For fuel, light, rent, repairs, and other miscellaneous items.....	60,562 47
Total	565,044 57

Expenditure <i>per capita</i> of school population.....	6 10
Expenditure <i>per capita</i> of pupils enrolled.....	7 92
Expenditure <i>per capita</i> of average attendance.....	14 32

—(From special return kindly furnished by Hon. Edward Conant, State superintendent of public instruction, for the school year ended March 31, 1876.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The first imperfect constitution, adopted in 1777 by the inhabitants upon the New Hampshire Grants, which was then the title of the settled portion of the State, contained no provision for educational institutions, although modeled in the main on the constitution of Pennsylvania, where schools for each county were to be established. In 1786, when something more nearly resembling a full State organization was effected, the Plan or Frame of Government, chapter II, section 41, declared that "Laws for the encouragement of virtue and prevention of vice ought to be constantly kept in force and duly executed. And a competent number of schools ought to be maintained in each town for the convenient instruction of youth, and one or more grammar schools be incorporated and properly supported in each county in this State."

PROVISIONS OF THE SCHOOL LAWS.

The school laws of the State having never yet been codified, reliance has to be placed, in the present brief sketch of their provisions, on such laws as are within reach and on a statement kindly prepared for the Bureau of Education by the late secretary of the board of education, a board existent from 1856 to 1874, but now abolished.

OFFICERS.

The officers of the school system, as now constituted, consist of a State superintendent of public instruction, town superintendents of schools, and district prudential committees, with other associated officers.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent of public instruction has the general supervision of the State normal schools, with the duty of visitation of them twice in each term. In connection with 3 examiners, appointed by the governor, he examines the candidates for gradua-

tion in these schools and determines their fitness for certificates of graduation. He has also the duty of holding a teachers' institute annually in each of the fourteen counties of the State, and a county convention of town superintendents also annually in each county; of examining, at the former, candidates for State certificates; of furnishing school registers for use in the State schools, with the necessary blanks for school returns and for certificates to be given by town superintendents to licensed teachers; of making biennially a report of the condition of education in the State; and of exerting himself in every way to secure a general interest in the proper training of the young. His salary is believed to be \$1,600, with allowance for the current expenses of his office.

Town superintendents, elected annually by the qualified voters of the several towns, have it as their duty to examine and license teachers; to visit, at least once in each year, all the legally organized common schools within their respective towns; to examine into the condition of such schools; to give advice to the teachers as to the government and course of studies; to use all needful measures for the improvement of the scholars in their learning, and for the due inspection and government of the schools; to receive and dispense the school census blanks and school registers furnished by the State superintendent, and to make to him an annual report. The town superintendents of each county are required by law to meet the State superintendent, at his call, for consideration of the interests of education in the county and for consultation as to the condition of the schools and the means for the improvement of them. Compensation: \$2 a day for all time necessarily spent in the discharge of duty, a reasonable sum for annual reports, and 10 cents a mile for necessary travel.

Prudential committees, consisting of either one or three legal voters in a school district, are chosen annually by the voters of the district at the district meeting on the last Tuesday of March. They look after the interests of the schools of their districts; select and hire teachers for them; provide them with the necessary furniture and fuel; see to the repair of them when necessary; and institute such grades and studies as may be required by the number and advancement of the scholars or seem to promise an improvement of the schools.

Towns may, however, abolish the district system and place all the public schools under the management of three or six directors, one-third elected each year for terms of three years. These directors then have general charge of the educational interests of their towns without the intervention of prudential committees. But few towns have taken advantage of this provision.

SCHOOLS.

The schools of the rural districts of the State are, for the most part, only primary in character. In the larger villages, in the cities, and in certain "central schools" the graded system is prevalent. To secure a wider extension of the advantages of this system, an act approved November 15, 1869, permitted any school district in the State in which an academy was located, or any district adjoining this, to authorize the prudential committee to make arrangements with such academy to instruct in it all or a part of the scholars belonging to the district in all studies required to be taught* in common schools, and such others as belong to the more advanced classes of graded schools. There are in all about 2,800 schools.

The school day is of six hours, the school week of five such days, the school month of four such weeks. The length of the school year varies greatly, not only in different counties in the State, but in different towns in the same county and in different districts in the same town, ranging from 20 to 42 weeks.

There are acts for compelling attendance at school at least three months of the year in the case of children between 8 and 14, and forbidding the employment of such in any mill or factory without such previous three months' attendance.

The University of Vermont, at Burlington, Middlebury College, Middlebury, and Norwich University, Northfield, though without any link of connection with the public schools, afford opportunities for higher education to the graduates of these. A State Agricultural College is connected with the university at Burlington, and, like the university, is open to young women as well as young men. For juvenile delinquents there is a State Reform School.

SCHOOL FUNDS.

The State has no permanent school fund. The foundation of one was laid in 1825, and was to accumulate till it amounted to a sum whose annual interest should be adequate to pay the expenses of keeping a good free common school in each district in the State for the period of two months annually. "In the year 1845," writes the late secretary of the board of education in his report for 1873-'74, "this fund had reached the sum of \$235,000. In that year the State, owing \$224,000 to this fund, cancelled the

*The studies required to be taught, according to section 19 of chapter 22 of the general statutes, are orthography, reading, writing, English grammar, geography, arithmetic, history and Constitution of the United States, and good behavior, with special instruction in the geography and history, constitution, and principles of government of the State of Vermont.

debt by appropriating the fund to its payment. Had this fund remained inviolate, it would now, at 6 per cent. simple interest, have amounted to \$517,100, and in the year 1890, at compound interest, to a sum the interest of which would support a common school in each district in the State for two months annually. But the State borrowed the fund to pay money borrowed by the State from the fund; that is, borrowed the fund and then repudiated the debt."

In this absence of a permanent school fund, the money to defray the expenses of the common schools is raised annually by direct tax on town and district, with, it is believed, some additions from school lands, from United States deposit fund, from gifts, and other sources. The total expenditure for all school purposes was, in 1875, \$565,044.57.

ELEMENTARY INSTRUCTION.

ABSENCE OF INFORMATION FOR THE YEAR.

The reports in this State being biennial, and that for 1873 and 1874 having had its main points presented in the Bureau report for the latter year, no further official information can be had respecting common school instruction till the winter of 1875-76.

TRAINING OF TEACHERS.

THE STATE NORMAL SCHOOLS.

At a special meeting of the State board of education, held in the city of Burlington on the 8th day of August, 1866, a written proposition was submitted to the board from the trustees of the Orange County grammar school for bringing the said school under the supervision and patronage of the State as a State normal school. The proposition was considered, and on the 17th day of November, 1866, an act passed the legislature of the State constituting and establishing at Randolph Centre a normal school for the State of Vermont, and authorizing the State board of education to establish, on certain conditions, not to exceed two other normal schools.

The standard of qualification for admission to these schools and the course of study to be therein pursued were adopted at a special meeting of the board held in St. Johnsbury, December 5-7, 1866.

At an adjourned special meeting of the board, held at Waterbury, February 18, 1867, the trustees of the Orange County grammar school informed the board by written communication that they had voted to accept the provisions of the act of November 17, 1866, to establish a State normal school at Randolph, and the necessary steps for this establishment were thus completed.

A written communication was also submitted from the trustees of the Lamoille County grammar school, proposing to the State board of education to make the said Lamoille County grammar school a State normal school for the third congressional district of Vermont. The board voted to accept the proposition, and thus was established the State Normal School at Johnson.

At a special meeting of the board, held at Castleton, August 22, 23, 1867, a written proposition to the board from the trustees of the Rutland County grammar school to make said institution a normal school was accepted, and the State Normal School at Castleton was accordingly established.—(Report of secretary of board of education for 1873 and 1874, pp. 209, 210.)

The amount of State appropriation to these schools for 1874-75 was \$1,500 for each: \$500 for assistant and \$1,000 for tuition in State scholarships of \$24 each. The number of years in the full course is, in each case, 3, but with the privilege of graduating at the close of a shorter course.

At Castleton, for that year, there were 6 resident instructors, 100 students, and 26 graduates; at Johnson, 5 resident instructors and 4 non-resident, 140 students, and 13 graduates; at Randolph, 5 resident and 2 non-resident instructors, 242 students, and 57 graduates. Drawing is taught in all the 3; vocal and instrumental music in the first 2, and "incidentally" in the third. All report the possession of more or less philosophical apparatus, and Castleton a chemical laboratory also, with "a shadow of one" at Randolph; Castleton possessing also a museum of natural history and a gymnasium, and Randolph a nucleus of the former.

Graduates from the shorter course of these schools are licensed to teach in the common schools of the State for 5 years; those who pass through the full course, for 10 years.—(Returns to Bureau of Education, 1875.)

TEACHERS' INSTITUTES.

Provision is made for the continued improvement of teachers by the holding of teachers' institutes, of three days each, in the several counties at least once in each year. The time, not to exceed five days, spent by any teacher of a common school in attendance upon such institute in the county in which such teacher may be employed is considered as time lawfully spent in the service of his district and in the legitimate performance of his contract as a teacher.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the number of these schools, the number of teachers in them, and the character and extent of the course pursued, there are no such statistics as could be desired. In the tables appended to the last State report there are enumerated 7,334 pupils engaged in higher studies; but whether these pupils are all in public high schools or in academies connected by contract with the State school system is not indicated.

OTHER SECONDARY SCHOOLS.

Here again full information fails us. The tables of the superintendent give 96 as the number of permanent academies, select schools, and other private schools, but do not show how many of them teach the higher branches or how many pupils are engaged in studying these. There are said to be 87 incorporated academies, county grammar schools, and academic departments of graded schools; but reports from only 26 of these had been received, and it is not stated how many of the 26 belong to the two latter classes.

Reports have been received by the Bureau of Education from 3 schools for boys, 3 for girls, and 20 for both sexes, all professing to be engaged in giving secondary training in 1875. In these schools were 115 instructors, with 2,647 pupils, 631 of whom were in classical studies, 138 in modern languages, 303 preparing for a classical course in college, and 39 for a scientific course. Drawing was taught in 19 of these schools; vocal music in 17; instrumental music in 21. Fourteen of them report chemical laboratories, 15 philosophical apparatus, and as many libraries of from 21 volumes to 3,100, the sum of all the volumes in the 15 libraries being 11,062.

In the preparatory department of one college also 10 students are reported, 9 of them preparing for a scientific course in the college.

SUPERIOR INSTRUCTION.

UNIVERSITY OF VERMONT, BURLINGTON.

Instruction is given here in three different departments, viz: The department of arts, the department of applied science, and the department of medicine.

The first of these comprises the usual academical course in languages, mathematics, physical sciences, philosophy, rhetoric, literature, and history. The other courses may be found under the head of scientific and professional instruction.

Students have full liberty to elect their courses; but beyond this options are not allowed to those who may be candidates for a degree, except that, to a limited extent, substitutions may be made by express permission of the faculty. The full course is of four years, and is open to young women upon the same conditions as to young men. They are, however, required to room and board in private families approved by the faculty. All are examined by two members of the faculty at the close of each study, or particular branch of study, besides a public examination at the close of the spring term in all the studies pursued during the year.

Among the advantages enjoyed are privileges of access to a library of 16,000 carefully selected volumes, to a museum and cabinets containing nearly 50,000 specimens, and to an art gallery composed of a choice collection of paintings, engravings, photographs, and casts intended to illustrate the history and progress of both ancient and modern art.—(Catalogue for 1875-76.)

OTHER COLLEGES.

Middlebury College, Middlebury, (Congregational,) has the usual four years academical course, in which instruction is given by text books during the freshman year and by lectures and text books during the three following years. At the close of each fall term there is a public examination of all the classes in the studies pursued during the term and at the close of the collegiate year another in all the studies of the year.

The college library of 11,000 volumes is being steadily enlarged, and efforts are on foot to make this enlargement more rapid and complete in the near future. There is also a cabinet of natural history containing 2,700 specimens in zoölogy, 400 in botany, and 1,500 in mineralogy.—(Catalogue for 1874-75.)

Norwich University, Northfield, (Protestant Episcopal,) has a classical and a scientific course, each of four years, and a special course in philosophy of three years, meant to meet the wants of those who wish to enter the profession of medicine or law but feel the need of a good preliminary training. There is also a college preparatory and business department, in which students may be fitted for the collegiate classes or for the pursuits of ordinary business.

In addition to the ordinary college studies, military instruction, both theoretical and practical, is given, especially in infantry and artillery tactics and drill, bayonet and

sword exercise, fortification, castrametation, reconnoissance, and guard and outpost duty.

The location of the college is said to be eminently beautiful and healthy.—(Catalogue for 1874-'75.)

SUPERIOR INSTRUCTION OF WOMEN.

The Vermont Methodist Seminary and Female College, Montpelier, is the only institution for superior instruction of young women reported to the Bureau for 1875 from this State. It makes return of 8 instructors and 166 students, 34 of these being in the preparatory department and 52 in the regular collegiate course.

The value of grounds, buildings, and apparatus is set at \$80,000. The regular course is four years, but there is also a three years' course differing from the longer only in requiring less attention to languages other than English. Latin and French are the other languages studied, but Greek may be substituted for French. Diplomas are awarded to all who complete either of these courses. Drawing and painting, and vocal and instrumental music are taught; and a chemical laboratory and philosophical apparatus add to these advantages.—(Return to Bureau of Education and catalogue for 1875.)

Statistics of a college and universities, 1875.

Names of college and universities.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Middlebury College	7	3	.....	53	\$125,000	\$180,000	\$12,181	\$600	80	\$52,000	13,900
Norwich University...	6	10	10	41	20,000	0	0	3,000	.....	0	3,000
University of Vermont..	8	1	0	90	129,400	29,250	1,800	5,600	0	12,500	16,021

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and scientific department of the University of Vermont forms the State Agricultural College, and presents a course in agriculture and related branches, one in theoretical and applied chemistry, one in civil engineering, and one in metallurgy and mining engineering. In addition to these, a literary scientific course has been arranged, coinciding substantially with the academic course, save that Greek is omitted and its place supplied by substitutions from the department of science. A laboratory course is also offered to such as are pursuing studies in the medical department and to teachers of academies who are required to give instruction in chemistry.—(Catalogue for 1875-'76.)

In the *scientific department of Norwich University* there is a course of 4 years, including mathematics and higher English studies, with German and Latin in the freshman year, and German or Latin in the sophomore. For the Latin in the freshman year may be substituted Anglo-Saxon in the first term, semi-Saxon in the second, and early English in the third.—(Catalogue for 1874-'75.)

MEDICAL.

The medical department of the University of Vermont opens to its students a medical course embracing three terms of 13 to 16 weeks each. To graduate in this school the candidate must be 21 years of age and of good moral character; must have studied medicine 3 years with a regular practitioner; must have attended two full courses of lectures in some medical school recognized by the American Medical Association, the latter of which must have been in this school; must write a thesis on a medical subject, and present it, with his graduation fee, one month before the close of the session, and must pass a satisfactory examination before the medical faculty and a board of medical examiners appointed by the State Medical Society.—(Catalogue for 1875-'76.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
University of Vermont and State Agricultural College.	7	.....	20	4	.....	.....	.....	\$855	.....
SCHOOL OF MEDICINE.									
Medical College of University of Vermont.	12	.....	62	2	\$15,500	\$0	\$0	4,200	0

SPECIAL INSTRUCTION.

HOME FOR DESTITUTE CHILDREN, BURLINGTON.

On the 3d of October, 1865, through the persevering efforts of an invalid, a little family of seven destitute girls was gathered in a small house in the city, and thus the foundation of a home for such was laid. A charter of incorporation for it was obtained in 1865, under the name "Home for Destitute Children," the object being to provide for this class a place of refuge; to supply their necessities; to promote their intellectual, moral, and religious improvement; and to fit them for situations of usefulness and self-support. As soon as the existence of such an institution became known, applications for admission to it poured in, and to some extent the means for meeting these were furnished. A larger house was purchased and immediately filled. A matron was obtained, and the work systematized.

In the summer of 1866 an opportunity was afforded for the purchase, at \$7,000, of the United States Marine Hospital, a fire-proof building, two stories in height and fifty feet square, with ten acres of ground attached. The building had cost the Government \$40,000 only ten years before. Trusting to the liberality of friends, the managers, July 16, 1866, assumed the responsibility of the purchase, and on the 8th of the following October found that they had sufficient room for 40 children. The building was consecrated to its new and sacred use November 26, 1866. Up to this time only girls had been admitted; now the managers decided to take children of both sexes. The means for this addition were obtained by personal solicitation of annual contributions from liberal friends, and until 1869 this was the sole reliance.

In 1867 a movement was made to establish a permanent fund of \$50,000, and a manager appointed from each county in the State to enlist the ladies of the State in general in the enterprise. By this means \$45,000 out of the \$50,000 has been raised, and a new building, erected at a cost of \$22,000, was dedicated September 29, 1875.

During the ten years of its work the home has received 276 children, who have been supported and educated at the low average annual expense of \$70 each.—(New-England Journal of Education, October 16, 1875, p. 178.)

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of the association was held at Burlington, February 3, 1876. Notwithstanding bad weather, there was present a goodly representation of teachers and school superintendents. The first subject discussed, after the address of welcome by President Buckham, was: "What can be done to enforce respect for authority among the pupils of our schools?" the next was, "How to teach English." Professor Perkins's address which followed was an earnest plea to teachers to include instruction in natural history in their daily course of instruction. The evening session was opened by a debate on the question "How shall history be taught in common schools?" Next came an address by Rev. C. B. Hulbert, of Middlebury College, in which

he took the position that the only hope for the perpetuity of our republic is the inculcation of religious teaching both in the home and the school. The exercises of the second day were commenced by the reading, by Mr. Pollen, of a paper on arithmetic, written by Professor G. N. Abbott, of Mercersburg, Pa. The questions treated of were, "What is the least time absolutely needful for the mastery of arithmetic; how shall the work be condensed into this time; and at what age shall the study be commenced?" Following the discussion of this topic, which was participated in by several gentlemen, Miss A. M. Guernsey presented a paper advocating the use of Shakspeare as a reading book in the school room. The need of a classical fitting school for Western Vermont was discussed by Rev. C. C. Torrey, Professor Goodrich and President Hulbert, after which J. S. Cilley, of Brandon, read a paper on "The relation of the school and the state." A series of specimen lessons in primary and intermediate school work was given by teachers of the Burlington public schools under the general supervision of Superintendent C. J. Alger, when Mr. Fuller, of St. Johnsbury, explained the aims and plans of the New-England Journal of Education and commended it to the support of the teachers. A discussion on the proper order and proportion of studies in intermediate and grammar schools was opened with a paper by J. W. Dunham, and continued orally by Superintendent Alger and others. A paper discussing "The relations of our public schools to pauperism and crime," was presented on Friday evening by Rev. Dr. J. H. Worcester, after which Professor Edwin D. Sanborn, of Dartmouth College, addressed the association on "The origin and characteristics of the English language." On Saturday, after a business meeting, Hon. Edward Conant, State superintendent of instruction, addressed the association upon the Vermont school system, Mrs. O. H. Kile, of Essex, read a lively and interesting paper on "Self culture," and Rev. L. G. Ware presented a very entertaining one on "Genteel English." Before adjournment several resolutions were adopted, among them one commending to the continued support of Congress the National Bureau of Education, and one repeating a previous request of the association that the proceeds of the sale of public lands be applied to the promotion of education.—(New-England Journal of Education, February 12, 19, 26, 1876, pp. 82-83, 94-95, 106-107.)

CHIEF SCHOOL OFFICIAL.

Hon. EDWARD CONANT, *State superintendent of public instruction, Burlington.*

VIRGINIA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number between 5 and 21 years of age :

In cities: white, 26,024; colored, 20,330.....	46,354
In counties: white, 254,125; colored, 182,310.....	436,435
In the State: white, 280,149; colored, 202,640.....	482,789

Pupils between 5 and 21 years of age :

In cities: white, 7,599; colored, 4,507.....	12,106
In counties: white, 121,946; colored, 50,434.....	172,380
In the State: whites, 129,545; colored, 54,941.....	184,486

Number in average daily attendance :

In cities: white, 4,954; colored, 2,947.....	7,901
In counties: white, 69,102; colored, 26,924.....	96,026
In the State: white, 74,056; colored, 29,871.....	103,927
Number supplied with text books at public expense.....	4,025
Number over 21 years of age: white, 385; colored, 196.....	581

Percentage of school population enrolled :

In cities: white, 29.2; colored, 22.2.....	26.1
In counties: white, 48.0; colored, 27.7.....	39.5
In the State: white, 46.2; colored, 27.1.....	38.2

Percentage of school population in average daily attendance :

In cities: white 19.0; colored, 14.5.....	17.0
In counties: white, 27.2; colored, 14.7.....	22.0
In the State: white, 26.5; colored, 14.7.....	21.5

Percentage of attendance on average monthly enrolment :

In cities: white, 83.1; colored, 89.....	88.6
In counties: white, 75.2; colored, 72.3.....	74.4
In the State: white, 76; colored, 73.5.....	75.3

Average number of pupils in average monthly enrolment to each teacher :

In cities.....	42
In counties.....	32
Cost of tuition per month per pupil enrolled: in cities, 92 cents; in counties, 66 cents.....	.70
Cost of tuition per month for each pupil in average attendance: in cities, \$1.41; in counties, 49 cents.....	1.25
Whole cost of education per month per pupil enrolled: in cities, \$1.18; in counties, 83 cents.....	.89
Whole cost of education per month for pupils in average attendance: in cities, \$1.81; in counties, \$1.50.....	1.58

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools :

In cities: white, males, 34; females, 158.....	192
In cities: colored, males, 4; females, 17.....	21

Total number of teachers in cities.....

In counties: white, males, 2,326; females, 1,205; total white, 3,531; colored, males, 347; females, 171; total colored, 518.....	4,049
In the State: white, males, 2,360; females, 1,363; total white, 3,723; colored, males, 351; females, 183; total colored, 539.....	4,262

Average monthly salary from all sources :

In cities: males, \$84.07; females, \$44.75.....	\$52 45
In counties: males, \$30.47; females, \$27.80.....	23 16
In the State: males, \$33.52; females, \$28.71.....	30 43

SCHOOLS AND SCHOOL PROPERTY.

Number of public schools :*	
In cities † for whites, 129; for colored pupils, 70.....	199
In counties : for whites, 2,942; for colored pupils, 994.....	3,936
In the State : for whites, 3,121; for colored pupils, 1,064.....	4,185
Average number of months that schools were taught : in cities, 9.69; in counties, 5.42.....	5.59
Number of graded schools included in the 4,185 reported : for whites, 108; for colored pupils, 47.....	155
Number of schools yet needed, at an average of 15 pupils each.....	953
Number of log school houses, 2,101; of frame, 1,617; of brick, 129; of stone, 38.....	3,885
Number with good furniture.....	676
Number owned by districts.....	1,256
Number built during the year.....	292
Value of school property owned by districts.....	\$757,181 00

INCOME AND EXPENDITURE.

Receipts.

From property and capitation tax during the year.....	\$423,000 00
From balance on hand September 1, 1874.....	23,022 14
From interest on literary fund.....	65,490 44
From apportionments of 1873-'74 unexpended by districts.....	6,198 19
	<hr/>
	517,710 77
Deduct \$6,062.33, refunded by order of legislature to claimant of an escheated estate, and \$10 to escheator.....	6,072 33
	<hr/>
	511,638 44

Expenditures.

For current needs :	
Pay of teachers.....	\$726,300 37
Rent, fuel, &c.....	99,301 09
Pay of superintendents.....	46,668 47
Pay of treasurers and assessors.....	25,588 08
Pay of district clerks.....	19,473 32
Expenses of central office.....	6,787 14
	<hr/>
	\$924,118 47
For permanent improvements :	
Real estate, buildings, and furniture.....	94,582 40
School apparatus.....	2,695 81
	<hr/>
	97,278 21
Total expenditure.....	<hr/>
	1,021,396 63
Of this amount there was received—	
From State funds.....	\$478,750 46
From local taxation.....	463,414 09
From Peabody fund, and private gifts.....	77,232 13
	<hr/>
	1,021,396 63

SUPERINTENDENTS OF SCHOOLS.

Number of county superintendents.....	89
Average number of visits to schools.....	62
Average number of teachers examined.....	50
Average number of official letters written.....	195
Average number of miles travelled on official business.....	845
Average number of days employed.....	145
Average amount of incidental expenses†.....	\$73 43
Average salary from State.....	292 59
Average salary from State, less incidentals.....	219 16
Average salary from county.....	150 14
Average salary from State and county.....	442 73
Average salary from State and county, less incidentals.....	369 30
Net per diem from State.....	1 51

* Counting each grade of one teacher in a graded school as a school.

† Only first class cities (of 10,000 and upward) included, unless otherwise mentioned.

‡ These expenses are not paid out of public funds, but out of superintendents' private purses.

Net per diem from all sources	2 55
Number of city superintendents.....	8
Average number of visits to schools	901
Average number of teachers examined.....	21
Average number of official letters written	175
Average number of days employed	191
Average amount of incidental expenses*.....	\$20 69
Average salary from State	231 49
Average salary from city	845 42
Average salary from State and city, less incidentals.....	1, 056 22

STATISTICS OF PRIVATE SCHOOLS.

Number of pupils between 5 and 21 years, attending private schools, (primary and high):	
In cities: white, 5,688; colored, 1,225	6, 913
In counties: white, 13,778; colored, 2,594	16, 372
In the State: white, 19,466; colored, 3,819.....	23, 285
Number attending colleges, white, 1,880; colored, none†.....	1, 880
Number of teachers in private schools:	
White: males, 454; females, 775	1, 229
Colored: males, 33; females, 57	90
Total white and colored	1, 319
Whole number of pupils attending school, (public and private: †)	
White, 149,011; colored, 58,760	207, 771
Whole number of teachers, public and private:	
White, 4,952; colored, 629	5, 581

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VII, section 1, of the constitution as amended in 1870, provides for the appointment in each county of a superintendent of schools; provided, that counties containing less than 8,000 inhabitants may be attached to adjoining counties for the formation of districts for superintendents of schools; provided, also, that in counties having 30,000 inhabitants, there may be an additional superintendent. Section 3, that each township be divided into school districts, no district to contain less than 100 inhabitants. In each district there shall be elected annually one trustee, who shall hold office for three years, provided, that at the first election three trustees shall be elected, whose terms shall be one, two, and three years, respectively.

Article VIII, section 1. The general assembly shall elect, within 30 days after its organization under this constitution, and every 4 years thereafter, a superintendent of public instruction. Section 2. There shall be a board of education, composed of the governor, superintendent of public instruction, and the attorney-general, which shall appoint, subject to confirmation by the senate, all county superintendents, and remove the same for cause. Section 3. The general assembly, at its first session under this constitution, shall provide a uniform system of public free schools, and for its gradual, equal, and full introduction into all the counties of the State, by the year 1876, or as much earlier as practicable. Section 4. The general assembly shall have power, after a full introduction of the public free school system, to make laws preventing parents and guardians from allowing their children to grow up in idleness and vagrancy. Section 5. The general assembly shall establish, as soon as practicable, normal schools, and it may establish agricultural schools, and such grades of schools as may be for the public good. Section 6. The board of education shall provide for a uniformity of text books, and the furnishing of school-houses with necessary apparatus and library. Section 7. The general assembly shall set apart as a permanent and perpetual "literary fund" the present literary funds of the State, the proceeds of all public lands donated by Congress for public school purposes, of all escheated property, of all waste and unappropriated lands, of all property accruing to the State by forfeitures and fines, and such other sums as the general assembly shall appropriate. Section 8. The general assembly shall apply the annual interest of the literary fund, the capitation tax for school purposes, and an annual tax upon property of not less than 1 nor more than 5 mills on the dollar, for the equal benefit of all the people of the State, the number of children between 5 and 21 years in each school district being the basis of such divis-

* These expenses are not paid out of public funds, but out of superintendents' private purses.
 † The 243 at Hampton Normal and Agricultural Institute not included, that not being reckoned a college.
 ‡ Not including those attending college, or over 21 years of age.

ion. Provision shall be made to supply public school pupils with text books where the parent or guardian is unable, by reason of poverty, to furnish them. Each district may raise additional sums by a tax on property not to exceed in any one year 5 mills on the dollar, for the support of public free schools. Section 9. The general assembly shall have the power to foster all higher grades of schools under its supervision, and to provide for such purpose a permanent educational fund. Section 10. All grants and donations for educational purposes are to be applied according to the terms of the donors. Section 11. Each city and county shall be held liable for the destruction of school property within its limits by incendiaries or open violence. Section 12. The general assembly shall fix the salaries and prescribe the duties of all school officers, and make all needful laws to carry into effect the public school system provided for by this article.

PROVISIONS OF THE SCHOOL LAW.

From The School Law of Virginia, codified for office use. Richmond, R. F. Walker, superintendent of public printing, 1873.

OFFICERS OF THE PRESENT SYSTEM.

A board of education, a superintendent of public instruction, county superintendents of schools, district school trustees, county school boards, city boards of education, and city superintendents, are the authorities provided for by law to administer the public free school system.

POWERS AND DUTIES OF THESE OFFICERS.

The board of education is composed of the governor, who is *ex officio* president, the superintendent of public instruction, and the attorney-general. The duties of the board are to make by-laws and regulations for its own government, and for carrying into effect the school laws; to observe the operations of the public school system and suggest to the general assembly any improvement therein; to invest the school funds; to appoint and remove district trustees, also county superintendents, subject to confirmation by the senate; to decide appeals from decisions of the superintendent of public instruction; to determine the necessary contingent expenses of the superintendent's office; to audit all claims to be paid out of the State funds; to approve the appointment of a clerk by the superintendent of public instruction, who shall also act as secretary of the board; to regulate all matters arising in the administration of the school system, which are not otherwise provided for; and to punish county superintendents for neglect of duty or official misconduct by fine, suspension, or removal. The board is required to make an annual report to the legislature, on or before the first day of December, covering the annual report of the superintendent of public instruction, giving an account of the operations of the board during the year ending the preceding 31st day of August, and especially showing the condition of the literary fund, and making suggestions concerning the same.

The superintendent of public instruction, elected by the general assembly for a term of four years, is the chief executive officer of the public free school system. It is his duty to see that the school laws and regulations are faithfully executed; to determine the true intent and meaning of the school laws, and to explain to school officers the duties enjoined upon them; to prepare blank forms and regulations for making reports and conducting business under this act, and by circulars and otherwise give such information as he may deem conducive to the proper organization and government of the public free schools; to require of county superintendents detailed annual reports, and of all school officers special reports whenever he may deem it necessary; to make tours of inspection among the public free schools throughout the State; to decide, subject to an appeal to the board of education, all appeals from the decisions of county superintendents, or, at his discretion, he may refer the matter to the board of education; to keep on file in his office copies of all decisions of himself and the board, as well as of all his official acts; to preserve all school books, documents, apparatus, maps, charts, and all other matter of educational interest that may be sent to his office; to prepare annually and as much oftener as necessary a scheme for apportioning the annual school fund among the cities and counties according to the number of children between 5 and 21 years of age in their respective school districts; to submit annually to the board, on or before the 1st day of November, a detailed report of his proceedings for the year ending August 1, exhibiting a plain and statistical account of the receipts and expenditures for public schools, and their condition and progress. He is at liberty, and it is his duty, to offer suggestions to the board of education and the general assembly, at any time the public interest may seem to him to require it. His compensation is \$2,000 per annum.

County superintendents, appointed by the board of education and confirmed by the senate for a term of three years, have the duties of explaining the school system upon all suitable occasions, and of promoting an interest in education among the people by all proper means in their power; of annually preparing a scheme for the distribution of school moneys among the districts of their counties; of examining all applicants for

license to teach; of promoting the improvement and efficiency of teachers by all proper methods under directions from the superintendent of public instruction; of visiting and examining all schools under their care; of keeping a record of their acts and filing all official papers; of requiring reports from district trustees; and, on or before the 15th day of September, of making to the superintendent of public instruction an annual report containing such particulars as may be prescribed and called for—a brief abstract of these annual reports to be furnished to every newspaper in their respective counties. Their salaries are fixed by the board of education, but in no case shall such salary exceed \$350 per year, except by voluntary additional compensation from the people.

District school trustees, three in number, appointed by the board of education for each district for three years, the term of one expiring each year, explain and enforce the school laws and regulations; employ and dismiss teachers; suspend or dismiss pupils when necessary; supply text books to the pupils not able to buy them; call meetings of the people, and consult together concerning school interests; lay before the county board estimates of amounts necessary for schools during the year; visit the schools; manage and control school property of their counties; make a report to the county superintendents on or before September 8. They are exempt from serving on juries, from working on roads, and from militia service in time of peace.

County school boards, composed of the county superintendent and the trustees of the several districts of the counties, are the custodians of the school funds of each county, and it is their duty to invest all school funds, and to see that in the disposition of donations the wishes of the donors are carried out. They also examine the books and vouchers of all county treasurers and boards of school trustees as to the receipts and payments on account of public free schools, and where any irregularity is discovered in the accounts of any school officer, institute such proceedings as they deem necessary.

City boards of education, appointed by the council of each city, not exceeding three from each ward or school district, for terms of three years each, one-third going out each year, have the same powers and duties in their respective cities as ordinary boards of district trustees. The municipal authorities of any city have the power of raising such sums of money as may be deemed necessary by a tax, provided no such tax on property shall in any one year exceed three mills on the dollar, and no capitation tax shall exceed fifty cents for all purposes.

City superintendents, appointed by the city boards of education in cities of 10,000 or more inhabitants, or in cities situated in counties the population of which, exclusive of the cities, is 15,000, are the executive officers of the city boards of education. They receive pay from the State in like proportion to county superintendents, but without limit to the amount which they may receive from the city.

THE SCHOOLS.

An average attendance of 20 pupils is required in order to constitute a school supported wholly by public funds. The average may be as low as 15 when not more than two-thirds of the teacher's pay is drawn from State funds. It may be reduced to 10 when not more than one-third of the pay comes from the State. Schools must be taught five months during the year to enable them to draw money from the State. All public schools are free to all persons between 5 and 21 residing in the district in which they are situated. In every public free school there are taught orthography, reading, writing, arithmetic, grammar, and geography; and no other branches shall be introduced except as allowed by special regulations of the board of education. Preference is given to graded schools. A uniform series of text books is required to be used in all county public schools, and the primary schools of all cities, except Richmond, Petersburg, and Norfolk. The board of education must guard against too great a multiplication of schools.

SCHOOL FUNDS.

The permanent school fund of the State, known as "the literary fund," consists, as provided in the constitution, of the literary funds existing before the establishment of the present school system, of the proceeds of public lands donated by Congress for public school purposes, of all escheated property, of all waste and unappropriated lands, of property coming to the State by forfeiture, of all fines collected for offenses committed against the State, of donations made for the purpose, and of such other sums as the general assembly may appropriate.

The funds applicable annually to the establishment and maintenance of public schools consist of: (1) State funds, embracing the annual interest on the literary fund, a capitation tax of not more than a dollar per annum on every male citizen over 21, and such tax on property (not to be less than one mill nor more than five mills on the dollar) as the general assembly may order; (2) county funds, embracing such tax as may be levied by the board of supervisors, fines and penalties imposed on delinquent school officers or teachers, and donations, or the income therefrom; (3) district funds, embracing such tax as may be levied by the supervisors of the county for the purposes of the schools districts; (4) aid from Peabody fund and private donations.

The school revenue from these various sources, including income of permanent fund and unexpended balances of taxation was, in 1875, reported to be \$1,215,354.18.

ELEMENTARY INSTRUCTION.

EDUCATIONAL CONDITION.

The year's progress is said to have been satisfactory. The addition of 10,611 to the public school attendance, and of 283 to the number of schools, was more than there was reason to expect. In many counties there is a steady improvement in the qualifications of teachers. In other counties it is feared this is not the case, and the wish is expressed that the school authorities in each county had leave to employ even a small amount for the improvement of teachers.

As a means of educating the people, the superiority of public over private instruction is sufficiently demonstrated by the recent history of education in Virginia. Previous to 1870, the people were dependent chiefly upon private schools for primary instruction. Many poor children had their tuition paid from the literary fund, and there were nine counties where there were some public schools. For higher instruction the State supported two institutions. The number of pupils attending schools of all sorts in the counties now composing Virginia was as follows: year 1850, 51,808; 1860, 67,024; 1870, 53,974; but how small is the number, when compared with the attendance of 1875, it being 207,771. If the colored pupils be thrown out of the calculation, we have for 1860, (all white,) 67,024; in 1875, white pupils, public and private, 149,011. This contrast is sufficiently striking, but it should be remembered that of the number attending schools in 1860, the tuition of 31,516 was paid out of the literary fund, their parents being too poor to pay anything. Deducting this number from the number attending schools in 1860, we have as the net result of private school instruction, in the best year of the history of the State, 35,508 pupils.

It is not pretended that the public school system has reached any high degree of efficiency; but more than three times the number of children are now seen going to school in Virginia than were ever seen going before. And if this gain can be made in the first five years, what may not be hoped for by the end of the next five?—(State report 1875, pp. 82, 83.)

SUMMARY OF REPORTS.

Seventy-nine counties report a gain in public sentiment concerning public schools during the year; 26 report no change, and 4 report unfavorably. Ninety-nine counties and cities report improvement or prospect of improvement in school-houses; and 10 report no improvement.

In 92 counties the meetings of county school boards were held according to law; and in 7 counties meetings were held, but not according to law.

In 77 counties and cities the accounts of the treasurers and the records of the district boards were reported satisfactory; in 32 counties and cities the accounts were reported not satisfactory. In 46 counties and cities regular meetings of the district school boards were held; in 64 counties and cities the meetings were not regular. Ninety-seven counties think the new scheme of subdistricting unsuitable; and 2 counties think it suited to their wants.

The following suggestions as to changes in the school law or regulations of the board of education are made: 26 counties and cities suggest a per diem to trustees, and 10 counties ask for a yearly appropriation for teachers' institutes; 3 ask for a law requiring the supervisors to levy the amount asked for by the county board; 3 desire a law requiring clerks to give monthly statements to superintendent of receipts and disbursements; 2 ask for a longer school term; 4 suggest that the capitation tax be increased; 3 think the school boards should have exclusive control of school affairs. Thirty-one counties and cities make no suggestions, 2 do not answer the questions; 1 suggests that district boards be abolished, and that county boards consist of one paid member from each district. In 68 counties and cities educational meetings were held; in 36, not held; in 3 this question unanswered.—(State superintendent's report 1875, pp. 51, 52.)

APPROPRIATIONS FROM PEABODY FUND.

Lynchburg, \$2,000; Alexandria, \$2,000; Staunton, \$1,800; Portsmouth, \$1,500; Manchester, \$1,350; Charlottesville, \$900; Christiansburg, \$900; Hampton Normal School, (colored,) \$800; Richmond Normal School, (colored,) \$800; teachers' institutes, \$800; Salem, \$750; Hollins Institute, \$500; Woodstock, \$650; Fincastle, \$600; Midlothian, \$600; Strasburg, \$450; Liberty, \$450; Chatham Hill, \$450; Goodson, \$450; Barracks Institute, \$450; Lincoln School, (colored,) \$350; Bland County, \$300; Buchanan, \$300; Culpeper, \$300; Leesburg, \$300; Wytheville, \$300; New Hope, \$300; Hillsville, \$300; Berryville, \$300; Falls Church, \$300; Saltville, \$300; Cripple Creek, \$300; Matoaca, \$300; Abingdon, \$300; Liberty Hall, \$300; Antioch School, \$300; Hollywood School, \$300; Butler School, (colored,) \$200; Educational Journal, \$200; total amount received by Virginia from the Peabody fund, \$23,750.—(State report 1875, p. 53.)

Comparative statement showing the condition of the schools for the year ending July 31, 1875, as compared with that of the four preceding years.

[State report, page 80.]

	1871.	1872.	1873.	1874.	1875.
Whole number of public schools	3,047	3,695	3,696	3,902	4,185
Whole number of graded schools	0	107	123	155	155
Whole number of pupils enrolled	131,088	166,377	160,859	173,875	184,486
Whole number of pupils in average daily attendance	75,732	95,488	91,175	98,857	103,927
Percentage of school population enrolled	31.8	40.5	37.9	39.8	38.2
Number of teachers in public schools	3,084	3,853	3,757	3,962	4,262
Number of school houses owned by districts	190	504	764	1,034	1,256
Value of public school property	\$211,166	\$389,380	\$524,638	\$682,500	\$757,181
Average number of months schools were taught	4.66	5.72	5.22	5.40	5.59
Cost of tuition per month per pupil enrolled	\$0.74	\$0.70	\$0.75	\$0.74	\$0.70
Average monthly salary of teachers	29.86	29.81	32.00	32.64	30.48
Whole cost of public education for current expenses	587,472	816,812	814,494	873,145	924,118

CITY SCHOOL SYSTEMS.

ALEXANDRIA.

Officers.—The school board is composed of three members from each ward, one of whom goes out each year, a president being chosen from among the members of the board and a clerk from among the citizens. The board employ a superintendent of schools.

Statistics.—There appear from the tables to be 4 school-houses, with 7 grades in each, the total enrolment being 931; the average monthly enrolment, 745; the average attendance, 670; the monthly percentage of attendance, 90. A comparison of the enrolment and average attendance, taken from observations made on the last day of each year since the schools were commenced, in 1871, shows an increase of 20 per cent. in the enrolment and 16 per cent. in the attendance in the five years. This increase has been in very large proportion in the schools for colored children, and that, too, in spite of violent opposition on the part of some of their race to attendance in the public schools.

The receipts of the school board for the 11 months ending July 1, 1875, were \$14,369.49; the expenditures for school purposes, \$13,364.20; leaving a balance of \$1,005.29 in the treasury.

Parish schools.—The parish schools connected with two Protestant Episcopal churches in the city are said by the superintendent to have rendered much service to the cause of free education during the year, proportionately lessening the burdens of the taxpayers. One of these schools had in it during the year 109 children; the other, 168.

Teachers' meetings.—A teachers' institute held in August, 1875, with the aid of State Superintendent Newell, of Maryland, and monthly meetings of teachers, at which school methods and school management were discussed, are said to have proved greatly useful.—(Report of Superintendent R. L. Carne for 1874-'75.)

LYNCHBURG.

Officers.—A school board of nine members, three for each ward, one-third being changed each year, and a city superintendent of schools elected by the board. The board elects also its own chairman and clerk—the city superintendent, A. F. Biggers, serving at present in the latter office.

Statistics.—Population, of school age, (5-21,) 4,093; enrolled in public schools, 1,486; average daily attendance in these, 873; school rooms for study and recitation, 30; for recitation only, 4; school buildings, 7; sittings for study in these, 1,100; teachers employed, 23—of whom 11 were males and 17 females; salaries of teachers: minimum for assistants, \$400; maximum for principal, \$1,100; salary of superintendent, \$1,300. Receipts for public schools, \$19,116.61; expenditures, \$18,696.08. Expense per capita of average daily attendance, \$21.13.

The estimated enrolment in private and parochial schools is 416. No other statistics of these are given.

Notes.—There appear to be seven grades, of one year each, below the high school, devoted to the ordinary studies of primary and grammar schools. The high school course is of three years. In all the divisions drawing and vocal music are taught, as far as the superintendent may deem expedient and practicable.—(Organization, Rules, and Regulations of School Board of Lynchburg, and return to Bureau of Education, 1875.)

RICHMOND.

Officers.—A school board, composed of nine members, three from each district into which the city is divided, has general control of the city schools. The board elects

from among its members a secretary and supervisor of school property, and from without a superintendent of city schools. The mayor of the city is *ex officio* president. One-third of the elected members of the board are changed each year.

Statistics.—Population of the city, 72,500; number of school age, (5-21,) 20,754; number enrolled in public schools, 4,898; average daily attendance, 4,297. Number of different public school buildings, 13; of public school rooms for study and recitation, 100, besides 6 for recitation only; number of sittings for study in public schools, 5,024; number of teachers, including principals, 111; average daily attendance per teacher, 39. Salaries of teachers, \$270 to \$1,350; salary of superintendent, \$2,000. Total receipts for public schools, \$70,044.98; expenditures the same. Average expense per capita of children taught, including everything, \$16.64. Value of school property, \$215,000.

Enrolment in private and parochial schools, 4,194; number of school rooms for study and recitation used by these schools, 105; for recitation only, 10. Number of sittings for study in these rooms, 2,940; number of teachers employed, including principals, 126.

Notes.—In the public schools there has been an increase of 181 in enrolment, and of 293 in average attendance over the session of 1873-74.

The public schools consist of 70 primary and of 23 grammar schools, with 1 high school. There have been 10 grades below the high school, but it is proposed to reduce these to 9, and, if possible, to 8.

Fifteen of the former pupils of the high school are among the teachers in the public schools, and it is hoped that ere long a normal and training school for the special preparation of teachers for the schools may be added to the city system.—(Report of Superintendent J. H. Binford, for 1874-75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State has not yet established any institution for the training of white teachers. The only facilities afforded for such training are the normal courses provided by some few of the colleges. Roanoke College, at Salem, includes in its curriculum a course for the preparation of teachers, which is under the immediate supervision of the president of the college. Students entering this department have the privilege of taking any studies they may wish in the college classes without additional charge. Two colleges for ladies, Hollins Institute and Marion Female College, also include normal courses in their curricula.

The Hampton Normal and Agricultural Institute is accomplishing an important work in the education of teachers for the colored schools. The report of the principal for 1874-75, says of its graduates: "They have, as a class, faithfully and successfully taught their race, and have won the esteem of their southern neighbors, who have treated them with marked kindness and justice. It has not yet been possible to supply the demand for colored teachers; hundreds are needed in Virginia alone." The school reports for 1875 a total of 18 instructors and 243 students in a three years' course, 39 graduates in the last year, and 36 of these engaged in teaching. Vocal and instrumental music are taught.

A Richmond normal school for colored youth reports 5 instructors and 118 students in a three years' course, in which drawing and vocal and instrumental music are among the branches taught. The school graduated 18 students in 1875, and has in all 52 of its graduates teaching in different fields. One at Petersburg, under the care of the Rev. G. B. Cooke and four assistants, numbered 150 pupils in 1875.—(Returns to Bureau of Education, 1875.)

TEACHERS' INSTITUTES.

In the absence of State normal schools, efforts are made to improve the teachers by means of institutes and kindred meetings held in the counties in which they are employed. In 1874-75 it appears that such educational gatherings were held in 68 counties and cities, the meetings in some instances being monthly, in others quarterly, and in yet others from two to seven times a year.—(State report, p. 50.)

EDUCATIONAL JOURNAL.

The influence of a well conducted paper, devoted to the discussion of school methods, discipline, and studies, can hardly fail to be improving to the teachers who peruse its pages. Important practical questions relating to the teacher's work come up in it for notice, and are sometimes treated with much ability. Mistakes of young teachers are thus often happily corrected. Knowledge of all school matters is increased. The good examples or good advice of veterans in the work aid those who still are novices; and, as a general rule, the intelligence and usefulness of a teacher may be determined pretty accurately from the number and character of the educational papers which he reads.

In this line the Educational Journal of Virginia, the official organ of the educational association of the State and of the State superintendent of instruction, has rendered valuable service, and, like other kindred papers published elsewhere, may be reckoned almost equal in influence to a teacher's training school.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In how many of the 155 graded schools reported by the State superintendent there were high school departments in 1875 does not appear. Nor do high schools present themselves in the returns received from the cities of the State, except at Richmond and Lynchburg. In both of these the course covers three years, embracing Latin and French or German in the former, and Latin and French, with the option of Greek or German in the latter. The enrolment in the Richmond school in 1875 was 237; that in Lynchburg not given.

OTHER SECONDARY SCHOOLS.

Returns from 26 private schools engaged in secondary training of boys, of girls, or of both sexes, indicate the presence of 95 teachers and 1,409 pupils; 401 of whom were, in 1875, in classical studies, and 223 in modern languages, 121 preparing for a classical course in college and 40 for a scientific course. In 8 of these schools was taught drawing; in 10, vocal music; in 12, instrumental music. Three report chemical laboratories; 12, philosophical apparatus. Three of the schools for boys and three for girls report libraries of 150 to 1,000 volumes, the number of volumes in the 6 libraries being 3,050.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Three schools, largely devoted to the preparation of students for college, report for 1875 as follows: Instructors, 9; students, 126; preparing for classical course in college, 57; for a scientific course, 23. Two of these schools have libraries of 200 and 850 volumes; two report chemical laboratories; one has philosophical apparatus; and all three have gymnasiums for physical exercise.

In the preparatory departments of colleges appear 158 male students, 40 of whom are reported to be preparing for a classical collegiate course, and 25 for a scientific one.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

One business college in Richmond makes return of a course of one year in book-keeping, arithmetic, commercial law, and commercial English branches; 1 instructor and 47 students.—(Return to Bureau, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE.

In this institution there is no curriculum or prescribed course of study to be pursued by every student, whatever his previous preparation or special objects. In establishing the University of Virginia, Mr. Jefferson, for the first time in America, threw open the doors of a university in the true sense of the name, providing as amply as the available means would permit for thorough instruction in independent schools in all the chief branches of learning, assuming that the opportunities for study thus presented were privileges to be voluntarily and eagerly sought, and allowing students to select for themselves the courses they might choose. The university furnishes, besides its professional departments, instruction in eleven separate schools, viz: (1) Latin, (2) Greek, (3) modern languages, (4) moral philosophy, (5) history, general literature, and rhetoric, (6) mathematics, (7) natural philosophy, (8) general and applied chemistry, (9) applied mathematics, engineering, and architecture, (10) analytical and agricultural chemistry, and (11) natural history, experimental and practical agriculture.

In order to encourage the study of scientific and practical agriculture in Virginia, and thus promote the farming and planting interests of the State, 40 farmers' scholarships (one for each senatorial district) will be open next session in the university, in addition to the 50 State scholarships now existing under the law. These scholarships will be tenable for two years, and will afford free tuition in the schools of natural history and agriculture, general and industrial chemistry, agricultural chemistry, (with a prescribed course of analytical chemistry in connection with it,) natural philosophy, mathematics, and history and English literature. These scholarships will be conferred on those who are unable to incur the expense of their education, whose parents cannot furnish the means for it, and who will declare their intention to become *bona fide* farmers or planters.

No honorary degrees are conferred by the university; a satisfactory examination is the necessary preliminary for every degree it grants.

Of the 368 students attendant on its schools in 1874-'75, Virginia furnished 186. The others represented 21 different States of the Union, with 1 from Wiesbaden, Germany, and 1 from the Prussian capital.—(Catalogue of 1874-'75.)

OTHER COLLEGES.

EMORY AND HENRY COLLEGE, EMORY, (METHODIST EPISCOPAL.)

This college, secluded amidst the mountains in the southwestern portion of the State, on the line of the Virginia and Tennessee Railroad, has a classical course of four years, a select scientific course, a special business course, and a preparatory course. Special attention is given to the English language and literature.—(Catalogue for 1874-'75.)

HAMPDEN SIDNEY COLLEGE, PRINCE EDWARD COUNTY, (PRESBYTERIAN.)

The old four years' curriculum is still retained here also, as best adapted, in the view of the authorities, for a truly liberal education. But as everything cannot be taught within four years, the effort is not to do all that may be desirable; only to do well and thoroughly what is professed to be done.

There is a German course of two years, independent of the ordinary college course.—(Catalogue.)

RANDOLPH MACON COLLEGE, ASHLAND, (METHODIST EPISCOPAL.)

The course of study here is distributed into separate schools, as the school of Latin, that of Greek, English, French, German, pure mathematics, applied mathematics, natural science, chemistry, physiology and hygiene, moral philosophy and metaphysics, biblical literature and Oriental languages. After an experience of many years in testing both methods, that of a prescribed and that of an elective course of study, the faculty are satisfied that the latter possesses great advantages over the former. The method of instruction is by text books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower or returned from higher to lower classes, until the professor, to whose school they belong, considers them qualified to advance. The degrees conferred are: graduate in a school, distinguished graduate, bachelor of science, bachelor of arts, and master of arts. The government of the college is not by arbitrary restraint, but by the cultivation of moral principles—a plan that has borne such good fruit that it is believed to be far superior to any system of special restrictive rules. Of the 215 students in 1874-'75, there were 134 from Virginia, the remainder being from 13 different States and the District of Columbia.—(Catalogue, 1874-'75.)

RICHMOND COLLEGE, RICHMOND, (BAPTIST.)

The course of study is arranged in eight separate and independent schools, viz: Latin, Greek, modern languages, English, mathematics, physics, chemistry, and philosophy. The faculty of instruction and government consists of coequal professors, one of whom is annually chosen to be the chairman and chief executive officer. While allowing each student, under their advice, to select such studies as are most important in qualifying him for his future pursuits, the faculty always encourage a regular and complete course. Every student is required to attend at least three schools. The academic degrees conferred are those of B. Lit., B. S., B. A., and M. A., the latter only on such students as have obtained diplomas in all the eight academic schools, and have passed satisfactory general examinations in review on all the subjects embraced therein.—(Catalogue for 1874-'75.)

ROANOKE COLLEGE, SALEM, (LUTHERAN.)

This college offers, besides the regular college classes, preparatory, select, and normal courses, the latter being under the immediate supervision of the president of the college. Students entering this department have the privilege of taking any studies they may wish in the college classes, without additional charge. Of the 167 students attendant for the year 1874-'75, it appears that 40 were in select and normal courses and 43 in the preparatory department.—(Catalogue, 1874-'75.)

WASHINGTON AND LEE UNIVERSITY, LEXINGTON, (NON-SECTARIAN.)

The course of study here is divided into 13 distinct departments, from which students, under the advice of the faculty, may select any studies which they may be prepared to attend. These departments are: (1) Latin, (2) Greek, (3) modern languages, (4) English language and philology, (5) moral philosophy, (6) history and literature, (7) English literature, mathematics, (8) applied mathematics, (9) natural philosophy, chemistry, (10) mineralogy and geology, (11) applied chemistry and mining, (12) civil and mining engineering, and (13) law and equity. A summer school has been organized to enable students to make up special deficiencies, or to enter advanced classes at the beginning of the next session, and also to afford facilities to teachers who may wish to devote their vacations to study.

Students are encouraged, as far as possible, to complete some one of these several courses. The degrees of B. A., Sc. B., and Ph. B., which are the collegiate degrees of the university, are founded upon these respective courses of study, and each embraces a combination of required with elective studies, so as to allow the largest liberty consistent with thorough culture. The degree of master of arts is founded upon the highest attainments in the several departments. The degree of doctor of philosophy is in-

tended to encourage post graduate study. The professional degrees of civil engineer, mining engineer, and bachelor of law are attached to the several professional schools. No degrees are conferred except upon examination and recommendation by the faculty. Number of students, 196, of whom 63 were from Virginia, the remainder representing 17 other States.—(Catalogue for 1874-'75.)

WILLIAM AND MARY COLLEGE, WILLIAMSBURG, (NON-SECTARIAN.)

This venerable institution still holds upon its way, endeavoring, amidst many discouragements, to repair the losses sustained by it during the war. Disentangled from all sectarian control, it seeks to fill its place as the college of the eastern section of the State. The subjects taught in it are Latin, Greek, mathematics, natural philosophy, chemistry, geology, mineralogy, physiology, moral and intellectual philosophy, belles-lettres, French, and German.

COLLEGES FOR WOMEN.

Nine institutions for the superior instruction of women have been heard from through their annual catalogues or in reply to circulars of inquiry. The facts respecting them are as follows :

Albemarle Female Institute, at Charlottesville, (non-sectarian,) comprises in its course schools of literature, design, and music. Art is taught in a thorough and practical manner, not altogether as an accomplishment, but as affording a suitable avenue for employment. Special attention is bestowed on those who wish to study art as a profession. The importance of physical exercise is recognized, and the gymnasium is supplied with the best apparatus. The college confers degrees.—(Catalogue of the institute, 1874-'75.)

Farmville College, Farmville, (Methodist Episcopal Church South,) reports an attendance of 90 students. The course of instruction includes music, (vocal and instrumental,) drawing, painting, French, and German.—(Replies to inquiries, 1875.)

Hollins Institute, Botetourt Springs, (Baptist.)—The collegiate department embraces 7 distinct schools, in any one of which the pupil may graduate. These are (1) the English, (2) the ancient, (3) the modern languages and literature, (4) mathematics, (5) natural science, (6) mental and moral science, and (7) history. There are also normal and ornamental departments, the latter including music, (both vocal and the use of three instruments,) drawing, and painting. The college confers degrees.—(Catalogue, 1874-'75.)

Marion Female Institute, Marion, (Evangelical Lutheran,) reports 75 students engaged in primary, preparatory, academic, collegiate, and normal departments.—(Catalogue, 1874-'75.)

Martha Washington College, Abingdon, (Methodist Episcopal,) with 81 pupils, has preparatory, ornamental, and collegiate departments, the latter being arranged in 7 schools, including those of ancient and modern languages and English literature. The ornamental department comprises schools of music and of drawing and painting. Degrees are conferred.—(Catalogue, 1874-'75.)

Petersburg Female College, Petersburg, (Methodist,) was established in 1854, by 48 gentlemen of the city, with the view of providing the highest grade of instruction for young women in the more solid as well as in the ornamental branches. The studies in the collegiate department are elective, and are classified into 8 schools, including those of Latin, French, German, and music. Primary and preparatory courses are also provided.—(Catalogue, 1874-'75.)

Southern Female College, Petersburg, claims to be not denominational, though under the supervision of the Methodist Church South. The course of study comprises, among other schools, those of Latin, German, French, and music. Elocution and English studies receive special attention.—(Catalogue, 1874-'75.)

Virginia Female Institute, Staunton, was established over 26 years ago as a first class institution. It is authorized to confer collegiate degrees. The course of study has grown with the wants of the age, and at present is embraced in 10 schools, from which pupils may select such studies as suit their taste or limited time, or they may pursue them in regular order to the attainment of a full diploma of the institute. To obtain this, pupils must pass an examination in history and English literature, mathematics, natural and moral science, and Latin or some modern language. Much attention is paid to physical exercise, which is taken regularly, subject to the advice of the two skilful physicians in whose care the institution is placed.—(Catalogue, 1874-'75.)

Wesleyan Female Institute, Staunton, (Methodist Church South,) confers collegiate degrees. Latin, Greek, four modern languages, music, and art form a part of the extensive course provided here. Each pupil is allowed to choose those studies which may be best suited to her taste, but, in order to obtain a full diploma, must be graduated in mathematics, two languages, (either an ancient and modern or two modern ones,) natural philosophy, chemistry, history, English literature, and moral philosophy.—(Annual announcement, 1874-'75.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
College of William and Mary.	8	0	18	68	\$40,000.	\$55,000.	\$4,500	\$850	.....	\$15,000	5,000
Emory and Henry College.	6	0	87	89	130,000	0	0	9,628	\$0	0	213,560
Hampden Sdney College.	5	5	0	79	72,000	88,000	5,280	700	5,000	75,000	27,100
Randolph Macon College*.	11	0	.....	235	70,000	25,000	1,500	11,875	0	0	211,000
Richmond College.	7	.....	0	145	150,000	100,000	7,000	6,000	0	.....	29,000
Roanoke College.	10	.....	53	122	60,000	.....	.....	6,000	.....	.....	215,500
University of Virginia.	12	.....	.....	526	.....	.....	.....	.....	15,000	.....	40,000
Washington and Lee University.	15	.....	0	196	150,000	125,000	7,500	3,825	0	2,485	216,000

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

AGRICULTURAL AND MECHANICAL COLLEGE.

The attempt to adapt the work in this institution to the needs of farmers and mechanics has been successful. A great majority of the students are sons of men engaged in farming or in trades, youths who have worked and expect to work at those industries. The number, which was 132 the first year and 197 the second, was, in the third, 222. They came from every part of the State, 80 counties and towns being represented, while 10 were from other States.

The plans proposed in order to secure cheap living have been carried out successfully. Nearly 100 students lived in messes, at a cost per month that averaged less than \$6.50 for the session of 10 months, having free tuition and free quarters. The rates paid by the others varied between \$10 and \$12 a month for table board, and \$13 to \$15 for that and lodging, which last is the highest price that has ever yet been paid by a student.

Besides the unpaid work done by the regular daily details, from which no student was exempt, except for physical disability, all the other work that could be supplied was eagerly taken by the students, being paid for at the rate of 10 cents an hour or 75 cents a day, less being allowed to the smaller and less skilful youths, and more, rising to 18 cents an hour, to those having skill in trades or to those who showed great efficiency in directing the work of parties under their charge. The system exacts labor from every student, furnishes paying work to the neediest, and tends, by the mess system, to inculcate and foster economy and self help. Each year one or two or more students have met their whole expenses by the earnings from their work, and numbers have earned a considerable part of their expenses.

In the mechanical department, a two-story shop of 60 by 30 feet was finished and furnished with a steam engine of eight horse power, circular and vertical saws, lathes, forges, work benches, and tools. A school of telegraphy was also equipped and started, and photographic apparatus provided.

The military instruction required by the conditions of the congressional land grant is confined to drill in the school of the soldier, the company, and the battalion.

Plans were adopted for two college buildings of 135 by 45 feet, of two stories, with high basements; for a dwelling house for the president and one for a professor; and the corner-stone for the new buildings was laid August 12, 1875, with masonic rites and great rejoicings. On that day diplomas were delivered to the first class of graduates that the college has sent out, 12 in number, 6 of whom were declared graduates in the school of agriculture, 3 in that of mechanics, and 3 in those of agriculture and mechanics.—(Report of President C. L. C. Minor, in report of State superintendent, pp. 56, 57.)

SCIENTIFIC DEPARTMENT OF WASHINGTON AND LEE.

The school of civil and mining engineering in Washington and Lee University, with its course in mathematics, natural philosophy, astronomy, chemistry, mineralogy, ge-

ology, and modern languages, includes special instruction in drawing, architecture, topography, and full practice in field work and use of instruments. The degree bestowed upon graduates is that of C. E.

The course for the degree of mining engineer in Washington and Lee includes, besides the course of civil engineering, that of applied chemistry, with experiment and practice in analysis, assaying, metallurgy, and special instructions on tunnels, shafts, arches, and chemistry applied to manufacture, agriculture, and the mechanic arts.—(Catalogue of university.)

VIRGINIA MILITARY INSTITUTE, LEXINGTON.

The system of instruction and government in this important school is distinctive, and is founded upon that of the United States Military Academy at West Point. As soon as a young man enters the institution it assumes entire control of him, and not only directs his moral and intellectual education, but provides everything required for his personal wants or comfort. He is lodged, boarded, and taught within the walls, his clothing, books, and other supplies being furnished by the quartermaster at cost. If sick, he is under the special care of the surgeon, with hospital and other facilities for nursing care. It is claimed that the energy, system, subordination, and self reliance which the military government of the institute cultivates give a practical character to the education which it supplies.

The special school of applied science in the institute is arranged in the following courses, which may be prosecuted separately or in combination: (1) A course of architecture, (2) a course of civil engineering, (3) a course of machines, (4) a course of mining, (5) a course of metallurgy, (6) a course of analytical and applied chemistry, and (7) a course of agriculture.—(Official register, 1874-75.)

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

This school for the colored race is a little more than seven years old, during which time the admissions have been: boys, 342; girls, 221; total, 563. The number of these who have been engaged in teaching is: boys, 103; girls, 48; total, 151. The number of students from Virginia for 1874-75 was 152; the total number 243, of whom 154 were boys and 89 girls. The boys, among other occupations, are employed as farmers, printers, painters, carpenters, coopers, and shoemakers. The girls are engaged principally in household work and in sewing. They have had the opportunity to learn the use of several different sewing machines, and many have become good operators. An improvement in this respect is reported over last term, some of the senior class having made specimen garments very creditably. A large amount of work has been done, and it has been of better quality than formerly.

The present annual running expenses of the school, including necessary repairs and new outfit, are about \$35,000. To make ends meet requires, besides the State appropriation, about two months' effort on the part of the principal, with the constant labors of the financial secretary, whose time is devoted chiefly to the endowment fund, the interest of which shall finally maintain the school. The trustees have undertaken to raise \$200,000 for this purpose. The large sum needed for building has heretofore checked the growth of the endowment fund.

Student's labor is twofold in its object: instruction and production, knowledge and support. This involves much non-productive labor, and is a direct tax upon the cash income. The employment of ninety young men on the farm costs yearly a thousand dollars more than would ordinary labor hired to do the same work. Paying unskilled boys is good for them, but not for the balance sheet. The farm must stand the loss, for its work is to educate rather than to make money. The question is not, "Does the farm support itself?" but, "What does it do for the students?"

Most of the students are detailed for labor one school day in each week, and for the half or whole of Saturdays. A few work under contract. Needy students are provided with extra days' work. During the summer vacation of three and a half months, nearly all are engaged in teaching, farming, or hotel service, in order to pay their old debts or to provide for the next term's needs. There has always been a right spirit regarding work, it being held in proper esteem, while it is also in steady demand. The average age and manual skill of students are diminishing. Fewer come who have felt the pressure of slavery; more enter from the common schools. There is less earnestness than formerly, but better preparation and equal, if not superior, average ability. The capacity of the institution is limited to 300 boarders and 50 day scholars. The average attendance at present is 200, and is increasing.

The yearly admissions are about 100, of which number from 40 to 50 may be expected to graduate. Some are dropped for incapacity or bad conduct or are called home by friends. Some are too dull to keep up with their classes and are not carried beyond the second year. These are capable of teaching primary schools and sometimes rank with the best of the graduates in strength of character and in usefulness.—(Report of C. C. Armstrong, principal, in report of State superintendent for 1875, pp. 63-71.)

PROFESSIONAL.

LAW.

The law department of the University of Virginia comprises two schools, one of common and statute law and one of equity, mercantile and international, constitutional and civil law and government. The instruction given is thorough and practical, the means used being text books, lectures, daily examinations, and moot courts, where, under the supervision of the professors, the student is required to pronounce opinions upon supposed cases, to devise and institute remedies by suit or otherwise, to conduct suits at law and in equity from their inception through all their stages, to draw wills, conveyances, and other assurances, and, in short, to perform most of the functions of a practising lawyer.

The private summer course of law lectures which has been maintained here for six years past, having proved beneficial to a large class of persons, will be vigorously continued in the future.—(Catalogue of University of Virginia, 1874-'75.)

The school of law and equity at Washington and Lee University furnishes instruction in the principles of the law of real and personal property, in the system of equity jurisprudence, and in the forms and practice in the courts of law and equity. It is a leading purpose here to show to the student the dependence of municipal, constitutional, and international law upon the fundamental principles of natural law, to trace the history of the municipal law of England, to develop the principles of the science of government, and especially to present historically a view of the British and American forms of constitutional government. The historic and judicial interpretation and construction of the Federal Constitution are fully developed.—(Catalogue of Washington and Lee University, 1874-'75.)

MEDICINE.

The medical department of the University of Virginia is organized on the same general plan as are its other departments, the distinctive features of which are claimed to be comprehensiveness and thoroughness of instruction, and the graduation of the student upon satisfactory evidences of attainments only, without regard to the length of time he may have been attending the lectures. An experience of more than 40 years has fully tested the excellence of the plan. The equipment of the department in apparatus, specimens, and drawings is extensive and excellent, and the collection of paintings for the illustration of the lectures on anatomy, physiology, and surgery, several hundred in number, is unequalled, it is claimed, by anything of the kind in the United States.—(Catalogue of university.)

THEOLOGY.

The Richmond Institute, (Baptist,) intended to prepare students for either teaching or preaching, requires of all candidates for admission evidence of good moral character and of ability to read readily in the Fourth Reader. Once admitted, they are trained as circumstances require. In the theological department instruction is given largely by lectures and discussions, which embrace systematic theology, evidences of Christianity, biblical geography and antiquities, interpretation of Scripture, church polity, composition and delivery of sermons, &c.—(Catalogue for 1874-'75.)

The Theological Seminary of the Diocese of Virginia (Protestant Episcopal) requires of every candidate for admission either a diploma from some college or university, or an ability to translate and parse some Greek and Latin author, and to stand a satisfactory examination on natural, intellectual, and moral philosophy. He must then enter the junior or lowest class at the commencement of the session, or stand a satisfactory examination on the studies that have been pursued by the higher class into which he may seek admission. The full course of study occupies three years in the Hebrew of the Old Testament, the Greek of the New, ecclesiastical history, evidences of revealed religion, interpretation of Scripture, systematic divinity, church polity, and pastoral theology, with constant exercise in essay writing and composition and delivery of sermons.—(Catalogue for 1874-'75.)

Union Theological Seminary (Presbyterian) makes nearly the same requisitions on its entering students, and carries them, after entrance, through nearly the same course as the Theological Seminary of Virginia.—(Catalogue for 1874-'75.)

The same is believed to be the case with the theological seminary of the Lutheran church, from which no printed report has been received.

Statistical summary of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Hampton Normal and Agricultural Institute.	20	.....	a208	3	\$183,848	\$136,087	\$12,323	\$0	1,289
New Market Polytechnic Institute .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture, (University of Virginia.)	7	.....	29	.....	.....	.....	.....	.....	.....
School of Civil and Mining Engineering, (Washington and Lee University.) ^b	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia Agricultural and Mechanical College.	7	.....	225	3	*49,947	*172,000	*20,685	*560	*750
Virginia Military Institute.....	18	.....	225	4	330,000	40,000	2,200	c17,000	d5,500
SCHOOLS OF THEOLOGY.									
Richmond Institute	3	.....	45	4	50,000	8,000	.....	.....	1,900
St. John's Theological Seminary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Theological Seminary of the Evangelical Lutheran Church.	3	.....	11	3	.....	.....	.....	.....	500
Theological Seminary of the Protestant-Episcopal Church.	5	.....	51	3	100,000	115,000	8,000	.....	10,000
Union Theological Seminary of the General Assembly.	4	4	74	3	50,000	223,000	2,000	.....	10,000
SCHOOLS OF LAW.									
Law School, (University of Virginia)	2	.....	93	1	.....	.....	.....	5,000	3,000
School of Law and Equity, (Washington and Lee University.)	2	.....	17	1,2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical College of Virginia	14	.....	37	2	60,000	.....	e1,500	5,000	1,000
Medical School, University of Virginia....	5	.....	50	1	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

a Also 35 preparatory students.

b Reported with classical department.

c Also \$15,000 State appropriation.

d Includes society library.

e State appropriation.

SPECIAL INSTRUCTION.

VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

"The report of this most useful institution for the year ending September 30, 1875, shows every department to be in good condition. There were 142 pupils on the roll last year: 100 deaf-mutes and 42 blind. The studies of the deaf-mute department are language, arithmetic, geography, history, grammar, natural and moral science, Scripture lessons, penmanship, composition, drawing, and painting; those of the blind: embossed alphabet, embossed reading lessons, arithmetic on boxes, mental arithmetic, English grammar, history, geography with raised maps, mathematics, physics, French, and music. It seems that the blind are carried further into liberal studies than the deaf-mutes. The length of the curriculum in either case is not given."—(Official department of Virginia Educational Journal, March, 1876, p. 209.)

The pupils are taught various handicrafts, those of the deaf-mutes being cabinet-making, carpentering, shoemaking, tailoring, type-setting, printing, and book-binding; those of the blind, mattress-making, broom-making, mat-making, and cane-seating of chairs. The receipts from shops and pay pupils have been \$1,692.

There are 7 instructors in the deaf-mute department, 1 being a deaf-mute, while in the department for the blind there are 5 instructors and 3 blind employés. The institution has a cabinet and apparatus for illustration of natural philosophy, and a library for both departments of 1,600 volumes.—(Direct report to Bureau for 1875.)

EDUCATIONAL CONVENTIONS.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

The tenth annual meeting of this association took place at White Sulphur Springs, commencing on July 13, 1875, and continuing four days. The attendance, it is estimated, was about two-thirds of what has been usual for several years, yet all who were there went at some sacrifice, and not from mere curiosity, but because they felt an interest.

The first day was mostly occupied by the reading of the minutes of the previous meeting, the election of officers for the ensuing year, and the arrangement of the order for receiving reports from the various special and standing committees. The subjects embraced by these reports covered a wide range, and were all of practical interest to educators. The first committee reporting was one on "Methods and discipline;" then followed "Physical culture in schools for girls and boys," "The comparative disciplinary value of linguistic and scientific studies," "Instruction in moral and mental science," "Instruction in Greek," "Elocutionary training in schools," "The comparative merits of the curriculum and elective system in colleges," "Instruction in mathematics," and "Instruction in history." All these subjects were quite fully discussed by members present, after the reports were received, in an eminently practical, courteous, and interesting manner. The discussion of Dr. Atkinson's report on "The comparative merits of the curriculum and the elective system in colleges" excited much interest, opening as it did for consideration the proper relation of university, college, and secondary school.

An address was delivered by R. G. H. Kean, esq., on "The public economy of the higher education," which was highly appreciated by the association. A resolution was passed thanking the speaker and requesting him to furnish a copy of the address for publication and wide circulation.

A history of the origin and early years of the association, drawn up at the request of the body, by W. T. Davis, principal of the Southern Female College, was read by the secretary.

The presentation of the report of the committee on the Educational Journal was followed by resolutions heartily approving of the management of the Journal and declining to accept the resignation of the editor, Mr. H. H. Davis. The executive committee were instructed to appoint twenty-four special contributors to the Journal each of whom is to report at the next meeting the amount of work done by him.—(Educational Journal of Virginia, August, 1875, pp. 441-452, 466.)

LIST OF SCHOOL OFFICIALS IN VIRGINIA.

Hon. W. H. RUFFNER, *State superintendent of public instruction, Richmond.*

STATE BOARD OF EDUCATION.

Name.	Term.	Post-office.
His excellency James L. Kemper, governor, president	Jan. 1, 1874-'78	Richmond.
Hon. R. T. Daniel, attorney-general.....	Jan. 1, 1874-'78	Richmond.
Hon. W. H. Ruffner, State superintendent of public instruction.	Mar. 15, 1874-'78	Richmond.

SUPERINTENDENTS OF COUNTIES AND CITIES.

[Term, 3 years for all county superintendents from January 1 succeeding election.]

County or city.	Superintendent.	Post-office.
Accomac	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria, (county and city) ..	Richard L. Carne	Alexandria.
Alleghany and Craig.....	Z. F. Nutter	Newcastle.
Amelia	M. F. T. Evans	Paineville.
Amherst	Samuel M. Garland	Amherst Court House.
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	Ro. S. Hamilton	Staunton.
Bath and Highland	J. Kenney Campbell	Spruce Hill.
Bedford	Sidney L. Dunton	Liberty.
Bland	William Hicks	Bland Court House.
Botetourt.....	G. Gray	Fincastle.
Brunswick.....	B. B. Wilkes	Charlie Hope.
Buchanan.....	Thomas W. Ratliff	Grundy.

List of school officials in Virginia—Concluded.

County or city.	Superintendent.	Post-office.
Buckingham	William Merry Perkins	Buckingham Court House
Campbell	R. T. Lemmon	Castle Craig.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	Sam. P. Christian	Providence Forge.
Charlotte	William W. Read	Charlotte Court House.
Chesterfield	B. A. Hancock	Black Heath.
Clarke	William M. Nelson	Millwood.
Culpeper	Robert E. Utterback	Jeffersonton.
Cumberland	Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie Court House.
Elizabeth City and Warwick	George M. Peek	Hampton.
Essex	Henry Gresham	Tappahannock.
Fairfax	D. Mc. Chichester	Fairfax Court House.
Fauquier	L. L. Lomax	Warrenton.
Floyd	C. M. Stigleman	Floyd Court House.
Fluvanna	P. J. Winn	Fork Union.
Franklin	W. A. Griffith	Rocky Mount.
Frederick	W. H. Gold	Winchester.
Giles	George W. Hines	Newport.
Gloucester	William E. Wiatt	Gloucester Court House.
Goochland	O. W. Kean	Northside.
Grayson	Fielding R. Cornett	Elk Creek.
Greene and Madison	William A. Hill	Rapidan Station.
Greenville and Sussex	W. H. Briggs	Hicksford.
Halifax	Henry E. Coleman	South Boston.
Hanover	J. B. Brown	Goodall's.
Henrico	Daniel E. Gardner	Richmond.
Henry	G. T. Griggs	Martinsville.
Isle of Wight	E. M. Morrison	Smithfield.
James City and York	James H. Allen	Burnt Ordinary.
King and Queen and Middlesex	J. Mason Evans	Church View.
King George	William E. Baker	Shiloh.
King William	John Lewis	King William Court House.
Lancaster and Northumberland	Meriwether Lewis	Litwalton.
Lee	William A. Orr	Jenesville.
Loudoun	John W. Wildman	Leesburg.
Louisa	L. J. Haley	Harris.
Lunenburg	Robert M. Williams	Lunenburg Court House.
Lynchburg	A. F. Biggers	Lynchburg.
Mathews	Thomas B. Lane	Mathews Court House.
Mecklenburg	Edward L. Baptist	Boydton.
Montgomery	George G. Junkin	Christiansburg.
Nansemond	R. L. Brewer	Belleville.
Nelson	Patrick H. Cabell	Variety Mills.
Norfolk County	John T. West	Lake Drummond.
Norfolk City	R. L. Page	Norfolk.
Northampton	John S. Parker	Eastville.
Nottoway	T. W. Sydnor	Bellefont.
Orange	Jaq. P. Taliaferro	Orange Court House.
Page	E. J. Armstrong	Luray.
Patrick	James A. Taylor	Patrick Court House.
Petersburg	F. P. Leavenworth	Petersburg.
Pittsylvania	G. W. Dame	Danville.
Portsmouth	James F. Crocker	Portsmouth.
Powhatan	P. S. Dance	Powhatan Court House.
Prince Edward	B. M. Smith	Hampden Sidney College.
Prince George and Surry	W. H. Harrison	Gareysville.
Princess Anne	Edgar B. Macon	London Bridge.
Prince William	W. W. Thornton	Brentsville.
Pulaski	W. W. Wysor	Newbern.
Rappahannock	Henry Turner	Woodville.
Richmond and Westmoreland	Thomas Brown	Hague.
Richmond City	James H. Binford	Richmond.
Roanoke	W. W. Ballard	Salem.
Rockbridge	J. L. Campbell	Lexington.
Rockingham	Joseph S. Loose	Harrisonburg.
Russell	E. D. Miller	New Gardea.
Scott	Robert E. Wolfe	Rye Cove.
Shenandoah	John H. Grabill	Woodstock.
Smyth	D. C. Miller	Marion.
Southampton	James F. Bryant	Franklin Depot.
Spottsylvania	John Howison	Fredericksburg.
Stafford	R. L. Cooper	Stafford's Store.
Staunton City	J. J. Ladd	Staunton.
Tazewell	(Vacancy)	Tazewell Court House.
Warren	M. P. Marshall	Front Royal.
Washington	A. L. Hogshead	Osceola.
Wise	Joseph Phipps	Osborn's Gap.
Wythe	James D. Thomas	Wytheville.

WEST VIRGINIA.

GENERAL STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons between 6 and 21: Males, 96,354; females, 83,543...	179,897
Number enrolled in schools during the year	115,300
Number in average daily attendance	79,002

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in public schools, 1874-75: Males, 2,677; females, 784.....	3,461
Average monthly salary of male teachers	\$35 03
Average monthly salary of female teachers	30 77

SCHOOLS AND SCHOOL PROPERTY.

Number of school-rooms, exclusive of those used only for recitation....	3,245
Average duration of schools in days	92.5
Estimated value of sites, buildings, and other school property.....	\$1,605,627 15

INCOME AND EXPENDITURE.

Receipts.

From State tax.....	194,791 32
From local tax.....	541,090 98
Interest on permanent fund, including rents of school lands.....	17,595 20
Total	753,477 50

Expenditures.

For sites, buildings, and furniture.....	121,047 38
For libraries and apparatus	2,796 92
For salary of superintendent and clerk	2,500 00
For salaries of teachers.....	541,358 83
For fuel, light, rent, repairs, &c.....	47,457 46
Total	715,160 59

Expenditure <i>per capita</i> of school population.....	2 92
Expenditure <i>per capita</i> of pupils enrolled in public schools.....	4 68
Expenditure <i>per capita</i> of average attendance.....	7 19

—(Return of Hen. B. W. Byrne, State superintendent of free schools, for 1874-75.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VII, section 1, of the constitution as amended in 1872, provides for the election of a State superintendent of free schools, who shall hold office for 4 years; article X, that there shall be a poll tax of \$1, and also a tax on property not to exceed 95 cents on the \$100. Article XII, section 1: The legislature shall provide for a thorough and efficient system of free schools. Section 2 gives the State superintendent general supervision over the free schools of the State. Section 3 says "the legislature may provide for county superintendents and such other officers as may be necessary to carry out the objects of this article, and define their duties, powers, and compensation." Section 4 declares, in substance, that the existing permanent and invested school fund, and all money accruing to the State from forfeited, delinquent, waste, and unappropriated lands, and from lands heretofore sold for taxes and purchased by the State of Virginia, if hereafter redeemed or sold to others than this State; all grants, devises, or bequests to the State for educational purposes, or where the purpose is not stated; this State's proportion of the Virginia literary fund, and all money and property which the State shall have the right to claim from Virginia for educational purposes; the proceeds of the estates of all intestates without heirs; the proceeds of taxes on the revenue of corporations; all money paid for exemption from military service, and all appropriations by the legislature for the purpose, shall constitute the "school fund" and shall be invested in such interest-bearing securities as shall be approved by the governor, State superintendent of free schools, auditor, and treasurer, who are hereby constituted "the

board of the school fund." Section 5 requires the legislature to appropriate for the support of free schools the interest of the school fund, the net proceeds of all fines and forfeitures and of the taxes provided for by this constitution, and also to provide that the people in each county and district shall raise such a proportion for the support of schools therein as shall be prescribed by law. Section 6. That the present school districts shall remain until changed by law. Section 7. Levies for free schools must be reported to the clerk of the county and be collected by the sheriff. Section 8. White and colored persons shall not be taught in the same schools. Section 9 provides that no person connected with the public free school system or any institution under State control shall be interested in the sale, proceeds, or profits of any book or other thing to be used therein; but this shall not apply to any work written or thing invented by such person. Section 10. That no independent free school district shall be organized without the consent of the district or districts out of which it is to be created. Section 11. That no appropriation shall be made to any State normal school or branches thereof, except such as are now in operation or chartered. Section 12. That the legislature shall foster and encourage moral, intellectual, scientific, and agricultural improvement, and, whenever practicable, make suitable provisions for the blind, mute, and insane, and for the organization of such institutions of learning as the best interests of general education in the State may demand.

PROVISIONS OF THE SCHOOL LAW.

From School Law of West Virginia, passed April 20, 1873. Charleston, Henry S. Walker, public printer.

OFFICERS OF THE PRESENT SYSTEM.

A State superintendent of free schools, county superintendents, county boards of examiners, district boards of education, secretaries of the boards, and subdistrict trustees are the authorities provided for by the school laws.

POWERS AND DUTIES OF THESE OFFICERS.

The *State superintendent of free schools*, elected by the voters of the State for a term of four years, is required to be a person of good moral character, of temperate habits, of literary acquirements, and skill and experience in the art of teaching. His duties are to cause to be prepared all forms and blanks necessary to secure a uniform operation of the public free school system throughout the State, and to forward the same to county superintendents for distribution; to furnish all school officers with a copy of the school laws, and such forms and instructions as he may judge expedient; with an aim to improve the system of the State, to collate and acquaint himself with the systems and results of free schools in other States and countries; to recommend the best methods of instruction; and to sign requisitions on the auditor for State school money. He is required, on or before the first day of January in each year, to make a report to the governor in regard to the condition of the schools, embracing such statistics, compiled from county superintendents' reports and other authentic sources, as may show the working of the system, together with such plans for improvement as he may have matured. The constitution fixes his salary at \$1,500 per annum and all necessary expenses, not to exceed \$500 in any one year.

County superintendents, elected by the voters of their respective counties for a term of two years, must possess the same qualifications as the State superintendent. Their duties are to visit all schools at least once, note the course and method of instruction in each, and give such directions and advice as may be expedient; to encourage the formation of teachers' institutes and attend the meetings thereof; to distribute all papers and documents from the State superintendent, and to serve as the organ between him and the several boards of education. They are required, on or before the 30th day of September, to transmit to the State superintendent an abstract of the reports of the trustees and secretaries of the boards of education of their counties, together with a detailed report showing the condition of the schools under their charge, noting all deficiencies and suggesting their remedies, giving their opinions of the school law and the amendments needed thereto, and also reporting such districts as have failed to make the enumeration of the youth or levy of tax, as required by law. Their compensation must not exceed \$300 in any one year.

County boards of examiners, composed of the county superintendent and 2 experienced teachers, appointed by the presidents of the several district boards of education of each county for one year, meet twice each year to examine all applicants for the teachers' profession and grant certificates to all applicants of good moral character and qualified to teach the branches required. They issue five grades of certificates, each valid for one year. They receive \$3 each for every day employed.

District boards of education, composed of a president and 2 commissioners in each district, elected for two years, have the control of school matters for their districts; determine the number and location of the schools to be taught; see that a sufficient number of primary schools are kept in every subdistrict, and that competent teachers be employed therein; submit it to a vote whether the schools shall be continued

longer than four months, and cause an enumeration of the children between the ages of 6 and 21 years to be made, (distinguishing between male and female and white and colored.)

Secretaries of the district boards, elected by the several boards, have the duty of keeping a full record of all the meetings of their boards, and posting an abstract of the same on the door of the place of meeting within three days after any meeting; of making reports to the county superintendents, compiled from the minutes of the boards and the reports of the trustees, and a full financial report of all taxes levied and collected, and of all receipts and expenditures for school purposes. For this report they may receive \$10, but exclusive of this their compensation shall not exceed \$25 in any one year.

District trustees, 1 elected in each subdistrict by the voters thereof for a term of two years, have the management of the schools in their subdistrict under the supervision of the boards of education. They employ and dismiss for cause all teachers for the schools under their charge; regulate the discipline; visit all schools twice, once within two weeks after the opening and once within two weeks before the closing of such schools, and during such visit examine into the condition of the school-house, library, apparatus, teachers' registers, &c., and make such inquiries and suggestions respecting the studies, discipline, and general condition of the schools as they may deem proper; cause school-houses and everything pertaining to be kept in good repair; furnish estimates for improvements to their boards of education; keep itemized account of all expenses, and render the same to the boards of education at or before their last meeting for the year. The trustee of each subdistrict is required to establish a primary school for colored children whenever the number of scholastic age shall exceed 25, and when the number enumerated is less than 25 to set aside their proportion of the school fund to be used for their benefit as the district board may prescribe. The trustees report to the secretaries of the boards the condition of the school-houses, apparatus, and libraries, and the value thereof, with such remarks and information as they may deem useful or as the blanks furnished by the State superintendent may require.

THE SCHOOLS.

The law makes provision for the establishment of primary, graded, high, and normal schools. A primary school is required to be maintained in every subdistrict 4 months during the year, in which shall be taught orthography, reading, penmanship, arithmetic, English grammar, history, geography, and such other branches as the board of education may direct. Any board of education may establish a graded school, but if there is any additional expense the consent of three-fifths of the voters must be obtained. With like consent, the board may establish a high school, or two districts may establish a union high school.* All free schools must be maintained 4 months during the year and give instruction gratis to all between 6 and 21 residing in the districts in which they are situated. The following series of class-books is required to be used in the free schools: McGuffey's Revised Readers and Eclectic Spelling-Book; Kidd's Elocution and Vocal Culture; Ray's Arithmetics and Algebras; Evans' School Geometry; Robinson's New Geometry and Trigonometry, Surveying and Navigation, and Progressive Table Book; Harvey's Grammar; Kerl's Treatise for High Schools; Knot's Geography of West Virginia; Mitchell's Revised Geographies; Cornell's Outline Maps; Guyot's Physical Charts; White's Class Book of Geography; Lessons on the Globe, by Mary Howe Smith; Goodrich's Common School History; History of the United States, Holmes; Natural Philosophy, Comstock; Philosophy of Natural History, Ware and Smilie; Rhetoric, Blair; Chemistry, Youmans; Geography of the Heavens, Burritt; Astronomy, Robinson; Geology, Mineralogy, Dana; Botany, Gray; Physiology, Cutter; Dictionary, Webster.

All teachers and school officers are charged with the duty of providing that moral training for the youth of this State which will contribute to securing good behavior and manners and furnishing the State with exemplary citizens.

The number of school districts in 1874 was 321; of subdistricts, reported, 2,845; of independent districts, 38; of teachers in 1874-'75, 3,461.

SCHOOL FUNDS.

The amount of the permanent State school fund derived from the various sources mentioned in the constitution was, in 1872, \$284,717.18. Subsequent reports give only the interest, which indicates some slight annual increase.

The annual fund for the support of free schools is derived from the interest on the permanent fund, from a uniform State tax of 10 cents on the \$100 valuation of all taxable property, from a State capitation tax on all male inhabitants over 21 years of age, and from a district levy for a school fund † and a building fund. The amount realized from all these sources for 1874-'75 was \$753,477.50.

*No levy for a graded school, however, may exceed 15 cents on every \$100 of valuation, nor any for a high school exceed 30 cents on \$100.

†Not to exceed 50 cents on every \$100 valuation.

ELEMENTARY INSTRUCTION.

ABSENCE OF INFORMATION.

Although the report of the State superintendent is by law required to be made annually to the governor, it is at present only printed every second year. The ones for 1875 and 1876 will thus not see the light till 1877. In this lack of detailed report respecting school affairs in 1875, the summary of statistics on the first page of this abstract has been kindly furnished by the superintendent, and constitutes our only present information for that year, except the following item respecting the allowance from the Peabody fund and some details respecting schools in Wheeling.

PEABODY FUND ALLOWANCE.

The appropriation to West Virginia from the trustees of the Peabody fund was for 1875 as follows: For the five normal schools, \$2,500; for the schools of Martinsburg, \$1,000; of Charleston, \$1,000; of Huntington, \$600; of Clarksburg, \$500; of Coalburg, \$300; for teachers' institutes, \$1,000; for the West Virginia Educational Monthly, \$200.

PROPOSED AMENDMENTS OF THE SCHOOL LAW.

On this subject the State superintendent, in his last report, makes the following remarks:

The school law in several of its provisions needs amendment. In some cases it needs to be made plainer and in others additional provisions should be enacted.

Section 2, which provides for the election of school officers, might be so amended as to provide for holding the elections for school officers only at the usual places of voting at general elections. This would reduce the number of voting places in the State more than two thousand. Section 4 can then be so amended as to provide that the boards of education shall, at their first meeting after their election, appoint the trustees for the subdistricts. It is believed that by this method good trustees can be provided, while the expense and inconvenience of holding so many elections will be avoided.

Section 12 ought to be so amended as to require one district transferring pupils to a school in another district to pay the tuition of the pupils so transferred to the board of education of the district to which the transfer is made.

Section 17 should be so amended as to require the board of education of each district to provide schools for colored children, instead of leaving it to the trustees of the subdistrict to do so.

Section 24 ought to be so amended as to authorize the board of education to submit the question of organizing a "high school" to the voters of the district at any time they may determine upon; this section should also give the board of education, under whose care and direction the school is, authority to employ teachers therefor and fix their salaries.

Section 25 should also authorize the board of education, having charge of graded schools, to employ teachers and fix their salaries.

The same provision for the employment of teachers of union high schools, provided for in section 26, should be made.

Section 27 is defective in relation to the appointment of boards of examiners. It should provide that two experienced teachers should be appointed for the term of one year, from the 1st day of September of each year, by the presidents of the district boards of education, who should meet for that purpose, at the county seat, on the first day of the county court next preceding the 31st day of August of each year, or, if a quorum fails to attend on that day, as soon thereafter as may be, after due notice, to be given by the county superintendent, of the time appointed for another meeting; that said presidents shall meet and make the appointments, and that a majority of said presidents, or any three of them, shall constitute a quorum.

Vacancies in the office of examiner should be filled for the unexpired term in the same manner as the original appointments are made.

The provision in section 23 in relation to the time at which teachers' certificates expire has been a subject of much controversy and great inconvenience; some contending that all certificates are good by law for one year from their date, while others contend that the examining boards have no right to grant a certificate to extend beyond the scholastic year in which they are issued. The practice has not been uniform throughout the State as to the time for which certificates have been issued. When they are issued one year from date many of them expire during the school term, producing great trouble and confusion. Teachers are, in such cases, either bound to stop their schools, stand a new examination, or teach without a certificate. The State superintendent has construed the law to require all certificates to teachers to end within the school year.

It is suggested that this section be so amended as to remove all doubt on this subject by requiring all certificates granted to teachers to end on the 31st day of August next after their date

Section 29 provides that normal school diplomas shall be accepted as a certificate of qualification to teach the common schools throughout the State. But section 28 provides that no teacher shall be employed to teach in any public school until he shall present to the trustee a certificate of his qualification, in duplicate, to be filed with the secretary of the board of education. This provision evidently refers to certificates issued by the county boards of examiners, yet many of the school officers of the State are not able to reconcile this provision with the provision in relation to the normal diplomas, and, therefore, do not feel authorized to employ holders of these diplomas to teach the district schools.

The holders of normal school diplomas and of professional certificates, county superintendents, and members of the county boards of examiners are all authorized by law to teach in the free schools without further examination by the county boards of examiners, as well as teachers examined by the county boards. But there is no provision of law specifically providing for the grading of any of these teachers, except those examined by the county boards.

It is suggested that the law be so amended as to authorize the trustees to employ all these teachers upon presentation of their certificates, diplomas, or evidence of their election and appointment, and that the boards of education, in fixing the salaries of the different grades of teachers, should place these officers and the holders of diplomas from the normal schools and professional teachers' certificates on the same footing with the holder of a No. 1 county certificate. Section 29 provides for the appointment of a State board of examiners, to examine applicants for professional certificates for teachers, but the law does not provide for the payment of this board for its services in the discharge of this duty. Provision should be made by law for the payment of these officers.

It is suggested that section 31 be so amended as to require teachers to teach the district schools twenty days and attend some teachers' institute for two days for each month they shall be employed to teach, or forfeit their wages to that extent.

Section 33 should be so amended as to authorize the board of education to remove a school-house to some other place in the subdistrict if they see proper to do so.

The following amendment is suggested to section 45: "No debt contracted or liability incurred in any year prior to 1873 shall be paid out of any money received from the State or from any district or independent district levy for the year 1873 or any subsequent year; but any balance on hand on the 31st day of August, 1872, or any uncollected balance of any levy for 1872, or any preceding year, may be applied to such debts; and if such amount is not sufficient to pay all such just debts, the board of education of the district from which such debts are due may make a special levy or levies to pay such debts, not exceeding in any year — cents on the one hundred dollars valuation of the taxable property in such district."

There is no provision in the present law for the payment of back debts, except by an application to the circuit court for a mandamus for an order for a special levy, as provided in section 37. Heavier penalties should be imposed upon the sheriffs for failing to make the settlements required by sections 46 and 52.

Section 5 of the school law provides that the term of office of trustees and commissioners of the boards of education shall commence on the 1st day of September and continue for two years. Section 53 provides that the county superintendent shall hold his office for two years from the 1st day of September next after his election. Thus it will be seen that the offices of all these officers expire on the 31st day of August every second year. By section 21, the secretary of the board of education is required to make his annual report to the county superintendent by the 20th day of September of each year; and by section 22 the county superintendent is required to make his annual report to the State superintendent by the 30th day of September of each year. It will be observed that every second year the offices of these officers expire before the time at which they are required to make their official reports. This is productive of great inconvenience and, in some cases, of great evil. Boards of education and county superintendents do not feel bound to make their annual reports after their term of office has expired, and their successors have great difficulty in making these reports of the school management for the preceding year, since they cannot be as familiar with the transactions of the year as the officers are by whom the business was transacted. It is suggested that the law be so amended as to require the official term of these officers to end at a later day than the 1st of September; perhaps the 1st of January would be the proper time. It is believed that the election under section 2 should be held in July instead of August, as now provided by law. There is scarcely time for these officers to qualify after the election before the stated meeting of the boards of education on the first Monday of September, as provided in section 6.—(Tenth and eleventh annual reports of State superintendent of free schools.)

CITY SCHOOL SYSTEM.

WHEELING.

The statistics which follow contain the substance of the report of Superintendent Williams concerning the schools of the city of Wheeling, as published in the Wheeling Daily Intelligencer of July 6, 1875:

Wards.	Average monthly enrolment.	Average daily attendance.	Number of teachers.	Average number of scholars per teacher.	Teachers' salaries.	Cost per scholar.
First.....	427	377	10	43	\$4,520 00	\$10 59
Second.....	127	115	3	42	1,105 00	8 70
Third.....	304	273	7	43	3,390 00	11 12
Fourth.....	474	417	12	40	5,240 00	11 05
Fifth.....	298	259	8	37	3,775 00	12 67
Sixth.....	407	345	9	45	4,110 00	10 10
Seventh.....	274	247	7	39	3,390 00	12 37
Eighth.....	530	456	12	44	5,240 00	9 89
Total.....	2,841	2,489	68	42	30,770 00	10 83
Colored.....	67	56	.....	34	1,156 36	17 88
Grand total.....	2,908	2,545	70	42	31,926 36	10 98

The principals of the schools generally find it necessary to devote their time mainly to regular classes in the grammar schools; for this reason they are counted in making up the number of teachers for these schools.

*Comparative.**

	1875.	1874.	Increase.
Average monthly enrolment.....	2,908	2,788	120
Average daily attendance.....	2,545	2,444	101
Average monthly enrolment in grammar schools.....	251	235	16
Average daily attendance in grammar schools.....	217	203	14
Average monthly enrolment in primary schools.....	2,657	2,553	104
Average daily attendance in primary schools.....	2,323	2,241	87

* The foregoing comparison has reference to the English department of the day schools.

The total amount paid to teachers of English in day schools was..... \$31,926 36
 Amount paid to teachers of German language..... 2,300 00

Total paid for instruction in day schools..... 34,226 36

Cost per scholar, \$11.77; cost per scholar last year, \$11.76; difference, 1 cent.

The cost this year for incidentals is not yet (July 1) made up, and will not be until after the settlement of the collector with the finance committee. Last year it was per scholar \$3.31. Under head of "incidentals" are included cost of repairs, rents, books and stationery, salaries of clerks, superintendent, janitors, and examining committee, and all other expenses incurred in operating the schools, except teachers' wages.

The average monthly enrolment in the classes in German was 482.

Evening schools were in session during four months of the year at an expense for tuition of \$1,562.54. The enrolment in these schools for the session was: males, 461; females, 115; total 576; average monthly enrolment, 521; average attendance, 535; total expense, exclusive of fuel and light, \$1,828.98; cost per scholar, \$4.34.

Salaries of teachers in day schools: principals, \$1,100; assistants in grammar schools, \$440; teachers in "A" and "B" divisions primary schools, \$385; in "C" and "D" divisions, \$360; principal of colored school, \$800; assistant, \$360; superintendent of German instruction, \$800; teachers of German, \$300. The schools were in session 194 days.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The Marshall College State Normal School, Huntington, reports, for 1875, a State appropriation of \$1,500; resident instructors, 3; normal students, 43 males and 40 females; graduates in the last year, 14; number of such who have engaged in teaching, 6. The course is 2 years; the library, 1,000 volumes. Vocal and instrumental music are taught, and in the study of natural philosophy there is the aid of a cabinet and apparatus.

The branch at Fairmount reports a State appropriation of \$1,500; resident instructors, 5; non-resident, 4; students in attendance, 120 males and 47 females; number of graduates in the year past, 33; number of such who have engaged in teaching, 31; number of years in course, 2. The library of the school contains 300 volumes, with an average annual increase of 45. There are in it 42 pedagogical works, and 14 educational journals are taken. Drawing and vocal and instrumental music are taught. There is a chemical laboratory and some philosophical apparatus. A model school is connected with the institution and a gymnasium for physical exercise is possessed.

The branch at Glenville reports also a State appropriation of \$1,500; resident instructors, 3; students in attendance for the past year, 60 males and 45 females; number of graduates in the year, 10;* number of graduates teaching, 13;* number of years in course, "nominally 2, really about 3." Library in the neighborhood of 50 volumes, with 4 or 5 pedagogical works. One educational journal taken.

The branch at Shepherdstown reports, for 1875, \$1,500 State appropriation; income from tuition, \$2,000; resident instructors, 5; non-resident, 1; normal students, 84 males and 76 females, or 160 in all; graduates in the last year, 21; number of such graduates who have engaged in teaching, 16. The normal course is two years, the collegiate course connected with it, 4 years. Vocal and instrumental music is taught, and there is a library of 200 volumes, of which 10 are pedagogical. Two educational journals are taken and there is a model school connected with the institution.

The branch at West Liberty reports, for the same year, \$1,500 State appropriation, 2 years in course, 24 male and 18 female students, 4 graduates in the last year, 35 graduates teaching, vocal and instrumental music in the course, and a library of 400 volumes belonging to the school. No other particulars given.—(Returns to Bureau of Education, 1875.)

OTHER NORMAL SCHOOLS.

The normal department formerly connected with the West Virginia University appears to have been discontinued, though at what time or for what reasons, no official information indicates.

The Storer Normal School, at Harper's Ferry, a department of Storer College, makes report of 5 resident instructors and 1 non-resident, of three years in the normal course, 94 male and 84 female students attendant in the past year, and 7 graduates, all engaged in teaching. The whole number of teachers sent out from the school in 6 years is said to be 62. Drawing and vocal and instrumental music are taught, and there is a library of 975 volumes, of which 4 are pedagogical.—(Return to Bureau of Education, 1875.)

A normal school at Concord, Mercer County, under the supervision of Professor S. H. French as principal, was spoken of in the West Virginia Monthly for September, 1875, but no other information in relation to it has been received.

TEACHERS' INSTITUTES.

In the absence of a State report for 1875, the information with respect to this most useful class of meetings for improvement of teachers already in the schools is too meagre and unreliable to be given.

EDUCATIONAL JOURNAL.

The West Virginia Educational Monthly, conducted by Dr. J. G. Blair, principal of the Fairmount State Normal School, is believed to have continued throughout 1875 its useful work of endeavoring to improve the teachers of the State, but the reception of its issues at the United States Bureau of Education has been too infrequent and uncertain to warrant any decided assertion on this point.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

For this class of schools distinct provision is made in the school law; but how many of them have been established or what may be the courses of the probably few existent ones, there is no present official information.

*These are the figures given. It is supposed that there should be a transposition of them.

PRIVATE SECONDARY SCHOOLS.

Seven of these schools, 3 for girls and 4 for both sexes, report, for 1875, a total of 32 teachers and 873 scholars, of whom 2 are said to be engaged in a classical course and 423 in modern languages. Drawing is taught in 3 of these schools and vocal and instrumental music in 5. One has a chemical laboratory and philosophical apparatus and 5 report libraries of 300 to 3,000 volumes each, the total number of volumes being 4,700.—(Returns to Bureau of Education, 1875.)

COLLEGE PREPARATORY STUDENTS.

In the preparatory departments of the West Virginia College and West Virginia University there were reported for 1875 a total of 143 students, of whom 32 were preparing for a classical collegiate course and 30 for a scientific course.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

WEST VIRGINIA UNIVERSITY.

This institution owes its organization in part to the liberality of Congress in donating a certain amount of land scrip to promote the practical and liberal education of the people in the several pursuits and professions of life, and in part to the felt necessity of some such institution in a new State. When the subject of locating the chief educational enterprise of the Commonwealth was before the legislature it was found that Morgantown made the most liberal offer to secure it.

The proceeds of the sale of the land amounted to about \$90,000; the citizens of Morgantown contributed, in grounds, buildings, and money, about \$51,000 additional. The legislature, realizing that it takes money to establish and develop anything worthy the name of a State university, has with wise liberality made regular appropriations to this end.

The result has fully justified the means employed. A large and efficient board of instruction, comprising men who represent the best culture of the South, the East, and the West, and some from the Old World, has been provided. Liberal courses of study and instruction in literature, science, engineering, military tactics, agriculture, &c., have been organized. Fine collections in the way of apparatus, library, cabinets of conchology, geology, paleontology, mineralogy, &c., have been provided, and in short the whole work of study and culture as fully established as in any institution in the land.—(College circular, 1874-'75.)

A complete reorganization of the faculty of the university was effected in August, 1875, by something like a *coup de main*, each officer in it being made, for the future, the subject of an annual election, and several of the chairs being made vacant. The trustees hope that, when the effervescence which naturally arose from this action shall have subsided, a greater efficiency in the working of the institution may be secured.

OTHER COLLEGES.

Bethany College, Bethany, (Christian,) has 3 separate, complete courses, the classical, the scientific, and the ministerial, conferring respectively the degrees of A. B., Sci. B., and Lit. B. In addition, there are 3 special courses in engineering, physics, and chemistry, for which certificates alone are given. For the accommodation of young men who wish a higher grade of instruction than is furnished in the common schools or who desire to qualify themselves for admission into the regular college courses, there is also a preparatory department, with a course of one year. The classical and scientific courses are, after a common southern custom, divided each into five schools. The ministerial course has a like division. There is also a teachers' course in natural philosophy.—(Catalogue of college.)

West Virginia College, Flemington, (Free Will Baptist,) has a preparatory and a collegiate department, but, as its work is still comparatively in infancy, only one student had, in 1875, reached its collegiate classes. These will, however, doubtless be soon filled from its preparatory school.

COLLEGES FOR WOMEN.

Two institutions for the superior instruction of young women, the Parkersburg Academy of the Visitation and the Wheeling Female College, make return of 22 instructors, of whom 12 are females, 60 students in their preparatory departments and 50 in their collegiate classes. Both teach drawing and painting, vocal and instrumental music, French and German. The latter adds also Italian and Spanish, and gives its students the advantage of a chemical laboratory and philosophical apparatus, with a gymnasium for physical exercise.—(Returns to Bureau of Education, 1875.)

Statistics of a university and colleges and a school of science, 1875.

Names of university and colleges and school of science.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Bethany College.....	10			152	\$150,000	\$70,000	\$5,000	\$3,200		\$0	\$6,500
West Virginia College....	6	0	75	1	15,000	0	0	1,072		0	580
West Virginia University.	11	0	73	52	121,000	110,000	6,410	1,601	22,477	0	\$4,150
SCHOOL OF SCIENCE.											
Agricultural department of West Virginia University <i>b</i>											

a Includes society libraries.

b Reported with classical department.

SPECIAL INSTRUCTION.

WEST VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

This interesting school, located at Romney, reports the value of its grounds and buildings \$70,000 and the State appropriation for its current expenses \$25,000.

The department for the deaf and dumb has 5 instructors, 1 of whom is a semi-mute, and 63 pupils, 39 male and 24 female. These are taught the usual common school branches, and of course the sign language for deaf-mutes, and have the advantage of a library of about 300 volumes. The whole number who have received instruction since its foundation in 1870 is 99, the time spent in the institution being usually 5 to 6 years.

The department for the blind has 3 teachers and 20 pupils, who, in addition to their literary training, are taught mattress and broom making and cane-seating. Number of pupils admitted since the opening, 29; library for the blind, 50 volumes.—(Return to Bureau of Education, 1875.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF WEST VIRGINIA.

The association, pursuant to a resolution passed at Clarksburg, August, 1874, met at Point Pleasant August 3, 1875, and was called to order by the president, State Superintendent Byrne. After some preliminary exercises and the admission of several new members, a committee was appointed to revise the constitution, which appeared to have been somewhat hastily prepared.

On the second day Professor Morton moved the appointment of a committee on school law, pending the discussion of which Rev. W. E. Hill read a paper on "The relation of the family to the teacher." Mrs. Mary McGwigan followed with one on "Primary schools."

In the afternoon Professor Crago read a paper on "Our public schools; their failure and the cause," which led to some discussion. Professor F. S. Williams having furnished an essay on the question, "Is uniformity in text books in the schools of West Virginia desirable?" it was read by Professor Crago and discussed by the association. Result not stated. A paper entitled "Words and the study of them" was, also, presented by Professor Hogg.

At a night session a motion from the committee on revision of the constitution passed to a resolution changing article 3 so as to read "Any person who is identified with the cause of education in West Virginia, as teacher or otherwise, may become a member of this association by," &c. Adopted, and several new members admitted.

At the election for offices State Superintendent Byrne was chosen president, Messrs. W. J. Kenny of Point Pleasant, F. H. Crago of Moundsville, D. P. Guthrie of Clifton, and W. H. Morton of Wheeling vice-presidents; Mrs. Mary R. McGwigan of Charles-

ton, corresponding secretary; Professor T. M. Marshall, of the Glenville Normal School, recording secretary; and Miss Nannie J. Mason, treasurer.

On Thursday, the 5th, a committee on text books and periodicals reported against any present change of the books in the existing list, but that Harvey's Language Lessons be adopted to precede the study of grammar; expressed a desire to see the West Virginia Educational Monthly represent the educational interests of the whole State, and with this understanding promised it a hearty support and recommended the continuance of the Peabody fund grant of \$200 to it.

Resolutions of great respect and regard for Rev. C. W. Andrews, D. D., recently deceased, were then passed. A committee on normal schools reiterated a resolution of 1874, and recommended that the State Normal School and its branches be earnestly recommended to the legislature for full indorsement and liberal support. They also recommended that some suitable person be appointed to prepare an essay on "The normal school, its end, and the best method of attaining this end," to be read at the next annual meeting of the association, with a standing committee on normal schools and revision of the school law, whose duty it should be to report at the next annual meeting and to memorialize the legislature in behalf of these subjects. Adopted.

At the afternoon session Dr. W. K. Pendleton read a paper entitled "The true method of education," and the next day, August 6, amendments to the constitution were adopted, (1) making the time for the regular annual meeting of the association the fourth Tuesday in August of each year, at such place as shall have been decided on by the association at a previous meeting, and (2) declaring that any five members assembled at the time and place of a regular annual meeting should be competent to admit persons to membership and to adjourn from day to day; but that not less than fifteen should constitute a quorum for the transaction of any other business.

On motion of Professor Kenny, after some formal arrangements, the association adjourned to meet at Moundsville, W. Va., on the fourth Tuesday in August, 1876.—(West Virginia Educational Monthly, September, 1875, pp. 544, 553.)

LIST OF SCHOOL OFFICIALS IN WEST VIRGINIA.

Hon. B. W. BYRNE, *State superintendent of free schools, Wheeling.*

[Term, March 4, 1873, to March 3, 1877.]

COUNTY SUPERINTENDENTS.

[Term, September 1, 1875, to August 31, 1877.]

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Barbour ...	Perry Marteney..	Burnersville.	Monongalia ..	A. L. Wade.....	Morgantown.
Berkeley...	E. M. Walker.....	Martinsburg.	Monroe	J. D. Beckett.....	Union.
Boone	Cary Toney.....	Month Short	Morgan	George Buck.....	Berkeley Springs.
		Creek.	Nicholas.....	J. Haymond Robin-	Nicholas Court
Braxton ...	J. W. Humphreys	Braxton Court		son.	House.
		House.	Ohio	J. C. Faris.....	West Liberty.
Brooke	J. W. Hough	Bethany.	Pendleton...	W. F. McQuain....	Franklin.
Cabell	D. L. Duncan	Thorndike.	Pleasants...	C. C. Davis.....	St. Mary's.
Calhoun ...	D. W. Knight	Grantsville.	Pocahontas ..	J. W. Warwick....	Huntersville.
Clay	R. E. Lesueur	Big Sycamore.	Preston	J. H. Feather.....	Valley Point.
Doddridge ..	J. V. Blair	New Milton.	Putnam	M. S. Kirtley.....	Hurricane Depot.
Fayette.....	O. W. Hughart	Look Out.	Raleigh	G. W. Cook.....	Raleigh Court
Gilmer	Levi Johnson	Glenville.			House.
Grant	C. M. Babb	Greenland.	Randolph ...	J. W. Price.....	Mingo Flats.
Greenbrier ..	W. H. Lewis	Palestine.	Ritchie.....	J. N. Kendall.....	Harrisville.
Hampshire...	A. M. Alverson...	Capon Bridge.	Roane.....	Buenos Ayres.....	Three Forks
Hancock....	H. C. Shepherd ...	New Cumber-			Reedy.
		land.	Summers....	C. L. Ellison.....	Rollinsburg.
Hardy	G. T. Williams...	Moorefield.	Taylor	S. R. Powell.....	Pruntytown.
Harrison ...	J. R. Adams	Clarksburg.	Tucker	W. B. Maxwell ...	St. George.
Jackson....	Lewis Young.....	Jackson Court	Tyler	T. N. Parks.....	Conaway.
		House.	Upshur	George R. Latham..	Sand Run.
Jefferson...	John Hess.....	Duffield.	Wayne	J. H. Napier.....	Adkins Mills.
Kanawha ...	Martin Hill	Charleston.	Webster	C. W. Benedum....	Webster Court
Lewis	Georgé W. Crook.	Weston.			House.
Logan	J. W. Stafford	Logan Court	Wetzel	W. A. Newman....	Knob Fork.
		House.	Wirt	D. C. Casto.....	Wirt Court
Lincoln ...	F. M. Vickers	Hamlin.			House.
Marion	J. M. Satterfield.	Fairmont.	Wood	S. F. Stapleton....	Parkersburg.
Marshall...	W. M. Wirt	Dallas.	Wyoming ...	A. Shannon.....	Sun Hill.
Mason	Cheas E. Hogg	Point Pleasant.	Wheeling ...	J. C. Heivey.....	Wheeling.
McDowell...	J. F. Gamble	Peerysville.	City.		
Mercer	A. B. Phipps	Princeton.	Martinsburg	D. Speers.....	Martinsburg.
Mineral ...	J. A. Sharpless ..	Piedmont.			

WISCONSIN.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of children in the State 4-20 years of age	461, 829
Increase during the year	87, 668
Number of such age who attended school	277, 884
Increase	1, 006
Total number of pupils attending school	279, 845
Increase	1, 086

TEACHERS AND TEACHERS' PAY.

Number of different persons employed as teachers	9, 451
Increase	119
Number required to teach the schools	6, 224
Average monthly wages of male teachers in the counties	\$43 50
Decrease	3 94
Average monthly wages of female teachers in the counties	27 13
Decrease	5 00
Average monthly wages of male teachers in the cities	109 40
Decrease	5 40
Average monthly wages of female teachers in cities	39 40
Increase	2 30

SCHOOLS AND SCHOOL-HOUSES.

Number of schools with two departments	184
Decrease during the year	26
Number of schools with three or more departments	210
Increase	38
Whole number of graded schools	394
Average number of days schools were maintained: in cities, 195; in counties, 149	172
Number of public school-houses	5, 260
Increase	147
Number of pupils the school-houses will accommodate	330, 189
Increase for the year	10, 733
Number of sites containing less than one acre	3, 672
Decrease	70
Number of sites well enclosed	1, 550
Increase	56
Number of school-houses built of brick or stone	663
Decrease	23
Number with outhouses in good condition	3, 180
Increase	24

INCOME AND EXPENDITURE.

Receipts.

Money on hand August 31, 1874	\$469, 870 00
From taxes levied for building and repairing	234, 297 00
From taxes levied for teachers' wages	992, 674 00
From taxes levied for apparatus and libraries	15, 556 00
From taxes levied at annual meeting	395, 052 00
From taxes levied by county supervisors	241, 920 00
From income of State school fund	178, 072 00
From all other sources	200, 616 00
Total receipts	2, 723, 157 00

Expenditures.

For building and repairing	293, 657 00
For apparatus and libraries	27, 223 00
For services of male teachers	551, 039 00
For services of female teachers	799, 745 00
For old indebtedness	102, 418 00
For furniture, registers, and records	45, 516 00
For all other purposes	241, 777 00
Total amount expended	2, 066, 375 00

EDUCATIONAL PRODUCTIVE FUNDS AND INCOMES.

Amount of school fund	\$2, 624, 239 55
University fund	222, 255 89
Agricultural college fund	236, 133 90
Normal school fund	976, 364 34
Income from school fund	186, 409 05
Income from university fund	42, 671 13
Agricultural college fund income	16, 206 97
Normal school fund income	61, 128 70

SCHOOL SYSTEM OF THE STATE.

PROVISIONS OF THE CONSTITUTION.

Article X, section 1, of the constitution provides that the supervision of public instruction shall be vested in a State superintendent and such other officers as the legislature may direct.

Section 2, that the proceeds of all lands, except university lands, granted to this State by Congress for educational purposes, all money from forfeitures, escheats, fines, and exemptions from military service, and from all grants to the State where the purpose is not stated, and the 500,000 acres of land donated by an act of Congress approved September 24, 1849, and also 5 per cent. of the proceeds of the land to which the State will be entitled upon admission to the Union, (if Congress assent to the last two grants,) shall be applied: first, to the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor; second, to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor.

Section 3, that the legislature shall provide for a system of district schools, as nearly uniform as practicable, to be free to all children between 4 and 21 years of age; and no sectarian instruction shall be allowed in such schools.

Section 4, that each town and city shall raise, for public school purposes, an amount equal to one-half of that received from the State.

Section 5, that the income from the school fund shall be distributed among the towns and cities, according to the number of children of school age residing therein.

Section 6, that provision shall be made by law for the establishment of a State university at or near the seat of State government, and for connecting with the same such colleges in different parts of the State as the interests of education may require; the proceeds of the university lands to be applied to the support of the same.

Section 7, that the secretary of state, treasurer, and attorney-general shall constitute a board of commissioners for the sale of school and university lands and for the investment of the funds arising therefrom.

PROVISIONS OF THE SCHOOL LAW.

Laws of Wisconsin relating to common schools, normal schools, and the State university, prepared and published, in pursuance of law, under the direction of the State superintendent, 1870, with subsequent amendments.

OFFICERS OF THE PRESENT SYSTEM.

A State superintendent, county superintendents, town clerks and treasurers, district directors, clerks, treasurers, and boards of supervisors are the officers provided for by law. Women, as well as men, are eligible to all school offices below that of State superintendent.

POWERS AND DUTIES OF THESE OFFICERS.

* The *State superintendent*, elected by the qualified voters of the State for a term of two years, has a general supervision over the common schools. It is his duty, as far as practicable, to visit every county, for the purpose of inspecting the schools and awakening an interest favorable to education; to recommend the most approved text books; to endeavor to secure a uniformity of text books throughout the State; to advise in the selection of books for school libraries; to prescribe rules for the management of the libraries; to cause to be printed, for the use of common school officers, the laws relating to schools, and all forms and instructions necessary in the execution of the same; to decide appeals from the decisions of school officers; to collect in his office such school books, maps, and apparatus as may be obtained without expense to the State, and to purchase, at an expense not exceeding \$50 per annum, rare and valuable works on education, for the benefit of teachers, authors, and others who may wish to consult them; and to distribute the income from the school fund. He is required, on or before December 10 in each year, to submit to the governor a report, containing an abstract of all common school reports from clerks of county boards of supervisors, estimates and accounts of expenditures of school moneys, plans for the improvement and management of the school fund and the better organization of the schools, and such other

information as he may deem useful. He may appoint an assistant superintendent, at a salary of \$1,800 a year. His salary is \$1,200 per annum and all necessary expenses, not to exceed \$1,500 in any one year, and also \$1,000 for clerk hire.

County superintendents, elected biennially in each county by the voters thereof,* have the power and duty to examine and license teachers, and for cause to annul certificates; to visit and examine all schools and school districts within their jurisdiction, and make such recommendations and give such advice as is expedient; to direct any alteration or repairs necessary to the health, comfort, or progress of the pupils; to condemn, in concurrence with the chairman of the board of supervisors, an unfit school-house; to examine and decide upon all charges against teachers; to report annually to the board of supervisors of their counties the condition and progress of the schools; to transmit the abstracts of the reports received from the district clerks to the State superintendent, and also the name and post-office address of all town clerks and such other reports and information as the State superintendent may require; to conduct at least one institute for the year, and to advise on all questions of school law. If they receive an annual salary it shall not be less than three nor more than fifteen hundred dollars, or if by the day not less than \$3 per diem, to be regulated by the county board of supervisors.

Town boards of supervisors form and alter school districts; issue notices for first meeting of new districts; dispose of the property of disorganized districts; form, in conjunction with boards of other towns, joint school districts; equalize valuation of property in joint district; and locate and establish school-house sites.

Town treasurers have the duty of receiving from the county treasurers all money apportioned to the districts of their towns, of paying the same, with all raised in the town for the support of schools, to the treasurers of districts, and of certifying to the town clerk, on or before the second Monday in March in each year, the amount on hand.

Town clerks assess delinquent school tax; sell fallen timber and grass from school lands; notify the district attorney of trespass upon the same; fill vacancies in district board; file all reports and official papers; record description of school districts; make a map of the town showing the same; report the names and post-offices of themselves and of the district clerks, and also make between the 15th and 25th of September a report to the county superintendent, showing the number of school districts, the number of schools, and the time taught therein, the number of districts reporting, the amount of public money received and expended in such districts, and the sources whence received, the balance on hand, and such other information as the State superintendent may from time to time require.

District directors, chosen at annual district meetings for terms of three years, call special district meetings, countersign all orders on the district treasurers for the payment of moneys, and, in case of removal of the treasurers, act in their stead.

District treasurers.—Same duties in the districts as town treasurers exercise within their jurisdiction.

District clerks are the secretaries of all meetings of their districts; give notice of district meetings; may call special meetings; keep records of such meetings; with consent of director and treasurer employ teachers and sign orders on the district treasurer for their wages; furnish registers for their use; certify district taxes to town clerks, and, between September 1 and 10, make to town clerks a full report of the district schools, in reference to the scholars, teachers, studies, length of school, kind of books used, and such other information as the State superintendent may require. The treasurers and clerks, like the directors, are elected by the voters of their several districts for a term of 3 years.

The *district boards*, composed of the district clerks, treasurers, and directors, have the power and duty to purchase or lease sites for school-houses; to purchase, hire, or build school-houses; to purchase the necessary record and blank books; to keep school-houses in repair; to present account of expenses incurred to district meetings for allowance; to purchase school books for children whose parents are unable to furnish them; to make rules for the government of the schools; to suspend or expel pupils; to adopt a uniform series of text books for all schools under their charge, and to visit and exercise a general supervision over all the schools of their districts.

THE SCHOOLS.

The law requires that in every district there shall be maintained a school for five months during the year, and that in such schools tuition shall be free to all persons between the ages of 4 and 21 years residing in the district in which the school is situated. In every district school are taught orthography, reading, writing, English grammar, geography, arithmetic, and such other branches as the district board decide upon. No branch of study is to be taught in any other than the English language. No sectarian instruction is permitted in the district schools or in the State University.

* In counties of 15,000 inhabitants there may be two, and as many in any county as there are senatorial districts outside of incorporated cities.

Districts, towns, villages, and cities may purchase, own, and lend to scholars the needful text-books, if they choose to do so.

Provision is made in a law of 1875 for high schools in towns, villages, or cities, and for joint ones formed by the concurrent action of adjoining towns, the supervision and management of such schools in each case to be vested in a high school board composed of three members chosen by a convention of district officers of all the school districts composing the high school district, the term of office of the members to be three years, and one member to be changed each year.

There are four State normal schools and a State university, with a department of agriculture.

SCHOOL FUNDS.

The amounts of the educational productive funds are stated in the last report of the State superintendent, 1875, to be as follows: school fund, \$2,624,239.55; university fund, \$222,255.89; agricultural college fund, \$236,133.90; normal school fund, \$976,364.34.

The distributable State fund, accruing from the income of the school fund and some other sources, was for the same year \$186,409.05, and was apportioned, at the rate of 41 cents per scholar, to 450,304 children of school age, making, with \$2,541,748 raised by local effort, \$2,728,157 expenditure for public schools in the year.

ELEMENTARY INSTRUCTION.

REMARKS ON THE STATISTICS.

As the superintendent of one county (Chippewa) made no report, the totals given in the opening general summary are less than they should be. The number of children in the State 4-20 years of age would be increased by 3,000 if those in Chippewa County were included. To the number of school-houses given (5,197) should be added 63 for the county not reporting, which would make an increase over the previous year of 147. The whole accommodation is sufficient for 330,189 children, or 50,345 more than the actual attendance. Adding to the total attendance upon public schools (279,854) the number attending private schools, (10,733,) colleges and academies, (2,151,) and benevolent institutions, (1,150,) we have a grand total of 293,888, who are under instruction in schools of some class, making 3,516 over the figures for the previous year. Of the 8,892 teachers' certificates granted during the year, 217 were of the first, 624 of the second, and 8,051 of the third grade. These were divided between the men and women teaching as follows: First grade: men, 143; women, 74; second grade: men, 295; women, 329; third grade: men, 2,210; women, 8,051; total: men, 2,648; women, 6,244; grand total, 8,892.—(Superintendent's report for 1875, pp. 8-10.)

EDUCATIONAL PROGRESS.

Superintendent Searing commences his report for 1875 by stating that the experience of another year has further assured him of the correctness of the general remarks respecting "defects and desirable improvements" and "encouraging facts and omens" with which his report of the previous year was prefaced. He is gratified, however, in being able to acknowledge the removal, by the last legislature, of some of the defects referred to. The encouragement given by that body to secondary or academic instruction through a new high school law, and to superior instruction through the liberal appropriation of \$80,000 to the university for the erection of a college of science; the happy approach to a satisfactory solution of the question of text books through the law providing for district, town, village, or city purchase and ownership of the books, and their free use by the pupils of the schools; and, finally, the removal of the legal barrier that has prevented women from sharing in the official management of the schools in which they constitute a large majority of the teachers, and in whose external control they as a class are peculiarly qualified to take an intelligent and profitable interest. These measures he regards as adapted to remove some of the evils referred to. Those which still remain, and which can be remedied by legislation, are enumerated by the superintendent as follows: (1) The injurious extent to which the schools of the State are supported by local taxation, resulting in a great lack of uniformity, both in character and cost. (2) The independent district system, which, in the judgment of nearly all educational men, is a source of great and unnecessary weakness to the schools. (3) The unnecessary and easily remedied defects in the present system of county supervision. (4) The variability of the school month, which is a cause of much misunderstanding and annoyance. The other defects mentioned—the poor character of a large number of school-houses, the youthfulness and inexperience of many of the teachers, irregular attendance, and the impatience of older pupils to leave school—are to be remedied by time rather than by legislation.

With all these defects and hinderances the superintendent finds in the State unmistakable signs of a healthy educational activity and growth. There is, for instance, a slowly improving public opinion, a gradually increasing number of qualified teachers, held in higher esteem and receiving better compensation; numerous teachers' associa-

tions in vigorous being in nearly all parts of the State; a harmonious coöperation of the various educational forces in the State, both public and private, and effective aid lent to education by the press, which constantly and liberally opens its columns to superintendents, teachers, and others for the discussion of school topics.

The flourishing condition of the State University and of the four normal schools is also mentioned as evidence of the promising condition of the school interests.

Nevertheless, the conviction is expressed that the present State system of public instruction of Wisconsin, in common with that of many other States, is, as a business system, far from being the best that can be devised for the important ends sought; that it does not secure results proportioned to the money expended, to say nothing of those demanded by our political institutions and by our increasingly complex social and industrial life; that popular education has not kept pace with the material development of the country; and that the average country school of to-day does not so well qualify the average pupil for the struggle of life, as he now finds it, as did the same school a generation ago qualify this pupil's father for the simpler and less exacting demands of that period.—(Report of the superintendent, 1875, pp. 5-7, 21.)

SUPERVISION.

The defect that seems to comprehend nearly all minor ones, says the superintendent, is "the absence of any permanent, uniform, and competent guiding or supervising force at the head of, and permeating, the State system." He argues that every important work, public or private, requiring a large expenditure of money and the continued labor of many men directed to a common purpose, must be, if the largest and best results are to be secured, under wise, constant, and strict supervision; that the education of its citizens is among the greatest and most important work undertaken by the State, whether it be considered in its results or in its cost. Wisconsin, it is stated, has already educational buildings and appliances worth between \$4,000,000 and \$5,000,000, and she now expends annually for the support of her public schools over \$2,000,000. The system by which these vast interests are administered is not, in the opinion of the superintendent, nearly as wise and successful as it can be made. He enumerates and enlarges upon three serious faults in it, namely: (1) Lack of intelligence in supervision; (2) lack of permanence in it; and (3) lack of authority.

As to the first point, he says, very justly, the knowledge and skill necessary to the supervision of any interest are gained, almost invariably, by slow, laborious, and successful experience in subordinate posts, and if there should be a wise and efficient civil service anywhere it should be in the educational department of the Government. No-where else are attainments, experience, skill, and competence so imperatively necessary. And yet the system in force does not as certainly and uniformly secure these qualities in teachers and superintendents as in town and county clerks, in supervisors and justices of the peace. It puts into office men morally and intellectually incapable of performing the very duties which the law requires at their hands. It puts into the office of county superintendent men scarcely qualified to obtain a good third grade certificate, and yet the law requires them to examine candidates for a first grade one. It puts in men of little experience as teachers and of no conception of teaching as a science, and yet the law requires them to hold institutes for instructing and inspiring the teachers who are to give knowledge and culture to the people's children. It puts in every two years, sometimes to succeed better men, those who seek the office for its pay and its honor or as a stepping-stone to something else, and not men who are themselves sought for their fitness.

As to the second point mentioned by the superintendent—lack of permanence in supervision—he says: "A system by which superintendents are elected biennially in general State elections gives to the office so uncertain a tenure that it largely paralyzes the energies and frustrates the work of the most competent among them. A man who is not reasonably certain to remain in office more than two years cannot feel the profound interest in his work which greater permanence would engender. Moreover, it puts a premium upon the unfaithful performance of duty. When continuance in office is altogether dependent upon the popular will or upon political influence, the strict and impartial performance of duty lies in a path beset with temptations."

The third fault charged upon the system—lack of authority in supervision—leaves county superintendents with no power to correct flagrant wrongs, no power to remove or to correct the incorrigibly stupid, careless, or vicious subordinates beneath them, confining their work almost entirely to mere inspecting, inquiring, and advising. As an illustration and a result of this feature, he cites the almost worthless character of the statistics prepared by many school officers of all classes, from district clerks to superintendents of counties, which are scarcely worth the paper on which the State prints them.

One of the worst results of this unbusiness-like system of supervision is poor teachers. With more intelligent, permanent, and authoritative supervision, many who now receive certificates would not be permitted to disgrace the profession, while thoroughly independent and honest supervision would cut off nepotism and favoritism, both

potent causes of weakness in the common schools. With such supervision would come, too, wise and effective methods of instruction, rational courses of study, better school accommodations, uniformity of text books, and more regular attendance, secured by greater attractiveness in the schools. There would also come a saving of money, from not having to pay untrained and incompetent teachers and from securing better care of school property. The heavy taxes for school purposes have generally been cheerfully paid by property owners, under the impression that the money was wisely expended; but doubts are beginning to arise, and they will multiply and prove a source of serious opposition to the free school system unless the defects in it are soon removed. There must be a reorganization of the whole scheme of State management, if results commensurate with the outlay are to be realized and if continued harmony in the support of public education is desired.—(Report of superintendent, 1875, pp. 23-31.)

PROPOSED SCHEME FOR A STATE SYSTEM OF PUBLIC SCHOOLS.

The superintendent gives an outline of a scheme of such a system as he thinks will accomplish the desired results. The main features of it are the appointment of State and county superintendents by a State board of education, (which board must comprise the elements of permanence and high character possessed by the present State University and normal school boards;) the township system of school government; a central high or grammar school in each township, to be made obligatory by law; a uniform State tax for the support of schools, aggregating annually, with the income of the school fund, enough to meet about one-half of the cost of the schools; the State funds to be distributed, to a certain extent, on the principle of "payment by results," thus stimulating local effort and checking irregular attendance; uniform examinations throughout the State for teachers of the same grade; and a system of township libraries, the joint creation of State and local action. Such a system, it is believed, would be comprehensive, practical, and efficient, and would be wholly removed from politics. A similar system has accomplished grand results in Prussia and Holland; has made the province of Ontario, in Canada, a model for the study of educational men; and has, within ten years, brought the State of New Jersey from the rear to the front educational rank.—(Report of superintendent, 1875, pp. 31-33.)

COMPULSORY ATTENDANCE.

The superintendent still entertains the sentiments expressed in a previous report as to this subject, opposing any general legislative enactment to secure the attendance of children at school, his former conclusions on the matter having been confirmed by the experience of those States where compulsory laws have been in operation. He, however, recommends the enactment of a good truant law. After the schools have been made attractive, efficient, and free, and after wise supervision has done its proper work, there will remain, he believes, but a small fractional portion of the children of the State upon whom the strong hand of compulsion must be laid.—(Superintendent's report, 1875, pp. 79-81.)

FREE TEXT BOOKS.

There have been many and long continued complaints on the part of teachers and superintendents of a lack of uniformity in the text books used in the schools and on the part of people generally similar complaints of the high price and the too frequent changes of the school books. The annoyance and injury to schools from the multiplicity of text books brought by pupils have been aggravated by the facts that many pupils are destitute of proper books for some days after the beginning of school terms, and that not a few pupils are, from the poverty of parents, permanently destitute of the same, unless provided by charity. In consideration of these facts the superintendent recommended the enactment of a law providing for township uniformity of text books and their purchase by school authorities and distribution by them to the pupils as a loan or at cost price. The legislature, however, did not see fit to provide for enforced township uniformity, but passed an act permitting such uniformity and such action as may be deemed best in regard to free use of text books in townships, cities, and villages, wherever desired. This law has met with much favor from the people wherever their attention has been fairly called to it, and many districts, towns, villages, and cities are taking advantage of its provisions and purchasing the books and stationery used in the schools. In some instances the books are furnished to the pupils free; in others, at cost price.—(Report of superintendent, pp. 54, 55.)

LIBRARIES.

"The free library," says the superintendent, "ought everywhere to be an adjunct and supplement to the free school. The knowledge and culture obtained in the latter are, at best, only a beginning." This was recognized by the founders of the State system, who made provision, as they supposed, not only for common schools, academies, and normal schools, but for suitable libraries for the same. But while the school system is vigorous and promising and likely to fairly accomplish the ends for which it

was designed, the library system has been, almost from the beginning, a piece of incompetence and uselessness. Libraries are not to be found in the great majority of the districts. The number of both libraries and books is steadily diminishing. From over 40,000 volumes in 1850 there was a decrease to little more than 16,000 in 1874. In the latter year there were reported in the 24 cities of Wisconsin only 1,840 volumes, worth less than \$3,000. The cause of this failure is familiar to all who have investigated the subject. The school district is too small a unit of territory in which to establish and maintain a library of sufficient size and vigor to command respect and care, and hence to secure its continuance. The district system that is injurious to the schools is nearly fatal to the libraries. The township system, which would be useful to the former, is indispensable to the success of the latter.

In 1859 an admirable library law was passed, which would probably be conferring incalculable benefits upon the State to-day if it had not met an untimely death by the opening of the civil war. The present State superintendent hopes to secure the reenactment, in substance, of this law.—(Report, 1875, pp. 61-63.)

KINDERGÄRTEN.

Special returns have been received by the United States Bureau of Education from 5 kindergärten, all in Milwaukee, having an aggregate attendance of 290 pupils, instructed by 16 teachers. In one of these schools the hours of instruction per day are 3, in two they are 5, in one, 3-5, and in another, 4-5. One of them, the West Side Kindergarten, is attended exclusively by German children.

CITY SCHOOL SYSTEMS.

MILWAUKEE.

Organization.—The public schools here are under the general management of a school board consisting of 2 members from each ward of the city, appointed by the aldermen of such ward and confirmed by the common council. These members hold office for two years, one-half going out each year. The immediate supervision is intrusted to a superintendent of schools, Professor James MacAlister.

Statistics.—Population of city, by city census of 1875, 100,775; number of school age, (4-20), 33,919; enrolled in public schools, 12,745; enrolled in private school, 9,269; total enrolment, 22,009; average daily attendance in public schools, 7,548. The number of teachers employed in public schools to the close of the school year 1874-'75 was 46 males and 144 females; total, 190; average number during the year, 182. The number of different school buildings used by the public schools was 20; used by private schools, 51; total, 71. The salaries paid teachers ranged from \$350, the minimum, for assistants in primary schools, to \$2,500, the maximum, for principal in high school. Salary of superintendent, \$3,000. Special teachers of music and drawing had \$1,800 and \$1,500 each. The receipts for the schools were \$217,657.67 and the expenditures for them \$157,645.03. Expense *per capita* on average daily attendance, \$20.86.

Special studies.—The committee on German report that the effort to systematize the study of German in the public schools by means of a graded course of instruction has been a great success, the results attained having exceeded the most sanguine expectations. The committee on music and drawing report great progress made during the year on the part of both pupils and teachers; the latter having received instruction with a view to better training of those committed to their care. The superintendent of drawing teaches only the pupils of the high and normal schools, the remainder of his time being given to instructing the teachers of the other schools and supervising their work. Professor Walter Smith's system is employed, and the results, as shown in an exhibition of 14,000 drawings by the teachers and pupils, appear to have been highly satisfactory; this, too, with an expense of only \$1,500 for instruction and the purchase of a small quantity of drawing paper for the examinations.

Means of improvement.—There is, in connection with the high school, a normal department for the training of teachers for the city schools, and from this many of the best qualified teachers are said to be supplied, nearly all its graduates being employed by the city as they come forth. For the improvement of teachers already at work, teachers' classes have been organized, and instruction given in algebra, in human physiology, in physics, and in physical geography. The lectures were given on Saturdays at the high school; the attendance, without compulsion, averaged more than fifty at each lecture; and the interest manifested seems to have fully satisfied those concerned. An extension of the plan is proposed for 1875-'76, and subsequently.—(Report of commissioners and superintendent for 1874-'75, with special return to Bureau of Education.)

TRAINING OF TEACHERS.

THE STATE NORMAL SCHOOLS.

These schools, now four in number, are, says the State superintendent, enjoying great prosperity, and are performing, in their sphere, a work of incalculable value to

the Commonwealth. Results have abundantly shown the wisdom of establishing several of these schools in various parts of the State instead of a single one at a central point. Their influence is now widely extended, reaching nearly every county, and their popularity fills their halls with eager students, even beyond the capacity of buildings and faculties. Hence frequent enlargements have from time to time been rendered necessary.—(State report, p. 78.)

The board of regents has encouraged the attendance at the schools of that large class of teachers who come but for a year, a term, or it may be less; for although the best results of classification may not be obtained by these means nor so much glory be reflected from the work of undergraduates, yet the little rills of influence emanating from the large host of normal undergraduates and institute students help to make and swell the mighty river of educational progress.—(State report, p. 186.)

According to the report of the president of the board of regents for normal schools, the amount expended in 1875 for the instruction of teachers, including \$6,163.31 for institute work, was \$123,224.24. The amount of normal school productive funds (derived from the sales of land set apart for the support of normal schools) was, September 30, 1875, \$976,364.34, an increase during the year of \$2,552. The normal school fund income for 1875 amounted to \$149,719.84.—(State report, pp. 181-184.)

Platteville.—At this school the year has been marked by earnest work and faithful attention to duty on the part of the normal students. The moral tone of the school improves from year to year, cases of discipline are extremely rare, and harmony characterizes the work of the teachers. The attendance in the normal department was: ladies, 104; gentlemen, 109; total, 213. The present seating capacity of this department is 350. Number of graduates since the commencement of the school, 88; of these 47 are at present teaching in Wisconsin.—(State report, pp. 181-190.)

Oshkosh.—The fourth annual report of the Oshkosh normal school gives a total attendance in the normal department of 293 students, and in the grammar, intermediate, and primary departments of 215 more. At the close of the school year the school graduated its first class in the advanced course, numbering 8, while 12 completed the elementary course.—(State report, pp. 198, 211.)

Whitewater.—During the year ending June, 1875, the school at Whitewater sent out as instructors into the district schools 81 undergraduates, besides 6 graduates from the advanced course and 9 from the elementary, making in all 96 teachers furnished the State in the year. Others of the undergraduates have undoubtedly taught, but the institution has no record of them. Gratifying reports of the work of the graduates are received and reasonable satisfaction, it is believed, has been given by the undergraduate teachers, though the character of their work cannot be so readily ascertained. The condition of the institution is prosperous. The number in attendance is greater than at any period in the history of the school, while its earnestness and spirit have increased.—(State report, 1875, pp. 192, 193.)

River Falls normal school was organized September 7, 1875. A special return from it dated December 6, 1875, gives the number of instructors belonging to it as 10; that of students in attendance as 100, of whom 68 are ladies. The number of years in the elementary course is 2, in the full course 4. Drawing and vocal music are taught. The institution possesses a library of 60 volumes, a chemical laboratory, a philosophical cabinet and apparatus, and a museum of natural history. Diplomas are given to graduates from the four years' course; certificates to those who complete the two years' course. In this, as in all the State normal schools of Wisconsin, graduates who have received certificates are authorized by law to teach in the common schools of the State without further examination.—(Return to Bureau of Education, 1875.)

In addition to facilities for the instruction of teachers in the above mentioned State normal schools, Milton College, at Milton, offers a teachers' course to such of its students as desire it, and the Seminary of the Holy Family, at St. Francis Station, for the instruction of teachers, reports an attendance of 80 students, all males. The course of study at this seminary lasts four years, and includes, in addition to other studies, free hand drawing and vocal and instrumental music. The graduating class of last year numbered 7, all of whom engaged in teaching. This seminary was organized in 1870, has a library of about 600 volumes, a natural history museum, and a gymnasium.

INSTITUTES.

Careful attention has been given by the board of regents of normal schools to institute work, so organizing, distributing, and conducting the institutes that no teacher or expectant teacher need be without their benefit. A committee of two members of the board, one of whom is the State superintendent, is especially charged with the duty of providing for the institute work of the State and carrying on and supervising the same, according to the general plan marked out by the board. The State is divided into four institute districts, each one of them being conducted by a member of the faculty of the normal schools.

During the summer and fall of 1875 institutes were held in 40 different counties of the State. Of these 6 were held for a term of four weeks, 2 for three weeks, 12 for two

weeks, and 20 for one week. A very few applications for institutes the committee were obliged to reject or modify, because unable to procure conductors. The amount expended in this work, including printing, is \$5,206.68. The number of teachers reached by these institutes was very large. In no previous year has the work been as carefully, thoroughly, and conscientiously performed, as general in its scope, and as effective of good results as during the present. The committee recommend, as the result of their experience, that a change be made in the law so that institutes may be held not less than two weeks in any place, instead of four, as now provided, and that more definite arrangements as to meeting the expenses may be settled.—(Superintendent's report, 1875, pp. 186, 219-222.)

EDUCATIONAL JOURNAL.

The value of a good school journal has been stated under the head of Virginia. The Wisconsin Journal of Education, edited by Superintendent Searing, meets the needs of the State in this respect, containing regularly a large number of official opinions on questions relating to the school laws, besides educational intelligence from various parts of the State and from other States and countries, with practical and useful discussions of educational topics. That it is not a hasty compilation from other periodicals, but, to a great extent, a repository of original and carefully prepared articles from the teachers and school officers of Wisconsin, inspection will prove.

SECONDARY INSTRUCTION.

TOWNSHIP HIGH SCHOOLS.

In accordance with a recommendation of the State superintendent in a previous report, the legislature in 1875 passed a law providing for the establishment of township high schools. As soon as possible after the passage of the law the superintendent issued and distributed a circular, setting forth their purpose and character, and giving what he considered judicious courses of instruction for them. The law has met with very general favor, and there is reason to believe it will, in due time, accomplish all that its projectors and friends have anticipated.—(Report, 1875, p. 34.)

The State superintendent does not give the number of public high schools in the State, but it is known that such exist in connection with the school systems of some of the cities.

The report of Superintendent James MacAlister, of the Milwaukee public schools, for 1875, gives the attendance in the high school of that city as 150, of whom 85 belonged to the academic and 65 to the normal department. In the classical course of the school Latin is obligatory; Greek, German, and French, optional. In the general course German is obligatory for three years and optional in the fourth, while French, geometry, trigonometry, mensuration and surveying, English literature, and book-keeping are optional in the third and fourth years. Music and drawing are studied throughout the course.—(School Bulletin for the Northwest, July, 1875.)

Superintendent MacAlister recommends the organization of the academic and normal departments into separate schools, all the academic training to be transferred to the high school proper, making of the normal a purely professional school, following in order after the academic course, or a portion of it, has been finished. From the School Bulletin for October, 1875, it would appear that this plan, or a similar one, has been adopted, and several important changes made in the high school course, such as omitting Greek and forming a two years' and four years' courses.

ACADEMIES AND SEMINARIES.

One school for boys, 5 for girls, and 6 for both sexes, mainly for secondary training, report for 1875, from Wisconsin, 130 teachers and 1,927 pupils, 306 of whom were for that year in classical studies and 727 in modern languages, while only 34 are explicitly stated to be preparing for a classical course in college and only 3 for a scientific course. Four of these schools are controlled by the Roman Catholics, 2 are non-sectarian, and 5 are under the influence, respectively, of the Baptists, Presbyterians, Protestant Episcopalians, United Brethren, and Universalists, the remaining 1 not reporting on this point. In 9 of these schools drawing and instrumental music are taught; 10 teach vocal music; 7 have chemical laboratories; 10, more or less philosophical apparatus. Nine report libraries ranging from 26 volumes to 7,000, the total sum of the 9 libraries being 14,526 books.

PREPARATORY DEPARTMENTS OF COLLEGES.

Preparatory departments are reported in 10 colleges of the State as having an aggregate attendance of 1,359 pupils—1,007 young men and 352 young women—of whom 337 were engaged in preparation for a classical course and 338 for a scientific.

BUSINESS COLLEGES.

Seven such schools, located in the chief cities of the State, report a total of 26 instructors and apparently 1,313 pupils, 1 at Green Bay making a very indistinct return on this point. Besides instruction in arithmetic, book-keeping, penmanship, commercial law and commercial forms, 14 students are taught phonography; 50, telegraphy; 95, German; 48, French; and 1, Spanish.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOL.

Milwaukee Academy, corner of Cass and Knapp streets, is an English and classical school for young men, its special work being the preparation of young men for college. There is also a comprehensive course of instruction in English, scientific, and mathematical studies, with such other branches as have a more immediate application to business pursuits. Ample facilities are provided for illustrating the principles of the natural sciences. The German and French languages are thoroughly taught.—(Milwaukee Monthly Magazine, January, 1875, p. 4.)

In this school and the Wayland University, at Beaver Dam, there were reported for 1875 a total of 12 teachers and 184 pupils, of whom 36 were preparing for a classical collegiate course and 32 for a scientific one. Both schools report the possession of philosophical apparatus. The former has a gymnasium and the latter a library of 1,500 volumes.

SUPERIOR INSTRUCTION.

UNIVERSITY OF WISCONSIN.

The university embraces a college of arts, one of letters, and a law school. It is under the immediate charge of a president and 26 professors and teachers, and is in a highly prosperous condition. There has been a steady increase for some years past in the number of students in the regular classes, and this notwithstanding the enlargement of the terms of admission and a more careful examination of applicants. There has been, during the year past, an appropriation by the legislature of \$30,000 for the erection of Science Hall, a gift followed by that of the property known as the Orphans' Home. Science Hall will give the best accommodations in all branches of physical science to 600 students, and will leave nothing to desire in the external conditions of instruction in this department for a long time to come.

During the past year the young women have been put, in all respects, on the same footing in the university with the young men. "No difficulties," says the president, "have arisen from it. There were eight young women among the graduates at the last commencement. Their average scholarship was certainly as high as that of the young men, and they were apparently in good health. We feel, however, that the young women in attendance on the university should be sheltered from the claims of general society, and that they cannot meet the exactions, in dress, labor, and time, incident to society, without suffering either in health or scholarship, or in both."

During the year, the opportunity of taking special studies in the subfreshman classes has been withdrawn. The object of these classes is exclusively to fit students for the university, and it is not desired to do any preparatory work for its own sake, but, on the contrary, the time is anticipated when the university will be entirely relieved of preparatory work. Much aid in this respect is anticipated from the operation of the new high school law.

Special students are admitted freely to the college courses, provided they can pass an examination in the English studies included in the terms of admission to the freshman year of the scientific course. It is believed, however, that the students would, with scarcely an exception, be profited by choosing some one course and adhering to it. When a regular student becomes a special student it is regarded as a retrogression, while the acceptance of a regular course is almost sure to result in new effort, more satisfaction in labor, and more firmness in purpose. Haste and vacillation are the besetting sins of the students. A portion of the instability is referable to poverty, but a large remainder must be attributed to a low estimate of thorough scholarship and to a haste to enter, ready or otherwise, on the work of life.—(Report of State superintendent, pp. 157-160, 164, 165.)

The catalogue of the university for 1875-'76 gives the number of students for that year as 345, including 49 special students, 71 in the subfreshmen classes, and 25 law students. Of the 200 remaining engaged in regular collegiate classes, 39 were pursuing the ancient and 26 the modern classical course, 120 the course in general science, 12 that in civil engineering, and 3 that of mining and metallurgy.

OTHER COLLEGES.

Beloit College, Beloit, (Congregational,) aims to provide a thorough, liberal, and Christian education for young men. Its main course of study corresponds with that found in the best New England colleges, known as the "American college course." It

comprehends a training in language, in mathematics and science, in the histories of nature and of man, and in those philosophic and religious principles necessary to complete the general preparation for a broad and useful life.—(College catalogue, 1874-'75.)

Galesville University, Galesville, (Methodist Episcopal,) admits both sexes to its privileges, which include preparatory, classical, and scientific courses. The building will accommodate 200 students.—(Catalogue of the university, 1874-'75.)

Laurence University, Appleton, (Methodist Episcopal,) is for both sexes. In addition to its classical, scientific, and commercial studies, French, botany, music, drawing, and painting are attended to.—(State report, p. 226.)

Milton College, Milton, (Seventh Day Baptist,) offers to young men and young women on equal terms a classical course, embracing both collegiate and preparatory studies, a scientific course, and a teachers' course. The number of students in collegiate classes in 1874-'75 was 79; in the preparatory class, 176.—(Circular of college for 1875-'76 and report of State superintendent, 1875.)

Racine College, Racine, (Protestant Episcopal,) is for boys and young men only. In the school of letters a full collegiate course of four years is provided. The course in the school of science also lasts four years, and is intended to provide a thorough course in the natural sciences, mathematics, the English branches, and the modern languages. German and French are obligatory. The preparatory department includes classical and mathematical schools. The latter teaches book-keeping and German, and is intended to fit boys for business or for the school of science in the college; the former prepares them for the classical department.—(College catalogue, 1874-'75.)

A later circular states that, in February, 1875, Taylor Hall, the building used for college students was burned, destroying with it the valuable college library, the scientific apparatus as well as furniture, &c. But as the walls of the building were left standing, preparations were at once made for renewal of it; and a picture since sent in shows it as renewed.

Ripon College, Ripon, (Congregational,) admits both sexes to its collegiate and preparatory departments, the former including classical and scientific courses.—(College catalogue, 1875-'76.)

There is also a musical department, under the control of Professor J. C. Fillmore, of the Leipzig Conservatory of Music, which provides thorough instruction in both vocal and instrumental music.—(School Bulletin, December, 1875.)

COLLEGES FOR WOMEN.

Three colleges for women, all authorized by law to confer degrees, report an aggregate attendance of 225 pupils in collegiate studies, instructed by 38 teachers, all of the latter except 4 being ladies. There were in the regular course 216 students, in special or partial courses 6, and in post graduate studies 6. Two report libraries of 800 and 821 volumes respectively. One is under the patronage of the Congregational Church, one the Roman Catholic, and the other is non-sectarian. In all the 3, drawing and painting, vocal and instrumental music, and German are taught. Two teach French and 1 Italian and Spanish. All the 3 report chemical laboratories and philosophical apparatus, and 2 have museums of natural history.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corpus of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Beloit College	10	6	87	77	\$80,000	\$120,000	\$12,000	\$3,600	\$0	\$15,000	29,300
Galesville University	7		106	29	50,000						4,500
Lawrence University	14		231	97	75,000	100,000	5,000	4,500			27,600
Milton College	11		178	77	46,125	6,000	250	3,750			2,000
Northwestern University ..	8		67	31	47,000			2,400			2,050
Pio Nono College	8		104		80,000			20,000			500
Racine College	18		118	31	150,000	27,000		63,460			1,000
Ripon College	17	0	245	56	65,000	50,718	4,531	3,433	0	0	23,900
St. John's College	15	0	150	150	100,000	0	0	15,000	0	0	3,000
University of Wisconsin....	25	0	73	201	250,000	452,389	31,551	7,234	17,303	0	28,263

α Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural college of the State is comprised in the college of arts of the University of Wisconsin. This college embraces the departments of general science, agriculture, civil engineering, mining and metallurgy, and military science. As soon as the income of the university will allow, and in such order as the wants of the public shall seem to require, these departments are to be expanded into distinct colleges of the university, each with its own faculty and appropriate title.

The amount of agricultural college fund which was productive in September, 1875, was \$236,133.90; the income received from it during that year was \$16,148.41. The number of students pursuing the agricultural course is not given; but it is stated that he was received from the sale of products from the experimental farm during the year was \$859.99. In the course of general science there were 120 students; in that of civil engineering, 12; and in mining and metallurgy, 3.

The legislature of 1875 appropriated \$80,000 for the purpose of building an additional university edifice for scientific purposes.—(Report of board of regents and catalogue of university for 1875.)

THEOLOGICAL.

Nashotah Theological Seminary, Waukesha County, (Protestant Episcopal,) founded in 1842 and incorporated in 1847, and the Salesianum, near Milwaukee, (Roman Catholic,) are the only theological schools in the State from which printed catalogues or circulars have been received. Each has a three years' course, that of the former including biblical and ecclesiastical histories, systematic divinity, scriptural exegesis, Hebrew, pastoral theology, and elocution; that of the latter, dogmatic, moral, and pastoral theology; canon law; liturgies, exegesis of Old and New Testament; church history, and homiletics.—(Circulars of these institutions.)

LEGAL.

The law department of the University of Wisconsin numbered, in 1875, 25 students in its classes. The course of instruction is for the most part by lectures, and by reading under the direction of the professors, with weekly moot court practice. Among the advantages which this law school affords the student is its location at Madison, the seat of the law library of the State, which is probably the largest collection of the kind in the Northwest, and which is at all times accessible to the students, as is also the library of the State Historical Society, numbering over 50,000 volumes.—(Catalogue of university, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.			Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		Receipts for the last year from tuition fees.
SCHOOL OF SCIENCE.								
Departments of civil engineering, mining, and metallurgy, (University of Wisconsin.)	6	.....	15	2	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.								
Nashotah House*.....	6	1	50	6	\$70,000	\$25,000	\$2,000	6,000
Seminary of St. Francis of Sales.....	12	.....	245	9	.....	.....	.....	.....
SCHOOL OF LAW.								
Law College, University of Wisconsin...	7	.....	25	1	.....	.....	\$1,050	300

* From Report of Commissioner of Education for 1874.

SPECIAL INSTRUCTION.

WISCONSIN INDUSTRIAL SCHOOL FOR BOYS.

This was at first really a prison with its cells and grates; it is now a home, with its social relations, and its family circle. It was organized on the congregate plan, with its crowd of boys in a single herd; it is now a miniature colony, with its homes and workshop, its farms and gardens, its schools, reading rooms and library, its social, educational, and religious facilities. During the sixteen years of its history, 1,184 children have been brought under its influence. Of this number, about one-fourth are still in the school, and fully two-thirds of the others are, so far as our knowledge extends, acting the part of good citizens by living quiet, industrious lives. No computation can show the amount of good returned to the State by the reformation of so large a percentage of its juvenile violators of law and order; but every observer can realize that the perpetration of a vast amount of crime has been prevented and a large number of boys restored to society, growing and grown into good citizens, the friends of law instead of its enemies, earning by their own efforts an honest living, instead of preying upon others, or wasting life in confinement at the expense of the taxpayers of the State.—(Report of Superintendent Hendrickson, in State report, pp. 254, 255.)

WISCONSIN INSTITUTE FOR THE INSTRUCTION OF THE BLIND, JANESVILLE.

Since the fire which destroyed the main building of this school in April, 1874, its operations have been carried on under great disadvantages, in small and inconvenient buildings, poorly supplied with apparatus. The new building authorized by the legislature will accommodate but a portion of the household, and the difficulties incident to the occupation of detached buildings must still be met.

Since the last report, 85 pupils have been in attendance, 4 of them adults, connected with the mechanical department, and admitted for a brief time, that they might acquire the knowledge of a trade by which to sustain themselves.

In the literary department instruction has been given in reading, writing, spelling, arithmetic, geography, grammar, United States history, geometry, natural philosophy, and mental philosophy. In the musical department vocal and instrumental music have been taught, not merely as a pleasant accomplishment, but also as a means of earning a livelihood. In the mechanical department the elder boys have been taught broom-making, while the younger boys and girls have learned to make bead work. The girls learn also to sew, knit, crochet, and do a variety of useful and ornamental kinds of work.—(Report of Mrs. Thomas H. Little, superintendent, in State report, pp. 58, 256.)

WISCONSIN INSTITUTE FOR THE DEAF AND DUMB, DELAVAN.

At the date of the report, November 29, 1875, there were in this school 148 pupils, divided into 8 grades, each grade in charge of a teacher, and a class of 20 in articulation, under a special teacher.

The course of study is the same as that in the public schools, and the same text books are used, except in the study of language in the two lower grades, where special books are used.

The advancement of the pupils is said to compare favorably with that of children in the common schools.

In addition to the schooling in literary branches and the language of signs and lips, the pupils are taught to work. There are, for the boys, a cabinet shop, a shoeshop, and the garden, grounds, barn, &c.; and, for the girls, the varieties of sewing, chamber and dining room work, &c.—(Report of principal, W. H. DeMotte, in State report, p. 258.)

EDUCATIONAL CONVENTIONS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-third annual session of this association was held at Eau Claire, July 29, 30, 1875. The meeting, it is stated, was a most agreeable and profitable one, the exercises, consisting of addresses, papers, and discussions, being participated in by both ladies and gentlemen, and frequently enlivened by music and readings, while the people among whom the meeting was held manifested an overflowing hospitality. President Emery's address (to be found in full in the Wisconsin Journal of Education for September, 1875) was an appropriate, practical, and suggestive paper, and its various topics were taken into consideration and reported upon by committees appointed for that purpose. The president expressed the opinion that the association has been successful in a good degree in accomplishing its two great objects: self-improvement of the members and the advancement of the cause of popular education throughout the State.

The topics considered in the papers and addresses delivered were: "The function of the normal school," by President O. Arey, of Whitewater; "Drawing," by W. E. Ander-

son, of Waukesha; "Entomology," by John H. French, LL. D., of Vermont; "The district school curriculum," by A. Salisbury, of Whitewater; "The student's hope," by Professor E. H. Merrill; "Can we do it?" by Miss Martha Kidder, of Oshkosh; "A State school tax," by Superintendent James MacAlister; "The high school law," by Superintendent Searing; "Language study: its means and its end," by Superintendent Pickard; "Architecture," by President John Bascom, of the University of Wisconsin; "Educational backbone," by E. B. Wood, of Oshkosh; "The coming teacher," by Helen M. Bingham, of Monroe; and "Teachers' examinations and State certificates," by A. F. North, of Pewaukee.

The committee to which was referred that portion of the president's address relating to "a township system of school government" and "free town high schools" reported favorably to the town and adversely to the district, as the unit in school government; also expressing their hearty approval of the present high school law and their earnest desire that it may receive a thorough and fair trial.

The ladies of the association, as a separate body, expressed their thanks to all who were instrumental in the passage of the law last winter making women eligible to school offices in the State.—(Wisconsin Journal of Education, September, 1875, pp. 351-357.)

An executive session of the association met at the same place in December, 1875, when papers were presented, addresses made, reports of committees received and considered, and other important business discharged.—(Wisconsin Journal of Education, January, 1876, pp. 28-36.)

CONVENTION OF SCHOOL SUPERINTENDENTS.

In response to the call of the State superintendent, the county and city superintendents convened at Madison, December 29, 1875. The first topic considered was how to secure more effective and permanent supervision of schools. Superintendent Searing commenced by alluding to the fact that measures were being taken to secure the abolition of the superintendency, on account of its alleged inefficiency, produced by the incompetency, negligence, and indolence of some past and present incumbents of the office. The general opinion appeared to be that many defects exist in the office, among which were mentioned "meagreness of beneficial results, incompetent incumbents, uncertain tenure of office, imperfect mode of providing salary, meagreness of salary, amount of work too great," &c. The remedies proposed were "an educational qualification, change of removing power, uniform examinations, change of electing power, a longer term, change of time of electing, payment by the State, more work among the people, superintendents to meet for counsel, more control by State superintendent, and obligatory institute attendance." The next subject considered was that of irregular attendance and the best means for securing regularity. Superintendent Searing thought one important means of securing regular attendance would be the provision of comfortable and attractive houses and grounds. Children love beauty and shun the opposite. In the village of Necedah there was a primary room, built of poor, cheap materials, that had been made positively attractive by the teacher's taste, tact, and work, and all at a cost of less than one dollar. The ornamentation was a few nice, cheap pictures, framed by the teacher, and natural curiosities picked up in the neighborhood. Others spoke in favor of wide-awake teachers, the distribution of a State tax on the basis of attendance, a regular course of study, monthly reports, &c. At the request of Superintendent Searing, a vote was taken on the subject of a State tax, which resulted in 16 in favor of, and only 1 against, such tax. A committee was appointed to report at the next session on the subject of a "course of study in district schools."—(Wisconsin Journal of Education, January, 1876, pp. 37-41.)

OBITUARY RECORD.

SUPERINTENDENT THOMAS H. LITTLE.

In February, 1875, Mr. Thomas H. Little, for more than thirteen years superintendent of the Wisconsin Institute for the Education of the Blind, was removed by death. A notice of him in the report of the institution says: "His integrity and absolute truthfulness gave him a reputation it is an honor for any man to wear. As a private citizen, he was quiet, unassuming, and upright; as a public officer, thorough, untiring, efficient, and jealously watchful of the interests committed to his care. As an instructor, he was a recognized leader in his profession, a disciplinarian who knew how to govern without seeming to govern at all, and who was to his pupils far more like a wise and kind parent than a superintendent. As a Christian, he was manly, generous, humble, full of faith, and given alike to prayer and good works. In his death, the community has lost a useful citizen, the State a faithful and valued servant, and the church an exemplary member and efficient officer."—(Report of institution in State report, pp. 256-257.)

LIST OF SCHOOL OFFICIALS IN WISCONSIN.

Hon. EDWARD SEARING, *State superintendent of public instruction, Madison.*
 Rev. J. B. PRADT, *assistant State superintendent of public instruction, Madison.*

CITY SUPERINTENDENTS.

City.	Superintendent.	City.	Superintendent.
Appleton.....	A. H. Conkey.	Menasha.....	W. H. Lull.
Beaver Dam.....	James J. Dick.	Milwaukee.....	James MacAlister.
Beloit.....	T. L. Wright.	Mineral Point.....	Thomas Priestly.
Berlin.....	N. M. Dodson.	Nenah.....	T. T. Moulton.
Columbus.....	S. O. Barrington.	Oconomowoc.....	D. R. Thompson.
Fond du Lac.....	C. A. Hutchins.	Oconto.....	H. W. Gilkey.
Fort Howard.....	R. Chappell.	Oshkosh.....	Charles W. Felker.
Grand Rapids.....	Henry Hayden.	Portage.....	N. K. Shattuck.
Green Bay.....	A. H. Ellsworth.	Prairie du Chien.....	Joshua Sutter.
Hudson.....	H. H. Slack.	Racine.....	R. H. Tripp.
Janesville.....	R. W. Burton.	Sheboygan.....	John H. Plath.
Kenosha.....	H. M. Simmons.	Watertown.....	William Bieber.
La Crosse.....	J. W. Weston.	Wausau.....	B. W. James.
Madison.....	Samuel Shaw.		

COUNTY SUPERINTENDENTS.

[In commission January 1, 1876.]

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Adams....	Jesse M. Higbee..	Plainville.	Lincoln....	David Finn.....	Jenny.
Ashland....	John W. Bell.....	La Pointe.	Manitowoc..	W. A. Walker....	Manitowoc.
Barron....	H. J. White.....	Rice Lake.	Marathon...	Thomas Greene...	Wausau.
Bayfield...	John McCloud...	Bayfield.	Marquette...	H. M. Older.....	Packwaukee.
Brown.....	T. E. Sedgwick...	West Deperre.	Milwaukee, (1st district.)	Thomas O'Herrin.	Oak Creek.
Buffalo....	L. Kessinger.....	Alma.	Milwaukee, (2d district.)	James L. Foley...	Butler.
Burnett....	John G. Fleming...	Grantsburg.	Monroe.....	N. H. Holden.....	Sparta.
Calumet....	Wm. B. Minaghan	Chilton.	Oconto.....	Maggie M. Comstock.	Oconto.
Chippewa..	Jno. A. McDonald	Chippewa Falls.	Outagamie..	Patrick Flanagan.	Appleton.
Clark.....	R. J. Sawyer.....	Neillsville.	Ozaukee....	Edward H. Janssen	Cedarburg.
Columbia..	Kennedy Scott...	Rio.	Pepin.....	J. H. Rounds.....	Durand.
Crawford..	G. L. Miller.....	De Soto.	Pierce.....	H. S. Baker.....	River Falls.
Dane, (1st district.)	A. R. Ames.....	Door Creek.	Polk.....	James W. Dean...	Black Brook.
Dane, (2d district.)	M. S. Frawley....	Black Earth.	Portage....	J. O. Morrison...	Amherst.
Dodge, (1st district.)	John T. Flavin...	Watertown.	Racine.....	M. J. Smith.....	Sylvania.
Dodge, (2d district.)	Arthur K. Delaney	Hustisford.	Richland...	David D. Parsons.	Sextonville.
Door.....	Chris. Daniels...	Sturgeon Bay.	Rock, (1st district.)	John W. West....	Footville.
Douglas...	I. W. Gates.....	Superior.	Rock, (2d district.)	J. B. Tracey.....	Milton.
Dunn.....	George Shafer...	Menomonee.	St. Croix...	Frank P. Chapman	New Richmond.
Eau Claire.	Agnes Hosford...	Eau Claire.	Sauk.....	James T. Lunn...	Ironton.
Fond du Lac, (1st district.)	W. L. O'Connor..	Rosendale.	Shawano...	Miss C. A. Magee..	Belle Plaine.
Grant.....	G. M. Guernsey..	Platteville.	Sheboygan..	George W. Weeden	Sheboygan City.
Green.....	Thos. C. Richmond	Bem.	Taylor.....	O. N. Lee.....	Medford.
Green Lake	A. A. Spencer....	Berlin.	Trempealeau	Amos Whiting...	Trempealeau.
Iowa.....	Albert Watkins..	Mineral Point.	Vernon.....	O. B. Wyman.....	Viroqua.
Jackson...	T. P. Marsh.....	Hixton.	Walworth...	Fred W. Isham...	Elkhorn.
Jefferson..	C. I. Collier.....	Rome.	Washington.	S. S. Barney.....	West Bend.
Juneau....	J. W. Wightman..	Werner.	Waukesha...	John Howitt.....	Waukesha.
Kenosha...	David H. Flett...	Kenosha.	Waupaca...	C. W. Packard...	New London.
Kewaunee..	Wm. H. Seymour..	Ahnapee.	Wausbara...	Wm. T. Williams..	Berlin.
La Crosse..	S. M. Leete.....	West Salem.	Winnebago..	F. A. Morgan.....	Oshkosh.
La Fayette.	Henry Jane.....	Shullsburg.	Wood.....	C. B. Garrison...	Centralia.

ALASKA.

A gentleman connected with the Coast Survey, who has had large opportunities for observation of the Indian population on the northwest coast, kindly furnishes the following interesting information respecting matters in Alaska:

WASHINGTON, D. C., *March 22, 1875.*

MY DEAR SIR: In response to your inquiry as to the condition of the inhabitants of Alaska I beg leave to submit the following summary of facts which I have reason to believe are substantially accurate. As the climate and condition of the territory are but little understood and have been erroneously represented, a few preliminary remarks on these points may not be out of place.

The area of the territory is nearly one-sixth as much as that of the whole of the remainder of the United States put together. The coast line is fully as great as the whole coast line of the rest of the United States, and a large part of it is composed of islands covered with a dense forest or growth of herbaceous plants.

This great region is divided climatologically into three subdivisions, characterized by wholly different conditions of climate and vegetation.

(1) The most northern is that which furnishes the popular idea of Alaska. It has a climate which in most respects is properly called arctic. The winters have periods of very severe cold, while the summers, extending from June to September, inclusive, are very hot, at least during part of every clear day. Travelling is done by means of dog-sledges or canoes, according to the season. The climate is somewhat tempered on the immediate sea-coast, but a few miles in the interior the above conditions prevail. Extensive forests of spruce, birch, poplar, and alder border the rivers, especially the Yukon, the great river of Northwest America. Some quick growing vegetables will do well during the short summer, such as turnips, lettuce, radishes, &c., but the main reliance of the inhabitants will always be on the salmon, white-fish, and trout which swarm in the rivers, the immense flocks of wild fowl which spend the breeding season there, and on the meat of the reindeer and other products of the chase. Trees are not found on the immediate sea-coast. The trade of the country is exclusively in furs, skins, whale oil, and bone and walrus ivory. This region extends from the Arctic Ocean to the Peninsula of Alaska, on the mainland, and to St. Matthew Island, on the sea of Behring. Notwithstanding the climate, it affords subsistence to a large native population, and with the proper precautions (I speak from nearly three years' experience, including two winters) a white man in ordinary health finds no difficulty, when provided with the clothing worn by the aborigines, in existing with tolerable comfort.

(2) The second region includes all the Aleutian Islands west of the end of Alaska peninsula and is in every respect different. It is in a general way about the latitude of Edinburgh, and possesses a climate similar to that of the west of Ireland and the north of Scotland. I have never seen the thermometer down to ten degrees above zero of Fahrenheit in four years, and in thirty years, as far as we know, it has only been down to zero seven times. The islands are covered with rank herbage, and toward the east have small willows and blueberry bushes, but nowhere any trees. Fuel is supplied by drift-wood which is cast on the shores in tolerable abundance.

The chief trouble with this region is the superabundance of cloudy weather, fog, and rain. These prevent the summer from being as warm as the very mild winter would lead us to anticipate. The annual mean is about that of Philadelphia. Most vegetables, if properly cultivated, will grow, and there seems to be no reason why fruit trees should not do well if sheltered when young and planted where there is good drainage. There is no difficulty whatever in keeping sheep and cattle, which, as a rule, find enough to eat on the hillsides all winter, though they would doubtless do better if protected and furnished with hay, which can be cut anywhere. I have seen sheep and cows support themselves all winter without any care and rear their young in the spring.

(3) The last region is that extending from Kadiak Island to the eastern end of the territory southeast of Sitka. Though the high mountains of this region nourish local glaciers, and there is nearly as much rain at Sitka as in parts of Oregon, yet the shores are covered with a dense forest of large trees, and the climate, a little colder in winter and a little hotter in summer than the Aleutian district, affords as high an annual mean as Baltimore. This, it may be mentioned, is due to a warm current similar to the Gulf Stream, which bathes the Aleutian Islands and the coast about Sitka, and is responsible for the warm temperature as well as the abundant rain. Of this district Kadiak and Cook's Inlet have been called the "garden of the territory." In the western part of the Aleutians, fish are not very plenty and there are no large land animals, though water-fowl abound. But in this region, which I will call the Sitka district, food is

incalculably abundant. Game, reindeer, cod, halibut, salmon, and herring are inexhaustible. Indian corn has been grown at Cook's Inlet successfully, which will give an index to its agricultural capacity, while almost any vegetables, if properly cultivated, will do well at Kadiak. First rate potatoes have been grown of late at Sitka, and previous failures were undoubtedly due to ignorance of proper cultivation. The inhabitants of the territory are about 20,000 in number, of whom at least 18,000 are natives.

They are of four classes :

(1) The Koloshian Indians, who inhabit the Sitka archipelago and coast as far as Yakutat or Admiralty Bay. These are a bad class of natives. Bold, impudent, fond of liquor, which they manufacture from molasses bought of the whites, ready to use weapons on any provocation, vindictive, and sensual, they only attract admiration for their courage and unusual intelligence, which latter is particularly manifested in their carvings, canoes, and dwellings. They purchase most of their clothing from the whites, but for almost anything else they are quite independent. I fear they cannot be considered amenable to any system of education disconnected from the "strong arm." Still, by a rigorous system of excluding whites, of imposing responsibility, and appealing directly to their material interests, the mission of Rev. Mr. Duncan, among somewhat similar Indians at Metakatla, British Columbia, has, in many respects, proved a success. Most of these Indians understand the Chinook jargon.

(2) The interior Indians. These are of the usual Chippewayan type, very different from the Koloshians, and extend from the mouth of the Copper River to Cook's Inlet, and in the interior north to the Arctic Circle. They have had little intercourse with whites except on the Yukon, are essentially wild at present, but in some places, as at Cook's Inlet, might be reached without much difficulty. Few of them speak anything but their own language, and these few only add to it a little Russian. None of them have been subjected to any educational processes, though a few have been baptized by the Russian priests. Unless in Cook's Inlet, they cannot be said to offer much of a field for instruction at present.

(3) The Eskimo or Innuut. These people, though identical as to race and nearly so as to language, offer a very favorable contrast in intelligence and physique to the Eskimo of Greenland and Labrador. With many of the faults of the savage, they unite a fundamentally more tractable character, greater intelligence, and less devotion to gloomy superstitions. They are nearly white, and extend over the entire coast line of the Territory from the Arctic Seas to Cook's Inlet and the shores of Prince William's Sound, and west as far as the Chirikoff or Ukamok Island, near Kadiak. They speak a language which is readily acquired and near Kadiak and Norton Sound many of them understand a little Russian. They chiefly live by fishing and hunting.

These people have been brought under Russian influences at Kadiak and in Prince William's Sound, and the results are favorable. Though their present condition is not of the best, yet, considering the circumstances, these people offer more qualifications for benefiting by instruction than any I have yet mentioned. In the localities just mentioned most of them have connection with the Greek chapels established by the Russians. The influence of the priests there at present seems, however, wholly bad, as the people are given over to gambling and drunkenness. In Norton Sound they have been greatly demoralized by the class of whites with whom they are most familiar, and the annual alcohol traders of the Arctic coast and Kotzebue Sound, mostly Hawaiians by flag but Americans by birth, are rapidly depopulating that region.

(4) The Aleuts. These are also Eskimo in race, but differ so much from all the other branches of that stock that they may with propriety be considered separately. They inhabit the Shumagin Islands, the western end of the peninsula of Alaska, and the Aleutian and Pribiloff Islands. Their principal settlements are at Unga Island in the Shumagins, Belkoffsky on the peninsula, Unalaska, Umnak, Atka, and Attu, among the Aleutian Islands. The other settlements are all clustered within a few miles of one or the other of those named. These people speak the Russian language, as well as the native dialect, almost without exception. They are about 2,000 in number, and have remained stationary at about this figure for a number of years. Whatever their original character may have been, through nearly a century of Russian influence they have become docile and tractable, are in most places more than half civilized, wear civilized clothing, subsist to a large extent on flour, sugar, and tea bought of the traders, and are almost without exception devoted members of the Greek Church. It cannot be doubted that many of them understand but little of the doctrines they profess, but they are none the less devoted to them, and very naturally so, as nearly all that is good in their natures and mode of life is due to the self-sacrificing efforts of one devoted missionary, once a poor missionary priest at Unalaska, now aged and blind, but retaining the clearness of his faculties, occupying the exalted position of primate of the Greek Church, or Metropolitan of Moscow. To this person, Innocentius Veniaminoff, we owe a monograph on these people and an account of the islands which is the fullest and most reliable extant. Each village has its church, where, in the absence of a consecrated priest, some native deacon officiates, and even in their temporary hunting camps a

cross is usually erected in some convenient locality, where on Sundays one of the party reads or repeats a portion of the liturgy.

These people were considered as wards of the company under the Russian monopoly and were obliged to work a certain number of years for the company at very small wages; but, on the other hand, so far as the company's charter could be made to cover the case, their rights were not forgotten. They received a certain amount of flour and tea at fixed and very moderate prices, which often ran below the actual cost. They had the privilege of a certain amount of schooling, being taught the rudiments of reading, writing, and arithmetic, especially reading the Slavonic or church characters. Part of the gospels, a catechism, primer, and several tracts were translated into the Aleut tongue by Veniaminoff, and printed by the Russian synod in a modified character, especially adapted to the peculiar combination of sounds which are used.

Most of the older natives can read and write in the Russian language. When enjoying their hospitality, which was always generous to the extent of their means, during my explorations in the islands, frequently the host would open a home-made box or cabinet and point with pride to a few church books and old Russian almanacs, &c., as proof of his acquirements. Their intelligence is remarkable, when we consider how lately they have been redeemed from barbarism. They are usually eager to learn, and in Russian times the children who showed any marked ability were sent to a higher seminary at Sitka, and sometimes even to St. Petersburg.

In this way the company added to its corps quite a number of good navigators, some of whom afterward became quite noted as explorers. Thirty-eight charts relating to the Territory, the best existing up to a recent date, were drawn and engraved on copper by an Aleut named Kadin, at Sitka, in 1848. They make good mechanics, carvers, and domestic servants.

On the other hand, they are somewhat wanting in energy, owing to the state of tutelage in which they have existed so long; many of them require training in the art of cleanliness, and the natural tendency to stimulants and sensuality, existing in all uncivilized races, has been aggravated in certain localities where they have been brought into contact with seamen and unscrupulous traders.

Their present condition is less favorable to their improvement than it was under the Russian régime.

A word as to the condition of the Territory. Few citizens of the United States realize that in one-seventh of her vast Territory there are literally no civil law, no government, no redress for injury, no protection for whites or natives, no legal authority for settlement, and no punishment for crime. The Territory of Alaska is in that condition. There is no civil government. The authority of the commander of the two military companies at Sitka extends only over his own men and the limits of the military reservation; except the authority of power, by which he may hold turbulent natives in check. By a recent construction of a law of Congress the military are held responsible for catching and disposing of offenders who introduce liquors into the Territory.

There are revenue officers who collect customs and internal revenue, and who have authority over offenders against revenue laws. On the Pribiloff Islands are four special treasury agents, who have power to prevent infringements of the provisions of the monopoly lease granted by Congress to the Alaska Commercial Company. They can, to some extent, protect the natives, but have no authority to punish civil offenses other than those relating to the contract mentioned. We have then the anomaly that for violating the revenue laws an offender can be seized and sent two thousand miles for trial, while for murdering the revenue officer, in a private quarrel, no punishment can be inflicted and no court has jurisdiction. This has been legally tested in Oregon and a murderer discharged for the above reasons. For offenses against individuals, other than infringements of its contract, neither the company nor its agents can be held to answer.

By law, schools were required to be established on each of the two Pribiloff Islands. What these amount to may be seen in your last report. Some of the more intelligent natives, half-breeds, and resident whites have succeeded in sending their children to San Francisco to school. Here, however, they are very likely to come to grief through want of parental supervision. Some individuals have become interested in particular children and have brought them to civilization, where, with proper care, they have invariably done well.

I brought down in 1872 an orphan boy, a native Aleut, whose intelligence and desire to learn, while employed as cabin boy on my vessel, had attracted every one to him. Through the assistance of kind friends he has been placed at school in Michigan, where he is doing well. In two years he has learned to speak, read, and write the English language, and, though obliged to associate with children younger than himself, for want of early advantages, he has stood at the head of his class in drawing and geography and already evinces great interest in natural history. When he was brought to San Francisco he was 15 years old, and his countenance has, since that time, entirely lost the stolidity of the ignorant native and taken on a pleasing expression of intelligence and amiability. This shows that these people are not beyond redemption.

Meanwhile more than fifteen hundred of these people are without a school of any kind, unless, as occurred at Unalaska, the more intelligent of them get up a little school of their own, in order that their children may be able to read the Russian catechism.

Formerly these people had a sort of town government, which decided questions of general interest to the community and elected a toyon, whose duty was to stand as arbitrator between the traders and the natives. He was paid a small sum by each native for his services. The popular voice has also been used, since I have been in the islands, to expel people of notorious immorality from the church and to punish various offences.

Now, however, the toyon is elected at the company's order, and usually paid a salary by them, so that his original position as arbitrator has been entirely lost.

The people of the Pribiloff Islands are more favorably situated than any of the others. They have a certain kind of schools; and in other things the influence of Special Agent Bryant and the interests of the company have to some extent been parallel, as it was manifestly to the latter's advantage to have the people contented and well off, in order that the seal-killing might not be interfered with. Even here, however, the mainspring of action is interest, and not justice in the abstract nor the authority of law. This is not a desirable state of things.

In the earnest hope that something will be done to encourage education, especially of a preliminary and technical character, and to extend the authority of law over the land, I remain, very truly yours,

WM. H. DALL.

HON. JOHN EATON,
Commissioner of Education, Washington, D. C.

ARIZONA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children in the Territory 6-21 years of age.....	2,508
Number of boys in the Territory, 6-21 years of age.....	1,265
Number of girls in the Territory, 6-21 years of age.....	1,243
Enrolment in public schools*.....	560
Average attendance*.....	410

TEACHERS.

Number of teachers employed: Men, 5; women, 8*.....	13
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SCHOOLS.

Number of public schools*.....	11
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INCOME AND EXPENDITURE.

Receipts.

From all sources for public schools.....	\$23,759 92
Increase for the year.....	16,986 77

Expenditures.

Total for all purposes.....	24,151 96
Increase for the year.....	14,999 82

—(From the annual report for 1875 of Governor A. P. K. Safford to the territorial legislature.)

SCHOOL SYSTEM.

OFFICERS.

These are a territorial board of education, territorial superintendent of schools, county superintendents, county examiners, and school trustees of districts.

DUTIES OF OFFICERS.

The *territorial board*, which is composed of the governor, secretary, and treasurer of the Territory, the governor being chairman, looks after the management of the public school funds and the better organization of the schools of the Territory.

The *territorial superintendent*, whose office for the present is held by the governor, apportions the school moneys to the counties under the supervision of the territorial board, prepares and furnishes the necessary forms for school officers and teachers; visits annually each county, for the purpose of examining into the condition of the schools, consulting with county superintendents, and addressing the people on educational topics; and is to make to the territorial board a yearly report of everything relating to the schools and school funds.

The *county superintendents*, the probate judges acting *ex officio* as such, apportion the school moneys of their counties to the respective districts in proportion to the number of children that have attended school in them for three months previously; visit and inspect the schools once every year; exercise a general supervision over them; distribute the blanks forwarded by the governor; file the reports of trustees, marshals, and teachers; and make to the governor annually a report, containing an abstract of the reports of these subordinates respecting the schools, school population, attendance, &c.

The *county examiners*, three for each county, are appointed by the governor to examine and license teachers for the public schools of their several counties the county superintendent being *ex officio* a member of the board and chairman.

The *district trustees*, three for each school district, are elected by the people, and have the care of school property and a general oversight of the schools of their districts, with the duty of levying a local tax for keeping them open three months, when necessary; of having a census of the school population made each year, and of making annual report to the county superintendent respecting this census and all things relating to the schools.

* The figures given here include those of all the counties in the State except one, which did not report on these points.

SCHOOLS.

The public schools are required to be entirely undenominational and unsectarian; must be taught by a regularly licensed teacher, and must use a uniform series of text books prescribed by the territorial board. They are to be held ordinarily for at least three months, consisting of four weeks of five days each. There is a law requiring the attendance of children not otherwise taught.

SCHOOL FUNDS.

A territorial tax of 15 cents on the \$100, a county tax of 35 cents on the \$100, and (where these prove insufficient for maintaining schools three months) a special district levy voted by the people are the ordinary reliances for annual school purposes.—(School law of Arizona, 1875.)

ELEMENTARY INSTRUCTION.

CONDITION OF THINGS IN 1875.

Of the 2,508 youth in the Territory between 6 and 21 years of age, 908 are reported as able to read and write, leaving 1,600 who are not able. In reference to the fact of the existence of this proportion of illiterates in the Territory the governor remarks:

It must be borne in mind that it is only about three years since the public school system has been put into successful operation, and from want of school-houses and means to defray the expenses of schools, a large number of the children were unable to find school accommodations. But the school revenue is constantly increasing, and it is to be hoped that in a short time every child within Arizona will have an opportunity of obtaining the rudiments of an education.

A tax of 15 cents on each one hundred dollars' worth of taxable property is levied and collected annually for a territorial school fund, and is divided between the several counties in proportion to the average daily attendance at the various public schools. A tax of 35 cents on each one hundred dollars' worth of taxable property is levied and collected by each county in its own confines, for a county school fund, and is divided between the public schools of the county on the same basis as is the territorial school fund. This makes a total tax of 50 cents on each one hundred dollars' worth of taxable property in the Territory for the maintenance of public schools, and I believe is the largest direct public school tax paid by any State or Territory in the Union. It is cheerfully paid by the people, and it is believed that the rapid increase of taxable property in the Territory will afford the necessary funds to keep pace with increasing public school demands. It is to be hoped, however, that Congress will, at an early date, make some arrangement for the sale of the sixteenth and thirty-sixth sections of public lands, set apart for school purposes, so that the fund accruing therefrom may be made available immediately. There can be no period in the existence of the Territory when such aid will be so much needed as it is in its infancy. The people are comparatively poor, the population sparse and widely scattered over the country, while the necessity for training the young to be self-governing and intelligent American citizens is of the first importance.

The last territorial legislature passed an act to enforce the education of children, but there has so far been no necessity of exercising the power granted by this law, the parents and guardians of children having uniformly shown a willing disposition to send children to some school. Besides, the public school accommodations have generally been inadequate to receive more pupils than have applied for admission. It is considered, however, that the law giving this power of enforcing education is a good one, affording a certain remedy should any parents or guardians be so far neglectful as to leave a child under their charge to grow up in ignorance. It has now become a well-settled conviction with intelligent, thinking people, that, to secure good government, to relieve the overcrowded prisons, and to insure the perpetuity of the Republic, a common school system of education must be maintained, and every child of sound mind and sufficient age must be given an elementary education. In no way can this be accomplished except by providing the means and place of instruction free of cost. And to insure equal and exact privileges to every citizen, the school-room must be carefully guarded against every kind of sectarian teaching, so that the children of every nationality and creed may meet upon this common, neutral ground, and while receiving instruction may learn to respect each other, regardless of accident of birth or difference in religious belief. Any other course, it is believed, can only result in the utter destruction of the public school system. The church and home circle teach the rising generation such religion as the parent or guardian may desire, while the public school affords the means for all to become useful American citizens. Depart from this well founded principle and unite the schools and church, and the union of church and state is as sure to follow as that the night follows the day. Then the struggle to compel a unity of faith such as is now going on in Spain will follow, with all its attendant suffering, oppression, and wrong.

There is a steady advancement of public education in the Territory. The people are

very generally united in favor of sustaining and maintaining the system of free schools, and nothing besides in the organization of the Territory has done more to attract an intelligent and industrious population to settle there.—(Report of Governor Safford to the legislature, 1875.)

PROGRESS.

The following information, of less recent date, confirms the previous statement as to steady advancement of public education in the Territory. It comes from the Tucson Citizen, of May, 1874. Its statement is that—

“Less than two years ago the free school system was started in Arizona, without school-houses, books, or teachers. It seemed a forlorn hope for the poor, Apache-ridden people to provide for the education of the children under such adverse circumstances, but the same undaunted spirit that had faced death and torture through a long series of years said we must either have schools or more jails, and we preferred the former; and the result shows what people can do if they will. Yuma has a good school-house and neatly furnished, and one will soon be erected at Ehrenberg. We are assured that Mohave County will erect school-houses as fast as required. The people of Prescott are now constructing a school-house that will be a credit to the town and Territory. A school-house was built six miles below Phoenix, in Maricopa County, last year, and now the people of Phoenix are making arrangements, and already have the necessary subscription, to build one worthy of that enterprising and growing town. A school-house is in process of construction at Florence, in every way suitable for the purpose. The people of Tucson are determined not to be outdone by their young neighbors, and are now making arrangements to build a house with sufficient capacity to accommodate two hundred pupils, and we trust that the San Pedro and Sanford settlements will not be behind in the good work. But the most encouraging feature of all is that our late legislature made provision for sufficient school revenue to keep free schools in operation in every school district in the Territory for from six to nine months during each year. With these advantages the poorest children in the Territory are provided with ample opportunities for an education, and if in after-years they do not make useful men and women, it will be their own, and not the fault of the Territory.”

In connection with this, the editor remarks: “We think it but right that credit should be awarded to the man whose persistent efforts have brought about the present interest in education in our neighboring Territory. We refer to Governor A. P. K. Safford, who has worked night and day and travelled all over Arizona in this cause. We know the people of the Territory will second what we say.”

LIST OF SCHOOL OFFICIALS IN ARIZONA TERRITORY.

Hon. A. P. K. SAFFORD, *governor and ex officio superintendent of public instruction, Tucson.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Maricopa	J. T. Alsop	Phoenix.
Mohave	A. C. Haskell	Mineral Park.
Pima	W. J. Osborn	Tucson.
Pinal	John D. Walker	Sanford.
Yavapai	H. H. Cartter	Prescott.
Yuma	H. N. Alexander	Yuma.

COLORADO.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Population, 5-21 years: Males, 12,264; females, 11,011.....	23, 275
Increase during the year 1875	3, 965
Number enrolled in public schools: Males, 6,639; females, 5,193.....	11, 832
Increase during the year 1875.....	1, 837
Number enrolled in private schools.....	926
Total attendance upon all schools	12, 758

TEACHERS AND THEIR PAY.

Number of teachers employed: Men, 172; women, 205	377
Increase during the year 1875.....	70
Average salary of men teaching.....	\$60
Average salary of women teaching.....	48

SCHOOL DISTRICTS AND SCHOOLS.

Per cent. of increase in the number of school districts	10
Per cent. of increase in the number of schools.....	18
Per cent. of increase in the number of school-houses.....	16
Average duration of school, in days.....	116
Increase for the year 1875.....	18

INCOME AND EXPENDITURES.

Income.

From county and district tax.....	\$240, 718 72
From bonds, penalties, &c., (estimated)	6, 460 35
Total school fund.....	247, 179 07

Expenditure.

For sites, buildings, and furniture.....	76, 215 04
For salaries of teachers and superintendents.....	102, 783 36
Miscellaneous, (fuel, rent, repairs, &c)	31, 815 46

Total expenditure

210, 813 86

—(From the report of Territorial Superintendent Hon. H. M. Hale, for two years ended September 30, 1875.)

CONSTITUTIONAL PROVISIONS.

The new constitution, under which Colorado will probably be admitted as a State, places the superintendent of public instruction among the executive officers, thus removing his office from liability to legislative abolition.—(Article IV, section 1.)

Article VIII, section 1, provides that “educational, reformatory, and penal institutions, and those for the benefit of the insane, blind, deaf, and mute, and such others as the public good may require, shall be established and supported by the State.”

Article IX, in section 1, vests the general supervision of the public schools in a board of education to consist of the State superintendent as president, the secretary of state, and attorney-general; in section 2, requires the general assembly to provide for the establishment and maintenance of a thorough and uniform system of free public schools throughout the State, to be free to all residents between the ages of 6 and 21, one or more schools to be maintained in each school district at least three months in each year; and any school district failing to have such school not to be entitled to receive any portion of the school fund in that year; in section 3, prescribes that “the public school fund of the State shall forever remain inviolate and intact,” the interest only to be expended in the maintenance of the schools of the State, and the State to supply all losses that may in any way occur; in section 6 provides for a county superintendent of schools in each county, whose term of office shall be two years, whose duties shall be prescribed by law, and who shall be *ex officio* commissioner of lands within his county, under a State board of land commissioners. Section 7 interdicts the general assembly, counties, cities, towns, townships, school districts, and other public corporations from ever making appropriations or payments from any public fund in aid of any church or sectarian society, or for any sectarian purpose, or to help to sustain any institution controlled by a church or sectarian society. Section 11 gives the general assembly liberty to require by law that every child of sufficient mental and physical ability shall attend school for a time equivalent to three years, between

the ages of 6 and 16, unless educated by other means. Sections 12 to 14 provide for the election by the qualified voters of the State, at the next general election after the adoption of the constitution, of six regents of the university, to be classified by lot after election into sets of two, to hold office for terms of two years, four, and six; a new election to be held every two years after the first for the choice of two regents to serve six years; the board of regents to elect a president of the university, and to have the general supervision of it, with control and direction of its funds and of all appropriations to it. Section 15 directs that the general assembly shall provide by law for organizing school districts of convenient size, in each of which shall be established a board of education, to consist of three or more directors, to be elected by the qualified voters of the district, and to have control of instruction in the public schools of their respective districts. Section 16 withholds from both the general assembly and State board of education the power to prescribe text books for the public schools.—(Constitution to be voted on July 1, 1876.)

SCHOOL SYSTEM.

PROVISIONS OF THE SCHOOL LAW.

School law of Colorado in force from February 12, 1876.

OFFICERS.

Conforming in general to the school laws of other sections, that for Colorado presents at this time a territorial superintendent of public instruction, (who will be a State superintendent in 1876,) county superintendents, and boards of directors of school districts, as the officers of its school system.

POWERS AND DUTIES OF THESE OFFICERS.

The *territorial superintendent*, first appointed by the governor, with the concurrence of the legislative council, and from 1877 to be elected every two years by the people, has a general supervision of all the county superintendents and of all the public schools, and has authority to make rules and regulations to carry into full effect the provisions of the school law, which law, with the necessary forms, rules, and regulations annexed, he is to have printed, and distributed among teachers and school officers. He is to furnish the county superintendents with suitable blanks for teachers' certificates and for superintendents' reports; and, on or before the 20th day of December in every year preceding a regular session of the legislature, is to make report to the governor of the condition of the public schools, with such suggestions and recommendations as he may think proper. He is also to render an opinion, in writing, touching the administration and construction of the school law, whenever asked by a school officer to do so. He must provide and keep an official seal, and authenticate with it copies of papers deposited or filed with him, as well as acts or decisions made by him; and any paper so authenticated is to be evidence in any court in the Territory equally with the original. He gives bond in the penal sum of \$5,000, with two good and sufficient sureties, for the faithful discharge of his official duties, and, entering upon office on the first Monday of February, biennially, is to receive an annual salary of \$1,500 from the public treasury. Under the new constitution he will be *ex officio* State librarian.

County superintendents are elected biennially by the people at the regular county election in each county, take office on the first Monday of the month next succeeding their election, and hold it for two years, to the election and qualification of their successors. They give bond in not less than \$2,000, with two or more sureties, for faithful performance of their duties. These duties are to examine and license teachers; to keep an official record of the persons so examined, giving name, age, nativity, date of examination, and grade of certificate; to furnish themselves, teachers, district secretaries and treasurers all necessary blanks and blank books required for official use; to apportion school moneys to the school districts, and certify to the county treasurer the amounts to be placed to the credit of the several districts; to exercise a careful supervision over the schools of their counties, visiting each once a quarter while it is in session, and seeing that all provisions of the school law are observed by teachers; to keep a record of official acts and of all matters required by law to be recorded; to exhibit their records and report the financial condition of their offices to the boards of commissioners of their respective counties on or before the 20th day of August in each year, publishing such financial report in some newspaper of the county on or before the 31st of August; and, on the 1st day of October in each year, to make report to the territorial superintendent for the school year ended August 31 preceding, embodying in this report an abstract of those made to them by the district secretaries, with a statement of the financial affairs of their offices and of such other matters as the territorial superintendent shall direct or they themselves deem expedient. Failure to make this report, or that to the county commissioners, involves a forfeiture of \$100.

It is further made their duty to ascertain and record the boundaries of each school district in their counties, to harmonize these where they are conflicting, to report such action to the board of school directors affected by it, to appoint directors for any dis-

trict that fails to elect them at the regular time, and to fill vacancies that may occur in any board from death, removal, resignation, or otherwise, except in districts of the first class.

They have, besides the power of supervision and general control, the power to administer oaths and affirmations to school directors, teachers, and other persons, in official matters relating to schools.

For the time necessarily spent in the discharge of their official duties, they are entitled to \$5 a day and travelling expenses, provided that the annual compensation shall not exceed \$800, or \$100 for each regularly organized district.

It is an excellent feature of the county superintendency here that, besides the possession of a good moral character, a candidate for it must have evidence of competency, in either a diploma from some chartered educational institution, a State certificate of ability to teach, a first grade county certificate from a county superintendent of the Territory issued at least a year prior to the election, or a certificate of competency from the territorial superintendent.

Boards of school directors consist of 6 members for districts of the first class (with 1,001 inhabitants or more) and of 3 members for those of the second class, (with 1,000 or less,) one-third of each class going out each year. Elected in full by the people of their respective districts, for terms of 3 years, 2 years, and 1 year, at the regular election on the third Saturday in June, 1876, one-third of each class is, after that, to be annually elected for a term of three years, to fill the place of the retiring third.

The officers of each board are a president, secretary, and treasurer. These act as judges of the annual elections after entering on their respective offices, and the treasurer gives bond in double the amount of money liable to come into his hands.

The boards have power to make by-laws for their own government and for the government of the schools; to employ or discharge teachers, mechanics, and laborers; to enforce the rules and general regulations of the territorial superintendent; to fix the course of study, exercises, and text books in the schools; to provide for building, renting, repairing, furnishing, and insuring school-houses; to remove these, when necessary, sell the lots and purchase new ones; to hold in trust for their districts all school property; to suspend or expel refractory pupils; to determine the number of teachers to be employed and the length of daily and yearly school sessions; to provide books for indigent children, and require that all pupils be furnished with the proper books; and to settle questions respecting the establishment of high schools and the grade of qualification for admission to them. It is made their duty to exclude from school all publications of a sectarian or partisan character; to require teachers to conform to the law; to make to the county superintendent annually, on or before the 10th day of September, a report of the schools in the manner and form prescribed by the territorial superintendent, and on the blanks furnished by him; and to report to the territorial superintendent himself, whenever required by him to do so.

Specific duties are also prescribed for the president, secretary, and treasurer of the school board; such as, that the president shall preside in the district meetings, as well as those of the board; that the secretary shall keep the records of both these, make out the reports, collect school moneys and pay them over to the treasurer; and that the latter shall pay them out on the order of the president, countersigned by the secretary, and keep, in a separate book, account of the receipts and expenditures.

SCHOOLS UNDER THIS SYSTEM.

The public schools of all grades, from the primary to the high school, are to be taught in the English language, and in such branches as orthography, reading, writing, arithmetic, English grammar, geography, the history and constitution of the United States, physiology, the laws of health, and the elements of the natural sciences. Provision may also be made in them for German and Spanish. They are to be freely open to all children residing for six months of the year in the school districts where they exist, with certain exceptions in the case of high schools—the grades in which the children shall be placed, to be determined, of course, by teachers.

The school month is twenty days, the school week five days, the school day not longer than six hours, exclusive of the noon intermission; but no special length of annual school session is prescribed.

A deaf-mute institute, a school of mines, an agricultural college, and a State university enter also into the idea of the educational system of the State, but are provided for by separate enactments. Under the new constitution (Article VIII, section 5) these are all to become State institutions on the adoption of that instrument.

TEACHERS' INSTITUTES.

The law (section 79) provides for the territorial superintendent's calling of a convention of teachers, county superintendents, and school officers three times during each biennial term, one in each judicial district, to be held in vacation if practicable; and allows \$150 to be drawn from the territorial treasury for the expense of employing teachers, lecturers, &c., at each session.

SCHOOL FUNDS.

The means for sustaining public schools are at present drawn from county and district taxes, but eventually a large addition to the income for schools will probably be derived from sale and lease of the lands donated by Congress for educational purposes; from estates that may fall to the State by escheat; and from the proceeds of grants, gifts, and devises for educational purposes—all which, by the constitution, are to go to make up the school fund.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

The Territory has not waited for Government lands to furnish the means of education, but whenever there has arisen a demand it has been promptly met. The Territory is entirely free from debt, with a surplus in the treasury. "The most ardent educational enthusiast," says the superintendent, "ought to be satisfied with the progress made." He offers the following figures in proof of the fact that "the citizens of the centennial State are carefully guarding and generously fostering education:

Statistics showing progress in five years.

	1870.	1875.
Number of persons between 5 and 21 years of age.....	6, 417	23, 274
Number of school districts.....	129	329
Number of schools.....	110	280
Number of teachers.....	132	377
Amount paid teachers.....	\$39, 248	\$102, 783
Total school fund.....	64, 839	193, 903
Number of school-houses.....	68	172
Value of school property.....	\$66, 106	\$414, 008*

There has been a constant increase in the school population as well as in school appointments, not only during the past year, but reaching back to the early settlement of the Territory. And yet the school advantages are not commensurate with the progress and demands of the age. Among the defects to which Superintendent Hale calls attention are the low average term during which the schools are kept and the large number of children who never enter a school room. The low average term, it is stated, results from the very short terms kept in every rural district. Although the city and village schools remain open during a period of from 150 to 200 days, the time of the country school seldom exceeds 100 days, and in many districts falls as low as 60, 40, and even 20 days, while there are some districts in which no school was opened. The remedy suggested is a larger school fund, and a provision in the law requiring the directors to keep the schools in session a specified time as a prerequisite to their claims to any portion of the school money.

It appears that 45 per cent. of the children of school age did not attend school even for one day, while, of the number enrolled, not more than one-half were regular in attendance during the session and not more than one-third attended school 116 days during the year. The superintendent recommends, in view of these facts, that one-half of the school fund be apportioned among the districts according to the actual attendance at school, instead of, as now, according to the school population.—(Report of superintendent, pp. 11, 12.)

MISAPPROPRIATION OF SCHOOL FUNDS.

The superintendent alludes, in this connection, to certain facts which do not appear in the official reports, but which have reached him from time to time incidentally, namely, "the misappropriation and embezzlement of school funds by public officers, including district directors, county superintendents, and county treasurers." "During the many years that I have been connected with the public schools in the Territory," he says, "not a year has passed that could not show a defalcation of this kind. Should it not be made as great a crime to steal from this sacred fund as from the merchant's till?"—(Report, p. 13.)

OBSTACLES IN THE WAY OF THE EFFICIENCY OF THE SCHOOLS.

Some of the difficulties in the way of the efficiency of the schools, the superintendent believes, might be removed by legislation, and others by the moral influence of the friends of the school. The people should cease to make the school offices objects for political barter. Whenever a county superintendent proves himself to be fearless and efficient in the discharge of his duties, he should be kept in office; and when a teacher proves to be capable and enthusiastic in the work, a few dollars' salary should not stand in the way of his retention.

*Exclusive of university building, school of mines, and deaf-mute institute, \$60,000.

There is no one element operating so powerfully to retard the progress of the schools of Colorado as that of the frequent changes in the administration of school affairs. Of the 25 county superintendents recently elected for two years, 22 are new men.

While they are probably as competent and zealous as were their predecessors two years ago, it is not to be supposed that they can be as efficient as they will be two years hence, when they, in turn, will retire to give place to a new set of tyros. But a greater evil still is wrought by the frequent change of teachers, particularly of principals. During the past year or two, there seems to have prevailed an epidemic in this regard. Schools that might become models are by such a course reduced to inferiority. Every change of teachers involves, to a certain extent, a change of text books, a change of base, a change of methods, and a general confusion of ideas in the minds of pupils as to what constitutes a course of study. Meanwhile, time flies, the children pass beyond the school age, and opportunities are lost forever.—(Report, pp. 18, 19.)

CITY SCHOOL SYSTEM.

DENVER.

City system.—There is here a board of education, consisting of six members, and a superintendent of schools, Professor Aaron Gove. One-half of the directors go out annually to be replaced by new elections.

Details.—The schools of Denver consist of nine grades, and are divided into primary, grammar, intermediate, and high. All in the schools above the sixth grade receive instruction in German, to which French is added in the high school.

The high school embraces a general and a classical course. The classical occupies four years and includes the studies required for admission to most colleges.

The number of pupils enrolled in all the schools for 1874-'75 was 1,769; average attendance, 1,012. The names of 17 pupils who have been neither absent nor tardy during the year are mentioned.

Teachers are employed for a trial term of 12 weeks, and then a vote of the board is required to confirm them. Four examinations of applicants have been held, the number of applicants being 49. Certificates were granted to 21, and 14 of these employed. The number of teachers in the schools was: males, 2; females, 23; total, 25.

At the commencement of the year, the pupils of the ninth grade were in school but one-half the day. By this arrangement the seating capacity of the grade was doubled, and the children remained in school three hours instead of four and a half. The seventh and eighth grade pupils have been in school two sessions each day; the first, three hours, the second, one and one-half hours. All others grades have had the full day in school.—(Report of the board of education, for 1874-'75.)

SECONDARY INSTRUCTION.

ACADEMIES AND HIGH SCHOOLS.

The earliest provision made for secondary education was in Jarvis Hall, Golden City, a diocesan collegiate school for boys, and in Wolfe Hall, Denver, a diocesan high school for girls, both established by the late Right Reverend S. Randall, D. D., Protestant Episcopal missionary bishop to the Territory. They still continue, under his successor, the work of imparting a good English education, with Latin, Greek, French, and German. St. Mary's School for Girls (Roman Catholic) continues its instruction at Denver, on the same plane and in nearly the same line. The public high school of Denver, a branch of the public school system, was established one year ago by the Denver board of education, being the first regularly organized high school in the Territory. Its four years' course of study is comprehensive, embracing all the branches necessary to fit its graduates for entrance into the best American colleges. The German language forms a part of the course, and all pupils above the sixth grade, inclusive, receive daily instruction in it; the study, however, being permissible, not compulsory. A classical course, including Latin and Greek for the whole four years, is provided for such as desire it.—(Report of territorial superintendent, p. 8, and of Denver school board, pp. 26, 27, and 36.)

SUPERIOR INSTRUCTION.

COLLEGES.

Two colleges, one Congregational, the other Presbyterian, outgrowths of the missionary as well as of the literary spirit, have been established, the former at Colorado Springs and the latter at Evans. Both sexes are represented in each. The curriculum has not yet in either attained a degree much beyond that of a high school, but the prospects for a full collegiate organization in the early future are flattering.

UNIVERSITY.

The University of Colorado, at Boulder, presents every appearance of having become

a fixed fact. This is to be a State institution, supplemental to the public schools. A beautiful building is rapidly approaching completion, erected at a cost of \$35,000, by the joint appropriation of the legislature and the citizens of Boulder. The buildings will be ready for occupancy in the spring, (1876,) and it is the determination of its friends that the institution shall rank with the highest.—(Report of superintendent, pp. 9, 10.)

Statistics of Colorado College and Evans University, 1875.

Names of university and college.	Corps of instruction.		Number of students.		Property, income, &c.						Number of volumes in library.
	Endowed professorships.		Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Colorado College	4	0	17	17	\$20,000	.....	.....	.....	.....	.....	.....
Evans University	3	0	35	.....	10,000	.....	.....	.....	.....	.....	.....

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Territorial School of Mines, at Golden, was started about two years ago, as the scientific school of the prospective State University. The school is, in a measure, associated with Jarvis Hall, but it is under the control and management of the Territory, through a board of trustees elected by the legislature. The present number of students is 19; the value of buildings, grounds, and apparatus, \$12,000. The school is open to either sex and to any color.

THEOLOGICAL.

Matthew's Hall, at Golden, also closely associated with Jarvis Hall, is a theological school under the auspices of the Protestant Episcopal Church.—(Superintendent's report, 1875, p. 10.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for scientific and professional instruction.	Corps of instruction.		Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.	
	Endowed professorships.				Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
SCHOOLS OF SCIENCE.										
Mining Institute	2	.....	23	2	a \$1,000	.....	.....	.....	.....	.....
Territorial School of Mines	6	.....	b 17	3	8,030	.....	\$0	c \$290	.....	100
SCHOOL OF THEOLOGY.										
Matthew's Hall	3	.....	2	3	10,000	.....	.....	.....	.....	.....

a Apparatus.

b Also five preparatory students.

c Also \$5,000 territorial appropriation.

SPECIAL INSTRUCTION.

TERRITORIAL DEAF-MUTE INSTITUTE.

The Deaf-Mute Institute, at Colorado Springs, was established two years ago. The legislature of 1874 appropriated \$5,000 for immediate use and levied a tax of one-fifth of one mill for its second year's maintenance. During the first year there were 12

pupils; at present the number is 19. Total appropriation for its support by the Territory for the two years, \$13,878.65. The Colorado Springs Town Company donated to the institute 13 acres of land, valued at \$6,500, upon which a comfortable stone building has been erected by the trustees. Attendance on the institute is free, including board, washing, and instruction, to all deaf-mutes in the Territory.—(Superintendent's report, 1875, p. 10.)

EDUCATIONAL CONVENTIONS.

ORGANIZATION OF STATE TEACHERS' ASSOCIATION.

About one hundred and fifty county and city school superintendents, teachers, and friends of education met in convention at the high school building, Denver, December 28, 1875. A State Teachers' Association was organized "in order to advance the interests of education and to diffuse a professional and friendly spirit among the teachers of the Commonwealth." After this action, many important questions involving the welfare of the school system were discussed, and measures were adopted which it was hoped would result in securing it. The territorial superintendent, Hon. H. M. Hale, and six others, selected by him, were constituted a committee to confer with the educational committee of the constitutional convention, which was at that time holding its session in the city, in respect to the educational provisions that should be incorporated in the constitution for the State of Colorado, and also with the educational committee of the territorial legislature. Among the points which this committee was instructed to urge upon the constitutional convention were the following: That the school fund be sacredly preserved intact, the interest of it only to be expended; that the sale of educational lands be postponed, to the end that the proceeds may in time be sufficient to maintain public schools without taxation; that it be made the duty of the legislature to provide for the establishment and maintenance of a uniform system of schools, including elementary, normal, preparatory, and university departments, such schools to be free to all residents of the State; to provide for the offices of State and county superintendents, for the establishment of libraries, for the care and education of the blind, mute, and feeble-minded, for the establishment of a reform school; to exclude sectarianism; to forbid the appropriation of public money to any sectarian school or institution whatever, and to have a fixed State tax for school purposes.

In addition to such business, a number of addresses and essays were delivered, and their topics afterward discussed by the association. Among those who spoke were Superintendent Hale, Mr. W. A. Henry and Dr. J. B. Groesbeck, of Boulder; Mr. W. E. Pabor, of Greeley; Judge Bedford, of Central. The subject of Mr. Henry's essay was "My hobby; a plea for a happier method of teaching reading in our common schools;" Dr. Groesbeck's essay showed the importance of the study of physiology and hygiene. The sentiments of both of these addresses were adopted as those of the association and ordered to be printed.—(Proceedings of the first annual session of the Colorado Teachers' Association.)

LIST OF SCHOOL OFFICIALS IN COLORADO.

Hon. HORACE M. HALE, *superintendent of public instruction, Denver.*

[Term, 1876-'78.]

COUNTY SUPERINTENDENTS, 1875-'77.

County.	Superintendent.	Post-office.
Arapahoe.....	W. A. Donaldson.....	Denver.
Bent.....	John Spiers.....	West Las Animas.
Boulder.....	J. B. Groesbeck, M. D.....	Boulder.
Clear Creek.....	P. E. Morehouse.....	Georgetown.
Conejos.....	Juan F. Ruyval.....	Guadalupe.
Costilla.....	José de la Cruz Martínez.....	San Luis.
Douglas.....	Charles E. Parkinson.....	Castle Rock.
El Paso.....	P. B. Anderson.....	Colorado Springs.
Elbert.....	Bernard C. Killin.....	Middle Kiowa.
Fremont.....	James M. Hoge.....	Ula.
Gilpin.....	W. Edmundson.....	Central City.
Grand.....	W. S. Chamberlin.....	Hot Sulphur Springs.
Hinsdale.....	H. H. Wilcox.....	San Juan City.
Huerfano.....	A. H. Quillian.....	Gardner.
Jefferson.....	R. L. Stewart.....	Golden City.
Lake.....	A. S. Weston.....	Oro City.
La Plata.....	J. M. Hanks.....	Silverton.
Larimer.....	E. N. Garbutt.....	La Porte.
Las Animas.....	James R. Brooking, jr.....	Trinidad.
Park.....	William E. Musgrove.....	Fairplay.
Pueblo.....	Theodore A. Sloane.....	Pueblo.
Rio Grande.....	D. E. Newcomb.....	Del Norte.
Saguache.....	J. Ross Pennisten.....	Bismarck.
Summit.....	George W. Wilson.....	Breckbridge.
Weld.....	Oliver Howard.....	Greeley.

DAKOTA.

SUMMARY OF STATISTICS, 1875.

SCHOOL POPULATION AND ATTENDANCE.

Number of children from 5 to 21 years of age.....	8,343
Number enrolled in schools.....	4,423
Number reported not attending.....	3,915

SCHOOLS, SCHOOL DISTRICTS, AND PROPERTY.

Number of schools, two counties not reporting.....	172
Number of organized school districts.....	296
Valuation of school property.....	\$24,926

TEACHERS.

Number of teachers.....	208
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INCOME AND EXPENDITURE.

Receipts.

From county tax.....	\$13,138 41
From district tax.....	15,512 49
From other sources.....	3,952 23
Total.....	32 603 13

Expenditures.

For teachers' wages.....	18,045 86
For building, repairs, rent, &c.....	9,935 01
For incidentals and furnishing.....	4,572 26
Total.....	32,603 13

SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction, county superintendents, and school district boards are the officers of the school system.

POWERS AND DUTIES OF OFFICERS.

The *superintendent of public instruction* has the general oversight of the schools of the Territory, with power to grant to duly qualified persons authority to teach in any of these schools, to regulate the grade of county certificates, and to appoint a deputy for all duties to be performed north of the forty-sixth parallel of latitude. He must visit the schools, confer with county superintendents, hold teachers' institutes in company with them, furnish them with the needful blank forms, and make to the governor before the 15th day of December in each year a report of his official acts, and of the condition of the public schools and expenditure of school money. His election is by the people; his term of service, 2 years; his compensation, \$5 a day for every day spent in performance of the duties of his office, with necessary office expenses. His deputy receives the same.

County superintendents, elected by the people at the same time and in the same manner with other county officers, hold office also for 2 years, give bond in \$500 for faithful performance of duty, and have general charge of the common school interests of their several counties; must divide these into proper school districts; must apportion the school moneys to these in proportion to their school population; must examine and license teachers; must visit the county schools, look into their condition and management, and make full annual report respecting them. Compensation, \$3 a day for each day spent in the discharge of official duties.

School district boards are composed of a director, clerk, and treasurer; are elected by the people at the annual district meetings for terms of 3 years each, one going out each year. They have the care of the school property of their districts and the general control of all matters relating to the schools, such as the hiring of teachers, admission of scholars, providing of school-houses, furniture, &c.

SCHOOLS.

The schools established under the territorial law are to be at all times equally free and accessible to all children over 5 and under 21 years of age, residents of the dis-

tricts in which they exist. In every school district are to be taught orthography, reading, writing, English grammar, geography, and arithmetic, if desired, and such other branches as may be determined by the district board.

SCHOOL FUNDS.

A poll tax of \$1 on each elector and a further tax of 2 mills on the dollar on all taxable property form the current funds for the support of schools, and are distributed among the districts in the proportion of the population of school age.—(Public school law for the Territory of Dakota, approved January 15, 1875.)

ELEMENTARY INSTRUCTION.

GENERAL VIEW.

In the absence of any published report of educational affairs in this Territory for 1875, the following extracts are made from a letter received from Hon. J. J. McIntire, territorial superintendent of public instruction, under date of February 21, 1876:

“Our educational interests are in a state of formation. The masses who are rushing together here from all parts of our country and the Old World are forming settlements here and there in remote and, in many instances, in widely separated parts.

“Our school laws are mostly copied after those of the older States that have been most successful in carrying forward the work.

“We have no regularly formed school associations, except in some of the older counties, which are beginning to organize county teachers' associations.

“The graded system has been introduced in seven of the larger villages.

“Yankton contains a prosperous academy, the only school of a higher grade in the Territory.

“There will be no published report of schools in this Territory for the year 1875 until next fall, when the report for 1875 and 1876 will be presented to our biennial legislature.”

STATISTICAL REPORT BY COUNTIES, 1875.—BOX HOMME COUNTY.

Number of children over 5 and under 21 years of age, 602; number attending public schools, 237; number not attending public schools, 365; number of organized districts, 19; number of schools taught, 15; number of male teachers, 6; number of female teachers, 9; amount of public money apportioned, \$557; amount raised by district tax, \$379; amount paid for teachers' wages, \$885; amount paid for incidental expenses, \$45; amount paid for school property, not reported.

CLAY COUNTY.

Number of children over 5 and under 21 years of age, 1,655; number attending school, 913; number not attending school, 742; number of organized districts, 45; number of schools taught, 40; number of male teachers, 15; number of female teachers, 25; amount of public money apportioned, \$2,010.65; amount raised by district tax, \$3,632.82; amount paid for teachers' wages, \$3,095.43; amount paid for building, \$2,548.04.

DAVISON COUNTY.

Number of children between 5 and 21 years of age, 22; number of children attending school, 12; number of children not attending school, 10; organized district, 1; amount raised by tax, \$91; amount paid for teachers' wages, \$91.

GRAND FORKS COUNTY.

Number of children between 5 and 21 years of age, 125; number of children attending school, 45; number of children not attending school, 80; organized district, 1; school taught, 1; amount of money apportioned, \$225; amount of money raised by district tax and subscription, \$1,500; amount of money paid for teachers' wages, \$180; amount of money paid for building, \$1,545.

HANSON COUNTY.

Number of children between 5 and 21 years of age, 36; number of organized districts, 2; amount raised by district tax, \$764; amount paid for building, \$764.

HUTCHINSON COUNTY.

Number of children between 5 and 21 years of age, 74; number of children attending school, 45; number of children not attending school, 29; number of organized districts, 5; school taught, 1; amount apportioned from county tax, \$60; amount raised by district tax, \$183; amount paid for teachers' wages, \$60; amount paid for building, \$123.

LAKE COUNTY.

Number of children between 5 and 21 years of age, 47; number of children attending school, 19; number of children not attending school, 28; number of organized districts, 3; school taught, 1; amount of money apportioned, \$23.52; amount raised by tax, \$36.48; amount paid for teachers' wages, \$60.

LINCOLN COUNTY.

Number of children between 5 and 21 years of age, 755; number of children attending school, 416; number of children not attending school, 339; number of organized districts, 40; number of schools taught, 20; number of male teachers, 2; number of female teachers, 18; amount of money apportioned, \$1,200; amount raised by tax, \$1,538; amount paid for teachers' wages, \$914; amount paid for building, &c., \$1,824.

MINNEHAHA COUNTY.

Number of children between 5 and 21 years of age, 740; number of children attending school, 377; number of children not attending school, 363; number of organized districts, 37; number of schools taught, 30; number of male teachers, 5; number of female teachers, 25; amount of money apportioned, \$1,091.30; amount raised by tax, \$3,073.20; amount paid for teachers' wages, \$2,387; amount paid for building, \$1,777.50; value of school property, \$5,000.

MOODY COUNTY.

Number of children between 5 and 21 years of age, 225.

PEMBINA COUNTY.

Number of children between 5 and 21 years of age, 117; number of children attending school, 30; number of children not attending school, 87; school taught, 1; number of organized districts, 1; amount of money raised by tax, \$135; amount paid for teachers' wages, \$105; amount paid for incidentals, \$35.

RICHLAND COUNTY.

Number of children between 5 and 21 years of age, 71; number of children attending school, 40; number of children not attending school, 31; number of districts organized, 3; number of schools taught, 3; amount raised by tax, \$180; amount paid for teachers' wages, \$180.

TURNER COUNTY.

Number of children between 5 and 21, 266; number of children attending school, 99; number of children not attending school, 167; number of schools taught, 5; number of organized districts, 15; amount of money apportioned, \$149.86; amount of money raised by tax, \$239.20; amount of money paid for teachers' wages, \$240; amount of money paid for building, \$149.06; value of school property, \$850.

UNION COUNTY.

Number of children between 5 and 21, 1,904; number of children attending school, 1,400; number of children not attending school, 504; number of organized districts, 68; number of schools taught, 55; amount of money apportioned, \$2,052.73; amount of money raised by tax, \$3,402.56; amount of money paid for teachers' wages, \$1,659.08; amount of money paid for building, \$766.21; value of school property reported, \$4,464.

YANKTON COUNTY.

Number of children between 5 and 21, 1,611; number of children attending school, 772; number of children not attending school, 839; number of organized districts, 45; number of schools taught, 31; amount apportioned districts, \$3,444.35; amount raised by tax, \$1,797.35; amount paid for teachers' wages, \$3,254.45; amount paid for building, \$1,987.25; value of school property, \$6,550.—(Special report, for 1875, from Hon. J. J. McIntire, territorial superintendent of schools.)

LIST OF SCHOOL OFFICIALS IN DAKOTA TERRITORY.

Hon. J. J. McINTIRE, territorial superintendent of public instruction, Finlay.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Armstrong.....	William H. Lee	
Bon Homme	Samuel Hitchcock	Bon Homme.
Brookings.....	William Ames	
Buffalo.....	J. Harnett	Brulé City.
Burbank.....	S. E. Stebbins	
Cass.....	J. R. Jones	
Clay.....	E. H. Hurlbutt	Vermillion.
Davison.....	John Morris	
Grand Forks.....	O. S. Freeman	
Hutchinson.....	A. Brown	Scotland.
Lake.....	J. S. Law	
Lincoln.....	V. B. Conklin	Canton.
Lyons.....	J. M. Hanson	
Minnehaha.....	E. W. Sherman	Sioux Falls.
Moody.....	P. A. Vanice	
Pembina.....	H. R. Vaughn	
Richland.....	J. M. Ruggles	
Stutsman.....	M. Wiseman	
Sully.....	D. R. Jones	Fort Sully.
Turner.....	M. S. Robinson	Swan Lake.
Union.....	R. Compton	Elk Point.
Yankton.....	Nathan Ford	Yankton.

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

School population, 6-17 years of age, census of 1870, (whites).....	19,489
Enrolment in public schools: Boys, 5,543; girls, 5,698.....	11,241
Estimated enrolment in private and parochial schools.....	6,837
Average daily attendance: Boys, 4,183; girls, 4,337.....	8,520
Average daily attendance per teacher, excluding special teachers.....	51

TEACHERS.

Number of teachers employed: Men, 9; women, 164.....	173
Highest salary paid men principals, (grammar grade).....	\$1,800
Highest salary paid women principals, (normal school).....	1,140
Highest salary paid assistants.....	800
Lowest salary paid assistants.....	436

SCHOOLS.

Number of school rooms for both study and recitation under one teacher..	157
Number of rooms used for recitation only.....	3
Number of rooms in charge of two or more teachers teaching in one room..	11
Number of different school buildings.....	47
Number of sittings for study.....	9,645

INCOME AND EXPENDITURE.

Receipts.

From local taxation.....	\$361,156 99
From all other sources.....	93,749 67
Total.....	454,906 66

Expenditures.

For sites, buildings, furniture, &c.....	58,884 77
For payment of indebtedness, (for white schools).....	97,976 77
For payment of indebtedness, (for colored schools).....	72,017 86
For supervision.....	6,570 00
For teaching.....	126,302 43
Incidental or contingent for white schools.....	61,408 72
Incidental or contingent for colored schools.....	80,817 70
Total expenditures.....	503,978 25
Per capita expenditure for education, including contingent expenses.....	22 80

—(Superintendent Wilson's report, 1874-75, pp. 95-98.)

SCHOOL SYSTEM.

OFFICERS.

The public schools of the District are under the control of a board of 19 trustees, 11 of whom must be residents of the city of Washington, 3 of the city of Georgetown, and 5 of the county, which is the part of the District lying outside of the limits of the cities named. This board is composed of 14 white members and 5 colored ones. To facilitate the transaction of business and the personal attention to the schools and school buildings required of the trustees, the board divides itself into 7 subboards; but all matters of any considerable importance require the authority and sanction of the whole board.

There are two superintendents of schools, one having charge of the schools for whites of Washington and Georgetown and the schools for whites and colored of the county, the other having charge of the schools for colored of the two cities.

The members of the board and the superintendents are appointed by the commissioners of the District of Columbia, and the term of office is subject to their pleasure.—(Superintendent Wilson's reports of 1873-74 and 1874-75.)

ELEMENTARY INSTRUCTION.

PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA.

The District of Columbia has an area of about sixty square miles, and is divided into the cities of Washington and Georgetown and an adjacent rural district called the county. The school population is composed of white and colored children, about two-thirds belonging to the former class and one-third to the latter. These classes are separated in the public schools, but like advantages are afforded to each. The white schools are taught exclusively by white teachers. The establishment of schools for colored children was one of the happy sequences of the rebellion, and their history, therefore, extends back but little beyond a decade. In their beginning the employment of white teachers to a great extent was quite necessary. As their schools have advanced, they have furnished competent and in many cases excellent teachers, until very few white teachers are now found in charge of these schools. About one-eleventh of the school population of the District of Columbia, nearly 3,000 children, is found in the county. The schools for these are similar to country and village schools elsewhere, many of them being ungraded. All of these schools are under the control of one board of trustees, composed of 19 members, 14 white and 5 colored; 14 from the cities and 5 from the county. The board of trustees has divided the schools under its charge into 7 school districts, the white schools of Washington constituting 4 of these districts and the white schools of Georgetown, the white and colored schools of the county, and the colored schools of the two cities each constituting one. It has also divided itself into 7 subboards, severally subject at all times to the control of the board and assigned to each the practical supervision of the schools of a district.—(Superintendent Wilson, in report of board of trustees, 1874-'75, pp. 132, 133.)

PROGRESS.

The facts indicating progress during the year 1874-'75 are as follows:

Increase in the value of school property, \$107,355; in the number of seats provided for pupils, 994; in the number of teachers employed, 17; in the whole number of pupils enrolled, 946. It will be noticed that the total payments for school purposes were \$140,059.69 in excess of the total receipts from the school tax: a state of the school account with which we have been familiar for many years; the causes have been stated repeatedly.

The whole number of pupils enrolled was divided as follows: White pupils, 12,137; colored pupils, 6,648; total, 18,785. The increase for the year in the number of white pupils was 625, and in the number of colored pupils, 321. The percentage of the entire school population enrolled was 59.3. If we add to the 18,785 pupils enrolled in the public schools the 7,261 pupils reported to be attending private schools, we have a total of 26,046 children attending school.—(Report, pp. 134, 135.)

HINDERANCE TO PROGRESS.

The report of the school committee calls attention to the great obstacle in the way of the progress of the public schools, namely:

"The want of adequate means to maintain the schools now in operation and provide accommodations for the increasing numbers who are urgently seeking admission into them. The honorable commissioners have shown a most friendly disposition toward the schools and have aided to the full extent of their power to give them efficiency and success. They have provided for the prompt payment of our teachers and made liberal provision for incidentals, providing, furnishing, and repairing school buildings so far as the law and means at their command would admit.

"There is still a pressing demand for increased school accommodations in almost every section of the District. This state of things does not arise from unwillingness of taxpayers to contribute for the maintenance of the public schools, for no tax has been more cheerfully paid; but the people of this District are not wealthy and are almost entirely destitute of the means of acquiring wealth. They have no manufactures or commerce or mechanical arts to any extent. The population is largely composed of those in Government employ, many of whom pay no taxes, while their children are admitted to the benefits of the public schools. Add to this the large influx of colored people, numbering now more than one-fourth of the population, and necessarily poor, and the additional fact that more than one-half of the property valuation of this District is owned by the Government and is not taxed, and the difficulties of maintaining our public schools in any tolerable condition are clearly apparent.

"Congress, which has exclusive jurisdiction over this District, though often importuned, has as yet failed to respond to this appeal in aid of the public schools of the District of Columbia, and that, too, when it has made liberal donations for educational purposes to every State and organized Territory in the Union. Extensive and valuable grants of land have been made to other sections for these purposes, but not a single acre for this District."—(Report of the board of trustees, 1875, pp. 5-8.)

PRESENT CONDITION.

By an order of the commissioners of the District of Columbia, dated August 8, 1874, the management of all the public schools was consolidated and placed in charge of one board of trustees. Since that time the white schools of Washington and Georgetown have been governed by the same rules and regulations, and the statistics of the two cities have for the most part been consolidated in this report. The legal school age includes the period between the sixth and seventeenth years, inclusive, and the number of school children reported by the United States census of 1870 was 19,489. No more recent census has been taken.

The increase in attendance for the past year was as follows: In the whole number of pupils enrolled, 577; in the average number of pupils enrolled, 505; and in the average daily attendance, 527. The table also shows that 11,241 pupils, 57.7 per cent. of the entire white school population, were enrolled in the public schools. Taking all the schools, the normal school included, for the whole year, we find the average number of pupils enrolled for each teacher to have been 54. The average number of pupils assigned to each teacher for the year 1873-'74 was 58; and, although the number for the last year was less, it is still quite too large an average.—(Superintendent Wilson's report, 1874-'75, pp. 102, 103.)

CLASSIFICATION BY GRADES OF STUDY.

Our course of study is divided into nine grades, and each grade includes the work of one year; the first eight grades comprise the course ordinarily prescribed for elementary schools, and the ninth grade takes up work usually assigned to high schools. The classes engaged in this work are retained in the grammar schools, as we have not yet been able to establish a high school to receive them. Some of the studies of the eighth grade are continued, and the following, in addition thereto, are permitted: astronomy, book-keeping, botany, English literature, geometry, general history, physics, physiology, and rhetoric. The grade to which a pupil shall be assigned when admitted into school for the first time is determined by an examination made by the supervising principal. The subsequent promotions from grade to grade are made annually in the manner stated in the last report.

This system of *annual* promotions thus far has been a matter of necessity, for the seats in nearly all the school rooms, from the lowest grade up to the highest, are occupied before the end of September, and not many of them are found vacant before the year is well advanced toward its close. In the few instances where pupils signally fail to do the required work or are manifestly able to do the work of a higher grade, changes are made.

In the lower grades better progress could be made if the course of study were divided so as to give only a half year's work to each division, provided only one class was assigned to each teacher. The need of this change is especially manifest in the first grade, into which many pupils are admitted during the progress of the year. These schools, opening in September with 60 pupils, often receive accessions until at the end of four or five months the number is doubled, or nearly so, and the school is then taught upon the half day plan. In cases like this it is evident that at the end of the year many of the pupils must be reported to be continued another year in the first grade, as they are not qualified to take up the work assigned to the next higher grade. They have done about half of the work of the first year, and ought not to be placed in a class just beginning it. Such a division of the course of study, however, will not be practicable until more accommodations shall be provided for the schools.—(Report of Superintendent Wilson, 1874-'75, pp. 107, 108.)

COMPULSORY LAW.

Attendance at school in the District was made compulsory by an act of Congress approved June 25, 1864, but the statute has been a dead letter from the date of its enactment to the present hour, as during all this time the voluntary attendance has been in excess of the accommodations afforded by the schools. The attendance reported above, however, appears to indicate that the number of white children not attending any school during the year was quite small.

HALF DAY SCHOOLS.

Eight half day schools were in operation during the past year, and in September last three more were added to the number, making a total of eleven. In the first year of the school course the children in these schools progress as rapidly and accomplish as much as those in attendance the whole day. In the second year a daily session of four hours would be better than one of three. For the best teachers the latter number will answer, and the former gives all the time that may be desired by any. The work of instructing daily two half day classes, each having the full complement of 60 pupils, is more than one teacher should be required to perform. Three teachers, with ease, can

take charge of four full half day classes, and by this arrangement 25 per cent. of the usual cost of instruction can be saved.

The objections to half day schools come chiefly from those parents who desire to be relieved from the care of their children through the day and look upon the schools as the legitimate and proper nurseries for them. These objections must fail to have weight while our school fund continues so inadequate to supply more pressing wants. In fact, it is more than probable that there will be urgent necessity for greatly extending the half day system at the beginning of the next school year. The annual increase in the number of pupils belonging to the schools for whites of Washington and Georgetown requires the organization of some ten or twelve new schools each year. There is little prospect of obtaining additional buildings or school rooms for these schools, and hence it is quite certain that the alternative of increasing the number of half day schools or excluding five or six hundred children from school altogether will be presented to the board.—(Superintendent Wilson's report, pp. 104-107.)

DRAWING.

The results of the past year's work in drawing were very satisfactory.

Instruction was given to three classes of teachers. The first, composed of those who held no certificates in drawing, received instruction in free hand drawing, geometric definitions, drawing from memory and dictation, and elementary design. In the second class, composed of those who held primary certificates, the additional subjects taught were model drawing and the elements of perspective. In the third class, geometrical drawing was added.

As this instruction to teachers is the groundwork upon which the whole plan of instruction depends, it is gratifying to be able to say that the attendance was uniformly good, and the interest manifested in the subject was not only well sustained, but in advance of that of the previous year. The simple and gradually progressive system upon which the instruction was based commended itself to all those teachers who gave it a fair trial in their schools. Some found it difficult, with their limited time for practice, to attain to any great degree of manual skill; but, by careful study of the methods employed, even these were able to present the subject to their pupils in such a way as to interest them and produce results far beyond their expectations; thus proving beyond doubt to intelligent observers that the ability to imitate forms and to make pleasing combinations of such as are impressed upon the mind is the rule rather than the exception. This ability, however, requires wise development and guidance early in life.—(Report of Superintendent Wilson, pp. 113, 114.)

SCHOOLS FOR COLORED CHILDREN.

On the 21st of May, 1862, Congress passed an act requiring that 10 per cent. of taxes collected from persons of color in Washington and Georgetown should be set apart for the purpose of initiating a system of primary schools for the education of colored children residing in these cities. The administration of the trust was given to the board of trustees of public schools. In July of the same year it was transferred by Congress to a special board, denominated the "Board of trustees of colored schools for Washington and Georgetown." The inadequacy of provision given by the act did not permit the opening of a single school under it until 1864. In that year a teacher was employed at a salary of \$400 per annum. In the two years next following that of the passage of the act less than \$500 were received from the municipal authorities.

By another act of Congress in June, 1864, which provided that such a proportion of all school funds raised in Washington and Georgetown should be set apart for colored schools as the number of colored children between the ages of 6 and 17 bears to the whole number of children in said cities, greater provision was made. The construction placed upon this act by the municipal authorities was, however, adverse to the immediate availability of funds by the board and required the interposition of Congress by further legislation.

Prior to 1864 no school could be opened on account of the insufficiency of funds; and, for the same reason, but one from that time until 1866. In 1866-'67 there were five schools, with 7 teachers and 450 pupils. From 1867-'68, the year in which the last act of Congress became fully operative, to 1874-'75 inclusive, the number of schools and teachers and the whole number of pupils enrolled for the respective years stand as follows:

	1867-'68.	1868-'69.	1869-'70.	1870-'71.	1871-'72.	1872-'73.	1873-'74.	1874-'75.
Number of schools .	41	52	62	64	71	76	74	75
Number of teachers	41	52	63	66	78	86	87	89
Number of pupils ..	2,300	3,000	3,430	4,964	4,413	5,188	5,280	5,489

—(Report of Superintendent Cook, in school commissioner's report, p. 94.)

PRIVATE AND CHURCH SCHOOLS.*

Statistical summary of private and denominational schools in the District of Columbia for 1875.

Number.	Name.	Principal.	Location.	Established.	Total num. per pupils.	Average attendance.	Ages of pupils.
GEORGETOWN.							
<i>Schools for boys.</i>							
1	Primary School for Boys	Miss E. A. Brown	No. 91 Beall street	1847	20	18	8-12
2	Trinity Parish School for Boys, (R. C.)	Brother E. Donnelly, S. J.	Corner First and Fayette streets	1817	160	155	6-16
<i>Schools for girls.</i>							
3	Day School for Young Ladies	Miss R. N. Tenney	No. 91 Beall street	1852	20	16	8-12
4	Girls' Primary School	Miss S. E. Kittenhouse	No. 78 West street	1875	7	6	6-10
5	St. Joseph's Parochial School for Females, (R. C.)	Sisters of the Visitation	Corner Fourth and Fayette streets	1799	120	100	6-16
<i>Schools for boys and girls.</i>							
6	Boys and Girls' Primary School	Miss Annie P. Waters	No. 155 Bridge street	1869	8	7	8-13
7	Boys and Girls' Primary School	Miss Lulu O'Brien	High street, between Dunbarton and Gay streets	1868	28	24	6-14
8	Boys and Girls' Primary School	Mrs. Mary W. Lawrence	No. 41 Frederick street	1873	24	22	5-14
9	Boys and Girls' School	Miss A. V. Shaw	No. 17 Prospect street	1858	21	20	6-10
10	Boys and Girls' School	Miss M. J. Gibbons	Corner Greene and Bridge streets	1874	10	9	6-12
11	Boys and Girls' School	Miss Mary Leavy	No. 100 Second street	1864	19	17	6-15
12	Boys and Girls' School	Mrs. E. Carstis	No. 62 High street	1875	9	8	7-14
13	Select School for Boys and Girls	Miss M. C. Knowles	No. 123 Washington street	1867	20	18	6-15
14	Select School for Boys and Girls	Miss Jennie Barber	No. 92 Dunbarton street	1874	10	9	5-10
<i>Night school—colored.</i>							
15	School for Adults	Miss Mattie Bowen	No. 25 West street	1875	12	11	20-40
WASHINGTON.							
<i>Schools for boys.</i>							
16	Immaculate Conception Parish School, (R. C.)	Mr. P. Vaughn	N street, between Seventh and Eighth streets	1865	175	158	5-17
17	St. Aloysius Parish School, (R. C.)	Mr. Simon Fennell	1st street, between First and North Capitol streets, N. E.	1861	160	145	5-16
18	St. Dominick's Parish School for Boys, (R. C.)	Mr. B. L. Hoover	Corner of Sixth and F streets S. W.	18-8	130	120	5-16
19	St. Joseph's Parish School, (R. C.) (German)	Mr. Lewis Mlum	Second street, between C and D streets, N. E.	1870	60	50	10-12
20	St. Joseph's Select School	Sister Regina	H street, between Ninth and Tenth streets	1869	100	90	6-12

* Prepared for the Bureau of Education by Mr. T. C. Gray. This list does not include some schools of higher grade, which may be found in Table VI of the Appendix.

Statistical summary of private and denominational schools in the District of Columbia for 1875—Continued.

Number.	Name.	Principal.	Location.	Established.	Total num-ber pupils.	Average at- tendance.	Ages of pu- pils.
<i>Schools for boys—Continued.</i>							
21	St. Mary's Parish School, (R. C.)	Mr. Emil Schwakopf.	Washington street, between Fourth and Fifth streets.	1845	58	53	6-13
22	St. Matthew's Parish School for Boys, (R. C.)	Brother Dositheus	Sixteenth street, between L and M streets	1869	80	70	7-17
23	St. Peter's Parish School for Boys, (R. C.)	Sisters of the Holy Cross.	E street, between Third and Fourth streets, S. E.	1868	175	175	5-13
24	St. Stephen's Parish School for Boys, (R. C.)	Rev. Father McNally	T twenty-fourth street, between E and F streets	1875	40	35	5-13
25	School for Boys	Mrs. E. L. Jensen	D street, between First and Second streets	1862	21	18	7-14
26	School for Boys	Miss Louisa Forrest.	No. 2036 G street.	1875	11	9	6-10
<i>Schools for girls.</i>							
27	Columbia Academy	Miss Marcella Ball	No. 1549 Columbia street	1872	13	12	6-15
28	German and English School for Girls.	Miss C. Dangler.	No. 999 I street.	1872	52	48	7-15
29	Immaculate Conception Parish School, (R. C.)	Sisters of Charity.	No. 1554 Eighth street.	1865	275	265	7-18
30	Primary School for Girls	Miss A. Clifton	No. 1016 Eleventh street	1872	16	15	5-14
31	St. Aloysius Parish School, (R. C.)	Sisters of Notre Dame	First street, between I and K streets.	1861	380	365	5-14
32	St. Dominic's Parish School for Girls, (R. C.)	Dominican Sisters	D street, between Seventh and Eighth streets, S. W.	1858	80	70	7-15
33	St. Joseph's Parish School, (R. C.) (German)	Sisters of Notre Dame	Second street, between C and D streets, N. E.	1872	90	85	6-15
34	St. Mary's Parish School, (R. C.)	Sisters of Notre Dame	Corner of Washington and Fifth streets.	1866	130	120	6-14
35	St. Matthew's Parish School for Girls, (R. C.)	Sisters of the Holy Cross.	No. 813 Fifteenth street.	1868	135	120	6-13
36	St. Peter's Parish School for Girls, (R. C.)	Sisters of the Holy Cross.	E street, between Third and Fourth streets, S. E.	1868	200	180	6-14
37	St. Stephen's Parish School for Girls, (R. C.)	Rev. Father McNally	Twenty-fourth street, between E and F streets.	1872	50	40	5-13
38	St. Vincent's School, (R. C.)	Sister Blanche	Corner of Tenth and G streets	1821	235	220	7-19
39	School for Girls	Misses James and Bursely	No. 1738 I street.	1875	24	20	4-16
<i>Schools for boys and girls.</i>							
40	Boys and Girls' Primary	Miss Mary Dunbar	No. 1379 E, gth street	1875	20	18	5-12
41	Boys and Girls' Primary	Miss Fanny Scott	Corner of Eighth and P streets	1875	21	18	5-12
42	Boys and Girls' Primary	Miss Margaret Roach.	No. 125 H street, N. E.	1875	35	30	5-13
43	Boys and Girls' Primary	Miss Kittie Olds	No. 226 East Capitol street	1875	14	14	4-12
44	Boys and Girls' Primary	Mrs. Selden	No. 509 Sixth street	1874	11	10	5-10
45	Boys and Girls' Primary	Miss Mary E. Woodward	No. 1009 Twenty-sixth street	1868	16	13	4-13
46	Boys and Girls' Primary	Miss Helen Curran	No. 418 Third street.	1871	4	4	6-10
47	Boys and Girls' Primary	Mrs. E. P. Viles	No. 1421 T street	1871	17	15	6-10
48	Boys and Girls' School	Miss E. Sendorf	No. 517 Ninth street	1865	28	25	6-14
49	Boys and Girls' School	Miss Mollie Thompson	No. 711 Twelfth street	1869	46	40	6-14
50	Boys and Girls' School	Rev. Dr. Harrold	Corner Massachusetts avenue and Eighteenth street	1875	16	14	5-18
51	Boys and Girls' School	Miss Jennie Russell	No. 618 Pennsylvania avenue S. E.	1875	19	18	6-15
52	Boys and Girls' School	Miss Sarah Virginia Bright.	No. 1317 E street S. E.	1863	20	18	6-13

53	Boys and Girls' School	Miss L. C. Richards.	No. 1217 Tenth street	1872	33	30	6-15
54	Boys and Girls' School	Miss Annie White.	No. 476 F street S. W.	1862	42	40	5-18
55	German and English School	Mr. K. Haeflger	Corner Sixth and P streets	1872	63	57	5-14
56	German and English School	Mr. Otto Schurz.	G street, between Fourth and Fifth streets.	1873	118	105	5-14
57	German and English Boys' and Girls' School	Mr. P. A. Madtern.	Corner Fourth street	1869	80	70	6-14
58	German and English Boys' and Girls' School	Mr. A. Hecht	Corner Four-and-a-half and D streets S. W.	1875	45	40	5-10
59	German and English School for Boys and Girls.	Misses Griswell and Jackson	I street, between Eighth and Nineteenth streets	1875	7	6	5-13
60	German Lutheran Trinity Parish School.	Mr. John Forliz	Corner of Fourth and E streets	1867	125	100	6-14
61	Hono School for Boys and Girls.	Miss Helen M. Hansom.	No. 132 Inglo Place S. E.	1868	42	35	6-12
62	Miss Smith's Kindergarten.	Miss Helen Smith	No. 228 East Capitol street.	1875	5	3-8	
63	St. John's Parish School.	Sister Florence.	Sixteenth street near H street.	1869	65	61	5-15
64	St. Paul's Parish School for Boys and Girls.	Miss Virginia Lomax.	St. Paul's Church, near Pennsylvania avenue and Twenty-third street.	1874	21	18	4-12
65	School for Boys and Girls.	Miss Matricio Tiffey	No. 1831 Fourteenth street	1872	21	18	6-13
66	School for Boys and Girls	Miss Alice Herold	Corner Tenth and K streets S. E.	1873	18	15	5-14
67	School for Boys and Girls	Miss Elizabeth Koonen	No. 221 D street.	1844	30	18	6-15
68	School for Boys and Girls	Miss Mollie E. Miller	Corner Ninth and G street S. E.	1875	65	60	6-15
69	School for Boys and Girls	Miss Jennie P. Slight.	No. 610 Half street S. W.	1862	16	14	6-18
70	School for Boys and Girls	Miss Mary Hatch.	No. 942 B street S. W.	1873	15	14	6-9
71	Select School for Boys and Girls.	Miss Regina Ryan	No. 617 P street.	1875	17	14	5-12
72	Select School for Boys and Girls.	Mrs. M. D. Morris.	No. 1743 Eleventh street	1874	8	7	6-10
<i>Colored schools—day.</i>							
73	St. Augustine's Parish School for Colored Boys, (R. C.)	Sisters of the Holy Cross.	Fifteenth street, between L and M streets.	1867	40	35	6-18
74	St. Augustine's Parish School for Colored Girls, (R. C.)	Sisters of the Holy Cross.	Fifteenth street, between L and M streets.	1867	95	90	6-14
75	St. Mary's Parish School for Boys and Girls, (P. E.)	Mr. G. W. Brayo	Twenty-third street, between L and H streets	1873	30	24	9-16
76	School for Boys and Girls	Mrs. Sarah Taylor.	No. 1111 Twenty-fourth street.	1875	11	10	8-13
77	School for Boys and Girls	Mr. B. F. Grant	Nineteenth street, between R and S streets	1875	30	18	6-11
78	School for Boys and Girls	Miss Elizabeth Dodson	No. 22 Clarke's alley	1875	23	21	4-4
79	School for Boys and Girls.	Mrs. S. I. Fleetwood.	L street, between Sixteenth and Seventeenth streets.	1874	16	14	5-16
80	School for Boys and Girls	Mr. T. Howard.	No. 638 B street S. E.	1875	30	28	6-14
81	School for Boys and Girls	Mr. James Shippen	Virginia avenue, between Second and Third streets, S. W.	1875	5	4	6-10
82	School for Boys and Girls	Miss Mary E. Leo.	No. 132 D street S. W.	1874	24	20	5-15
83	School for Colored Males and Females	Mr. J. W. Hall	No. 1242 Bingham's alley.	1875	29	25	6-12
84	School for Colored Males and Females	Mrs. R. Willsey	No. 2222 E street.	1871	28	25	6-15
85	School for Colored Males and Females	Mr. Joseph Ambush.	No. 924 Eleventh street	1868	90	80	10-20
86	School for Colored Males and Females	Mrs. Ellen Wood.	No. 438 New Jersey avenue	1875	30	28	5-12
87	School for Colored Males and Females, (R. C.)	Mr. Lewis Brown.	Eighteenth street, between L and M streets.	1875	30	28	9-16
88	Select School for Boys and Girls.	Mr. A. M. Powell.	Corner of Eleventh and K streets	1875	43	37	6-22
<i>Night schools—white.</i>							
89	École Française	Professor Collinore and M'illo Prud'homme.	No. 1538 I street	1875	30	28	10-30
90	English, French, and Classical Night School for Males	Mrs. Angelo Jackson.	No. 915 New York avenue	1875	8	8	15-30
91	German Night School	Miss Emma Marwedoll.	Corner of Eighteenth and H streets.	1875	15	14	9-30
92	School for Male Adults	Mr. Louisville Twitchell.	Third street, near East Capitol street	1874	18	15	14-30

Statistical summary of private and denominational schools in the District of Columbia for 1875—Concluded.

Number.	Name.	Principal.	Location.	Established.	Total num-ber pupils.	Average at-tendance.	Ages of pu-pls.
<i>Night schools—colored.</i>							
93	Lincoln Mission Night School	Mr. Frank Camp	Corner of Eleventh and B streets	1869	40	30	12-45
94	Night School for Adults	Miss Fannie Galt	No. 407 B street S. E.	1875	7	6	16-30
95	Night School for Adults	Mr. Charles A. C. Ladr	No. 1327 G street	1875	10	9	15-27
96	Night School for Adults	Mr. T. Howard	North Carolina avenue, between First and Second streets, S. E.	1875	10	9	25-33
97	Night School for Adults	Mr. James Shippert	Virginia avenue, between Second and Third street, S. W.	1875	13	12	20-30
98	Night School for Girls, (R. C.)	Sister Clare	Corner K and North Capitol streets	1873	50	45	12-30
99	School for Adults	Mrs. Madison	No. 918 Delaware avenue N. E.	1875	9	8	15-30
100	School for Adults	Mrs. Sarah Taylor	No. 1111 Twenty-fourth street	1875	15	14	20-50
101	School for Adults	Mr. Frank Bell	Fifth street, between D and E streets	1874	12	10	14-30
102	School for Adults	Mr. Chauncey Leonard	No. 456 C street	1875	23	20	18-35
103	School for Adults	Mr. Richard Jackson	No. 1742 E street	1875	13	12	14-15
104	School for Adults	Mr. J. W. Hall	No. 1242 Bagdon's alley	1875	4	4	20-35
105	School for Adults	Miss Mary E. Fletcher	No. 1122 Twenty-first street	1875	9	8	19-40
106	School for Adults	Mr. Coleman Lewis	Kelly's alley, between New Hampshire avenue, M, N, and Twenty-first streets	1875	8	7	14-40
107	School for Adults	Mrs. R. Willsey	No. 2222 E street	1874	6	6	23-40
108	School for Adults	Mrs. Ellen B. Wood	No. 438 New Jersey avenue	1875	9	8	25-35
109	School for Adults	Mr. E. D. Richardson	No. 1921 Eleventh street	1875	13	13	15-40
110	School for Adults	Mr. J. C. Taylor	Corner Vermont avenue and T street	1875	20	18	16-40
111	School for Adults	Mr. Wiley Jordan	No. 1636 Vermont avenue	1874	30	25	15-40

SUMMARY OF PRIVATE SCHOOLS.

The number, character, and attendance of private schools, &c., in the District of Columbia in the years 1874 and 1875 are summarized in the following table:

Kind and location of school.	Number in 1874.	Attendance in 1874.	Number in 1875.	Attendance in 1875.
GEORGETOWN.				
Boys' schools	2	187	2	180
Girls' schools	2	155	3	147
Boys' and girls' schools	9	170	9	149
Colored day schools	1	56	0	0
Colored night schools	1	10	1	12
Total number of private schools in Georgetown.....	15	578	15	458
WASHINGTON.				
Boys' schools	9	885	11	1,015
Girls' schools	13	1,456	13	1,670
Boys' and girls' schools	34	1,702	33	1,093
Colored day schools	9	368	16	549
White night schools	2	55	4	71
Colored night schools	11	179	19	301
Total number of private schools in Washington	78	4,645	96	4,699
Institutions for secondary instruction in Washington and George- town	34	1,787	35	1,806
Kindergärten	3	137	7	155
Business colleges	1	196	1	175
Kindergarten normal school	0	0	1	7
Total number of secondary and other private schools	38	2,120	44	2,143
Total of all private schools in the District of Columbia	131	7,343	155	7,330

It will be seen by the foregoing table that, while the number of private schools of all kinds in the District of Columbia in 1875 was 24 more than in 1874, the aggregate attendance was a little less than during the latter year. About 40 new schools were established during the present year and about 17 were discontinued. Of the new schools established 4 were for whites and 14 night schools for colored pupils. The increased number and attendance of colored day and night schools, as compared with the year 1874, will be noted. The total number of pupils attending private schools of all kinds, as shown by the foregoing table, was 7,330. About 600 youth in the various charitable and reformatory institutions in the District of Columbia are under instruction in the elementary English branches; and, adding these to the number of pupils attending private schools, we have a grand total of 7,930 children who receive instruction outside of public schools. The above does not, of course, include students of universities, colleges, law schools, medical schools, &c., in the District of Columbia, nor does it include quite a number of private classes in music, the modern languages, &c.

There are 23 charitable institutions, including the asylum proper of the Washington Asylum, (an institution for the sick and destitute as well as for petty criminals,) with 2,430 inmates. Of these 1,630 are adults and about 800 are children.

There are 2 reformatory institutions, the Washington Asylum and the Boys' Reform School. The reformatory branch of the Washington Asylum contains about 165 inmates and the reform school usually averages about 150 refractory boys.

TRAINING OF TEACHERS.

THE NORMAL SCHOOL.

The second year's history of the normal school has added to the evidences of its usefulness. All its graduates have been needed and employed in our own schools. It is expected that these young ladies, on first appointment, will be assigned to duty in the lower primary grades, and therefore the methods of instruction required for this work have been made quite prominent in the normal school course. Thus far all have commenced teaching in schools of the first or second grade, but several members of the first class, which graduated in 1874, are now in charge of schools of the third and fourth grades.

Among the more important studies are object lessons and theory and art of teaching. In connection with the latter a text book is used, but material for topical recitation is gleaned from various sources and the peculiar needs of our own city are taken into account. Many hints are copied into note books for future reference. The course in object lessons embraces color, form, number, and conversational exercises. Written analyses of subjects are prepared by the pupils, while constant practice in presentation of such subjects is given them. Some opportunity for practice and observation in primary schools is allowed each student during the term.

Other studies pursued are botany, physics, geography—including special attention to map-drawing—English literature and composition, language lessons, reading with phonetics and phonetization, penmanship, and arithmetic. Three lessons a week in drawing were given during the year 1874-75, with extremely gratifying results.

The regulations of the board provide that graduates from the normal school who have taught in the public schools of the city one year and given satisfactory evidence of their ability to govern and instruct a school shall be entitled to receive diplomas, which shall be equivalent to intermediate certificates. In accordance with this provision and the recommendation of the committee on teachers and of the superintendent, the diploma of the normal school was conferred on 11 graduates of one year's standing.

A normal class has been formed in connection with the colored high school, and, under the charge of Miss Mary J. Patterson, the efficient principal of that school, gives promise of usefulness in providing teachers for those schools.

There are also normal departments connected with Howard University and Wayland Seminary.

SECONDARY INSTRUCTION.

HIGHER PUPILS IN PUBLIC SCHOOLS.

The following table shows the number of pupils pursuing the studies authorized for the ninth grade in public schools:

Pupils pursuing high school studies.

Studies.	Male grammar schools.					Female grammar schools.					Grand total.		
	First district.	Second district.	Third district.	Fourth district.	Fifth district.	Total.	First district.	Second district.	Third district.	Fourth district.		Fifth district.	Total.
Algebra	16	23	33	...	5	82	10	32	28	23	6	104	186
Book-keeping .....	...	...	...	56	...	56	...	...	...	...	...	...	56
Botany .....	...	...	...	...	...	...	...	...	...	...	...	...	...
General history	16	...	...	...	...	16	76	32	...	...	...	108	124
Geometry	15	12	18	...	...	45	...	24	...	...	1	25	70
Natural philosophy	16	23	33	...	10	87	16	24	27	32	...	99	186
Physical geography	72	71	40	56	...	239	76	42	25	67	6	216	455
Physiology .....	...	...	...	...	...	...	12	...	...	...	...	12	12
Rhetoric and English literature .....	...	...	...	...	...	...	10	24	20	...	...	54	54

PRIVATE SECONDARY SCHOOLS.

Thirty-seven schools of this class make report of 188 teachers and 1,892 scholars, of whom 320 were in classical studies and 700 in modern languages, 61 preparing for a classical course in college and 25 for a scientific course. In 27 of these schools drawing was taught; in 19, vocal music; in 21, instrumental music; 9 had chemical laboratories and 10 some philosophical apparatus, while 13 had libraries ranging from 100 to 3,500 volumes, the total number of volumes in the libraries being 8,205.—(Returns to Bureau of Education, 1875.)

PREPARATORY DEPARTMENTS OF COLLEGES.

In these there are reported 304 students, 112 of whom are said to be preparing for a classical course in college and 1 for a scientific course, with 145 unclassified in this respect.—(Returns to the Bureau of Education, 1875.)

BUSINESS COLLEGE.

One such institution reports 4 teachers and 147 pupils, 93 in day classes and 54 in evening ones. Studies, commercial English and correspondence, penmanship, and book-keeping.—(Returns to the Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

GEORGETOWN COLLEGE, GEORGETOWN.

The course of study here includes classical, medical, and law departments. The classical course lasts seven years and includes preparatory classes. The college library, numbering 30,000 volumes, contains many rare and curious works. Among these are 100 volumes printed between the years 1472 and 1520, and three manuscripts anterior to the year 1400. The collections in the museum embrace an extensive cabinet of minerals, geological specimens, and shells, besides a valuable set of coins, medals, and miscellaneous objects. At a distance of about 400 yards from the college is an astronomical observatory, containing a first class meridian circle, by Troughton & Simms, of London; a fine transit instrument, by Ertel & Son, of Munich; and a well mounted equatorial telescope made by Troughton & Simms, and having a 4.8 inch object glass, giving powers from 25 to 400. There are also 5 portable astronomical instruments, and a library of 500 works on astronomy, mathematics, and the physical sciences.—(College catalogue, 1875-'76.)

HOWARD UNIVERSITY.

The departments of instruction in connection with this university are as follows: In the academical branch, normal, preparatory, collegiate; in the professional branch, medical, legal, and theological. These departments are separately constituted, but so connected as to secure to each other, as far as possible, all the advantages of the institution.

The full advantages of each department are offered to all, without regard to creed, race, or sex.

The general library contains about 7,000 volumes, many of them choice and select works. The professional departments have each a separate library.

The institution occupies a commanding and beautiful site just outside of the city. Its building is four stories in height, containing recitation and lecture rooms, chapel, library, philosophical rooms, museum, and offices. Minor Hall, set apart for ladies, will accommodate 140 students; Clarke Hall, for young men, 200.—(Catalogue of university, 1874-'76.)

COLUMBIAN UNIVERSITY.

The university provides collegiate, law, and medical departments. The regular course of instruction in the collegiate department is comprised in seven schools, as follows: (1) of English, (2) of Greek, (3) of Latin, (4) of modern languages, (5) of mathematics, (6) of natural science, and (7) of philosophy.

Students wishing to pursue a select course in any school or schools are permitted to do so under certain restrictions. The degree of bachelor of letters is conferred on students who obtain diplomas in the schools of English, Greek, Latin, modern languages, and philosophy, and who receive a certificate of proficiency in the school of mathematics or of natural science. The degree of bachelor of science is conferred on students who receive diplomas in the schools of English, modern languages, mathematics, natural science, and philosophy. The degree of bachelor of arts follows graduation in any six schools and a certificate of proficiency in the residuary school of the entire course. The degree of master of arts is conferred on students who after obtaining diplomas in all schools of the college shall sustain a final and satisfactory examination in review of all the studies pursued.—(Catalogue, 1875-'76.)

NATIONAL DEAF-MUTE COLLEGE.

This college was organized in the year 1864, with the object of affording to competent deaf-mutes and others who by reason of deafness cannot be educated elsewhere the opportunity to secure a thorough education in the studies usually pursued in American colleges. It has been found necessary to maintain a preparatory department, which is conducted by members of the college faculty.

To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require and as far as the means at its disposal for this object will allow.

The corporation is authorized by law to confer such degrees in the arts and sciences as are usually granted in colleges.—(Circular of college, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.					Number of volumes in library.	
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
Columbian University	14	.....	103	48	.....	.....	.....	.....	.....	.....	.....
Georgetown College	26	1	155	61	\$420,000	\$0	\$0	.....	.....	\$0	33,100
Gonzaga College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Howard University	5	3	30	22	.....	.....	.....	\$529	\$0	0	10,000
National Deaf-Mute College.	9	0	16	16	(b)	(b)	(b)	(b)	(b)	.....	2,000

a Includes society libraries.

b See Columbia Institution for Deaf and Dumb, Table XIX.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Scientific training is to some extent provided for in the three principal colleges of the District, but no special scientific school exists.

THEOLOGY.

Theological instruction is given in Howard University (Congregational) and Wayland Seminary, (Baptist.) The complete course at Howard lasts three years. Instruction and rent of rooms are free. Students receive also, free of expense, instruction in the academical departments of the university. Wayland Seminary, under the direction of the American Baptist Home Missionary Society, was established more than ten years ago, its object being to assist in providing preachers and teachers for the South and at the same time to prepare the way for mission work in Africa.

LAW.

Students of law in Washington enjoy peculiar facilities, among which are the privilege of witnessing all the forms of judicial procedure, from those of the local courts up to the Supreme Court of the United States, and of consulting the law library of Congress, which contains a collection of law books unsurpassed in variety and extent, and is open for seven hours daily. The exercises of the law schools here are rendered available to a large class of young men who are engaged during the day in official duties by the adoption of evening hours for recitations and lectures. Columbian University Law School has a course of study lasting two years. Instruction is given by means of text books, lectures, and moot courts. The law school of Georgetown College also offers a two years' course of instruction, the plan of which embraces lectures, examinations, and recitations upon the several titles of law, together with illustrations of actual court proceedings through moot courts.

MEDICINE.

There is a medical department connected with Georgetown College, but situated on Tenth street, near the Government Medical Museum; one connected with Columbian University, located on H street, between Thirteenth and Fourteenth, in a building given by W. W. Corcoran, LL.D., and one belonging to Howard University. The lectures before the latter school have been made free; and the Freedmen's Hospital and Asylum, situated within the grounds of the institution, presents to the student unusual facilities for the study of practical medicine and surgery.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, build-ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF THEOLOGY.									
Theological department of Howard University.	3	0	25	3	.....	.....	.....	.....	400
Wayland Seminary.....	4	.....	92	3	\$35,000	.....	.....	.....	1,400
SCHOOLS OF LAW.									
Columbian University Law School....	5	.....	130	2	20,000	.....	a\$1,200	\$5,151	.....
Howard University, law department....	2	.....	4	2	.....	\$10,000	600	220	300
Law school of Georgetown University.	3	.....	39	2	.....	.....	.....	2	.....
Law department of National University.	3	.....	125	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department of Georgetown University.	19	.....	30	3	22,000	0	0	.....	0
Medical department of Howard University.	9	.....	24	2	75,000	0	0	.....	.....
National Medical College, (medical department of Columbian University.)	8	.....	54	2	.....	.....	.....	5,000	.....
National College of Pharmacy.....	3	.....	26	2	2500	0	0	1,200	200

a From rents of offices in Law Building.

b Apparatus.

SCHOOL OFFICIALS IN DISTRICT OF COLUMBIA.

Hon. J. ORMOND WILSON, *superintendent of schools for white pupils.*
 Hon. GEORGE F. T. COOK, *superintendent of schools for colored pupils.*

Statistical summary of charitable and reformatory institutions in the District of Columbia for 1875.*

Name.	Location.	When estab-lished.	How established.	Chief officer.	Inmates.		Total.
					Male.	Female.	
Children's Hospital.	Corner of Ninth and E streets	1871	By act of Congress	Mr. S. V. Niles	12	18	30
Washington City Orphan Asylum.	I street, between Second and Third sts	1815	By act of Congress	Mr. W. W. Corcoran	61	46	107
St. Vincent's Female Orphan Asylum, (R. C.)	Corner of G and Tenth streets	1821	By act of Congress	Sister Blanche	140	140	140
St. Joseph's Male Orphan Asylum, (R. C.)	II street, between Ninth and Tenth sts	1855	By act of Congress	Sister Euphrasia	110	110	110
Louise Home <i>a</i>	Massachusetts avenue between Fifteenth and Sixteenth streets	1869	By Mr. W. W. Corcoran	Mr. James M. Carlisle	32	32	32
St. Aloysius Industrial School, (R. C.)	Cor. K and North Capitol sts. N. E.	1873	By Sisters of Notre Dame	Sister Clare	47	23	22
Home for the Aged, (R. C.) <i>b</i>	Corner Third and H streets N. E.	1871	By Little Sisters of the Poor	Mother Gonzales	30	30	77
Columbia Hospital for Women <i>b</i>	Corner of Pennsylvania avenue and Twenty-fifth street.	1866	By act of Congress	General O. E. Babcock	28	28	28
St. Ann's Infant Asylum, (R. C.)	Corner of Twenty-fourth and K streets	1863	By Sisters of Charity	Sister Agnes	20	25	45
St. Rose House of Industry, (R. C.)	No. 2028 G street.	1872	By Sisters of Charity	Sisters of Charity	30	30	30
St. John's Hospital	No. 1908 H street.	1870	By Sisterhood of St. John's	Sister Lily	17	16	33
National Soldiers and Sailors' Orphans' Home <i>b</i>	No. 1732 G street.	1866	By act of Congress	Hon. D. K. Cartter	17	11	28
Industrial Home School	One mile north of Georgetown.	1867	By benevolent persons	Mr. A. M. Gangewer	13	1	14
National Colored Women's and Children's Home <i>b</i>	In the county at the head of Eighth st.	1863	By act of Congress	Mrs. S. C. Pomeroy	64	39	103
Freedmen's Hospital <i>b</i>	Corner of Fifth and Pomeroy streets.	1863	By act of Congress	G. S. Palmer, M. D.	88	107	195
Aged Women's Home	High near Bridge street, Georgetown.	1871	By benevolent ladies	Mrs. John Marbury	11	11	17
Epiphany Church Home	No. 1319 and 1321 H street.	1871	By ladies of Epiphany Church.	Rev. Wilbur F. Watkins	27	13	40
Women's Christian Association Home <i>a</i>	Thirteenth street between R and S sts.	1870	By Christian ladies	Mrs. William Stokney	239	100	339
Washington Asylum <i>c</i>	Corner of Nineteenth and C streets N. E.	1861	By District of Columbia authorities.	Mr. Timothy Latbey	135	40	175
Providence Hospital, (R. C.) <i>b</i>	Corner of Second and D sts, southeast	1861	By Sisters of Charity	Sister Beatrice	135	40	175
Georgetown Almshouse <i>c</i>	Corner of High and Bridge streets, Georgetown.	1853	By District of Columbia authorities.	Mr. Timothy Latbey	561	166	727
Government Hospital for the Insane <i>b</i>	Two miles south of Uniontown	1869	By Miss Dorothea Dix.	C. H. Nichols, M. D.	163	163	163
Reform School for Boys <i>c</i>	Mount Lincoln, three miles northeast of the Capitol.	1869	By act of Congress	Mr. John Bailey	273	273	273
United States Soldiers' Home <i>b</i>	Two miles north of Washington	1851	By act of Congress	General Pitcher, U. S. A.	273	273	273

* Many of the above institutions have schools attached, where the inmates, or a portion of them, receive instruction in the common English branches. Probably as many as 600 children are under instruction, and these are not included in the list of private schools in the District of Columbia, given elsewhere in this volume. Several of these institutions have industrial branches where girls and young women are taught to sew, to do housework, &c., and where employment for the worthy is found. A more extended account of the operations of these institutions will be found in the Report of the Commissioner of Education for 1872.

a Endowed and supported by Mr. W. W. Corcoran, of Washington, D. C.

b Wholly or in part supported by the General Government. A few thus designated have only received appropriations to aid them in building, being supported otherwise wholly by voluntary contributions; the larger number, however, are sustained by annual congressional appropriations.

c Supported by the authorities of the District of Columbia.

† This number includes 174 sick or paupers in the almshouse proper, the number in the workhouse being 165.

IDAHO.

SUMMARY OF SCHOOL STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons of school age, (5-21 :) Males, 2,150; females, 1,870	4,020
Number enrolled in schools during school year.....	3,270

SCHOOLS.

Number of school rooms used for both study and recitation.....	53
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TEACHERS AND THEIR PAY.

Number of teachers employed.....	Not reported
Average salary of teachers per month.....	\$55 00

This summary, prepared by Hon. Joseph Perrault, territorial superintendent of public instruction, furnishes, he says, the only information available for 1875, the report for the Territory not being due till the close of the year 1876.

SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction, county superintendents, and district school trustees.

DUTIES OF THESE OFFICERS.

The territorial controller is *ex officio* superintendent of public instruction, and his duties are (1) to prepare, publish, and distribute to the county superintendents the necessary instructions and forms for the use of teachers and school officers; (2) to exercise a general supervision over the public schools; (3) to apportion the territorial school moneys to the counties on the basis of the number of white children of school age residing therein, keeping record and giving due notice of such apportionment; (4) to make report to the legislature, during the first week of each regular session, of the number and grade of schools in each county, the number of white children of school age, the number of such attending public schools, and everything relating to the receipt and expenditure of school moneys.

The county school superintendents are elected by the people of the several counties at each general election; hold office for two years; apportion the public school moneys among the districts, two-thirds equally to the several districts and one-third *per capita* of school population; examine teachers as to their fitness for teaching and knowledge of the branches to be taught; license such as they find qualified; visit and inspect the schools at least once a year; distribute to school officers and teachers blank forms for their use; keep on file reports received from them; and make full report themselves to the territorial superintendent, annually, of all such items as he must embody in his report to the legislature. They also meet, at least once a year, with the board of trustees of each school district in their counties, and collect by process of law all penal fines not paid over by justices of the peace for the school fund. Compensation not to exceed \$250 per annum, except in Boise and Ada Counties, where it is \$300.

School trustees, two for each school district, are elected by the voters of the district at each general election for terms of two years, the county superintendent being associated with them to form a board of three. They have charge of the school property, of the employment of teachers, of the visitation of the schools, and of the taking, through a marshal appointed by them, of a school census of their districts annually, as well as of the levying of a district school tax, when ordered.

SCHOOLS.

Spelling, reading, writing, arithmetic, geography, grammar, and history are to be taught in the schools; but no political or sectarian teaching is to be allowed.

SCHOOL FUNDS.

The general school fund of the Territory is to be formed of the principal of all moneys accruing from the sale of lands given by Congress for school purposes; of unclaimed moneys of the estates of deceased persons; of 1 per cent. of the gross proceeds of all franchises; and of 10 per cent. of the gross receipts of all moneys paid into the treasury of the Territory for territorial purposes. This is to be divided semi-annually among

the counties, in proportion to the number of white persons of school age, for the support of common schools.

A county fund for the same purpose is formed by levying in each county a tax of from one to five mills on the dollar on all taxable property, and from all fines for breach of penal laws, to be paid over by justices of the peace to the county treasurer.

Special taxes may also be levied for school purposes in the several school districts, on the vote of a majority of the voters of the district in favor of such taxes.—(School law of Idaho, 1871.)

LIST OF SCHOOL OFFICIALS IN IDAHO TERRITORY.

Hon. JOSEPH PERRAULT, *territorial superintendent of public instruction, Boise City.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Ada	N. M. Hawthorn	Boisé City.
Alturas	W. H. Hannahs	Rocky Bar.
Bear Lake	J. C. Rich	Paris.
Boisé	Henry McGuiness	Placersville.
Idaho	B. F. Morris	Mount Idaho.
Lemhi	J. P. Jewell	Salmon City.
Nez Percés	W. P. Hunt	Lewiston.
Oneida	B. F. White	Malad City.
Owyhee	James Lyman	Silver City.
Shoshone	D. M. Fraser	Pierce City.

MONTANA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Persons of school age, (4-21:) White males, 1,964; white females, 1,558; colored of both sexes, 29	3,851
Number enrolled in schools	2,215
Average monthly enrolment	1,875
Average daily attendance	1,710
Number attending private schools	292
Not attending any school	1,172

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 43; females, 56 ...	99
Number necessary to supply the schools	104
Number in private schools: Males, 14; females, 2	16
Average salary of male teachers per month	\$65 00
Average salary of female teachers per month	57 00

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the Territory	96
Number of school-houses	76
Number of graded schools	6
Number of ungraded	90
Number using prescribed text books	79
Number using other than the prescribed series	17
Number teaching all the branches required	55
Number of private schools taught during the year	14
Value of school-houses in the Territory	\$48,009 60
Value of sites, buildings, and all other school property	60,000 66

INCOME AND EXPENDITURE.

Receipts.

From county tax	30,011 01
From district tax	1,200 00
From other sources	610 67
Total receipts	31,821 68

Expenditure.

For salaries of superintendents	3,600 00
For salaries of teachers	31,821 68
For miscellaneous and contingent expenses	500 00
Total expenditures	35,921 68

The superintendent is disposed to add to the above the following items:

For erection of school buildings	48,000 00
For school apparatus	500 00

—(From biennial report of Hon. Cornelius Hedges, territorial superintendent of public instruction, for the years 1874-'75, collated with special report to Bureau of Education, December 27, 1875.)

SCHOOL SYSTEM.

OFFICERS.

The school system of the Territory embraces (1) a superintendent of public instruction, appointed by the governor with the concurrence of the legislative council and holding office for two years, his salary being \$2,000; (2) county superintendents, elected in each organized county by the people and holding office for two years; compensation not less than \$1 nor more than \$2 for each census scholar in the county, with expenses; (3) boards of trustees for school districts, consisting of three members, elected by the people at the annual district meeting for terms of three years each, one to be changed each year; (4) district clerks, who keep the records of the boards and of the districts and make an annual census of the school population.

SCHOOLS.

The schools are to be taught in the English language and to be open for all children between 4 and 21 years of age resident in the districts where they exist. Separate schools are, however, to be provided for colored children.—(Montana school law, 1872.)

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

There has been, during the past two years, an increase of 320 in the number of youth of school age, although the total population of the Territory is believed to have decreased during the same time. There has been a gain in the attendance of 8 per cent., or, if this attendance should be credited, as it fairly might, to those between the ages of 6 and 16, the rates of attendance would be raised to nearly 80 per cent., and would compare favorably with results attained in the most advanced and more densely settled States. There has been an increase in the average length of schools of ten days. The number attending private schools has doubled within two years, which item, while it may not be altogether complimentary to the public schools, shows the increased desire on the part of parents to provide in some way for the instruction of their children. The number not attending any school has been greatly reduced, showing that, when proper facilities shall be provided, there will be little or no cause to complain of non-attendance. The wide range of school age, from 4 to 21, will always tend to swell this item of the returns to an unreasonable degree; for, on the one extreme, it includes many of too tender years to leave home and, on the other, many of the younger married people, whose school days, in the ordinary acceptance of the term, are supposed to be over.

The total amount raised for school purposes is a little less than two years ago, yet the rate of taxation has in no instance been diminished and in two counties it has been increased. The average compensation of teachers has sensibly decreased; yet, owing to the reduced cost of living, teachers can now save of their wages as much as formerly or more. The most noticeable and encouraging feature is the great increase in the amount expended for building school-houses. Those erected during the year are worth four times as much as all the school-houses heretofore built in the Territory. This general and generous movement is not an outgrowth of overflowing prosperity, but—and this gives it increased significance—is freely offered by a diminishing population from their diminished revenues, as a proof of their faith in the future of Montana and of their appreciation of the true sources of wealth and empire.

AMOUNT PER CAPITA RAISED FOR SCHOOL PURPOSES.

Only 6 States and none of the Territories, unless the District of Columbia be so reckoned, surpass Montana in the amount of money raised *per capita* of school population, which, at the most moderate estimate of the expenditure, is \$8.42, while for aid pupils enrolled it is \$14.36; for average attendance, \$18.60; and this without any derived from permanent funds, such as most of the older States possess. While in all the Southern States the large income of the Peabody fund goes to increase the amount raised by taxation and all the newer western States have magnificent funds derived from the sale of school lands donated by the General Government, only two of them, Ohio and Nebraska, raise as much *per capita* for the education of their school population.

CONDITION OF THE TERRITORIES IN RESPECT TO SCHOOL LANDS.

The superintendent has endeavored, by correspondence with the United States Commissioner of Education, with the National Teachers' Institute, and with the superintendents of other Territories, to bring about some concerted action that would command the attention of Congress to the treatment that the Territories are enduring in the matter of promised aid in establishing and maintaining schools, but thus far his efforts have not succeeded. If it be unreasonable, it is remarked, for the Territories to ask for the right to dispose of some portion of the school lands and use the proceeds or the interest thereof to sustain their schools when they most need help, surely the Government might, through its land officers, dispose of some portion of these lands, retaining the proceeds, but giving the interest to the Territories for their present necessities.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Every complete school system must provide some means to train teachers for its schools. The expense of supporting a normal school places that means at present beyond the reach of the Territory, but it creates the greater necessity of providing for institutes, which, at little expense, may do immense good in teaching the best methods of imparting instruction and in kindling a spirit of emulation among teachers.

The attempt has been made, during the past two or three years, to cultivate teachers' institutes, relying upon the voluntary action of the teachers, and with good results. But it is found that those teachers who most need the practice and instruction afforded by institutes absent themselves, either through ill-timed modesty or some less worthy motive, and a law is needed to reach this class. It should be made the duty of the county superintendent in any county where there are 8 organized school districts to hold at least one such institute in every year, and of every teacher holding a certificate issued in the Territory to attend and participate in it under penalty of forfeiting the same. Such institutes should continue for at least two days, and for time lost by teachers in attendance no deduction should be allowed from their wages.

LIST OF SCHOOL OFFICIALS IN MONTANA TERRITORY.

Hon. CORNELIUS HEDGES, *territorial superintendent of public instruction, Helena.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Beaver Head.....	Jos. S. Ferster	Bannack City.
Choteau	John J. Healy	Sun River.
Deer Lodge	Addison-Smith	Deer Lodge City.
Gallatin	Fran. L. Stone	Bozeman City.
Jefferson	John J. Robbaugh	Jefferson City.
Lewis and Clarke.....	Daniel Searles	Helena.
Madison	Amos Purdum	Sheridan.
Meagher	Charles S. Kelley	Diamond City.
Missoula.....	J. B. Barker.....	Missoula City.

NEW MEXICO.**EDUCATION IN NEW MEXICO.**

THIRD ANNUAL REPORT OF HON. W. G. RITCH.

SECRETARY'S OFFICE, TERRITORY OF NEW MEXICO,
*Santa Fé, February 1, 1876.*Hon. JOHN EATON,
Commissioner of Education :

In reply to your circular of December, 1875, asking for information as specific as may be on education and the school system of New Mexico as a contribution to your report for the year 1875 on the educational work of the country, I have the honor to submit the following :

APOLOGETIC.

In presenting a report on education in this Territory, it is not, in view of the situation, without some misgivings that we undertake the task ; nor would we be doing justice to the Territory without first calling attention, as in a former report, to the conditions under which education first made its appearance and the circumstances under which it has since struggled for a place among the institutions of the Territory.

GENERAL CONDITION.

The Territory of New Mexico is part of the Far West, on the extreme frontier, settled to-day by a people nine-tenths of whom speak a foreign tongue, most of whom are illiterate, and the balance with little American literature. As a consequence, the inhabitants too often know little of the political and social institutions of our common country. Their habits and customs and modes of thought are generally rather of a past age than of the present. For centuries they have regarded obedience to the civil law as subordinate to the canonical law, the latter administered by an authoritative priesthood. With unimportant exceptions, the people have been without schools of any kind until nearly within the past decade. They have, too, been isolated by a thousand miles of wild, unsettled domain, through which lay the only highway of commerce and of the Army. This domain, too, has been swept by the aggressive movements of Indian nomads, only suppressed to any considerable degree during the past five years.

EDUCATIONAL PROGRESS.

It was under these circumstances and conditions that education in New Mexico had to make its start. It dates its first permanent establishment from the organization of the Academy of Our Lady of Light, (Sisters of Loretto,) in Santa Fé, in 1852, by Mother Magdalen Heyden, then, as now, mother superior, and under the patronage of the then Bishop, now Archbishop, John B. Lamy. This school started in small and unpretentious rented quarters with 7 boarders and a few day scholars, with 2 teachers. It now, according to the last annual report, numbers 10 teachers and 165 pupils, with an extended curriculum of English, Spanish, and classical studies, including music and fine arts, and occupying commodious buildings with broad grounds and delightful surroundings.

Since the organization of this school for home education, other private, academic, and parochial schools of various religious denominations, 25 in number, have been established in the various centers of population. These schools constitute the crowning feature of the education of our day in the Territory. A thirst for knowledge being thus induced, the people, through their legislative assembly of 1871-'72, reversed their decision at the polls of 10 years previous, when they had voted down a public school law by a nearly unanimous vote, for the reason that a tax for public schools was deemed oppressive. At the latter date they authorized by law the public school system in force to-day, giving one or more free schools in nearly every precinct, at least in the several counties reported.

PRESENT CONDITION.

The existing school law is crude in character as school laws are usually estimated. It is the best, however, that could be then or since obtained ; certainly better than none. It leaves the details and management of the schools and of the school funds entirely to a " board of supervisors and directors of public schools," to be elected by each county respectively. The school system of each county is thus independent of any other, and may be as varied in character as the number and character of the several counties. Of course, the schools are efficient according to the degree of wisdom with which they are administered. Unfortunately, the school boards in most of the counties are composed of persons inexperienced in any school system whatever. All are without the instructions or advice of a central authority. Often they give but little personal attention to the schools. Not unfrequently they leave them under the

control of boards composed in part or in whole of priests, although under the requirements of law these are ineligible. The tendency of this priestly influence has been to gradually bring the public schools and the school fund, paid by persons of every shade of religious belief and of no religious belief, beneath the direction of a particular church. Thus, in a majority of the counties to-day, the school books and church catechism published by the Jesuits, and generally in Spanish, constitute the text books in use in the public schools; and, as announced by a newspaper friendly to the order, if not of it, "these are now being used in almost all the schools of New Mexico." In at least 5 counties public schools have been placed in direct charge of either the Jesuits or other religious orders, or members of orders kindred in character. The somewhat limited amount of the school fund, the disbursement of considerable portions of it for illegal or illegitimate purposes, and the attempt to meet the demand for schools in every neighborhood very naturally make the school term short, the compensation of teachers small, and the teachers, as a rule, comparatively poor. In aggravation of this condition of things, in some cases it has been charged in the public press and otherwise, and not denied, that the school authorities have employed relatives, dependents, or personal or political friends, and even debtors, to save an otherwise hopeless indebtedness, and with little or no regard to the fitness or qualification of the person thus employed as a teacher. The school fund in some counties, two of which report the fact, is illegally used to pay the \$3 per diem of members of the school board, while among others money from the fund is appropriated to the salary of a secretary and other officers for slight or hypothetical services, and even, as we are assured, perverted to purposes entirely foreign to schools.

POPULAR INDIFFERENCE.

Among any people thoroughly imbued with the spirit and genius of our republican institutions, as is generally the case elsewhere in the United States, there comes a fixed appreciation of the patriotic duty of the citizen to watch and guard the public school and the school fund, and, as a matter of course, with it a sense of the duty of each to contribute his services gratuitously when called to assume the responsibilities of school commissioner, trustee, clerk, or other officer. But the imperfection and misdirection of the public schools in several counties will hardly be a matter of surprise among a people whose past history is so anomalous as that of the people of New Mexico. The outcome, however, is by no means all discouraging, notwithstanding this unfortunate condition of the public schools. The spirit of reform is abroad, and will eventually succeed. In my last annual report I took occasion to make several recommendations of legislation needed, with a view to guarding at once the interest of the pupil and of the school fund. Similar recommendations were also embodied in the very able message of Governor Axtell to the recent legislative assembly. The recommendations are so tersely stated and cover the ground so well that I have copied at length that portion referring to the school question.

RECOMMENDATIONS OF THE GOVERNOR.

In his last message the governor presented the following recommendations respecting common schools, female education, women as teachers, school districts, and graded schools:

Common schools.—"The foundation and corner stone of a republic rest upon the intelligence and virtue of the people; the people are the government. The system of common schools for the education of the people is the only method known to us by which the requisite intelligence for self-government can be obtained. These schools must have competent teachers, competent not only to teach the elementary branches, but competent to give moral instruction, both by example and precept, and to set such examples in manners and general deportment as children who learn quickly by the eye ought to follow; an incompetent school teacher is a public calamity. The public school fund is raised by taxation upon all religious denominations and upon persons of no religion; it is a fund which belongs to the state and must be strictly guarded against denominational influences. The state tolerates all religions but teaches none; so with the training school of the state, the common school. It admits within its walls every child of the Republic, but excludes every sectarian teacher. What is true of the common school is true of every dollar of the common school fund. It should be made a misdemeanor and punished by fine and imprisonment for any man or set of men to divert one dollar of this sacred fund to denominational or sectarian schools, and, if the territorial legislature is not willing to protect this fund, Congress will be called upon to do so. Not one dollar of this fund must be taken for any purpose except that of paying teachers, neither to pay school inspectors, nor rent, nor lights, nor other incidental expenses; all these must be provided for outside of this fund. It is but a poor compliment the men of this Territory pay to their enterprising, heroic, and renowned ancestors if they cannot supervise the ordinary affairs of a school in which their own children are taught without receiving \$3 a day for it, and then abstract these \$3 out of the meagre fund provided for the poor child's education."

Education of girls.—"The family is the highest type of the race. The father, mother, brothers, and sisters are the most perfect of all human societies. God's seal is set upon

these sacred relationships. As brothers and sisters are together in the family, equals in every respect, so should they be equal in the common school. I challenge the closest scrutiny into our common school system as to its influence upon female virtue, and I affirm, without fear of intelligent contradiction, that, where brothers and sisters, and whole neighborhoods and communities of such, have been educated together in the common school, the females compare favorably with any people on earth for personal purity. Intelligence is the strongest safeguard to virtue. If only one sex can have the advantage of the common school, let it be the females."

Women as teachers.—"Women are the best qualified to teach young children; wherever it is possible to do so, procure them, and pay them the same wages you would pay men for the same work. The importance of this subject must be my excuse for dwelling upon it at such length. There cannot possibly come before you anything of equal gravity. The state may lose treasure and regain it; may meet with reverses in the cabinet or on the field of battle, and win back the advantages lost; but when her youth are corrupted or cease to be intelligent and virtuous, all is gone."

School districts and graded schools.—"Special laws should be passed enabling all the large towns and villages to form themselves into one district, and levy a special tax upon that district to build a school-house large enough to accommodate all the children; then classify and grade the school, placing different ages in separate rooms, with one principal or head teacher. Also authorize such district, by a vote, to levy a special tax for the support of such school. There is money enough sent out of this Territory every year to educate children abroad, to do more than I have suggested."

LEGISLATION SOUGHT.

In accordance with these recommendations a bill was carefully prepared and submitted to and approved by the governor, secretary, and attorney-general, authorizing the organization of independent school districts, with power to raise additional school money and build school-houses where the population would warrant; abolishing all pay to school officers; restricting the disbursement of the general school fund to wages of qualified teachers; requiring teachers to be examined and hold certificates of qualification, without which disbursing officers were prohibited from paying their wages; providing that "the public schools of the Territory shall not be under the influence of any creed, religious society, or denomination whatever; that neither the Bible nor any sectarian book shall be used in the public schools, and that they shall be open to both boys and girls." The bill as drafted also required a system of reports and accountability to a central board; the taking of a school census, and that the whole question of the management of public schools, including the designation of school books and of all needful rules be under the supervision and governance of an *ex officio* board of commissioners of education, composed of the governor, attorney-general, and president of the council.

This bill was introduced in the council, where it passed without amendment by a vote of 9 to 4. In the house, however, it was first amended by striking out the non-sectarian clause, and then defeated by a vote of 14 to 10, 2 members being absent and not voting. It is fair to say that the members of the house voting for the amended bill would also have voted for it without the amendment. The opposition in the house had proved violent, owing to the organized efforts of a sectarian force. The friends of the bill made the amendment hoping to save the remainder. It may be noticed that on a joint vote of the two branches of the legislative assembly there was a majority of 1 in favor of the bill. It is significant that of the 20 members voting for the bill and 1 absent, also a friend of it, 15 were natives of the country, reared and educated under the old influences. The more intelligent and progressive citizens of the Territory generally gave evidence by their work or words, or both, that they can be counted among the friends of public schools as contemplated in the original bill. Manifestly liberal and efficient public schools are growing in favor with the people, with a strong hope that in the early future New Mexico will arise above its present inefficient and unsatisfactory school system, and fall into line with the other States and Territories in favor of a system and management looking to broad, liberal, and effective popular education.

THE GREAT NEED.

Tried by the standard that would be applied to the other States and Territories, the great need of New Mexico, beyond a peradventure, is good English public schools and educated and enterprising men in numbers and force sufficient to energize the whole people, and this before assuming greater responsibilities of government. To this end, so far as lays in her power, she must make the schools and men she needs.

THE SCHOOLS OF THE TERRITORY.

The following tabular statements are abstracts mainly from authoritative sources, and what is not authoritative is either from common repute or other reliable sources. Those relating to the public schools are from the school authorities of the respective counties and those relating to parochial schools are uniformly from the principals in charge.

County.	Number of public schools.	Number of children in attendance.	Number of teachers.	Average wages per month for teachers.	Number of months of school taught.	Languages taught—English or Spanish.	Male teachers.	Female teachers.	Schools for boys.	Schools for girls.	Mixed schools.	Schools known to be directly under religious societies or orders, and paid out of public school fund.	School-house owned or rented.	Value of school-houses, if owned.	School fund from all sources.	Disbursed for teachers' wages.	For rent and school books.	For other purposes.
Bernalillo.....	16	765	18	\$22.22	5.6	1 E. and S., 15 S.	18	0	16	.....	.....	3	.....	.....	\$5,654.03	\$1,513.00	.....	\$214.85
Colfax.....	7	147	7	40.00	4	7 E.	5	2	.....	.....	7	1	1	\$300.00	1,410.93	541.36	.....	b
Dona Ana, (partial report)	7	.....	7	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	1,398.29	1,360.00	.....	c81.00
Grant.....	3	95	3	40.00	3.7	2 E. and S., 1 S.	2	1	.....	.....	3	.....	.....	.....	1,163.68	460.15	\$123.00	.....
Lincoln, (no report)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,623.71	1,445.00	81.00	.....
Mora.....	16	651	17	19.18	6	15 E. and S., 1 S.	13	4	10	4	2	d2	.....	.....	1,176.00	825.00	76.00	132.70
Rio Arriba.....	17	270	17	16.30	3	4 E. and S., 13 S.	17	15	.....	.....	2	.....	.....	.....	.....	.....	.....	.....
Santa Ana, (no report)	3	.....	3	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	4,500.00	3,665.95	683.98	502.29
Santa Fé.....	12	678	14	26.18	10	3 E. and S., 9 S.	10	4	5	1	6	2	1	2,500.00	5,039.62	3,255.75	601.96	98.26
San Miguel.....	24	1,100	27	25.00	10	6 E. and S., 18 S.	21	3	16	2	6	.....	3	1,975.00	5,039.62	3,255.75	601.96	98.26
Socorro, (no report)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Taos.....	16	688	17	20.00	4	7 E. and S., 9 S.	17	.....	16	.....	.....	2	.....	.....	1,366.10	1,094.00	63.00	140.10
Valencia.....	17	757	17	16.63	4	17 S.	16	1	16	1	.....	.....	.....	.....	f1,881.10	1,131.79	.....	488.69
Total for 1875.....	138	5,151	147	.....	6.6	7 E., 38 E. and 8, 86 S.	132	15	97	8	33	10	5	4,975.00	25,473.45	15,432.00	1,800.94	1,657.69
Total for same counties, report of 1874.	116	4,694	129	.....	5.8	14 E., 30 E. and S., 69 S.	.....	.....	.....	.....	.....	.....	4	4,300.00	27,110.99	.....	.....	.....

a \$3,000 of school fund from surplus in county fund.

b \$5.00 for per diem of commissioners.

c Per diem of commissioners.

d One to be discontinued in January.

e Includes for furniture.

f With per cent. of assessor and collector deducted.

While in some particulars the preceding statement is incomplete and will not bear the full test of critical examination, it is quite sufficient to illustrate the present condition of the public school system. It is, without doubt, the most reliable specific information obtainable at this time, or that probably will be obtained so long as reliance has to be placed on reports by courtesy, with an apparent belief extant, in some instances at least, that local interests, ecclesiastical, political, or otherwise, are best served by silence or avoidance. I have this to say of the present report, as compared with either of my former reports—which to a certain extent, as stated, only approximated the facts—that I have succeeded in obtaining much more official information than ever before. Of the parochial schools, heretofore less than half has been authoritative. In this report all is believed to be reliable and with slight exceptions is authoritative.

OTHER STATISTICS.

In addition to the tabular statement previously given, we glean that in eleven counties there are 132 male and 15 female teachers; that there are 97 schools for boys, and 8 for girls exclusively, and 33 mixed schools. Ten public schools are under ecclesiastical control, paid in part or whole out of the public school fund. Mora and Doña Ana are the counties officially reporting public schools under ecclesiastical control. In the counties of Taos, Santa Ana, and Valencia there are 37 schools for boys, 1 for girls, and no mixed schools. It will be noticed by comparing the footings that, while there has been an increase in the number of school months taught and of teachers, the aggregate school fund for 1875 is \$1,637.53 less than that of 1874. It will also be noticed there is an increase of 25 schools in which the Spanish is taught, an increase of only 1 in which the English is taught, and a decrease of 7 of the exclusively English schools. Eight counties report \$4,320.73 received from the poll tax of one dollar *per capita* assessed by law for school purposes; while the whole number of votes cast in the same counties, as appears from the record in the secretary's office, was 11,576. Balance of school fund, 1874, \$4,920.37. Balance on hand December 31, 1875, \$11,503.19. Bernalillo and Doña Ana counties, in violation of law, pay the *per diem* of the school board out of the school fund. Valencia pays a secretary of the school board and other officers not designated the sum of \$189. Average teachers' wages, computed from the whole number of months taught and the amount disbursed for teachers' wages, \$16.58 per month. From the report of the auditor of the Territory for the year ended November 15, 1875, we learn that, of the property tax of one-half of 1 per cent. due the Territory on the 1st day of October, a fraction less than one-half has been paid into the treasury, and that the assessed value of the property of the Territory is \$7,808,084; being about \$200,000 greater than the assessment of 1874. The annual tax levy on property for school purposes is one-quarter of 1 per cent.

EDUCATION UNDER DIFFICULTIES.

Judgé Gallegos, the president of the school board of Rio Arriba, writes of the extreme solicitude of parents to have their children attend school. Some who are quite poor and living at a distance make great sacrifices in order to provide maintenance for their children near the school, in order that they may attend. Others, so poor as to be unable even to purchase school books, send their children provided with stray leaves of old books from which to glean some of the elements of education. Under the rule of his county school books are not provided at public expense, the fund being utilized as far as possible to pay teachers. He very justly suggests that, where there is so deep an interest in education among the masses, there should be some more efficient means for meeting the demand.

SENTIMENTS ESSENTIALLY AMERICAN.

Charles E. Wesche, one of the commissioners and secretary of the school board of San Miguel County, and withal one of the foremost and most outspoken friends of public schools in the Territory, writes, in transmitting the report of his county: "You are no doubt aware that in many counties of New Mexico sectarianism has great influence, and in some even full control over the public schools. These pernicious tendencies ought to be cut short by *congressional legislation*. No public school and no money raised by taxation for the support of public schools should ever be allowed to come under the control of any religious sect."

Of San Miguel County, where the predecessors of the present school board adopted into the public schools of that county the Roman catechism and the school books published by the Jesuit order, and voted to place one or more of the public schools under the immediate control of the Jesuits, the present board, as noted in the press, "passed a resolution, by unanimous vote, declaring against the teaching of religion in the public schools of the county, and that the schools should be essentially American in character." The school board is composed of three Mexicans and one American.

PUBLIC SCHOOLS VS. PAROCHIAL SCHOOLS.

We have referred to sectarian influence in the public schools and the perversion of

the public school funds to schools of a parochial character. To avoid any misunderstanding as to the position of the liberal friends of education through the public schools, it should be said that they distinctly disclaim any exceptions to parochial schools as such. They concede the right of any religious denomination to establish their schools wherever and whenever they like, and the right of parents to send their children to the same wherever and whenever they incline to do it, so long as they do not interfere with public moneys or the benefits accruing therefrom to people of all shades of theology and religion. They do except, however, to pupils whose tuition is paid for out of public funds being taught either a sectarian catechism or that the highest public duty of man is to the ecclesiastical head of any church; that our republican government is in any degree whatever subordinate to the church, or that pupils are to be required or taught to go down on their knees at the approach to the school room of any mortal man in clerical robes, as is known to be the case in this Territory. Such obsequiousness to men they hold to be inconsistent with the dignity of a freeman, as well as humiliating to the liberty transmitted to us by the patriot fathers.

Morality in its relations to parents and the home circle, to patriotism and love of country, to industry, integrity, personal rights, temperance, and society in general is a legitimate part of the curriculum of the American school system. Sectarianism is not.

While the parochial schools are without doubt the best schools we now have in New Mexico, there is rather more than a suspicion that the advocates and promoters of some of them have a special interest in paralyzing the efficiency of the public schools and in keeping them in bad repute, as a means of maintaining their own superiority. But in this free country any system of sectarianism must in the end (like merchandising or manufacturing in the individual relations of proprietors) take an even chance with all other systems of sectarianism, and flourish or decline on the reasonableness, consistency, or merit of the system, judged by intelligent manhood. Make the public school system of New Mexico all it is practicable to be made at this time, and the result will be preparatory schools, not only for the State, but for higher education. The present denominational schools would then, under the free push of these preparatory schools, be forced, like the sects they represent, to stand on their merits, to enlarge and liberalize their curriculum of study, and brush up their diction and scholarship. They may thus, in an exalted sense, be made the promoters of higher education, first as academic, eventually as colleges. There is room for all, and to spare, and will be for years to come, under the greatest possible harmony of action. This is what all liberal friends of education in New Mexico, without regard to sect or religion, are working for, are expecting and demanding, and, by the merits and justice of their cause, will have. If private sources fail to provide higher education, then the latter will of necessity the sooner become part of the public school system.

PAROCHIAL AND OTHER SCHOOLS.

A table giving the statistics of these may be found on the two following pages.

Protestant schools.		50	10	1	2	40	40	24	26	10	50	2	800	600	e 1875	5,000	Tuition free to the poor.
1	Mixed	50	10	1	2	40	40	24	26	10	50	2	800	600	e 1875	5,000	Tuition free to the poor.
1	Mixed	30	10	1	1	20	20	7	17	3	15	1	1	1870	2,500	Do.	
1	Mixed	30	10	1	2	30	20	12	11	4	30	1	250	1,300	1873	Do.	
1	Mixed	40	10	1	2	a					40	1	1,000	1,000		Do.	
1	Mixed	20	5	1	1	b										Do.	
1	Mixed	25	10	1	1	a								4	5,000	Do.	
1	Mixed	25		1		b										Do.	
1	Mixed			1	1	a										Do.	
8	Total Protestant	220	8	9													Tuition free to the poor, (recently opened.)
Other schools.																	
1	Mixed	13	4	1	10	10	10	3	3	3	10	13	350	1875			Also teaches night school.
2		42	10	2	b												
3		116	10	3	1	b											
6	Total miscellaneous private.	171	7	1													
7	Mixed	180	10	6	1	135	90	50			180						Made teachers, \$50 per month; female teachers, \$30.50 per month; 33 girls attend.
33	Grand total, 1875	1,359	35	38													
39	Grand total, 1874	1,158	MI	73													

a Teach common and higher English and Spanish. b Teach primary and common branches. c April. d November. e May. f August.

PAROCHIAL AND PRIVATE SCHOOLS.

From the various reports under this head we glean a few items which are suggestive of some of the difficulties to be surmounted in the work of bringing order out of chaos.

WORDS FROM EXPERIENCE.

The sister in charge of the Loretto School at Mora writes: "I think it would be a good idea if parents would not take their children from school so soon, but leave them at least two or three years. The generality of people here think education is not necessary for women, and therefore leave them in the school sometimes only two or three months, with irregular attendance, and then, if they do not learn, charge the fault on the teacher. It is rather disheartening to have so many beginners every year. This is the reason why we have so few in the higher classes this year."

RELIGIOUS INSTRUCTION NOT OBLIGATORY FOR NON-CATHOLICS.

The sister in charge of the Loretto School at Las Vegas writes: "Religious instruction not obligatory for non-Catholics."

The school of the Sisters of Charity at Santa Fé is "for girls— orphan and destitute."

Brother Botolph, president of St. Michael's College, writes: "When the Christian Brothers established St. Michael's College, in 1859, they opened at the same time a *free department* for the poorer classes, which has been attended by a yearly average of 180 male pupils. In 1872, the school commissioners deemed it proper to make an annual appropriation of \$700 to the members of the society as a token of appreciation of their charitable services."

"In addition to the ordinary school hours, half an hour is devoted to the religious instruction of Catholic children attending the college and the free school. A similar custom is observed in our schools at Mora and Bernalillo. This instruction being given after the regular class labor is terminated, non-Catholic children are at liberty to return to their homes before its commencement, thus losing none of the usual school exercises." Actual attendance, 45 boarders, 47 day scholars, and 143 free school.

Father Vito Tromby, S. J., in charge of the Jesuit school at Albuquerque, writes: "The apartments for school purposes are small and incommodious; we are desirous of building a new and commodious edifice, intending to apply the income derived from salaries of teachers as a part of the funds, and to ask the school authorities of Bernalillo County for a donation out of the surplus in their treasury in aid of the undertaking."

CONGRESS SHOULD ENACT A GENERAL SCHOOL LAW.

George G. Smith, principal of the English and classical school at Santa Fé, says: "Now that one branch of the legislative assembly have shown themselves such slaves to sectarian influence that they dare not adopt a wise and admirable bill for the regulation of the schools of the Territory, Congress should enact a general law requiring, as a condition of territorial authority, the establishment of good public schools, such as any person might send his children to without violating religious examples, rather than to engage in the passage or consideration of an enabling act to confer on New Mexico the sovereignty of a State."

We learn incidentally, on good authority, that the school represented by Mr. Smith has several thousand dollars assured, with prospects of other thousands, sufficient for the purpose of erecting commodious quarters for recitation rooms, apparatus, and a boarding house, and on a plane with the academic schools of the country at large.

Professor Annin, of the Presbyterian Mission School at Las Vegas, writes: "While our curriculum of study is confined to the primary and common branches, with music, we are prepared to extend it into the higher English and classical studies, according to demand."

"We are much interested here in the school law under discussion in the legislature. We would like a good law to be passed making the schools entirely non-sectarian, of course, and making effective provisions for a stringent accountability of the school fund. The school interest is much improving in our town, and we can see clearly that our private mission school has been a powerful stimulus."

Professor Roberts, of the Presbyterian school at Taos, says: "It is, in my opinion, better to teach the English first. In so doing, the pupils learn correctly all the different sounds used in English, which they are not apt to do if they have first learned Spanish. As there is usually but one sound given to each letter in Spanish, having first learned all the sounds in the more difficult language, with essentially the same alphabet in use in both, the pupil learns to read correctly in Spanish in a few weeks. * * * To induce my pupils to use what English they know, in common conversation, is an unfinished problem in my experience with these children."

Professor Harwood, of the La Junta Mission Institute, and superintendent of the Methodist Episcopal missions in New Mexico, writes: "We have in the Territory five

schools in operation. Our school-house doors are never closed against poor children. If parents are able to pay full price or part, we ask them to do so; but if not, as is the case with many of the Mexican parents, their children are permitted to attend free."

THE PROTESTANT SCHOOLS RELIGIOUS BUT NOT SECTARIAN.

"We teach, in school," says Professor Harwood, "the general principles of religion, such as honesty, truthfulness, love to each other, obedience to parents, reverence to their Creator; but sectarian differences are not touched."

And it may be remarked that this, with reference to admission of pupils and moral precepts, expresses the substance of the reports of the respective mission schools of the Presbyterian Church as well.

NORMAL SCHOOLS AND INDEPENDENT DISTRICTS.

Professor Ronguillo, of Lemitar Academy of Progress, thinks a normal school in each county, with independent school districts in cities, villages, and towns, under a local board, essential to secure qualified teachers and to educational reform.

PUEBLO INDIAN SCHOOLS.

OFFICE PUEBLO INDIAN AGENCY, TERRITORY OF NEW MEXICO.

Santa Fé, January 29, 1876.

SIR: In compliance with your request, I have the pleasure of giving the following information in regard to the work done in the year 1875 for the education of the Pueblo Indians:

Since May last there have been 7 day schools in operation; prior to that time there were only 2. In these schools there were enrolled at the close of the year 242 scholars, and of this number 180 were in daily attendance; but during the summer months the attendance was less than half that number. The number of scholars who can read and write is 47, and 15 work in the first four rules of arithmetic, while spelling, reading, writing, arithmetic, and geography are all successfully taught in English.

But few of the children understand English, and on that account it is necessary to use numerous devices to get them started in acquiring the language. The Indian children are able to make as rapid progress, apparently, as any other class of children, and, but for certain superstitions and the carelessness of the parents, very rapid advance would be made in their education.

It is very difficult to secure teachers of proper energy and conscientiousness to accomplish the greatest amount of good possible at these pueblos. If the agent were allowed to pay higher salaries for teachers or if he were even properly supported on all occasions in the best use of the funds already at his disposal, much more might be accomplished in this work than is now possible. Still, there is much encouragement in education actually accomplished, and I hope much from the present year.

Very respectfully,

B. M. THOMAS,

United States Agent Pueblo Indians.

Hon. W. G. RITCH,
Secretary of New Mexico.

IMPRESSIONS OF A PUEBLO INDIAN.

In addition to the above we give an incident which tells its own story: The governor of the Indian pueblo of San Juan, situate on the Rio Grande 30 miles northwest of Santa Fé, was one of a party of this semi-civilized village of Indians who made a trip to Washington last fall. A few weeks since he called on Governor Axtell and voluntarily called attention to the fact of his having been east, and that he had seen and realized the advantages of education to the American people; that he then resolved he would have his people educated. The Indian governor has shown his faith by his works. The Government school, which had only 6 pupils when he returned, now, through his influence, has a daily attendance of 60.

Respectfully,

W. G. RITCH.

UTAH.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of boys in the Territory 4-16 years of age.....	18, 094
Number of girls in the Territory 4-16 years of age.....	17, 602
Total	35, 696
Total enrolment : Boys, 9,870; girls, 9,408	19, 278
Percentage of enrolment to whole number.....	54
Average daily attendance.....	13, 462
Percentage of school population actually attending.....	38

TEACHERS AND TEACHERS' PAY.

Number of men teaching public schools.....	220
Number of women teaching public schools.....	238
Average salary of male teachers per month.....	\$47 00
Average salary of female teachers per month.....	23 00

DISTRICTS AND SCHOOLS.

Number of school districts in Territory	236
Number of school districts reporting.....	204
Number of public common schools.....	296
Number of months schools were taught.....	7
Average number of days schools were taught	140
Estimated real value of all public school property.....	\$438, 665

INCOME AND EXPENDITURES.

Receipts.

From territorial tax.....	\$15, 000 00
From local tax	20, 267 28
Total from taxation for current expenses	35, 267 28
From other sources, such as rate bills.....	95, 532 70
Total for current expenses	130, 799 98
Raised by district tax for building purposes	49, 568 87
Grand total for public schools	180, 368 85

Expenditures.

For salaries of superintendents.....	3, 450 00
For salaries of teachers.....	130, 799 98
For school buildings, sites, and furniture	49, 568 87
Total expenditure for public schools.....	183, 818 85

PER CAPITA EXPENDITURE.

Expenditure <i>per capita</i> of school population.....	5 15
Expenditure <i>per capita</i> of pupils enrolled.....	9 53
Expenditure <i>per capita</i> of average attendance.....	13 69
Expenditure <i>per capita</i> of population between 6 and 16.....	6 18
Expenditure <i>per capita</i> of population between 6 and 16, including interest on school property	7 63

—(Report of territorial superintendent, Hon. O. H. Riggs, for 1874 and 1875, pp. 30, 31.)

SCHOOLS OTHER THAN PUBLIC.

Number of church schools : Methodist, 5; Presbyterian, 5; Protestant Epis- copal, 2.....	12
Number of private and select schools	13
Total number of schools other than public	25

Number of teachers in these schools: Male, 25; female, 52.....	77
Number of enrolled pupils: Boys, 1,744; girls, 1,798.....	3,542
Average daily attendance.....	2,437
Number studying the higher branches in these schools.....	592
Number of free pupils enrolled.....	273
Whole amount paid teachers.....	\$50,345
Value of school property.....	72,850

The above summary includes the University of Deseret and the Timpanogos branch at Provo.—(Report of territorial superintendent, p. 22.)

SCHOOL SYSTEM.

OFFICERS.

According to a new school law presented in the report of the territorial superintendent for 1874-'75, a law understood to have been approved February 18, 1876, the school officers of the Territory are to be in the future, as they have been in the past, a territorial superintendent of district schools, county superintendents of the same, and district school trustees, with county boards of examination.

DUTIES OF THESE OFFICERS.

The *territorial superintendent*, to be elected by the people every two years, is to have the general supervision of school affairs; to furnish blanks for the use of school officers; to provide for printing and distributing the school laws; to keep a record of the district schools throughout the Territory, and of course to make regular report respecting them, though this, somewhat singularly, is not called for in the law. He is also to apportion the school moneys to the counties and districts, according to the number of children in the districts between 6 and 16 years of age, and, with the county superintendents and president of the University of Deseret, is to decide what text books shall be used in the schools.

County superintendents, elected by the people at the general election every two years, are to take the general supervision of the schools of their counties; to visit them at least twice a year; to examine and audit the trustees' books; to see that they are diligent in the discharge of duty; to keep account with the county treasurer and the trustees as to all funds received and disbursed for school purposes in the county; to audit school accounts against the county treasurer, and draw warrants in favor of the districts for the payment of them, annually, by the first Monday in November, making full report to the territorial superintendent of all matters relating to the schools.

School district trustees, three in number for each district, are elected by the people at a called district meeting for terms of two years, and are to provide suitable school-houses for their districts; keep the same in repair; employ teachers; furnish maps, charts, fuel, and other necessaries for them, and may, at their option, collect tuition fees. They are also empowered to assess and collect, annually, a tax of one-fourth of 1 per cent. on all taxable property within their districts for school purposes, as well as to remit taxes; to prescribe the manner in which schools shall be conducted, and to establish outhouses and play-grounds for them.

County boards of examination are to be appointed in each county by the county court, and are to consist of three persons competent to examine and judge of the qualifications of school teachers applying for schools. To all applicants of good moral character, considered competent, they are to give suitable certificates signed by the board, without which certificate no person shall be eligible to employment as teacher by the district trustees.

SCHOOLS.

All schools organized under the direction of the trustees in the respective school districts of the Territory are to be known, in law, by the name and title of district schools, and are to be entitled to a just and equitable apportionment of any public school fund arising from the General Government or from a legislative act of the Territory. Tuition in them may be charged for, and generally is.

Provision is made for a normal department in the University of Deseret to train teachers for these schools. Teachers' institutes—which are substantially brief normal training classes—are held in several counties.

SCHOOL FUNDS.

The territorial fund for the support of schools has been, for two years past, a legislative appropriation of \$15,000 annually. It is to be, hereafter, \$25,000 annually; \$5,000 to go to the support of the normal department of the University of Deseret, on condition of its receiving 40 free pupils to be trained as teachers for the Territory.

Local taxes are sometimes raised in the districts to eke out the territorial apportionment, but the main dependence—the superintendent says—is on tuition fees collected by the teachers.

ELEMENTARY INSTRUCTION.

ATTENDANCE.

The reported school population for the year 1875, of 35,696, is an increase of 2,399 over that of the previous year and of 7,973 over that of the year before. Of the 35,696 children, 19,278, or 54 per cent., are enrolled in the common schools, and this, increased by 3,542, or 10 per cent., enrolled in the private, select, and mission schools, gives a total enrolment of 22,820 pupils, or 64 per cent. of the school population. This is the highest percentage of enrolment ever secured in the Territory. It is believed that the enrolment would have been greater if admittance into the schools could have been gained. There are 296 schools, and, if the entire school population was admitted, there would be an average of about 130 pupils in each, whereas they are not calculated to accommodate an average of more than 65 pupils, the 54 per cent. of pupils attending making them, in the majority of cases, entirely too crowded. The result of this overcrowding is that many drop out, and this, with lack of comfort in the seats and other causes, brings the average attendance down to 13,462, or 5,816 less than the enrolment. This 13,462, or 38 per cent. average daily attendance in the common schools, increased by 2,437, or 7 per cent. average daily attendance in the private, select, and mission schools, gives a total average daily attendance of 15,599 pupils, or 45 per cent. of the school population.—(Report of superintendent, p. 4.)

EXPENDITURES.

The expenditure in the common schools of \$153,818.55, increased by \$50,345 salaries paid teachers in the private, select, and mission schools, gives a total expenditure for educational purposes of \$234,163.55 in the Territory. The value of the common school property and that of the private, select, and mission schools give a total of \$511,515 for all school property in the Territory.—(Report of superintendent, pp. 4, 5.)

SCHOOL-HOUSES.

Several school-houses have been erected during the past two years that reflect much credit on the trustees, but others have been built at great expense, apparently without an object or design. More attention should be paid to school architecture and to the providing of furniture adapted to the children's comfort, also to the temperature, proper ventilation, and especially to the capacity of the buildings. In some districts heavy taxes have been raised and very substantial houses built that will not admit half the school population, whereas the same means would have erected houses capable of accommodating all. The adoption of the graded system in all the cities, towns, villages, and settlements of the Territory, wherever consistent with the school population, is earnestly recommended, as a matter of economy as well as of efficiency.—(Report of superintendent, pp. 5, 6.)

GOVERNMENT AID TO SCHOOLS.

In this Territory, as well as others, is felt the need for aid from the National Government in the support of the schools and also the injustice of being deprived of the benefit of those public school lands which the older and less needy States enjoy. The territorial superintendent expresses this feeling as follows:

"During the past year 1,698 acres of our Utah land have been given away to build agricultural colleges in the old and wealthy States, while not an acre or a dollar comes to benefit us in the days of our infancy and poverty, when we most need it. * * * We want a system of public free schools, to continue for nine months in the year, but the people are too poor to tax themselves to that extent at present. It has always seemed to me that, if ever there was a time when the Territories needed help, it is in the days of their poverty and weakness, and, if ever there was a time when they deserved help, it is when engaged in reclaiming the wilderness for the residence of civilization and industry and laying the foundation of a future State."—(Report of superintendent, pp. 13, 14.)

TERRITORIAL APPROPRIATION.

The act of 1874 appropriating to the public schools \$15,000 yearly for the two years just past has accomplished much good. Though but a small amount, it proved to be a spark from which a flame of interest has been kindled that has never before been felt in the Territory. County superintendents have been enabled to get correct lists of the school population and to procure school reports from nearly all the districts in the Territory, which before was almost impossible.—(Report of superintendent, pp. 15, 16.)

CITY SYSTEM.

SALT LAKE CITY.

In Salt Lake City there are 19 common schools with an enrolment of 1,739 pupils—916 boys and 823 girls—and an average daily attendance in them of 1,301 pupils,

instructed by 18 male and 16 female teachers. There are also 10 select schools, taught by 48 teachers—9 male and 39 female—with an enrolment of 2,172 pupils—boys, 1,032; girls, 1,140—and an average daily attendance of 1,277. This gives a total average daily attendance in all the schools of 2,578 pupils, while the number in the city of school age (4 to 16 years) is 5,167, making a per cent. of attendance upon all schools of only 49.7, 25 per cent. of whom attend the common and 24.7 the select schools.

The amount of taxes appropriated to the common schools was \$1,600; the amount of territorial appropriation apportioned was \$2,254; amount of building funds raised, \$9,057. The salaries paid teachers in these schools amounted to \$15,167.50; the amount paid teachers in the select schools reached \$31,195. The estimated real value of school grounds, buildings, furniture, and other property belonging to the common schools in the city is \$113,200; that owned by the select schools is \$51,850.—(Report of territorial superintendent, 1875, pp. 25, 26.)

TRAINING OF TEACHERS.

A NEW NORMAL SCHOOL.

With but few exceptions the teachers of the Territory are illy qualified for their work. Nearly all the county superintendents complain that, although the standard has been raised very materially by the introduction of examinations, still the principal want is of qualified teachers. A normal department was established in connection with the University of Deseret in August, 1875, for the special training of students who design to teach in the common schools. Since that time it has been in successful operation, with an average daily attendance of about 30 students, who have entered for one year's course and are doing excellent work. The institution was established to continue one year, and is supported by appropriations made by the various county courts. In order to meet the demand for qualified teachers throughout the Territory, the superintendent advises that a permanent chair of education be established in the University of Deseret by legislative enactment.—(Report of superintendent, pp. 8, 9.)

NORMAL INSTITUTE.

In August, 1875, the teachers of the Territory met together in the capacity of a normal institute, the session lasting two weeks. There were present 137 members, nearly all of whom were active teachers, and represented 11 counties of the Territory. A lively interest was exhibited and a season of much benefit enjoyed. The course included the entire curriculum of common school studies. The instructors were the best in the Territory, and their services were gratuitous.—(Report of superintendent, pp. 11, 12.)

SECONDARY INSTRUCTION.

UNIVERSITY OF DESERET, SALT LAKE.

This institution is open to both sexes. Its courses of instruction are preliminary, scientific, and classical preparatory. The classical preparatory course includes an amount of instruction in the Latin and Greek languages sufficient to prepare the student for entering the freshman year of the best classical institutions. A full course is given in mathematics and history, which exceeds the requisites for admission to college. The scientific course is designed to be essentially practical, so that, whatever profession or trade may be selected by the student after completing his course, he will be prepared to pursue it intelligently. This course includes instruction in literature, history, politics, mathematics, natural history, and science. Up to the date of the last report there were no students beyond the preparatory school.—(Circular of the academical department of the university, 1874-75.)

BRIGHAM YOUNG ACADEMY.

This branch of the university, situated in Provo, held two terms during the past year, with a daily attendance of about 200 students. President Brigham Young, proprietor of the university buildings and grounds, has executed a deed of the property (valued at \$15,000) to 7 trustees, who are to hold the same for the establishment and support of an academy to be known by the above title.—(Report of territorial superintendent, p. 18.)

OTHER SCHOOLS.

Various schools are sustained throughout the Territory by different religious denominations, in all of which a part of the pupils are pursuing the higher branches. The schools under the charge of the Methodist Church, having a total enrolment of 480 pupils, number 30 in higher or secondary branches; those of the Episcopal, with 750 enrolment, number 75 in secondary studies; the Presbyterian schools, with 255 enrolled, number 31 in secondary studies; and the Catholic schools, enrolling 127, number 50 pursuing the higher branches; making in all 186 pupils of church schools in academic

classes. The private and select schools numbered 62 in secondary studies, the University of Deseret 294 at the date of the superintendent's report, and the Timpanogos branch, or Brigham Young Academy, 50; which, added to the number in sectarian schools, give a total of 592 pupils engaged in secondary studies.—(Report of territorial superintendent, p. 22.)

Statistics of the University of Deseret, 1875.

Name of university.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
University of Deseret.	8	....	291	.....	\$1,500	.....	.....	\$3,671	\$2,500	.....	2,394

a Apparatus.

LIST OF SCHOOL OFFICIALS IN UTAH TERRITORY.

Hon. O. H. RIGGS, *territorial superintendent of common schools, Salt Lake City.*

COUNTY SUPERINTENDENTS TO 1877.

County.	Superintendent.	Post-office.
Beaver.....	John P. Lee.....	Beaver.
Box Elder.....	A. Christensen.....	Brigham City.
Cache.....	Samuel Roskelley.....	Smithfield.
Davis.....	Chester Call.....	Sessions.
Iron.....	Morgan Richards, jr.....	Parowan.
Juab.....	T. B. Lewis.....	Nephi.
Kane.....	Martin Slack.....	Toquerville.
Millard.....	E. M. Webb.....	Fillmore.
Morgan.....	T. G. R. Welch.....	Morgan City.
Rich.....	W. P. Nebeker.....	Laketown.
Salt Lake.....	O. H. Riggs.....	Salt Lake City.
San Pete.....	W. T. Reid.....	Manti City.
Sevier.....	H. P. Miller.....	Richfield.
Summit.....	C. T. Mills.....	Coalville.
Tooele.....	Thomas P. Potts.....	Tooele.
Utah.....	W. H. Dusenberry.....	Provo.
Wasatch.....	Thomas H. Giles.....	Heber City.
Washington.....	J. E. Johnson.....	St. George.
Weber.....	L. F. Monck.....	Ogden.
Piute.....	No county school organization.....	

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons 4-21 years of age.....	8, 350
Increase since 1872	731
Number of persons attending school	6, 699
Increase since 1872	571

TEACHERS.

Number of teachers.....	220
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SCHOOLS.

Number of school districts	267
Number of school districts in which schools have been kept.....	219
Average time schools have been kept, in months.....	3½
Number of school-houses	219
Increase since 1872	30

INCOME AND EXPENDITURE.

Receipts.

Amount of school fund for distribution	\$53, 557
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Expenditure.

Amount paid teachers	54, 720
Increase since 1872	10, 713

—(From report of Hon. John P. Judson, territorial superintendent of common schools, for 1874-75.)

SCHOOL SYSTEM.

OFFICERS.

These are a territorial superintendent of common schools, county superintendents, and directors of school districts.

DUTIES OF THESE OFFICERS.

The *territorial superintendent*, appointed by the governor, with consent of the council, for a term of two years, is to disseminate intelligence in relation to the value and methods of education, to examine and license teachers, to prepare and forward to county superintendents the needful school blanks, to recommend text books for the schools, and to make report of the condition of the schools to the legislature at each regular session. His salary, \$300, includes office rent and other expenses, leaving him only about \$258 in currency.

County superintendents are elected by the legal voters of their counties for terms of two years, and are to district their counties, examine teachers, visit the schools, receive and file reports from districts, make apportionment of school funds to the districts on the basis of school population, and report regularly to the territorial superintendent. Salary, \$25 to \$500.

School directors for districts, 3 in number for each district, are elected by the voters of the district at the annual meetings for terms of three years, one member being changed each year. They are to call special meetings of the district; make out tax lists; warrant the clerk of the district to collect the taxes assessed; build, hire, or purchase school-houses; contract with and employ duly licensed teachers; and, through their clerk, make annual report to the county superintendent of all things relating to the schools.

SCHOOLS.

The schools are generally elementary in character. Graded ones are now proposed.

SCHOOL FUNDS.

The permanent school fund of the Territory is locked up in the school lands, which cannot be sold till it becomes a State. They will then give ample means for aiding local efforts to establish schools. The annual fund is derived from a territorial tax of 4 mills, a county tax not exceeding 8 mills, and a district tax of 3 mills on the dollar. There is also power in districts to levy a tax of 10 mills for repairing and building school-houses.—(School law of 1871, with subsequent amendments.)

ELEMENTARY INSTRUCTION.

PROGRESS.

There is evidence here, says the superintendent, of marked progress and steady advancement, especially in the attendance. It would appear, at first glance, that not much more than one-half of the school population attend the public schools. But it should be remembered that the legal school age extends from 4 to 21 years, and the enumeration is based upon that age; were the age from 6 to 16, a much better proportion would appear to be in attendance. Also, it must be remembered that the Territory extends over a vast area of country; that settlers have penetrated to the utmost parts of it; that many of them live where the population is not sufficient to form a school district, who, nevertheless, are included in the school census and embraced in school districts, though the school-house may be 20 miles from their homes. In each of these districts there has been at least one term of school. Although the average length of term throughout the Territory is only about three months, in the towns and villages schools are kept open generally eight months. The schools are supported by taxation, fines under criminal statutes, and by private contribution. The school fund of the county is apportioned to each district, according to its population. It follows, therefore, that the rich and populous districts retain nearly all the money they contribute to the school fund and the poor ones, where population is scarce, are left to take care of themselves. The superintendent recommends that a law be passed fixing the length of the school term in each school district and apportioning the school fund among the districts, so that all can pay their teachers.—(Superintendent's report, p. 9.)

GOVERNMENT AID TO EDUCATION IN THE TERRITORIES.

The Territory is too poor to sustain schools such as the people wish during a term of sufficient length, and it is recommended that Washington, as well as other Territories, should appeal to the General Government for aid. People, it is urged, who are converting the wilderness into a garden and increasing the wealth of the Government are entitled to some assistance from that Government in the education of their children. It is true that by the organic act certain lands are reserved for school purposes, but these lands are of no benefit to the Territories now. They can only be made available when the Territory is admitted as a State, and when, perhaps, it may want no help. If ever the people of the Territories need help to found and foster schools, it is surely in the days of their weakness and poverty, when there are so many demands upon their scanty earnings, and when, under many disadvantages, they are compelled to labor for the benefit of those who will reap the harvests they have sown. Let the Government, it is suggested, through its own officers, dispose of a portion of their school lands. Let it invest the proceeds in its own bonds, paying over the annual interest to be devoted to the support of schools. Or let it appropriate a special fund, to be at once available, taking security for repayment when the school lands can be advantageously sold.—(Superintendent's report, pp. 18, 19.)

MULTIPLICITY OF TEXT BOOKS.

The law makes it the duty of the territorial superintendent to report what school books seem to be most popular in the Territory and to recommend some series of books to be introduced. The reports of county superintendents show that there are not four counties which use the same kind of books, and it is impossible to say which seems most popular. The worst feature attaching to this great multiplicity of books is that in the same county, district, and school the books of different authors are used on the same subjects, making the labor of the teacher double what it would otherwise be. While this promiscuous use of text books should not continue, the superintendent does not, for many reasons, recommend the adoption by law of one uniform series, but thinks the matter of choice ought to be left with the territorial superintendent.—(Report of superintendent, pp. 29-38.)

COMPULSORY EDUCATION.

In 1871 the legislature passed a law compelling all parents and guardians to send children to school at least three months in the year, which provision was repealed in 1873. There is no occasion, it is thought, for such a law; in fact, its enactment would be premature until schools shall be established of such grade and character as to insure public confidence.—(Report of superintendent, pp. 46, 47.)

SECONDARY AND SUPERIOR INSTRUCTION.

Information as to both these classes of instruction is almost wholly wanting. The territorial university, unaided by the legislature, has been struggling to maintain itself as a preparatory school, but finds it difficult to do even this, reporting only 4 instructors, 21 students in its preparatory department and 3 in collegiate studies. The following is what is said of it in a circular sent with return for 1875:

WASHINGTON TERRITORIAL UNIVERSITY.

The university is located at Seattle, on Elliott Bay, Washington Territory, and is of easy access from all parts of the Territory. Seattle is noted for beauty of situation and the healthfulness of its climate. The university buildings are fine and commodious; the grounds spacious.

Boarding pupils will be constantly under the care of the president. Young ladies will have their rooms at his residence and be part of his family. Competent assistants, both male and female, will be employed as the wants of the institution demand.

Statistics of Holy Angels' College, 1875.

Name of college.	Comps of instruction.	Endowed professorships.		Number of students.	Property, income, &c.						Number of volumes in library.	
		Preparatory.	Collegiate.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
Holy Angels' College..	3	56	500

LIST OF SCHOOL OFFICIALS IN WASHINGTON TERRITORY.

Hon. J. P. JUDSON, territorial superintendent of common schools, Olympia.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Columbia	James Gleason	Satsop.
Chehalis	B. G. Hotchkiss	New Dungeness.
Clallam	A. S. Nicholson	Vancouver.
Clarke	S. Vestal	Kalama.
Cowlitz	J. M. Hall	Seattle.
King	A. L. Allison	Post Gamble.
Kitsap	J. S. Burgen	Rockland.
Klikatat	Jos. S. Gibson	Coveland.
Island	John Rea	Post Townsend.
Jefferson	J. D. Chlnaet	Chehalis Station.
Lewis .....	.....	.....
Mason .....	.....	.....
Prince	John B. Meeker	Franklin.
San Juan	William Bell	San Juan.
Skamania	John W. Brazee	Cascades.
Snohomish	William H. Reeves	Snohomish.
Stevens	Moses Dukres	Fort Colville.
Thurston	D. R. Biglow	Olympia.
Walla Walla	A. W. Sweeney	Waitsburg.
Wahkiakum	J. W. Smith	Skamokawa.
Whatcom	F. W. Fontz	Whatcom.
Whitman	O. L. Wolford	Colfax.

WYOMING.

The territorial superintendent, Hon. John Slaughter, unable to forward a regular report, kindly furnishes the following brief summary of the chief school statistics for 1875 :

Number of public school-houses	13
Number of teachers employed	23
Number of male teachers employed	7
Number of female teachers employed	16
Number of scholars enrolled	1,222
Length of school year, in months	10
Highest wages paid per annum	\$2,000
Lowest wages paid per annum	600
Whole amount paid for teaching, (1875)	16,400
Total value of public school-houses and furniture, (not including land).....	32,500

SCHOOL SYSTEM.

OFFICERS.

Here, as elsewhere, these are a territorial superintendent of public instruction, county superintendents, and boards of directors of school districts.

DUTIES OF THESE OFFICERS.

The *territorial superintendent* has general supervision of all the school districts of the Territory; apportions school funds among the counties, according to the aggregate days of attendance on the common schools; recommends text books for use in the schools; files in his office all school documents; furnishes to subordinate school officers the necessary forms for use; distributes to them copies of the school laws; and makes report to the legislative assembly on the first day of each regular session, exhibiting the condition of public schools and such other matters relating to the affairs of his office as he may think proper to communicate.

County superintendents determine the boundaries of school districts, apportion school moneys among them, examine and license teachers, visit the schools, keep account of the receipts and expenditures for them, distribute to the district officers the forms received from the territorial superintendent, and on the first Monday of November in each year must report to him an abstract of the particulars received from district clerks, and a statement of the financial affairs of their respective offices, number of days of such attendance, with a kindred and yet fuller report as to the affairs of the district in various specified particulars.

Boards of directors for districts consist of a director, clerk, and treasurer, chosen by the qualified voters of the district at a regularly called meeting. They determine, by delegation of the district meeting, the number of schools for their districts; fix the sites of school-houses; purchase or lease such sites; build, rent, or purchase school-houses; keep them in repair and furnish them with fuel; employ teachers; determine what branches of learning shall be taught; levy such taxes for school purposes as the district may direct; and transact generally such business as may tend to promote the cause of education and the efficiency of the common schools.

The director presides at meetings of the board and of the district; signs orders on the treasurer for money; draws drafts upon the county superintendent for money apportioned to his district; and appears in behalf of it in all suits brought against it.

The clerk records the proceedings of the district meetings and of the board; preserves copies of reports made to the county superintendent; files papers transmitted to him by other school officers; countersigns drafts, warrants, and orders drawn by the director; keeps account of expenses incurred by the district; presents the same to be audited and paid; gives notice of district meetings; and on the first Monday of October in each year submits to the county superintendent a report of the number of schools taught in the district, the number of days each scholar attended, and the aggregate.

The treasurer has the custody of all school moneys of the district; pays them out on the order of the director, countersigned by the clerk, and keeps account of the receipts and expenditures thereof in a book provided for the purpose.

SCHOOLS.

The schools of a wide and sparsely settled Territory are necessarily, in the larger proportion of instances, elementary in character; but the law allows the county superintendent, in conjunction with the district board of directors, to determine whether a school of higher grade shall be established in any district, the number of teachers to be employed, and the course of instruction to be pursued therein.

Where there are 15 or more colored children within the bounds of any district, the board of directors, with the approval of the county superintendent, may provide a separate school for such children.—(School law of 1870, with amendments.)

EDUCATION AMONG THE INDIANS.

The following statistics, prepared with great care by the educational department of the Indian Bureau, are believed to embody fuller and more accurate information respecting schools among the Indians than has ever previously been attainable.

ARIZONA.

The Moquis Pueblo Indians have 1 boarding school, with 2 male teachers and 33 male Indian scholars, 29 of whom are boarders. Five of these read and write English understandingly. Allowance for salaries of 2 teachers, \$2,100. Control, Presbyterian.

The Papagos have 1 day school, with 4 female teachers, 89 Indian pupils, (46 male, 43 female,) and 23 half-breed pupils, (10 male, 13 female.) The average attendance of these is 65 Indians and 16 half-breeds. Of the former, 35 read and write English, and of the latter, 11. Twenty-eight of the Indians and 9 of the half-breeds work in the first four rules of arithmetic. Allowance for salaries of 4 teachers, \$2,400. Control, Roman Catholic.

The Pimas and Maricopas have 1 day school, with 1 male teacher and 1 female, 51 Indian scholars, (33 male and 18 female;) average attendance, 39. Three read and write English. Allowance for salary of male teacher, \$1,000; of female \$200. Control, Reformed Church.

CALIFORNIA.

The Indians of Round Valley have 1 day school, with 1 male teacher, 68 Indian scholars, (43 male and 25 female,) and 14 half-breeds, (7 male and 7 female.) The average attendance of these is 58 Indians and 12 half-breeds. Eighteen of the Indians and 2 of the half-breeds read and write English. Eight of the Indians and 1 of the half-breeds work in the first four rules of arithmetic. Allowance for salary of 1 teacher, \$720. Control, Methodist.

Those of Tule River have 1 day school, with 1 female teacher and 23 Indian scholars. The average attendance of these is 16 Indians. Eighteen of them read and write English. Eleven work in the first four rules of arithmetic. Allowance for salary of 1 teacher, \$530. Control, Methodist.

COLORADO.

The White River Indians have 1 boarding school, with 1 female teacher and 11 Indian scholars. The average attendance of these is 8 Indian boarders and 2 day scholars. Four of these read and write English. Allowance for salary of 1 teacher, \$900. Control, Unitarian.

DAKOTA.

The three Indian settlements of Cheyenne River have among them 3 day schools, with 1 male and 4 female teachers and 150 Indian scholars, (51 male and 99 female.) Average attendance, 90. Only 1 scholar in these reads and writes English; only 2 work in the first four rules of arithmetic. No salary mentioned in the report. Control in one case, Episcopal; in another, Presbyterian. There is also 1 boarding school, with 2 male teachers and 1 female, 34 Indian scholars, (16 male and 18 female,) and 26 half-breeds, (16 male and 10 female.) The boarding pupils here number 11 Indians, the day scholars, 23 Indians and 21 half-breeds. Nine of the Indians and 11 of the half-breeds read and write English, while 9 of the former and 8 of the latter are in the first four rules of arithmetic. The control of the boarding school is Episcopal. It is taught under contract for \$800, the remaining expenses being supplied by a society.

Those of Crow Creek have 2 day schools, with 2 male teachers and 1 female, 54 Indian scholars, (29 male and 25 female,) and 15 half-breeds, (9 male and 6 female.) The average attendance of these is 31 Indians and 7 half-breeds. The 2 schools are taught under contract for \$600 each, the remaining expenses being furnished by a society. Control, Episcopal. There is also among the Crow Creeks 1 boarding school, with 2 female teachers, 7 Indians, and 5 half-breeds; 5 of the Indians and 4 half-breeds are boarders; 3 of the former and 4 of the latter read and write English. It is taught under contract for \$800, the remaining expenses being furnished by the society of the Protestant Episcopal Church, under whose control it is.

Those of Devil's Lake have boarding 1 school, with 1 male teacher and 3 female and 41 Indians, (18 male and 23 female,) all of whom are boarding scholars. Besides these there are 36 Indian day scholars, (17 male and 19 female;) 3 Indians read and write English; 8 Indians work in first four rules of arithmetic. Government allowance, \$840. Control, Roman Catholic.

Those of Flandreau have 1 day school, with 1 male teacher and 33 Indians, (19 male

and 14 female.) The average attendance is 21. Ten of these read and write English. Allowance for salary of 1 teacher, \$600. Control, Episcopal. All speak, read, and spell in the Sioux language.

Those of Fort Berthold have 1 day school, with 1 male teacher, 55 Indian children, (35 male and 20 female,) and 10 half-breeds, (5 male and 5 female.) The average attendance of these is 14 Indians and 6 half-breeds. Three of the former read and write English. Allowance for salary of 1 teacher, \$900. Control, Congregational.

Those of Standing Rock have 1 day school, with 1 female teacher. The average attendance is 3 Indians (male) and 5 half-breeds, (3 male and 2 female.) No salary mentioned in the report. Control, Roman Catholic.

The Poncas have 1 day school, with 1 male teacher, 69 Indians, (33 male and 36 female,) and 38 half-breeds. The average attendance of these is 63 Indians (28 male and 35 female) and 40 half-breeds, (24 male and 16 female.) Six of the former read and write English. Government allowance, \$600. Control, Episcopal.

The Sissetons have 1 boarding school, with 1 male teacher and 2 females, 39 Indian (21 male and 18 female) and 6 half-breed scholars. The boarding pupils include 36 of the Indians (19 male and 17 female) and the 6 half-breeds, (3 male and 3 female.) Nine of the Indians and 2 of the half-breeds work in first four rules of arithmetic. Allowance for salaries of 3 teachers, \$1,440. Control, Congregational. There was also 1 day school, with 1 male teacher, 2 Indian children, (1 male and 1 female,) and 8 half-breeds, (4 male and 4 female.) The average attendance was 2 Indians and 5 half-breeds. Allowance for salary of 1 male teacher, \$600.

The Spotted Tail band have 1 day school, with 1 male teacher and 2 females, 29 Indian children, (16 male and 13 female,) and 104 half-breeds, (47 male and 57 female.) The average attendance is 14 Indians and 63 half-breeds. Two of the former and 55 of the latter read and write English. No salary mentioned in the report. Government allowance, \$1,000. Control, Episcopal.

The Lower Brûlés have 1 day school, with 1 male teacher and 29 Indian children. The average attendance is 15 Indians. No salary mentioned, and no other particulars given. Government allowance, \$600. Control, Episcopal.

The Yanktons have 1 boarding school, with 1 male teacher and 1 female and 15 Indian children (3 male and 12 female) and 1 half-breed on its register. The boarding scholars appear to be 12 Indians and 5 half-breeds, with 3 Indian day scholars, making 3 more than the registered number. Of these, 12 read and write English. No salary mentioned in the report. Government allowance, \$1,000. Control, Episcopal.

There are also 6 day schools, with 7 male teachers and 3 females, 191 Indians, (102 male and 89 female,) and 21 half-breeds, (12 male and 9 female.) The average attendance is 91 Indians (49 male and 42 female) and 12 half-breeds, (7 male and 5 female.) Thirty-seven of the Indians and 9 of the half-breeds read and write English. Eighteen of the former and 2 of the latter work in first four rules of arithmetic. No salaries mentioned in report. Government allowance, \$1,800. Control, Presbyterian.

IDAHO.

The Indians of Fort Hall have 1 boarding school, with 1 male teacher, 22 Indian children, (13 male and 4 female,) and 1 half-breed boy. The boarding pupils are the same. Twelve of the Indians read and write English and 12 work in first four rules of arithmetic. Government allowance for salary of 1 teacher, \$900; for other employés, \$1,480. Control, Methodist.

The Nez Percés have 2 boarding schools, with 3 male teachers and 2 females, 47 Indian children, (29 male and 18 female,) and 5 half-breeds, (4 male and 1 female.) Of these, 45 Indians and the 5 half-breeds are boarding scholars. Thirty-four of the Indians and 3 of the half-breeds read and write English. Fifteen of the former and 2 of the latter work in first four rules of arithmetic. Government allowance for salary of male teacher, \$1,950; female, \$900. Control, Presbyterian. There is also 1 day school, with 1 female teacher, 5 Indian children, (females,) and 5 half-breeds, (females.) Five of the Indians read and write English, and 5 also work in first four rules of arithmetic. Government allowance for salary of teacher, \$650. Control, Presbyterian.

INDIAN TERRITORY.

The Cheyennes and Arapahoes have 1 boarding school, (no teachers mentioned,) with 73 Indians (40 male and 33 female) and 11 half-breeds, (8 male and 3 female.) The boarding scholars are the same, viz, 73 Indians (40 male and 33 female) and 11 half-breeds, (8 male and 3 female.) Fourteen of the Indians and 7 of the half-breeds read and write English. Five of the Indians and 3 of the half-breeds work in first four rules of arithmetic. Government allowance, \$3,000. Control, Orthodox Friends.

The Kiowas and Comanches have 1 boarding school, (no teachers mentioned in report,) with 58 Indian children (31 male and 27 female) and 3 half-breeds, all of whom appear to be boarding pupils. The 3 half-breeds read and write English. Government allowance, \$3,500. Control, Orthodox Friends.

The Osages have 1 boarding school, (no teachers mentioned in report,) with 71 Indian children (55 male and 16 female) and 12 half-breeds. There are 52 Indian boarders (40 male and 12 female) and 7 half-breeds, (5 male and 2 female.) Thirty-six of the Indians and 9 of the half-breeds read and write English. Forty-two of the Indians and 9 of the half-breeds work in first four rules of arithmetic. Government allowance, \$1,996.83. Control, Orthodox Friends.

The Kansas Osages have 1 boarding school, with 2 male teachers, 23 Indian children, (21 male and 2 female,) and 26 half-breeds, (15 male and 11 female.) The boarding scholars are 16 Indians (14 male and 2 female) and 12 half-breeds, (6 male and 6 female.) Nine of the Indians and 17 of the half-breeds read and write English. Seven of the former and 20 of the latter work in first four rules of arithmetic. Allowance for salaries of 2 male teachers, \$840; for other employés, \$990. Control, Orthodox Friends.

The Roman Catholic Osages have 1 boarding school; no teachers mentioned in report. Sixty Indian children (43 male and 17 female) and 22 half-breeds (11 male and 11 female) are on the register, and of these there are 53 Indians and 12 half-breed boarding scholars. Twenty-eight of the Indians read and write English. Twenty-one Indians and 37 half-breeds work in first four rules of arithmetic. Government allowance about \$5,500. Control, Roman Catholic.

The Quapaw Indians have 3 boarding schools, with 2 male teachers and 1 female, 137 Indian children, (75 male and 62 female,) and 32 half-breeds, (17 male and 15 female;) 99 of the Indians (50 male and 49 female) and 17 of the half-breeds (9 male and 8 female) are boarding scholars: 79 of the Indians and 21 half-breeds read and write English; 48 of the Indians and 21 of the half-breeds work in first four rules of arithmetic. Government allowance, for salaries of two male teachers, \$1,100; of 1 female, \$250; for the whole working of one school, \$5,000. Control, Orthodox Friends. There are also 2 day schools, with 2 male teachers, 36 Indian children, (20 male and 16 female,) and 5 half-breeds. The average attendance is 30 Indians (17 male and 13 female) and 3 half-breeds. Of these, 22 Indians and 2 half-breeds read and write English. Nine of the former and 2 of the latter work in first four rules of arithmetic. Government allowance for salaries of 2 teachers, \$1,200. Control, Orthodox Friends.

The Sac and Fox Indians have 2 boarding schools, with 2 female teachers, 51 Indian children, (34 male and 17 female,) and 9 half-breeds, (4 male and 5 female.) There are 32 Indian boarding scholars (18 male and 14 female) and 5 half-breeds, (3 male and 2 female,) while 29 Indians (21 male and 8 female) and 4 half-breeds (1 male and 3 female) attend the boarding school as day scholars. Twenty Indians and 4 half-breeds read and write English. Nine of the former and 4 of the latter work in first four rules of arithmetic. Government allowance for 2 teachers, \$750; for other employés, \$1,000. Control, Orthodox Friends. There are also 4 day schools, with 2 male teachers and 2 females and 71 Indian children, (30 male and 41 female.) The average attendance is 58 Indians, (23 male and 35 female.) Eleven of them read and write English and 14 work in first four rules of arithmetic. Government allowance for salaries of 2 male teachers, \$1,140; for salaries of 2 females, \$1,200. Control, Orthodox Friends.

The Wichitas have 1 boarding school, with 2 male teachers and 1 female, registering 71 Indians (53 male and 18 female) and 5 half-breeds, (3 male and 2 female.) There are 53 Indian boarding scholars (42 male and 16 female) and 4 half-breeds, (3 male and 1 female.) Forty-two Indians and 4 half-breeds read and write English. Eighteen of the former and 3 of the latter work in first four rules of arithmetic. Government allowance for salaries of 2 male teachers, \$1,080; for that of 1 female, \$300; cost for other employés, \$1,500. Control, Orthodox Friends.

The Union Agency Freedman's School has 3 day schools, with 3 male teachers and 1 female, and 122 registered colored children, (61 male and 61 female.) The average attendance is 84. Government allowance for 3 male teachers, \$3,150, and for 1 female, \$500. Control, Presbyterian and Baptist.

IOWA.

The Sac and Fox Indians have 1 day school, with 7 Indian scholars, 4 of whom are males and 3 females, and all attend regularly. Government allowance for 1 male teacher, \$700; for 1 female teacher, \$300. No denominational control indicated.

KANSAS.

The Pottawatomie Indians have 2 boarding schools, with 61 Indian scholars, (27 male and 34 female,) 54 of whom are boarding scholars, (24 male and 30 female.) Of day scholars at boarding school there are 11, (6 males and 5 females.) Forty-six read and write English understandingly, (24 males and 22 females.) Twenty-nine work in first four rules of arithmetic, (14 males and 15 females.) Government allowance for 2 male teachers, \$1,080, and for 1 female, \$600; for other employés \$1,830. Total cost of employés, \$3,560. Control, Orthodox Friends.

MICHIGAN.

The Mackinac Indians have 6 day schools, with 172 scholars on their register, 160 of

whom are Indians and 12 half-breeds; average attendance, 96. Forty-one Indians and 7 half-breeds read and write English, and about the same number work in first four rules of arithmetic. Government allowance for salary of 2 male teachers, \$1,000; for salary of 4 females, \$1,600. Control, Methodist.

MINNESOTA.

The Leech Lake Indians have 1 boarding school, with 29 scholars (10 male Indians and 11 female,) and 8 half-breeds, (5 males and 3 females.) There are 15 boarding scholars, 12 of whom are Indians, (6 of each sex,) and 3 half-breeds, (2 male and 1 female.) There are 12 day scholars, 3 male and 5 female Indians and 3 male and 1 female half-breeds. Eight Indians (7 male and 1 female) and 4 half-breeds (3 male and 1 female) read and write English, and 3 male Indians, with 2 male half-breeds, work in first four rules of arithmetic. Allowance for salary of 1 male teacher, \$900; of 1 female, \$300. Cost of other employes, \$400. Total cost of employes, \$1,600.

The Red Lake Indians have 1 day school with 36 scholars, 27 Indians (13 males and 14 female) and 9 half-breeds, (4 male and 5 female.) Average attendance, 11 Indians (5 males and 6 females) and 7 half-breeds, (3 male and 4 female.) Two Indians (1 of each sex) and 3 half-breeds (2 males and 1 female) read and write English understandingly, and 2 half-breeds, 1 of each sex, work in first four rules of arithmetic. Government allowance for 1 female teacher, \$500. Control, Congregational.

The White Earth Indians have 1 boarding school with 3 female teachers and 69 Indian scholars, (32 male and 37 female.) The boarding scholars are 59 (28 male and 31 female) and the day scholars 10, (5 of each sex.) Sixty (30 of each sex) read and write English understandingly, and 38 (15 males and 23 females) work in first four rules of arithmetic. Government allowance for 3 female teachers, \$1,800 and for other employes, \$550; in all, \$1,630. Control, Congregational. These last mentioned Indians have also 1 day school, with 1 female teacher and 20 Indian scholars, (10 of each sex.) Average attendance, 12. Three males and 4 females read and write English understandingly and 3 males and 6 females work in first four rules of arithmetic. Government allowance for salary of 1 female teacher, \$420. Control, Congregational.

MONTANA.

The Blackfeet Indians have 1 day school, with 2 female teachers, 61 Indian scholars, (23 male and 38 female,) and 22 half-breeds, (10 male and 12 female.) Average attendance, 11 male and 17 female Indians and 1 male and 2 female half-breeds. Six male and 8 female Indians and 2 male and 6 female half-breeds read and write English understandingly. Five male and 8 female Indians and 3 male and 4 female half-breeds work in first four rules of arithmetic. Government allowance for salaries, \$1,500. Control, Methodist.

The Crow Indians have 1 boarding school, with 1 male teacher and 1 female, 16 Indian scholars, (10 male and 6 female,) and 6 half-breeds, (3 of each sex.) Five male Indians and 1 male and 1 female half-breed are boarding scholars. Seven male and 4 female Indians and 2 male and 2 female half-breeds are day scholars. Five Indians (3 male and 2 female) read and write English understandingly. Government allowance for salaries, \$1,500. Total cost of employes, \$1,500. Control, Methodist.

The Flathead Indians have 1 boarding school, with 3 female teachers, 49 Indian children, (24 male and 25 female,) and 5 half-breeds, (1 male and 4 female.) Twenty-three female Indians and 4 female half-breeds are boarding scholars and 22 male and 2 female Indians are day scholars. Two male and 12 female Indians and 2 female half-breeds read and write English understandingly, and 6 female Indians and 1 female half-breed work in first four rules of arithmetic. Government allowance for salaries, \$2,100. Control, Roman Catholic.

The Fort Peck Indians have 1 day school, with 1 male teacher and 1 female, 56 Indian scholars, (18 male and 38 female,) and 8 half-breeds, (3 male and 5 female.) Average attendance, 23 Indians (7 male and 16 female) and 4 half-breeds, (1 male and 3 female.) Six Indians, 3 of each sex, read and write English understandingly. Six female Indians and 1 female half-breed work in first four rules of arithmetic. Government allowance for salaries, \$1,500. Control, Methodist.

NEBRASKA.

The Great Nemaha Indians have 1 boarding school, with 1 male teacher and 2 females, 20 Indian scholars, (16 male and 4 female,) and 8 male and 6 female half-breeds. Fifteen male and 4 female Indians and 2 male and 2 female half-breeds are boarding scholars, and 2 male Indians and 1 female, with 5 male and 3 female half-breeds, are day scholars. Sixteen male and 3 female Indians and 8 male and 4 female half-breeds read and write English understandingly. Eight male and 3 female Indians, with 3 male and 3 female half-breeds, work in the first four rules of arithmetic. Government allowance for salaries of teachers, \$1,500; that of other employes, \$500. Total cost of employes, \$2,000. Control, Hicksite Friends. These Indians have also 1 day school, with 1 female teacher, 8 Indian scholars, (6 male and 2 female,) and 1 female half-

breed, all of whom attend regularly. Four male and 2 female Indians and 1 female half-breed read and write English understandingly. Government allowance for salary, \$360. Control, Hicksite Friends.

The Omaha Indians have 2 day schools, with 2 male teachers and 1 female, 70 Indian scholars, (35 male and 32 female,) and 2 male and 6 female half-breeds. Thirty-one male and 25 female Indians and 2 male and 6 female half-breeds (64 in all) form the average attendance. Three male and 2 female Indians and 5 male and 8 female half-breeds read and write English understandingly, while 6 male and 1 female Indians and 1 male and 2 female half-breeds work in the first four rules of arithmetic. Government allowance for salaries, \$2,080. Control, Hicksite Friends.

The Otoe Indians have 1 boarding school, with 2 female teachers and 25 (16 male and 9 female) Indian scholars. Eight males and 4 females are boarding scholars. Seven males and 2 females read and write English understandingly, and 3 males work in the first four rules in arithmetic. Allowance for salaries, \$900; cost of other employes, \$1,200; total cost of employes, \$2,100. Control, Hicksite Friends.

The Pawnee Indians have 1 boarding school, with 61 Indian pupils (44 males and 17 females) and 8 half-breeds, (4 of each sex.) The boarding scholars are 43 male and 16 female Indians and 4 male and 3 female half-breeds; 43 male and 14 female Indians and 3 male and 3 female half-breeds read and write English understandingly. Cost of school for four months, \$849. Control, Hicksite Friends.

The Pawnees have also 2 day schools, with 2 female teachers and 113 pupils, (62 male and 47 female Indians and 3 male and 1 female half-breeds.) Average attendance, 112, (62 male and 46 female Indians and 3 male and 1 female half-breeds.) Eight male Indians and 1 female and 1 male half-breeds work in the first four rules of arithmetic. Allowance for salaries, \$800. Control, Hicksite Friends.

The Santee Sioux have 4 boarding schools, with 4 male teachers and as many female, 74 registered Indian pupils, (38 males and 36 females,) and 13 half-breed girls. The boarding pupils are 57 Indians (23 males, 34 females) and 12 half-breeds; 28 of the Indians and 6 of the half-breeds read and write English, while 45 of the former and 7 of the latter work in the first four rules of arithmetic. Three of these schools are wholly supported by the Congregationalists and Protestant Episcopalians, under whose charge they are. The remaining one, which is under the care of the Hicksite Friends, has a Government allowance of \$800 for 1 male teacher and of \$2,750 for other employes; in all, \$3,550.

The Santees have also 2 day schools, with 3 male teachers, 31 Indian scholars, (13 male, 13 female,) and 3 half-breeds, (2 male, 1 female.) Fifteen of the Indians read and write English and 17 of them work in the first four rules of arithmetic. There is no Government allowance, the schools being entirely supported by the Protestant Episcopal church, under whose care they are.

The Winnebago Indians have 1 boarding school, with 2 teachers, (1 male and 1 female,) and 56 Indian scholars, (28 male and 28 female.) Eighteen males and 15 females are boarding scholars. Twenty-two males and 12 females read and write English understandingly, while 24 males and 9 females work in the first four rules in arithmetic. Government allowance for salaries of 1 male teacher, \$700, and 1 female, \$500. Cost of other employes, \$1,950. Total cost of employes, \$3,150. Control, Hicksite Friends.

The Winnebagoes have had 3 day schools, with 3 female teachers, 53 Indian children, (46 male and 7 female,) and 4 male and 3 female half-breeds. The average attendance was 35 male and 4 female Indians and 4 male and 2 female half-breeds. Twenty-two male and 4 female Indians and 2 male and 2 female half-breeds read and wrote English understandingly, while 27 male and 4 female Indians worked in the first four rules in arithmetic. Allowance for salaries, \$1,800. Control, Hicksite Friends.

NEW MEXICO.

The Mescalero Indians have had 1 day school, with 1 male teacher and 65 Indian children, (32 male and 33 female.) Average attendance, 25: 12 males and 13 females. Government allowance for salary of 1 male teacher, \$800. Control, Presbyterian.

The Navajo Indians had 1 day school, with 1 female teacher, 18 Indian scholars, (11 male and 7 female,) and 3 male and 1 female half-breed. Average attendance, 17: 9 male and 4 female Indians and 3 male and 1 female half-breeds. Three male and 2 female Indians and 1 male half-breed read and write English understandingly; while 1 male and 1 female Indian and 1 male half-breed work in the four first rules in arithmetic. Allowance for salaries, \$1,000. Control, Presbyterian.

The Pueblo Indians had 7 day schools, with 6 male teachers and 1 female, and 249 Indian scholars, (184 male and 65 female.) Eighty-two males and 54 females were in average attendance. Twenty-two males and 5 females read and write English understandingly, and 17 males were in the first four rules in arithmetic. Government allowance for salaries of 6 male teachers, \$3,000, and 1 female, \$360. Control, Presbyterian.

The Southern Apache Indians had 1 day school, with 1 female teacher, 8 Indian scholars, (3 male and 5 female,) whose average attendance was 1 male and 5 females.

Two of the males read and wrote English understandingly. Allowance for salaries, \$300. Control, Presbyterian.

NEVADA.

The Pi Ute Indians have 1 day school, with 1 male teacher and 9 male Indian scholars, whose average attendance is 8; these read and write English understandingly. Allowance for salary, \$600. Control, Baptist.

OREGON.

The Alsea Indians have 1 day school, with 1 male teacher, 26 Indian children, (19 male and 7 female,) and 3 half-breeds, (2 male and 1 female.) The average attendance of these is 18 Indians (13 male and 5 female) and 3 half-breeds, (2 male and 1 female.) Twenty-eight Indians read and write English understandingly, (20 male and 8 female,) and 3 half-breeds, (2 male and 1 female.) Government allowance for teacher's salary, \$840. Control, Methodist.

Those of Grand Ronde have 1 boarding school, with 2 female teachers, 55 Indian scholars, (25 male and 30 female,) and 6 half-breeds, (2 male and 4 female.) The boarding scholars are 45 Indians (20 male and 25 female) and the 6 half-breeds named. Fifty Indians read and write English understandingly, (20 male and 30 female,) and 4 female half-breeds. Government allowance for teachers' salaries, \$1,100; cost of other employes, \$400; total cost of employes, \$1,500. Control, Roman Catholic.

Those of Klamath have 1 boarding school, with 2 male teachers, 23 Indian children, (17 male and 6 female,) and 6 half-breeds, (2 male and 4 female.) There are 18 Indian boarding scholars (13 male and 5 female) and 5 half-breeds, (2 male and 3 female.) Six of the male Indians read and write English understandingly, and 4 half-breeds, (2 male and 2 female.) Government allowance for teachers' salaries, \$1,600; cost of other employes, \$500; total cost, \$2,100. Control, Methodist.

Those of Malheur have 1 day school, with 2 female teachers, 51 Indian scholars, (28 male and 23 female,) and 3 half-breeds, (1 male and 2 female.) The average attendance of these is 37 Indians and 3 half-breeds. Government allowance for teachers' salaries, \$1,250. No religious control assigned to them in report.

Those of Siletz have 1 day school, with 1 male teacher, 62 Indian pupils, (46 male and 16 female,) and 5 half-breeds, (1 male and 4 female.) The average attendance of these is 39 Indians and 4 half-breeds. Forty Indians read and write English understandingly, (30 male and 10 female.) Four male Indians work in first four rules of arithmetic. Government allowance for teacher's salary, \$1,000. Control, Methodist.

Those of Umatilla have 1 day school, with 1 male teacher, 20 Indian scholars, (12 male and 8 female,) and 4 half-breeds, (1 male and 3 female.) All the 20 Indians (12 male and 8 female) and 4 half-breeds are in average attendance. Fourteen of the Indians read and write English, (9 male and 5 female,) and 3 half-breeds. Five Indians and 3 half-breeds work in first four rules of arithmetic. Government allowance for teacher's salary, \$800. Control, Roman Catholic.

Those of Warm Springs have 1 day school, with 1 male teacher and 1 female, 46 Indian children, (33 male and 13 female,) and 2 half-breeds, (1 male and 1 female.) The average attendance of these is 43 Indians and 2 half-breeds. Thirty-five Indians read and write English, (27 male and 8 female,) and 2 half-breeds, (1 of each sex.) Ten work in first four rules of arithmetic. Government allowance for teachers' salaries: male, \$900; female, \$480. Control, United Presbyterian.

UTAH.

Those of Uintah Valley have had 1 day school, with 1 female teacher, 15 Indian scholars, (12 male, 3 female.) These have all been in average attendance. Government allowance for teacher's salary, \$600. Control, Presbyterian.

WASHINGTON TERRITORY.

Those of Colville have 1 boarding school, with 2 female teachers, 29 Indian children, (11 male, 18 female,) and 4 half-breeds, (2 male and 2 female,) all boarders. There are also 6 day scholars, 5 male Indians and 1 half-breed. Twenty-five read and write English understandingly, (17 male and 5 female Indians, and 3 half-breeds, 2 male, 1 female.) Twenty-one work in the first four rules of arithmetic. Government allowance for teachers' salaries, \$1,500. Cost of other employes, \$500. Control, Roman Catholic.

Those of Neah Bay have 1 boarding school, with 2 female teachers, 24 Indian scholars, (14 male, 10 female,) and 2 half-breeds, (1 male and 1 female.) The boarding scholars are 23 Indians, (14 male, 9 female.) Thirteen Indians read and write English (9 male, 4 female) and 10 Indians work in first four rules of arithmetic. Government allowance for teachers' salaries, \$1,220. Cost of other employes, \$800. Control, Methodist.

Those of Nisqually have 1 boarding school, with 1 male teacher and 1 female, 32 Indian children, (26 male, 6 female,) and 13 half-breeds, (10 male, 3 female;) 23 Indian boarding scholars, (17 male and 6 female,) and 11 half-breeds, (9 male, 2 female,) and

11 Indian day pupils, (10 male, 1 female,) with 1 half-breed. Six Indians work in first four rules of arithmetic. Government allowance for teachers' salaries: male, \$1,000; female, \$300. Cost of other employes, \$500. No denominational control indicated.

Those of Quinalet have 1 boarding school, with 1 male teacher and 1 female, 14 Indian scholars, (9 male, 5 female,) and 11 Indian boarders, 7 of them males and 4 females. Three Indians read and write English, (2 male, 1 female.) Six Indians work in first four rules of arithmetic. Government allowance for teachers' salaries: male \$1,000; female, \$200. Control, Methodist.

Those of Skokomish have 1 boarding school, with 1 male teacher and 1 female, 23 Indian scholars, (20 male, 3 female,) and 3 half-breeds, (2 male, 1 female.) Fifteen male and 6 female Indians and 2 male and 1 female half-breeds are boarding scholars, while 5 male and 2 female Indians are day scholars. Eleven read and write English, (9 male, 2 female,) and 2 half-breeds, (male.) Four Indians and 1 half-breed work in first four rules of arithmetic. Government allowance for teachers' salaries: male, \$900; female, \$600. Control, Congregational.

Those of Tulalip have 1 boarding school, (no teachers mentioned in report,) with 32 Indian scholars (19 male and 13 female) and 15 half-breeds, (5 male, 10 female;) 31 Indian boarding scholars (18 male, 13 female) and 15 half-breeds, (5 male, 10 female.) Eleven male and 10 female Indians and 4 male and 5 female half-breeds read and write English. Seven Indians and 2 half-breeds work in first four rules of arithmetic. No salaries mentioned in report. The school is conducted under contract for \$4,000. Control, Roman Catholic.

Those of Yakama have 1 boarding school, with 2 male teachers and 1 female, 37 Indian scholars, (17 male, 20 female,) all boarders. Thirty read and write English, (15 male, 15 female,) while 8 male and 5 female Indians work in first four rules of arithmetic. Government allowance for teachers' salaries: 2 males, \$900 each; female, \$500. Cost of other employes, \$500. Control, Methodist.

WISCONSIN.

Those of Green Bay have 5 day schools, with 4 male teachers and 2 female, 113 Indian scholars, (60 male, 53 female.) The average attendance of these is 64 Indians. Government allowance for salaries: 2 males, \$800 each; female, \$600. Control, Methodist.

Those of La Pointe have 4 day schools and 1 boarding school, with 1 male teacher and 3 females, 107 Indian scholars, (56 male, 51 female,) and 50 half-breeds, (29 male, 21 female.) The average attendance of these is 35 Indians and 29 half-breeds. Ten male and 3 female Indians are boarding scholars. Fifteen male and 11 female Indians and 1 male and 2 female half-breeds are day scholars. Forty-three Indians and 22 half-breeds read and write English, while 30 Indians and 20 half-breeds work in first four rules of arithmetic. Government allowance for teachers' salaries: male, \$700; females, \$500 each. Control, Presbyterian, Congregational, and Roman Catholic.

NORTH CAROLINA.

The Eastern Cherokees have 5 day schools, with 4 male teachers and 1 female 153 Indian scholars, (86 male, 67 female,) and 65 half-breeds, (39 male, 26 female.) The average attendance of these is 94 Indians and 33 half-breeds. Eight male and 9 female Indians and 42 male and 23 female half-breeds read and write English. Government allowance for teachers' salaries: males, \$360 each; female, \$360. Control, Baptist.

NEW YORK.

The New York Indians have 23 day schools, (no teachers mentioned in the report,) with 779 Indian children (419 male, 360 female) and 27 half-breeds, (14 male, 13 female.) The average attendance of these is 433 Indians and 19 half-breeds. Two hundred and fifty-one male and 222 female Indians and 14 male and 14 female half-breeds read and write English. No salaries mentioned in the report. Appropriation by New York State annually, \$9,000; also, one by the Protestant Episcopal Church of \$600 annually.

The Thomas Orphan Asylum is a boarding school, (no teachers mentioned in the report,) with 76 Indian children (42 male, 34 female) and 2 male half-breeds. Thirty-four male and 23 female Indians and the 2 male half-breeds are boarding scholars. All these read and write English.

In the report on the Friends' Boarding School no teachers are mentioned. There are 29 Indian children, (5 male, 24 female,) all but one of whom are boarding scholars. All the 29 Indians read and write English. The Friends appropriate \$2,700 annually.

PENNSYLVANIA.

The Corn Planter Indians, in Pennsylvania, have 1 day school, (no teachers mentioned in report,) with 31 Indian scholars, (18 male, 13 female.) The average attendance of these is 23 Indians, (12 male, 16 female.)

Recapitulation.

Number of scholars registered in schools maintained by United States Government:	
Indian: males, 2,315; females, 1,703 }	4,734
Half-breed: males, 375; females, 341 }	
Freedmen: males, 61; females, 61	122
Number of day schools maintained by the United States Government....	76
Average attendance at same—	
Indian: males, 788; females, 607 }	1,690
Half-breed: males, 151; females, 144 }	
Freedmen's schools, day	3
Average attendance: males, 39; females, 45	84
Number of boarding schools maintained by the United States Government	42
Boarders at same—	
Indian: males, 700; females, 482 }	1,363
Half-breed: males, 109; females, 72 }	
Day scholars attending said boarding schools	282
Average attendance at day schools	22
Average attendance at boarding schools	39
Number of schools maintained solely by religious denominations:	
Presbyterian: day schools	5
Aggregate attendance at same	215
Protestant Episcopal: day schools	4
Aggregate attendance at same	104
Boarding schools	*3
Aggregate attendance at same	64
Friends: boarding school on Allegany reservation, State of New York....	1
Aggregate attendance at same	29
Number of scholars attending schools in State of New York not under control or care of the United States Government	944
Number of scholars in schools maintained by the Cherokees, Chickasaws, Creeks, Choctaws, and Seminoles in Indian Territory	4,400
Number of children attending schools maintained by the United States Government who can read and write English understandingly—	
Indian: males, 794; females, 488 }	1,636
Half-breed: males, 180; females, 174 }	
Number who can work in the first four rules of arithmetic—	
Indian: males, 486; females, 246 }	920
Half-breed: males, 97; females, 91 }	
Number of teachers employed by the United States Government in schools not under contract—	
Males	66
Annual amount of salaries paid them	\$45,860 00
Average salaries paid male teachers	695 00
Females	74
Annual amount of salaries paid them	\$34,410 00
Average salaries paid female teachers	465 00
Cost of other employes at boarding schools	19,480 00
Number of schools carried on by contract	19
Annual cost of same, not included in foregoing figures	34,136 88

DEPARTMENT OF THE INTERIOR,
Office Indian Affairs, July, 1876.

SCHOOLS OF THE INDIAN TERRITORY.

The preceding information does not include, except in the brief recapitulation, the schools of the several nations inhabiting this Territory. These for the different nations are as follows, according to official authorities:

SCHOOLS AMONG THE CHEROKEES.

For educational purposes the 9 judicial districts of this nation are divided into 3 educational districts, known as first, second, and third, each of which is under the supervision of a commissioner. The 3 districts are again subdivided into 3 each.

Examinations of applicants for the position of teacher are held at the close of each school term by a board composed of the three school commissioners. No person is deemed

* Two boarding schools at Santee agency, Nebraska, are maintained entirely by the American board of commissioners for foreign missions, (Congregational,) at a cost during the past year of \$4,247, and with an aggregate of 50 boarders, besides day scholars.

qualified to teach without a certificate in force from this examining board. These examinations are held at the close of each school term, are written, and extend through the common branches of an English education, arithmetic, grammar, history, geography, theory and practice of teaching, penmanship, general information, &c. Testimonials of good character are required from strangers.

Teachers' salaries.—Teachers are divided into three classes, according to qualifications as shown by their examination, and are paid accordingly. First-class teachers, \$50; second class, \$40; third class, \$30 per month. Teachers in the seminaries and asylum receive from \$50 to \$60 per month, with living, furnished rooms, &c.

School term.—The school year consists of two terms of twenty weeks each, the first commencing the first Monday in September, the second beginning the second Monday in February.

High schools.—The Cherokee Male Seminary, boarding school: teachers, 4; pupils, 75; in primary department, 50; advanced department, 25.

The Female Seminary, boarding school: teachers, 4; pupils, 94; in primary department, 64; in advanced department, 30.

The Cherokee Orphan Asylum and Manual Labor School: teachers, 5; pupils, 117, (40 males and 77 females;) in primary department, 97; in advanced department, 26. Total in high schools: teachers, 13; pupils, 286, males, (115, and females, 171;) in primary department, 205; in advanced department, 81.

Common schools.—Number of schools, 71; teachers, 74; aggregate attendance, 2,286; Cherokee-speaking, 654; English-speaking, 1,631; males, 1,080; females, 1,206. With these are included 6 schools for colored children. Number of native teachers, 59; number of white teachers, 28.

Separate schools are established for colored children.

SCHOOLS AMONG THE CHOCTAWS.

The Choctaw Nation is divided into three districts. Each district has a school trustee and there is one general superintendent of schools. These four constitute the board of trustees of the nation. At various points in the Choctaw Nation there are 52 day schools. A few of these were organized in 1844, but the most of them since the late war. Length of annual session, 10 months. Two dollars per scholar is paid the teachers. The average attendance is 1,200. Studies, English. There are also 2 boarding schools. One, the Spencer Academy, for boys, a manual labor school, 12 miles north of Doaksville, first organized in 1844. Length of annual session, 9 months. There are 3 teachers; number on rolls, 60; average attendance, the same. Studies, English. The New Hope Academy, for girls, is 1 mile from Scullyville. It was also established in 1844. Length of annual session, 9 months. Three teachers; number on rolls, 50; average attendance, the same. Studies, English. The Spencer Academy has annually \$6,000 from the nation and the Presbyterian board of missions pay the salaries of the teachers and superintendent and other expenses necessary to sustain the school. The New Hope Seminary has annually \$5,000 from the nation and the Methodist board of home missions pay the salaries of superintendent and teachers.

SCHOOLS AMONG THE CHICKASAWS.

The Chickasaws have 9 day schools and 3 boarding schools in various parts of the nation. One of the boarding schools is for boys, the other for girls. In these schools there are 5 teachers. The number in the day schools is not given. Average salaries of teachers per month, \$45. The number on the rolls of the boys' school is 45; average attendance, the same; on rolls of the 2 girls' schools, 75; average attendance, the same. In each day school the average attendance is 30. In all the schools the session is 10 months.

There is 1 orphan asylum, for which the nation pay \$200 per scholar per session of 10 months, the pupils of which are boarded and clothed.

The amount of educational fund of the Chickasaws is \$40,000 per annum.

One of the seminaries for women above cost \$22,000 and the other \$7,000, each put up at the expense of the nation. The seminary for men and one of the seminaries for women are taught under contract, for each of which the nation pay the superintendents \$5,750 annually. The other seminary for women is also taught under contract, for which the nation pay \$165 per scholar for session of 10 months.

SCHOOLS AMONG THE CREEKS.

The Creeks have 2 manual labor schools: one the Tallahassee Mission, north of the Arkansas River, the other the Asbury Mission, south of North Fork River. Both these were founded in 1844. There are for these schools, in each case, 1 male teacher and 4 females. The number on the rolls of each is 80; the average attendance, the same. There is 1 boarding school for girls, Muskogee Female Institute, near Eufaula, founded in 1873. It has 1 male teacher and 2 females. Registered number of attendants,

40. There are also 33 day schools in different parts of the nation, with 15 male teachers and 18 females. Scholars on register, 700; attendance, 500. Salaries paid day school teachers, \$40 per month. Eight of the 33 schools are for colored children. Length of annual session of all the schools, 10 months. Studies, English.

Tallahassee Mission is conducted under the auspices of the Presbyterian board of missions, who pay the salaries of the superintendent and teachers.

Asbury Mission is conducted on a like plan by the Methodist board. The total amount expended by the Creeks is \$30,000 annually.

SCHOOLS AMONG THE SEMINOLES.

The Seminole Nation have 5 day schools located at different points, all organized in 1867. Length of annual session, 10 months. Three male teachers and 2 females. Number of children on rolls, 138. The average attendance is 105. Studies, English. Average salaries of teachers, \$40 per month.

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

AMERICAN GEOGRAPHICAL SOCIETY.

At the meeting of the American Geographical Society, held February 25, 1875, the annual address was delivered by Chief Justice Daly, the president of the society. Beginning with a brief survey of the remarkable physical phenomena of the year, including great falls of rain and snow, extreme and widely distributed cold, earthquakes, volcanic disturbances, floods, cyclones, &c., he alluded, in passing, to the geography of the sea bottom as made known by the recent examinations of the Challenger expedition, and then took up the geographical work in our own country, as carried on by the United States Engineer Corps and other explorers. The explorations of Lieutenant Wheeler show that every State and Territory west of the plains is crowded with the products of volcanic action, ancient and modern, the connected beds of lava in Arizona and New Mexico covering an area of twenty thousand square miles; and the conclusions of the geologists of the expedition are that volcanic disturbances and eruptions in our western territory will be resumed and may occur at any day. They have occurred so recently, geologically speaking, that it is extraordinary there is no human record of them. In the department of the Platte a new route to the Yellowstone Park has been discovered by Captain Jones's exploring party. The Black Hills country was penetrated by General Custer's military expedition and explored by Captain Ludlow. Professor Hayden's geographical survey has confirmed the discovery of 1872, that Colorado is the great center of elevation in the United States, having fifty peaks that are about 14,000 feet high. In the Pacific Ocean soundings have been made for ascertaining a practical route for a telegraph cable between Japan and Puget Sound and for one from San Francisco to the Hawaiian Islands.

The separate researches and explorations of M. Pinvarit and Mr. W. H. Dall, in Alaska and the Aleutian Islands, were next reviewed. M. Pinvarit is of the opinion that the Esquimaux of this region are of the same stock as those of Greenland and Baffin's Bay, and concludes from their legends and traditions that they came originally from Asia across Behring's Straits. The probability of this conclusion is doubted by Mr. Dall; moreover, many American ethnologists think that Greenland and vicinity were peopled from Europe.

Professor F. W. Putnam, of Salem, Mass., has been engaged in researches respecting the ancient inhabitants of North America. He believes that the Southern Indians (the Mound Builders of Ohio, Indiana, and other parts of the West) were not connected with the northern or eastern tribes, but were of the same stock as the ancient inhabitants of Mexico, though diversified by immigration and by mixing with other races.

In Central and South America specialists have carried on explorations in Costa Rica, Nicaragua, and the lower part of South America. A French expedition has been exploring Terra del Fuego.

The Arctic event of the year has been the return of the officers and crew of the *Tegethof*, of the Austrian expedition, and the important discoveries made by them. This expedition, in the difficulties it encountered, the perseverance displayed, the discipline maintained, and the success achieved, is about as heroic as anything that has occurred in the history of Arctic exploration. The ship was frozen in off the coast of Nova Zembla from August till October, 1872, when the ice broke up, and they found themselves fixed upon an ice floe, helplessly *drifting*, but, strangely enough, to the *northward*. Drifting fourteen months in this way, mere passengers on an ice floe, they were at last driven ashore and frozen in on a coast which they had discovered, but were unable to reach, two months before. This was in $79^{\circ} 43'$ north latitude and $60^{\circ} 23'$ east longitude. It was now November, 1873, and they had passed the eightieth parallel. The long polar winter of 175 days set in, and the cold was so severe that the quicksilver remained frozen for weeks, and the darkness in midwinter was intense. The land, to which they gave the name of Franz-Joseph Land, was a most desolate region. In April, 1874, they set out in sledges and reached $81^{\circ} 57'$ north latitude, coming upon a country which they called Crown-Prince Land, whose cliffs were covered with thousands of ducks and anks; seals lay upon the ice and there were traces of bears, hares, and foxes. Here, over a sea comparatively free from ice, they saw land in the distance, which seemed to stretch beyond the eighty-third parallel of north latitude. Their return journey was one of over three months' hardship, made in sledges and boats.—(Popular Science Monthly.)

NEW ENGLAND SCHOOL SUPERINTENDENTS.

The New England Association of School Superintendents held its semiannual meeting at the City Hall, Boston, on the 7th of May, 1875. The papers and discussions occupied the day and were unusually interesting.

At the morning session, which began at 9.30 o'clock, Mr. E. A. Hubbard, of Fitchburg, presided, with Mr. A. D. Small, of Salem, as secretary.

Health and comfort in schools.—Mr. J. W. Allard, superintendent of schools at Gloucester, Mass., opened the discussion upon "Physical health and comfort."

The subject of school architecture was first touched upon, and the hope expressed that the day of spending vast sums of money upon showy and useless ornamentation of the exteriors of our school buildings was rapidly passing. The statement was made that one-fourth of the amount was absolutely needed for the comfortable fitting up and proper equipment of the class rooms. The modern four story school-house, with class rooms in the fourth story, was emphatically condemned as destructive to the comfort and health, both of pupils and teachers. He thought that if this style of architecture must prevail, then the buildings should be furnished with steam-elevators, like that of the city hall.

The important topics of lighting, heating, and ventilating were fully discussed and a history given of the improvements which have been made during the last thirty years in the material arrangements of school rooms with regard to dressing rooms, blackboards, tables, desks, and single seats.

The diversion of gymnastic exercises from their legitimate object of physical rest and culture to purposes of show was condemned in the severest language.

Kindergarten instruction and reports.—A paper on the subject of "Kindergarten instruction" was read by Superintendent Thomas Tash, of Lewiston, Me.

After a short recess, "The usefulness of monthly or occasional reports of pupils to their parents, and the manner of preparing these reports," was discussed by Mr. Waterman, of Taunton, who took the ground that occasional reports would be more advisable than any of the present systems of weekly or monthly reports. He gave an interesting account of the various methods which had been tried in Taunton, the amount of interest felt by parents in the matter, and presented an interesting *résumé* of the results.

Practical education.—Mr. John D. Philbrick, of Boston, then presented a paper on the subject "How to make common school education practical." While he opposed the introduction of the workshop into the school, he favored a more practical use of its opportunities than is generally enjoyed. Mr. Philbrick's plan is, first, to discard the theory of aiming at mental discipline primarily, and adopt in its stead the theory of imparting the greatest amount of the most useful information; second, to introduce the following subjects of instruction: elementary geometry, natural philosophy, drawing, and elements of chemistry, as lying at the foundation of all industrial education; third, make room for these subjects by lopping off the more useless parts of the old branches, which, through the influence of rival bookmakers, have grown out of their due proportion; fourth, facilitate the acquirement of the needed practical knowledge by the adoption of better methods of teaching. He did not believe in teaching a child the names of all the branches of the Amazon and leaving him in ignorance of the principle by which water rises in a pump. After some debate on the best way in which to make a census of children between 5 and 15 years of age, it was voted that the matter be referred to a committee to report at the next meeting.

United States Bureau of Education.—The work of the National Bureau of Education was then presented to the meeting, and its importance recognized in the unanimous passage of the following resolutions, the first offered by Mr. Philbrick, of Massachusetts; the second, by State Superintendent Simonds, of New Hampshire; the third, by Superintendent Stone, of Springfield, Mass.:

"*Resolved*, That the National Bureau of Education, in its work of collecting and distributing annually, through printed reports and circulars, a vast amount of reliable and useful information, respecting the condition and progress of education both in our own and in foreign countries, has accomplished in the most satisfactory manner, so far as the limits of its means will permit, the objects for which it was established, and that we regard it as an indispensable instrumentality for the promotion of education throughout the country.

"*Resolved*, That, in the opinion of this body, the labors of the United States Commissioner of Education, General John Eaton, in promoting the educational interests of all sections of our country through the agency of the Bureau of Education, have been eminently wise and efficient, and that they merit and receive our cordial approbation.

"*Resolved*, That a committee be appointed, consisting of one from each State represented in this body, to memorialize Congress in behalf of the continuance and liberal support of the National Bureau of Education."

The afternoon session was devoted to a discussion of the subjects so ably presented in the morning. Superintendent Harrington, of New Bedford, thought that the condition of most of our school-houses, as regards ventilation and conveniences, is abominable. He was tired of hearing praises on our perfect school system, even though it is centennial year, and thought it quite time that the facts should be known, however disagreeable they may be. But very few primary schools in the districts, the very places which should receive most careful attention, have a proper system of ventilation. The condition of the outhouses in too many of the schools is indescribably bad;

and, though the subject is distasteful, it needs immediate attention. There is need of a great reform.

Ventilation.—The secretary, Mr. Small, of Salem, made reference to the subject of ventilation; whereupon, Mr. T. B. Stockwell, of Providence, gave an account of a system which produced excellent results in Providence. Mr. Marble, of Worcester, spoke of the objection in the mind of the public to the great expense attendant upon elaborate schemes of ventilation, and advocated a plan which has worked with complete success in the Asylum for the Insane at Worcester. Here, in the basement, a large fan is kept in slow but steady motion by an engine supplied by the steam in the building, keeping up in every part of the structure a steady current of warm, fresh air. By applying this arrangement, or a modification of it, to our school-houses and providing each room with an outlet, we can safely "trust to Providence" to clear out the foul air and give place to the fresh current continually ascending. Mr. Marble suggested the use of a sash with double windows directly connected, as doing away, to some extent, with the objectionable draughts of air inseparable from window ventilation.

Kindergärten.—Taking up Fröbel's system Mr. Philbrick argued that the Kindergarten ought not to be a fixed institution, but should rather be considered an improved system of infant instruction. Viewed in this light, he was happy to report the Boston Kindergärten as doing splendid work. It is, however, the teacher far more than the system which makes the Kindergarten so great a success, as, indeed, in all grades of schools success depends very largely upon the instructor.

Mr. Stone, of Springfield, spoke of the advantages of a course of training which makes the child, at an early age, properly inquisitive and self-reliant. Mr. Tash explained some of the advantages of Fröbel's system of gifts, object and alphabet teaching; after which the subject of reports of scholars to their parents was further discussed by Messrs. Small of Salem, Harrington of New Bedford, and others.

"Practical education" resumed.—The final subject of discussion was Mr. Philbrick's paper on "Practical education." Messrs. Harrington of New Bedford and Hunt of Portland, Hood of Lawrence, and others talked over the subject. The matter of parsing, reading, spelling, and drawing was debated. Mr. Philbrick said that, in these things, too much attention was given to unimportant details. Reading is taught, for instance, in some of our schools as a fine art, and half the time thus used might give the scholar a knowledge of the French language. So in arithmetic. It may be "splendid" to train a girl to add in a minute a long column of figures, but it is splendid waste of time. So in spelling. President Felton, when rallied on account of his numerous blunders in spelling, would say, "Spelling isn't my business; take up Greek, and I am ready for you." In something of this spirit, the mere mechanical acquisition of the orthography of a hundred difficult words ought to be as nothing when compared with weightier matters.

The matter of drawing elicited some discussion. Mr. Morrill, of Lowell, thought that the dissatisfaction with the system there was no greater than elsewhere in the State; while Mr. Waterman, of Taunton, said that drawing was the most popular branch of instruction in that city, because it had not been ridden as a hobby. There had been no wholesale purchases of drawing books; no exalting of this department to the dignity of an exhibition, while other branches of study are neglected. In a word, the study had not been pushed; and he did not doubt that the few objections raised against its use would disappear as quickly as those made against the introduction of music.

The committee on nominations reported for president, W. W. Waterman, of Taunton; for secretary, Augustus D. Small, of Salem; committee of arrangements, Ephraim Hunt of Portland, T. B. Stockwell of Providence, Edward Conant of Vermont; committee on nominations, A. P. Marble of Worcester, H. T. Hoyt, S. H. Marvel. The report was adopted and the nominations confirmed.—(New-England Journal of Education, May 15 and 22, 1875, pp. 235, 247.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The annual meeting of this association was held, for 1875, at Detroit, Mich., from the 11th to the 15th of May. The sessions were opened by an address from the president, Hon. David A. Wells, on the larger life to be secured by such investigations as those prosecuted by the association. Among the papers read were important ones from Dr. D. F. Lincoln, of Boston, secretary of the health department, on "A project of a law for a medical inspection of public schools, on "Care of the eyes in school and elsewhere," and on "Health in the public schools;" from Dr. S. S. Putnam, on "Gymnastics in schools," and from Superintendent W. T. Harris, of St. Louis, on "Ideal education." The limited space at our command admits of only a few extracts from the papers of Drs. Lincoln and Putnam, bearing on the improvement of the sanitary condition of our schools. Dr. Lincoln, for instance, presented, as follows:

(1) A PROJECT OF A LAW TO ESTABLISH THE OFFICE OF MEDICAL INSPECTOR OF SCHOOLS.

- (1) He shall be appointed by the head of the department of public instruction.
- (2) Term of office, three years.

- (3) Must be a physician.
- (4) Is expected to devote his entire time to the duties of his office.
- (5) Salary, \$3,000, payable quarterly, plus necessary expenses for clerical labor and travel.
- (6) He shall take cognizance of the interests of health among the teachers and children of the public schools.
- (7) He shall make sanitary investigations in respect to school-houses and grounds, and to all circumstances connected with the management and instruction of schools which may appear to influence the health of scholars or teachers.
- (8) He shall make himself acquainted with the means employed in other States for preserving the health of the inmates of schools.
- (9) He shall seek to trace the origin and mode of extension of epidemic or other diseases among inmates of schools, and to point out measures for the arrest or prevention of such diseases.
- (10) He shall from time to time inform the department of public instruction of the results of the aforesaid investigations, and shall suggest to the said department such modifications of the system of instruction and management existing in the schools of this State as, in his opinion, would conduce to the improvement of the health of teachers and scholars.
- (11) He shall further, in the month of January of every year, present to the department of public instruction a written report of his doings and investigations in the line of his duty as aforesaid for the year ending with the 31st of December next preceding.
- (12) He shall gather and, from time to time, shall present to the department such information in respect to the interests of the public schools as he may deem proper for diffusion among the people.

RULES FOR THE CARE OF THE EYES

Were submitted by Dr. D. F. Lincoln, secretary of the department of health, A. S. S. A.

When writing, reading, drawing, sewing, &c., always take care that (a) the room is comfortably cool and the feet warm; (b) there is nothing tight about the neck; (c) there is plenty of light without dazzling the eyes; (d) the sun does not shine directly on the object we are at work upon; (e) the light does not come from in front—it is best when it comes from over the left shoulder; (f) the head is not very much bent over the work; (g) the page is nearly perpendicular to the line of sight—that is, that the eye is nearly opposite the middle of the page, for an object held slanting is not seen so clearly; and (h) that the page or other object is not less than fifteen inches from the eye.

Nearsightedness is apt to increase rapidly when a person wears, in reading, the glasses intended to enable him to see distant objects.

In any case when the eyes have any defect, avoid fine needlework, drawing of fine maps, and all such work, except for very short tasks, not exceeding half an hour each; and in the morning never study or write before breakfast by candle-light. Do not lie down when reading. If your eyes are aching from fire light, from looking at the snow, from overwork, or other causes, a pair of colored glasses may be advised, to be used for a while. Light blue or grayish blue is the best shade, but these glasses are likely to be abused, and usually are not to be worn except under medical advice. Almost all those persons who continue to wear colored glasses, having perhaps first received advice to wear them from medical men, would be better without them. Travelling vendors of spectacles are not to be trusted; their wares are apt to be recommended as ignorantly and indiscriminately as in the times of the Vicar of Wakefield.

SCHOOL HYGIENE.

Dr. Lincoln subsequently summed up thus the most conspicuous results of the investigation into this important matter:

- (1) School work, if done in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.
- (2) By "unsuitable" is chiefly meant "close" air, or air that is warm enough to flush the face, or cold enough to chill the feet, or that is "burned," or infected with noxious fumes of sulphur or carbonic oxide.
- (3) Very few schools are quite free from these faults.
- (4) Anxiety and stress of mind, dependent mostly on needless formalities in discipline or unwise appeals to ambition, are capable of doing vast harm.
- (5) The amount of study required has not often been found so great as would harm scholars whose health is otherwise well cared for.
- (6) Teachers who neglect exercise and the rules of health seem to be almost certain to become sickly or to "break down."
- (7) Gymnastics are peculiarly needed by girls in large cities, but, with the present fashion of dresses, gymnastics are impracticable for larger girls. * * *
- (8) One of the greatest sources of harm is found in circumstances lying outside of school life. The social habits of many older children are equally inconsistent with good health and a good education.

A PAPER UPON SCHOOL GYMNASTICS

Was then read by Dr. S. S. Putnam, of Boston, who divided his subject into three inquiries:

(1) In what way and to what extent may gymnastic training be made useful in the education of school children?

(2) What means of securing it have been adopted and with what results?

(3) What means will be likely to insure the best results in our schools?

As to the first matter, Dr. Putnam suggested that gymnastic training could not fail to be of use in regard to training children who are not naturally strong, and therefore not inclined to take part in out-door sports, which are, of course, beneficial to the healthy and vigorous among our children.

It is not necessary that very great muscular power should be developed, as that is not necessarily conducive to good health, nor does it always accompany it. One way in which school children may be greatly benefited is by helping them perfect the process of respiration. This was demonstrated by the work done by Professor Monroe with the children of the Boston schools. Good breathing is by no means common, and the singing teacher has always much to accomplish in this respect. Instruction in this regard may not only give vastly increased power to healthy persons, but it may save many who are affected by lung disorders from early deaths.

Proper physical instruction in our schools would also relate to the sitting of the scholars, to proper methods of studying or of mental application, to proper means of ventilation, &c. It is a notorious fact that many cases of injury to the spinal column arise from improper postures while sitting. Among 731 pupils at Neufchâtel, 62 cases of this sort were observed among 350 boys and 156 cases among 381 girls. The curvature of the spine occasioned was mostly to the right, caused no doubt largely by writing at unsuitable desks. Herr Raag, of Berlin, says that he has found gymnastics very useful in preventing these spinal curvatures.

For proper school gymnastics it is only requisite that there should be space enough about the desks to enable the pupil to advance one step and to swing the arms freely. A large hall with a few desirable pieces of apparatus is all that is needed for further gymnastic exercise, which is to give to the scholars special accomplishments in this matter. In Europe, halls are now considered absolutely necessary for the use of scholars in the public schools.

SANITARY REQUIREMENTS OF SCHOOL BUILDINGS.

Under this head an important paper was presented by Dr. Lincoln, containing the following suggestions:

(1) *The yard* should be placed by preference toward the sides where other buildings are standing, or may hereafter be erected, rather than toward the street; should contain at least 32 square feet of surface for each scholar, in order to serve as playground; should be situated so high as never to be overflowed with water; should be paved, so as to be quickly dried after rain; should be fenced, in certain cases, toward all thoroughfares and alleys, in order to shield from the gaze of passers by.

(2) *The site* should be elevated rather than low. Dampness of soil should condemn any site. The sun should have free access to the house on three sides at least. Many trees near the house are to be avoided, except in quite warm climates. Should not be near factories, railroads, &c.

(3) *The cellar* must be drained dry. A cellar, or else an air space of two feet, must extend under the entire lower floor of the house, except in situations where the soil is very dry.

(4) *Basement*.—The ceiling of the basement must be at least six feet above the ground. The height of such a room should not be less than ten feet, and it must be thoroughly lighted. Basements of which any portion is under ground should not be used for school work of any description except gymnastics, and the latter are to be assigned by preference to a loftier room, above ground, when this is possible. Basements may serve for space for clothes closets, if thought fit.

(5) *Entries* should be always warmed and ventilated; lighted sufficiently from out of doors.

(6) *Stairs* must be fire-proof, as also the walls inclosing them; straight, never spiral; height of steps, $4\frac{1}{2}$ to 5 inches, and proportion of breadth considerable, the breadth being made at least six feet in large schools; it must have no well; not more than two runs in a stair.

(7) *Fire escape* to be provided for every school-house of three stories.

(8) *Hall*.—A large hall for assembling the whole school at once is a desirable feature, and if included in the plan it should have a floor space, in feet, equal to the whole number of scholars multiplied by 6, (for younger scholars,) or 7, (for older,) and should be not less than 14 feet high. The ventilating arrangements for such a hall must be such that 1,000 cubic feet of air per hour can be taken out for every one of the scholars as aforesaid.

(9) The *gymnasium* may be built, if thought proper, as a separate structure. If so, a covered and inclosed way must connect it with the school-house.

(10) *Rooms*.—Those for study ("school rooms") must contain a floor space of at least 15 square feet per scholar in primary schools and 20 square feet in schools for children over 11 years of age. They must have a cubical capacity of at least 200 and 250 cubic feet per caput for these two classes of scholars respectively, or a height of, say, 14 feet. When a portion of the scholars are expected to be constantly absent from the study room for recitation, the requirements as to capacity for the study room may be diminished; but rooms for recitation only require no more than two-thirds of the floor space per scholar above prescribed; the height remaining the same, say, 14 feet. Each room, whether for study, recitation, or the general hall, must open into the entry by a door and by a window eighteen inches high over the door. The walls of rooms are to be of a light, neutral tint, colored, but never papered. Blackboards never placed on the side of a room where windows are. Any columns required in the room must be of iron, in order to avoid darkening the room.

(11) *Windows* must never be in front of the pupils. They must contain a total of at least 30 square inches glass (excluding sash) for every square foot of floor surface in the room. The lower sill should be at least $3\frac{1}{2}$ or 4 feet above the floor and the upper should be within a foot or less of the ceiling. Arched and gothic tops are inadmissible. Windows not opening into the outer air directly are not to be considered as such in fulfilling the above requirements.

(12) *Water-closets, &c.*, separated for the two sexes. Screens when out of doors; in this case, to be also connected with the main building by a covered way, dry, clean, and ventilated. Those indoors to be lighted and warmed, and ventilated by an outward draught of air. For girls, sufficient accommodation must be provided indoors; and if the house is three stories high, a third of the girls' closets should be placed on the third story. Should never be placed under any school room.

(13) *Drains* should be protected from rats and precautions taken against the danger of fouling the drinking-water.

(14) *Ventilation* must furnish the means of renewing the air of study rooms and recitation rooms, gymnasiums, and singing rooms at the rate of 500 cubic feet per hour for each one of the average number of inmates intended for such rooms. For entries, one-third of this ventilation is sufficient. In water closets and clothes closets the current must always set in—never outward into an entry or room. They cannot be safely ventilated by windows, as rain or snow might enter during the school session when the doors are closed. For water closets a double door, with interspace of three feet, is good, the interspace to be kept well ventilated. The method of exhaustion by a shaft of air tubes is recommended, for large buildings especially.

(15) *Heating*.—If by stoves or radiators exclusively, there should be also a proper system of ventilation added. In large schools it is best to provide a single source of heat for all the buildings.

Miscellaneous.—Two stories are better than three or more. The main façade should not be to the south; it is best when the corners of the house are set to the four cardinal points of the compass. The north side is a suitable place for stairways, library, gymnasium, closets, and any rooms for transient use; the front entrance may be placed on the north. The roof must not extend out so as to cut off light from the windows.—(School Bulletin, June, 1875, and Detroit Tribune, May 12-16, 1875.)

INTERSTATE EDUCATIONAL CONVENTION.

The Interstate Educational Convention, which assembled in Chattanooga June 30 and July 1, was in all respects a most important meeting. The States of Tennessee, Kentucky, Georgia, Alabama, Missouri, Illinois, and Virginia were represented. The meeting lasted only a day and a half, and but four regular addresses, of about an hour's length each, were delivered, the remaining time being taken up in interchanging ideas on the topics presented by the chosen orators. The speakers and essayists were Dr. W. T. Harris, superintendent St. Louis schools; Professor S. E. Pickett, superintendent Memphis schools; Dr. M. C. Briggs, Illinois; and Maj. William J. Davis, of Louisville. Dr. Harris's essay treated of the resources of the States in the valley of the Mississippi and indicated their place in the educational economy of the Republic. Professor Pickett discoursed of school government. Dr. Briggs, one of the most popular orators of the Northwest, spoke on the subject of "Common school education: universal in opportunities, thorough in rudiments, compulsory within definite limits, and English in all things." Major Davis's address was entitled "Common sense in the school-room," and showed the defects of that training whereby children grow up in ignorance of the commonest things, a course of instruction adapted to develop the child's nature being placed on a blackboard and the scheme illustrated by facts and anecdotes. The discussion was participated in by most of the delegates, and the best thoughts on these interesting questions were presented. The body was a representative one, composed of the most distinguished members of the profession in the South and West. A permanent organization was effected by the election of the following officers: B. Mallon,

president; Z. C. Graves, W. T. Harris, M. C. Briggs, G. A. Woodward, William J. Davis, and A. S. Townes, vice-presidents; W. R. Garrett, secretary. The next regular meeting will be held in Memphis in June, 1876; and since membership in the association is open to all teachers and friends of education throughout the country, it is expected the second convention will equal in enthusiasm and consequence this first meeting of the Interstate Educational Association.—(Home and School Journal, August, 1875, p. 377.)

AMERICAN PHILOLOGICAL SOCIETY.

The session of the philologists for 1875 was held at Newport, R. I., in the month of July, under the presidency of J. Hammond Trumbull, LL. D., of Hartford, Conn., noted for his knowledge of the Indian tongue.

At the opening session the guests were welcomed by Hon. Samuel Powel, and no one among Newport's scholars could do this service more gracefully or eloquently. His reference to "our beautiful island Aquidneck, with the fair island of Conanicut upon the sunset side, the gray hill of Miantonomoh on the southwest, Sachuset Point toward the rising sun, Naushton and Nashawena in the farther east, and Mount Hope, the royal residence of Philip, in the northern waters," would have been worthy of a descendant of Massasoit himself. Nor can we forbear a single quotation from his address: "While we know full well that your profound studies belong chiefly to the deep problems of the diversity of tongues and to the wonderful analogies of their roots, whether or not those tongues sprang from the ban which divine wisdom saw fit to decree against Babylonian arrogance or whether they were pent up meanings, inborn and bursting the lips of man as he was first molded in his great Creator's hand, in the shadowy days of oldest time, far behind the dawn of the age of stone, still we know that a cherished part of your task is to resene what you may of the language of our land's early people. Remembering this, I bid you again welcome to the family home of one of your most illustrious scholars in the Indian languages."

Dr. Trumbull's reply was well fitted to the compliments of Senator Powel, and opened new themes for philological research. He said: "So long as we are here, under the *genius loci*, we accept as established history all that has been told us of the visits of the Northmen to your Vinland—Leif and Thorwald Eriesson and Thorfinn Karlsefne—and of the coming of Verazzano in 1524. In the very names your island has borne—Vinland, Monachunte, Aquidnay, Rood Eylant, the Isle of Rhodes—there is work for the philologist as well as for the historical antiquary. And the philologist has peculiar obligations to honor the memory of the founder of your State, he who directed the course of Coddington to this island. For it was Roger Williams who gave his countrymen the first 'key into the language of the natives'—'A little key,' he said, 'may open a great box'—and while he was in England, laboring for the establishment of the colony he had planted and for the promotion of civil and religious freedom in Old and New England, he found time, amid the distractions of London and the burden of many cares, to study ancient and modern languages, and, in exchange for lessons in Hebrew, to teach a little Dutch to John Milton."

The first paper, by Professor Haldeman, the learned Pennsylvania German, was suited to the most fastidious philologic ear and taste, on "The mutations of a consonant," as in the change from *proof* to *prove*; *cliff*, *cleave*; *gilt*, *gild*, &c., the professor citing 114 pairs of words with a similar change. The professor mentioned the curious fact that the vulgar pronunciation of "holt" for *hold* is at least as old as Chaucer, who uses *holte* for a stronghold or castle.

Professor March thought that where the verb was sonant and the noun surd, the verb had its final consonant between the two vowels. The tendency was to change this consonant, because it was easier for the vocal organs and natural to approximate it by softening to the nearest sound on either side. The organs of speech tend to their use in the direction of the least exertion.

"How many words does a writer use?" was the theme of a paper by Professor E. S. Holden, of the United States Naval Observatory. It discussed the question of the number of words used in speaking and writing by individuals. Professor Holden made a count of the number of words beginning with each letter of the alphabet, and noted the order of frequency of initial letters in Webster's Dictionary. He found the latter as follows: S, C, P, A, D, R, B, T, F, M, I, E, H, L, G, U, W, O, V, N, J, Q, K, Y, Z, X. He estimated that his own vocabulary was 33,456 words. A friend in the Patent-Office, Mr. Farquhar, assistant librarian, tested his own writing, and concluded that he must have a still larger vocabulary. In this estimate he disagrees with Professor March, who states that an intelligent person, in writing and speaking, uses less than 10,000 words. The discussion on this paper was brief and interesting, calling out Professor March, Colonel Higginson, and Professor Haldeman.

Dr. Trumbull's evening address on "The American language" was a valuable contribution to his previous rich and almost exhaustive researches in this direction.

The second day's session opened with a paper on a comparative view of the language of Deuteronomy and Jeremiah, by Rev. Dr. George R. Euther, of New York, showing the differences and parallelisms of these sacred books of the Old Testament.

Professor A. Harkness, of Providence, discussed with his usual clearness and scholarly accuracy, the difficult question of the origin of Latin reflects in *ui*, *vi*, and *i*, in a paper which is the complement of the paper read last year on the origin of the perfect in *si*.

Professor Richardson, of Kentucky, gave the results of his tabulation of the pronunciation of Latin in 249 American colleges. The figures obtained are essentially different from previous estimates. The Catholic institutions, as a rule, employ the European pronunciation. The percentage is as follows: 37 use the English, 32 the Continental, and 31 the Roman pronunciation.

Mr. Alonzo Williams, of Providence, a student of Sanskrit, as well as of Greek and Latin, read a paper on "Verb reduplication as a means of expressing completed action," in which he showed from the history of the rise, prosperity, and decay of the different forms in language that the reduplication of a sound or syllable is intended to give intensity to expression by the force of repetition. The primitive Aryan people used this to give emphasis. The Sanskrit recognizes this principle frequently; the Greek has a few late formations of like character. As instances of intensified and reduplicated verbs in the present tense, there is the Sanskrit *jajauṃi*, Greek *gignomai*, Latin *gigno*. Applied to verbs in the present tense, it gave them not only force, but the significance of completed action. The mere repetition may itself suggest that the action has been already performed. The reduplication had taken the form of the perfect before the separation of the Indo-European people, and has been inherited by the Indian, Persian, Grecian, Latin, German, and Celtic branches. The Letto-Slavic has alone lost all traces of it. In the Rig Veda the form is still preserved, but subsequently it became a mere past narrative tense. In the classical period of Sanskrit it became an aorist.

The afternoon session was opened by Mr. O'Keefe, of Brooklyn, who took for his text "The first sentence of Cæsar's Commentaries."

Mr. Higginson read a paper of Mr. A. C. Merriam, of Columbia College, upon the relation of the recent discoveries of Dr. Schliemann at the site of Troy and the Cesnola collection. Professor March continued on "Dissimilated germinations," which would attract our readers by its popular title; and Professor Goodwin sandwiched a juicy treatise of "Juise," between Professor March's word changes and "Ists that grow out of isms," by Professor Brewer, of South Carolina. Professor March followed with a paper of a more popular character, on "The evidences of the immaturity of Shakspeare in Hamlet," and the session closed with a paper on the analysis of the old poem, the "Owl and the Nightingale," by Dr. L. A. Sherman, of New Haven.

The great movement of this meeting was the appointment of a committee on spelling reform, consisting of Professor W. D. Whitney, of Yale; Dr. J. H. Trumbull, of Hartford; Professor F. J. Child, of Harvard University; Professor F. A. March, of Lafayette College, and Professor S. S. Haldeman, of the University of Pennsylvania. Whether they will succeed in having all the silent letters dropped from our printed language is, to say the least of it, a question of the future. There was no debate on the subject, which is certainly a strange fact. What these wise men think and will propose on so great a matter as the dropping of all silent letters from our English vocabulary, we are interested to know, and shall learn in due season.

Professor Albert Harkness, of Providence, is honored with the presidency for the ensuing year. The next place of meeting is to be New York, July 18, 1876.—(New-England Journal of Education, July 31, 1875.)

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-sixth annual meeting commenced at Music Hall, Providence, R. I., on Wednesday evening, July 7, 1875. Prior to the public meeting in the large hall, a business meeting of the board of directors was held in the committee room, at which Merrick Lyon, LL. D., president of the institute, presided. At 8 p. m. a large audience was present to listen to the opening exercises of the institute. The first welcome was one of song by the pupils of the Providence Grammar Schools, under the charge of B. W. Hood, esq., director of music in the public schools of the city. The singing was very effective, reflecting much credit both upon the pupils and teacher. The singers occupied the rising seats in the rear of the platform and portions of each balcony.

President Lyon introduced Rev. E. G. Robinson, LL. D., president of Brown University, who delivered the introductory lecture. Subject, "Teaching as related to the other professions." He said:

"A profession is any particular branch of business a man thinks himself fitted to engage in and does his best in; but the learned professions are commonly known as theology, law, and medicine. A clergyman must be educated in ancient languages, acquainted with mental and moral philosophy, to be comparatively well fitted for his work; a lawyer must know common organic law and be able to read men's minds; while a doctor must have a thorough knowledge of physiology, anatomy, and chemistry in order to succeed. Many succeed in these professions without a knowledge of these branches, but they are not learned men, and in an emergency cannot be depended upon. Many of this class, including even clergymen, practise upon the credulity of

the public. There are some successful teachers who have not much learning; but they are the exception, and not the rule. A teacher should know the English tongue perfectly, so as to set an example for the children to follow, and a thorough knowledge of the language is not possible without a knowledge of other dialects. Teachers are born as much as poets, and teaching is really an art. Put your child under the best possible instructor while he is young, for the early impressions are never effaced. Many young men have come to college completely ruined because the teacher of their early days was incompetent. Put the great educators in the primary schools, if you have to take them from a college. Let the teacher know the mind of the pupil, which once done never fails of ultimate success. Study minds. Learn the thoughts of children, and accommodate yourself to them. The teacher's profession is not only one of the learned professions, but even the fundamental one; for the teachers make the men; they sow seed and start the mental qualities which develop and make the great men of any profession. If a crime of any kind be committed by a scholar, let the lesson go, stop everything, and then and there let the scholars see the enormity of the act and reason out among themselves the evils of it. Teach morality; let that never be lost sight of. Study to learn how to apply the association of ideas to a child's mind. The moral power of a teacher must be exerted to show the better nature of the child and to instruct him that honesty and morality are to be his great stand-bys."

On Thursday, July 8, the members of the institute met at Music Hall at 9 a. m., the president, Merrick Lyon, LL. D., in the chair. The exercises were opened by the reading of Scriptures and prayer by Rev. Dr. E. G. Taylor, pastor of the First Baptist Church. At the conclusion of the devotional exercises, D. W. Hoyt, A. M., president of the Rhode Island Institute of Instruction, was introduced, and, in behalf of the State organization and the State itself, welcomed the visiting body with appropriate and cordial remarks.

President Robinson, of Brown University, was then introduced, who alluded to the fact that the university has furnished a large proportion of the teachers for New England and other portions of the country in the past, and said it would not be untrue to its mission as an educator of teachers in the future. Good teachers are in demand, and probably the want of them to-day is as urgent as the need of good men in the other professions. Dr. Robinson then most cordially, in the name of Brown University, welcomed the institute.

J. A. Shaw, A. M., principal of the Highland Military Academy, of Worcester, Mass., subsequently read a practical essay upon "English pronunciation: what have teachers to do about it?" He considered the subject of more than ordinary importance, and that pronunciation is at the foundation of the language. The Anglo-Saxon race is to be the reigning power, not only on the western continent, but throughout the Old World and the islands of the sea, and this before many years. Therefore well it is that we see to it that we keep our language pure; that we have no corrupt pronunciation, or "pigeon English." The essayist then declared himself a humble advocate of the dictionary and its constant use in the school. Webster and Worcester speak as the having authority. Their varied scholarship in general and study of words in particular rightly grant to them the respect and honor we are always willing to grant to experts. When asked what dictionary we should use, his answer would be both Worcester and Webster; but if you cannot have both, be thankful if you can have either.

A very lively and interesting discussion followed the reading of the paper. All the speakers indorsed the essay, and felt the great need of a better system of pronunciation in the school.

Mr. A. C. Perkins, principal of Phillips Academy, Exeter, believed it very important that a correct pronunciation of the dead and foreign languages should be secured, and if it is important here, much more is it important that we should pronounce our own language. The training in pronunciation should be made a very important portion of the work of the primary school teachers. Pronunciation should be made an essential study at the outset.

Mr. J. D. Philbrick, of Boston, agreed with Mr. Perkins as to the prime importance of correct pronunciation, but took exceptions to his point that pronunciation should be rigidly insisted upon in the primary school. There should be a fair amount of training in pronunciation there, perhaps, but, as for drawing the nicest lines, the primary school is not the place.

Mr. Ladd, of the State Normal School of New Hampshire, insisted strongly upon it that the primary school is the place for pronunciation to be taught.

Mr. David Crosby, of Nashua, N. H., agreed with the preceding speaker as to the high importance of a correct pronunciation of the vernacular, and hoped to see the time when more attention shall be paid to the subject.

Mr. B. G. Northrop, secretary of the State board of education of Connecticut, took grounds in favor of training in pronunciation in the primary school; "and," said he, "when you begin to train them in accuracy in one instance, train them in every instance. In this respect our schools are inferior to those of England. Both in pronunciation and felicity in expression are the points of our greatest weakness."

"The teacher an educator" was the subject of a paper by A. G. Boyden, A. M., principal of the State Normal School, Bridgewater, Mass. The speaker considered the teacher of far more importance than any other requisite to education; better a pine school-house and board seats with a good teacher, than a costly edifice and a man of no power. How to teach, what to teach, are the great questions that monopolize the thoughts of every good instructor. They demand the attention of every thoughtful man. Unity in education is most essential. Teachers are continually vexed over questions that should not trouble them in the least. These questions are of vital importance. What is the ultimate end for which you are striving? What principle of education guides your effort? Teachers do not work for the end in view. They work to get over a certain number of pages in the text book in a given number of days, and then gauge both their efforts and the scholar's progress by a certain rate per cent., making the record the same as of so much stock. Means and methods monopolize so much time that the end of all education is lost sight of. Make sure of the end in view and then use the best methods. Study the nature of the child and learn how to meet its wants. Only by studying the nature of the child can the end aimed at be attained, and, when once the child's thoughts are known, then the work of education is comparatively easy.

AFTERNOON SESSION.

The first paper of the afternoon was read by Dr. Samuel Eliot, head master of the Girls' High School of Boston. He spoke upon "The organization of school faculties." Without attempting to give a synopsis of Dr. Eliot's paper, we give a few points in his plan of organizing a school faculty. There is an organization under which the schools might be kept closely together and be managed educationally with far more efficiency than they now are. Let the teachers as a body nominate some of their number as their representatives, from whom the school committee shall elect not less than ten nor more than twenty to form a school faculty. Wherever the annual election of teachers is dispensed with, the members of the faculty might be elected to serve three years, one-third retiring each year.

This would insure permanence to the faculty and allow the calling in of new members. The faculty could bear to the school committee the same relation as a college faculty bears to its trustees. If the superintendent of schools were its chairman, he could assist its work and connect it with that of the committee. It would have authority over instruction and discipline; would decide upon the introduction of new branches and the lopping off of old ones; the expansion and contraction of studies, choice of books and methods; the standards of admission and promotion; rewards and punishments; hours, sessions, holidays, all the daily life of school; subject at each point to the supervision of the committee and responsible for executing their rules. The faculty would not have a supreme, but coordinate authority, not disturbing the higher powers of the committee.

On motion of Mr. Ladd, of New Hampshire State Normal School, a committee, consisting of Messrs. C. Northend, of Middletown, Conn.; A. P. Stone, of Springfield, Mass., and H. O. Ladd, of New Hampshire, was appointed to report next year upon the subject of Dr. Eliot's address.

At the close of the discussion upon this paper, Mr. E. G. Coy, of Andover, Mass., read a paper entitled, "Inconsistency of theory with practice the chief ground of opposition to classical study." It was a forcible plea for the continuance of classical studies.

Professors Lincoln and Harkness followed with extemporaneous but able speeches in support of Mr. Coy's views.

The last paper of the afternoon was by Mr. J. F. Blackinton, of Boston, upon "Silent forces in education," and was in every respect admirable. The speaker paid an eloquent tribute to Dr. Wayland, whose life, he said, was better than any lesson in moral philosophy that he ever gave.

A very large audience assembled in the evening to listen to a lecture by President Gregory, of the Illinois Industrial University, upon the subject of "The real problems in modern education," which were: (1) Is our educational system wide enough, active enough, advanced enough, to keep its hold upon the people and the age? Are we up to the times? (2) Is this educational system fitted to help the great minds of the age to promote the scientific, political, social, and religious progress of mankind? (3) Is our educational system strong enough, wise enough, and pure enough to serve as a safe leader of the age?

On Friday morning Rev. Daniel Leach presented the report of the committee on nominations for the officers for the ensuing year. T. W. Bicknell suggested that the list presented ignored entirely a large working force of the teachers of New England—viz: the lady teachers—and he moved that the report be recommitted, with instructions to place the names of ladies on the list of vice-presidents; which was passed.

Mr. William H. Ladd, of Boston, moved that the report be recommitted, with instructions to report a list of five vice-presidents, two of whom should be women.

Mr. Philbrick objected to this strongly, and it was withdrawn, and the list recommitted under the motion of Mr. Bicknell; but for lack of time, no changes were made.

The nominees elected were as follows: President, Merrick Lyon, Providence, R. I.; secretary, J. W. Webster, Boston, Mass.; treasurer, George A. Walton, Westfield, Mass.

The report of the treasurer, G. A. Walton, of Westfield, showing a balance in the treasury of \$212.50, was presented, read, and accepted.

This finished the business of the institute, and attention was turned to the papers to be presented. Miss Anna C. Brackett, of New York, read the first paper of the day, on "The relation of the medical and the teachers' professions," arguing that education is so broad a theme as to include everything, the body as well as the mind; the exercises of the physical as well as the mental powers; combating to some extent the positions taken by Dr. E. H. Clark at Detroit.

After a recess of ten minutes, Professor Greene, of Brown University, spoke upon "The place and work of academies in our system of education." He adduced cogent reasons for the continued support of such institutions. Rev. A. D. Mayo, of Springfield, Mass., then read a paper entitled: "What next in the common schools?" Its main points are that our national arrangements for education are inadequate to the needs of the masses, and should be so reorganized that the children who attend school but five or six years shall be first provided for; that the Kindergarten will not be adopted as a portion of common school, but its methods will be taken into elementary schools, the best place for little children being in their homes, the mother needing the education of the Kindergarten, in order successfully to train her little ones. The chief aim of this school will be to impart the elements of English education by most approved methods, to awaken and direct the imagination. No foreign tongue should be taught in these schools. The elementary school teacher should be converted from an amateur to a professional character, the incompetency of multitudes of teachers being a frightful fault at present. Every university should establish a department of instruction in which the principles of pedagogics may be expounded. Lastly, the funds of our schools should be supplemented by private beneficence, and a high standard of attainment be exacted from all who aspire to teach in them.

At 12 o'clock a paper was read by President Porter, of Yale College, upon "Classical study and instruction." It is now conceded that to a certain class of educated men classical study is indispensable, and that provision should be made for instruction in it in all the schools of higher education. A great diversity of opinion prevails, however, in respect to two questions, viz: For what class of pupils should classical study be prescribed as a necessary or very desirable element in education? and What are the best methods in which classical education can be imparted? One of these questions, in fact, involves the other. The answer to the first must necessarily determine the second. If classical learning is to be confined to the few who may be expected to become eminent proficient in its grammar and dialects, then the present system may be well enough; but if classical education is to be given to a mass of pupils, few of whom can be expected to become familiar with its philosophy or minute details, then a different course is to be followed.

Four distinct reasons may be urged why the study of the classics should be prosecuted in our schools and colleges. First, the study of the grammar of two of the most refined and finished languages that have ever been spoken is the most philosophical method of learning grammar. Secondly, a most valuable knowledge of the etymologies of English words is gained by the student. Thirdly, this study brings the mind into intimate acquaintance with the literature, the history, and the life of the most cultivated of ancient nations—with whom the most cultivated of modern nations are most closely allied. Lastly, this study is an excellent instrument of intellectual gymnastics, which would be worth all, and more than all, of the labor it involves if this were the only result which should remain.

At 1 p. m. the institute adjourned to the steamer *Canonicus*, and nearly all of the members, with invited guests, embarked for a trip down Narragansett Bay, stopping at Rocky Point for a clambake.

When dinner was finished, Dr. Lyon called the meeting to order and the report of the committee on resolutions was read and adopted. Among the resolutions were the following:

"Whereas some misapprehension has existed as to the true sphere and work of the National Bureau of Education:

Resolved, That the American Institute of Instruction, while regarding the maintenance and management of public schools as solely the work and duty of the several States, regards the National Bureau of Education as a most important and efficient agency for the improvement of public schools and the advancement of education throughout the whole country. Though assuming no authority and exercising no dictation in any State, simply as an advisory agency, as a common medium of communication and a source of information, it has already proved to be of great practical utility to the whole country. Besides its extensive correspondence with the friends of education in all parts of the land, its prompt and judicious answers to the manifold ques-

tions of teachers and school officers of every State and city and almost every large town of the country, its circulars, papers, and reports have supplied the information greatly needed by the friends of education. Familiar with the wants of each State and with the results of various methods and systems, the Commissioner has become their valued counselor.

"*Resolved*, That education should hold a prominent place in the Centennial Exposition, as it did at the Expositions of Paris and Vienna, and that the efficient supervision of the National Bureau of Education is indispensable to the successful representation of our American educational systems and institutions at Philadelphia. Though American schools have been our pride and boast, we shall meet in this respect with humiliating disappointment and failure, without such thoroughly organized preparation and supervision of the educational department at the Exposition as the National Bureau only can secure.

"*Resolved*, That a committee of this body, consisting of one member from each State here represented, be appointed to memorialize Congress in favor of the liberal and continued support of the National Bureau of Education."

Others, of respect for the memory of Mr. James E. Parker, late master of the Harvard School, Brighton, Mass., and Hon. John Kingsbury, LL. D., one of the founders of the institute, were also passed, and so the business exercises terminated.

The afternoon passed off pleasantly in the enjoyment of the scenery of the beautiful bay, in conversation, and singing, and 9 o'clock found the members of the institute again at the Providence wharf, unanimous in their expression of delight in this enjoyable occasion.—(New-England Journal of Education, July 17, pp. 43-47.)

THE NATIONAL EDUCATIONAL ASSOCIATION.

The opening session of this association at Minneapolis, August 3, was claimed by President Harris to have the largest attendance of any in its history. Over five hundred delegates, from all parts of the United States, put in an early appearance. Addresses of welcome, delivered by Mayor Merriman and Governor Davis, and a response by the president introduced the exercises. President Harris outlined the work of the convention, which he resolved into three separate departments: the normal, the elementary, and the higher. Professor Phelps, of the Winona Normal School, Minnesota, was assigned the presidency of the normal section; Superintendent Harrington, of New Bedford, Mass., that of the elementary; and President Noah Porter, of Yale College, that of the higher education.

In the normal department a paper was read by Miss Lathrop, of Cincinnati, on "Professional education of public school teachers," which favored a post graduate course in high schools for normal training and urged the feasibility of normal institutes and didactic professorships in colleges. A general discussion ensued on the normal schools of Minnesota, Nebraska, Wisconsin, Michigan, Iowa, and Illinois, participated in by President Allen of Illinois, Professor Albee of Wisconsin, and a number of others. Forty-five minutes of discussion were given to each of the following topics: "What are we doing for the development of social culture?" "What for moral character?" "What for the establishment of social economy?"

In the elementary department, Mr. Harrington read a paper on "Language-teaching," in which, drawing a line between solid, substantial education and that of mere words, he advocated a teaching of the former rather than of the latter. "That marvelous thing, the modern newspaper," said the speaker, "must be taken into account as a coworker with the schools in the great field of American education." Superintendent J. L. Pickard; Mr. Rolf, of Chicago; Professor Olney, of Michigan; Mr. Warner, of Philadelphia, and others took issue with the speaker.

Professor Olney thinks that teachers, like preachers, are more successful in portraying sin than virtue. A broadside was leveled at the present system of introducing new text books, not at all agreeable to the school book agents. A paper by Superintendent J. L. Pickard, "What shall we do with our boys?" elicited considerable attention. The author gave a humorously scientific description of the boy "as a member of the animal kingdom, subkingdom vertebrata, class mammalia, an animal with a backbone more or less flexible, and deriving support from his mother, often far into manhood, and having two hands fitted for grasping, climbing, fighting, &c. He is endowed with a fickle disposition, permitting him to be good, bad, and indifferent in the same day; an ambition and desire to go and see as much as other boys; a faith, love, and sense of justice; a partisanship so intense as never to allow him to climb up on a fence until he grows older and begins to reason. Boy life must be studied and individuality encouraged. Troublesome boys may be divided into two classes, those guilty of fault and those guilty of crime. Crime includes fault, but fault does not necessarily include crime. There is a great difference between fault and crime. Whispering and inattention are faults; profanity and obscenity are crimes. Faults need correction, crime requires punishment. Many a poor, neglected boy is not to be personally blamed for his faults, and kindness and care are the true corrections for such a child. If he does wrong he does it from ignorance, and he is not the boy to be made a frightful example of. The feeble boys and those of a nervous temperament must be treated

according to their physical and mental deficiencies. Children must be cultivated and nurtured as are plants; if deformed and neglected when young, they will grow up so.

"The sensitive boy and the stubborn boy are two direct opposites. Their treatment must be entirely different. The former must be encouraged and the latter humbled.

"Some who are driven into the class which must be called criminal are forced to this stage by injudicious manipulation. Reasoning will not reach them. They will decide to reform, but will find it impossible. Encourage innocent amusements. Make life so pleasant for them that they shall have no incentive to crime. Parents should make it a study to embellish their homes and make them attractive, so that the boys may not desire to leave the old homestead for the scenes of the city. Show the boy that it is better to be good and gentlemanly than rude and bad. Give the boys something to do and attach to the achievement a suitable reward. The bad boy must have something to do and somebody to love him. He loves to fight his way back to respectability and has a keen sense of justice. He cannot be driven back to virtue, but must be wrought upon by kindness and love. But without the aid of divine intervention nothing can be accomplished. The teacher must approach his work with a full trust in divine power."

The subject was now open to discussion.

Superintendent MacAlister said it often happened that boys became mischievous more from the lack of will than from wilfulness. It is weakness which often causes the boy to be bad. If the teacher will encourage the child instead of punishing him, in most cases his conduct will improve. The graded system works much against a bad boy. His grade is injured by absence and bad conduct, and he is thus kept back among children younger and less advanced in study than he. It has been proposed in Milwaukee to establish an ungraded room, where such boys could make up to the grade where they should be. There were objections to the design, the worst of which was the herding of a large class of bad boys.

Mr. Gove said the bad boy was the same in all places. He was always ready to love, to please, and to work for his friends. Hence the way to manage such is to get near their hearts. What we want is boyish men among the boys. When we become jolly, good, funny fellows with the boys, they will do anything for us.

Mr. Warner, of Philadelphia, said we should find the good which is in the bad boys. To make a boy trustworthy you must trust him. You will find something good and lovable in every boy. It was the old, gray headed boy who loved his pupils the best.

Mr. Rolfe said it is not always the bad boy who causes mischief. The blame must lie about evenly divided between him and his teacher. He must not be allowed time to be wicked, but must be kept at work. He urged the great value of home influence. The school and the home must not be so greatly separated. Home should control all education, physical, mental, and moral.

In the elementary department, a paper on "The relation of the teacher to the reforms of the day" was presented by Miss Frances Willard, formerly dean of the Woman's College of Northwestern University. Her position was that reform is gospel doctrine. Rum must be abolished and schools established. The issues of the hour, reforms of the day, and all questions agitating the public mind must be explained to the children. The child is the text book of the age, and to establish reforms we need his help as much as he needs ours. She said, "The teacher should be a former rather than a reformer, using the 'golden rule,' realizing the poet's dream. Reform is only the gospel doctrine of 'Put yourself in his place.' Humanity moves on to realize this rule. Dorothea Dix, Florence Nightingale, Abraham Lincoln, and John Brown have been the vanguard in this war against selfishness. While it is the duty of every teacher to help on all reforms, yet there is one reform more needed than all others. Where is the rendezvous of hard men of the baser sort? The reply is, the rum-shop, supported at an expense of fifteen times the expense of our schools, and more, annually. A large part of the insanity and crime is laid at that door of the gateway of hell.

"Children should be taught what are the reforms which agitate the public mind. Books should be placed in the school libraries, and story books by the score, as helps in this reform. Fröbel's *Return to Nature* has set the world to thinking, and "From the Kindergarten of the intellect we are going on to the Kindergarten of the heart."

In reference to this paper, both ladies and gentlemen participated in a discussion, which, however, was not confined to the essayist's theme, but touched upon temperance, obscene literature, and the Bible in the public schools.

Leon Trousdale, State superintendent of public instruction in the State of Tennessee, then read a paper on "Education at the South," taking the ground that education can properly exhibit as its chief aim the advancement of the people and civilization, and urging the importance of self government. The great question to settle was whether intelligence should precede citizenship or citizenship precede intelligence. The speaker dwelt at length on the difficulties surrounding the educational problems in the Southern States, but generally took a hopeful view of the future, notwithstanding the undeniable poverty of the people and their inability to appropriate the requisite means for the establishment of educational institutions or the encouragement of

educational projects. The war has destroyed their fields, and temporarily their prosperity. The people are doing all they can in this direction, and difficulties are being rapidly overcome, and good schools will soon make their own party and partisans. Out of the small pittance at command, everything possible is being done for the cause of education in the Southern States. The speaker then paid a glowing tribute to the educational systems of Massachusetts and other northern States, and especially the donation of Mr. Peabody for the glorious cause in the South, and the judicious manner in which the great trust has been discharged. After showing that the people of the South are unable to keep pace with the schools of the North, the speaker urged that something should be done to prepare the youth of the South for intelligent citizenship and self government. He referred to the munificent governmental appropriations of public lands for the endowment of agricultural colleges, embracing literary, scientific, and mechanical culture, and asked whether the proceeds of the remaining Government lands might not go for education.

Under the lead of a paper from Professor Phelps, of Minnesota, on "The country school problem," the merits and demerits of country schools were then considered, and much information was contributed by different speakers.

"Education in the South" was then resumed, George W. Warner, of Germantown, Pa., initiating it with a desire to come under the five-minute rule and urging the appointment of a committee to devise means for assisting the people of the South in their educational project.

Professor Pickett, superintendent of schools at Memphis, Tenn., indorsed the views of the speaker in regard to the improvement of the work, and mentioned some of the more hopeful movements in the schools under his charge. The point was to induce pupils to struggle in securing education, and blessed are they who search for it in earnest. In the South they are not in any rut, and will keep out if possible.

Miss Helen M. Nash, of Little Rock, Ark., gave an interesting sketch of the schools in her locality, which she declared in the main to be lamentable—sand and pointed sticks being used instead of blackboards and chalk in illustrations. A good system was now established at Little Rock, but difficulty was encountered because pupils were not inclined to depend sufficiently upon themselves.

In the department of higher instruction, presided over by President Porter, several papers were presented, chief among which was the one by Professor Sawyer, entitled "Comparative orthoëpy." Professors Sawyer, Shepard, and Hinkle were appointed a committee on comparative philology, to report at the next annual meeting on the condition and prospects of phonetic science, coöperating as far as possible with a similar committee of the American Philological Association. Also a lengthy address was delivered by W. W. Folwell, of the University of Minnesota, on "Agricultural and polytechnic institutions," arguing for the introduction of more practical branches of education in our college courses. "Full orb'd education," by Dr. J. R. Buchanan, of Kentucky, and "The duties of education to crime," by J. B. Bittinger, D. D., of Pennsylvania, were two very elaborate efforts. Lieutenant Schenck, United States Army, of Iowa, presented an essay on "Military science and tactics in our universities and colleges," favoring compulsory military training in colleges and arguing for its adoption in all institutions, the points of which paper were sustained in the discussion which followed by Dr. Read, Professor Rollins, Lieutenant Coleman, Professor Clapp, and Professor Sawyer, and as ably opposed by Professor Campbell, of the Minnesota State University.

In the general sessions, "Families, past and present," was the subject of an essay written by Lewis Felméri, professor of pedagogics at Klausenburg University, Austria, in which the causes of the unhappiness of married life were pointed out and the way in which the education of children is apt to be on-sided. A paper on "Caste in education," by Professor A. P. Marble, of Massachusetts, claimed that schools should be free, but systematically governed, the same as a nation. The power of the State must be supreme. The folly of people who refuse to help educate their neighbors' children in the common schools, when their own are trained at individual expense, was shown. Universal taxation is the guiding star of the nation. No dividing line can be drawn, save that the pupil who evinces the most genius and talent should receive the most attention, not to the neglect of duller scholars, however. A very entertaining but highly idealistic essay, "The relation of art to education," was read by Miss Grace C. Bibb, of St. Louis Normal School.

Resolutions of respect to the memory of Dr. J. W. McJilton, of New York; Superintendent Gibbs, of Florida; and Superintendent W. R. Creery, of Baltimore, were offered and adopted.

Hon. E. E. White, of Ohio, then made a report, in behalf of the committee on the United States Bureau of Education. He remarked that the Bureau of Education was established in response to the wishes of the educators of the country, and, from its establishment to the present time, has received the increasing appreciation and coöperation of all who are trusted with the management of schools in all parts of the

country. It was created by the votes of members of Congress of both parties and has been supported by men of both parties.

The opposition to the Bureau arises from three sources:

(1) There is a comparatively small number of statesmen who hold that the Bureau has no warrant in the Constitution. It is a sufficient answer to this view to say that the weight of opinion is not only against it, but the practice of the Government from its organization to the present time; and this may be accepted as a practical interpretation of our fundamental law.

(2) The Bureau is opposed as an interference on the part of the General Government with reserved rights of the States. This objection is based on an entire misapprehension of the functions of the Bureau. It has no authority whatever to interfere with the management of the school systems of the several States. The law organizing the Bureau and its administration fully answer this objection. It is simply a central agency, supported by the Government, for the collection and dissemination of important information respecting the condition and progress of education in the several States and Territories and in other countries, and it has not even authority to demand an item of information from any school officer. It is a fact that the Bureau has the support of the school officers of both political parties in the several States.

It is also urged that the Bureau, having no authority in school affairs, cannot be sufficiently useful to justify its support by the General Government. The Bureau has already answered this objection. It has given an impulse to education which is felt throughout the country, and its great usefulness is recognized and appreciated by all who take an intelligent action in educational progress.

In conclusion Mr. White complimented Commissioner Eaton on his wise and efficient administration of the Bureau, and then submitted the following resolution, which was unanimously adopted:

Resolved, That the good already accomplished by the National Bureau of Education is a complete vindication of the wisdom of its establishment, and we earnestly request Congress to increase the usefulness of the Bureau by providing ampler facilities for the prosecution of its important work."

The following were the officers elected: President, W. F. Phelps; secretary, W. D. Hinkle; treasurer, A. P. Marble; vice-presidents, D. B. Hagar and 32 others.

This convention may be regarded as a success. The topics chosen were of practical interest and, as a general thing, ably treated. The daily press, however, and the public generally, both East and West, have not given the usual prominence to this annual gathering of American educators; a result which can be accounted for only, perhaps, by the remoteness of the place of meeting and by the fact that not the usual number of distinguished names graced the programme.—(The Common School, September, 1875, pp. 126-132; American Educational Monthly, 1875, pp. 419-422; and official report of the association.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

This association closed on the evening of the 17th of August its session for 1875, held for a week at Detroit, Mich.

This annual gathering of scientific men exhibited about the usual features of these meetings for the last ten years. So far as the different departments of science are concerned, there has been a more decided attention given to geology and paleontology at this than at most of the previous meetings, from the institution of this organization as well as in the association which preceded it.

The more definite exposition of the old red sandstone and the other Devonian rocks in the State of New York, as brought out by recent surveys under the superintendence of Professor James Hall in the Catskill and adjacent regions, is one example of good geological work.

The announcement of the discovery by Professor Hitchcock, chief of the New Hampshire survey, of evidences that the great glacier once covered Mount Washington was received by non-geologists with some degree of incredulity; but Professor Hitchcock is too careful and too experienced in his science to be likely to be mistaken; nor is there a single improbability to a geologist in this announcement. It had before been settled that evidences of glacial action are unmistakable more than 5,000 feet up from the tide level on this mountain, so that a few hundred feet more only are added to the reach upward of the great ice cover in the glacial epoch.

Professor Winchell, formerly of the Michigan survey, cleared up, at this meeting, some of the obscure points in the geological structure of that State; but was obliged to admit the great obstacles which are presented there to an investigation of the rocks in the rarity of rock exposures. A thick layer of drift in the lower peninsula hides the rocks from view, and the uniformity and horizontality of the strata increase the difficulty. Around Lake Superior, however, all this is fully compensated for in the universality of rock exposures.

Professors Andrews, Newberry, and Whittlesey were present at this meeting, and gave interesting particulars of the progress of research in the geology of Ohio. The very

singular character of the glacial markings on Kelley's Island were referred to, as well as the discovery of new fossils in the coal measures. Dr. Newberry brought out some additional facts in regard to the properly named "terrible fish," *Dinichthys*, the nearly complete remains of which he has discovered, and which was the dominant fish of its period. It was more thoroughly armor plated than a modern iron clad ship of war, and quite as effectively provided with the means of destruction against its coinhabitants of those early seas. The relations, also, of this fish to other *ganoids* were traced. This brought out some sharp passages between Cope, of Philadelphia, and Wilder, of Cornell University, as well as a close rejoinder from Dr. Newberry. Cope, eminent as a comparative anatomist in the study of bones, and Wilder, a close student of the soft animal structures, including the nervous system, and especially the brain, were entirely at variance with regard to the division of ganoid fishes, the former claiming that no such division can be derived from the natural structure of their bones, and the latter, that the division of ganoids is thoroughly established through resemblances in their brains and other soft parts.

No more interesting matters were presented than those discussed by Dr. Dawson, of Montreal. He has thoroughly wrought out the structure and the history of the *Eozoön Canadense*, that early and abundant fossil of the lowest stratified rocks; so that there is no longer any room for doubt as to its history, and very little obscurity as to its structure and functions. In other respects Dr. Dawson's recent discoveries, as narrated at Detroit, are valuable, while his objections to every phase of the special evolution theory are strongly and shrewdly urged.

The most directly practical, in some respects, of all the matters presented at Detroit related to the predatory insects. Messrs. Riley, of St. Louis; Le Conte, of Philadelphia; Grote, of Buffalo, and others discussed matters in this relation that concern immediately the productiveness and the well being of the whole country. The various suggestions of Professor Riley were most important as to the Rocky Mountain locusts, which descend upon the fertile fields of Missouri, Kansas, Iowa, &c., and destroy every trace of the verdure which they can eat, leaving nothing of the crops and only the animals and the reserves of dry grain. He insists that these pests shall be attacked in their original breeding places; that their whole history shall be studied out and the warfare upon them directed accordingly; that the destruction of the various harmless and useful animals that prey upon them, like the prairie hen and others, shall cease; and that in this country, as on the eastern continent, the military power shall be brought to deal with them, since a few regiments of soldiers would be well able to cope with them. He suggests to the farmers that the young locusts bred in their midst cannot pass a perpendicularly sided ditch with cross section two feet square; that poultry and pigs may be fattened on the locusts, and that these locusts are susceptible of being cooked and eaten by man as an agreeable and wholesome food. The locusts, he shows, cannot maintain themselves permanently in the regions which they devastate, but must come there from their original breeding places on the flanks of the mountains; neither can they ever pass eastward beyond the Mississippi.

In chemistry, at this meeting, many interesting things were brought forward. One of the most notable was the exhibition of half a pound or more of coesium alum, by Professor J. L. Smith, of Louisville, extracted by him from lepidolite, or lithia mica. This alum is remarkably soluble in hot water and very slightly soluble in cold water. Professor Smith's exhibition of Clamond's thermo-electric pile, as an instrument requiring no acids and capable of furnishing, at an unobjectionable cost, a permanent force for electro-plating, &c., was another interesting dissertation. Kirkwood's discussions on the groupings of the asteroids and various abstract mathematical papers were brought out in this department of science.

Ethnology and archaeology received some interesting contributions from the searches in the western mounds, and especially from the long abandoned dwellings seen in our southwestern regions. The stone houses, found by hundreds, perched on the crests of the rocks in New Mexico, as reported by Professor Cope, whence perpendicular precipices descend on one side for a thousand feet or more, with a steep slope on the other of an equal descent, show a population which protected itself in this way from incursions of an otherwise overpowering enemy. These residences most likely were temporarily resorted to or else great physical changes have intervened, for no water supply is now to be found within many miles of this region. The study of insectivorous plants and of leaf structures, brought up at this meeting by Professor Beal, of the Michigan Agricultural College, and that of the flowering season of plants, by Professor James Hyatt, of New York, were the only botanical matters presented.—(American Artisan, September, 1875.)

EDUCATION IN SUNDAY SCHOOLS AND MISSION SCHOOLS.

SUNDAY SCHOOLS.

The following statistics of Sunday schools in the United States were collected under the auspices of the international Sunday school convention held at Baltimore, Md., May 11, 12, 13, 1875. Thirty States, with at least one Territory, have so organized their Sunday school systems as to furnish reports to this association. The greater part of the statistics given, however, with reference to even these States, are only partly from direct reports, partly from estimates :

States and Territories.	Sunday schools.	Teachers and officers.	Sunday school scholars.	Total Sunday school membership.	Population.
Alabama.....	1,000	6,300	77,000	83,300	1,002,000
Alaska.....	27	161	1,179	1,340	67,000
Arizona.....	4	23	170	193	9,658
Arkansas.....	505	4,542	33,312	37,854	473,174
California.....	633	3,040	33,000	41,040	549,808
Colorado.....	40	233	1,746	1,984	39,681
Connecticut.....	944	15,899	117,870	133,769	537,417
Dakota.....	48	230	1,685	1,915	14,181
Delaware.....	200	3,090	22,003	25,093	125,015
Florida.....	247	3,423	25,079	28,502	189,995
Georgia.....	2,323	20,907	153,317	174,224	1,174,832
Idaho.....	6	36	261	297	14,882
Illinois.....	5,967	60,601	425,710	486,311	2,141,510
Indian Territory.....	34	206	1,513	1,719	56,312
Indiana.....	3,161	32,643	251,937	284,580	1,655,675
Iowa.....	2,659	25,384	354,682	380,066	1,026,750
Kansas.....	908	8,175	59,949	68,124	379,497
Kentucky.....	2,376	28,516	200,121	237,637	1,320,407
Louisiana.....	1,377	13,220	96,843	110,063	734,420
Maine.....	1,000	10,000	75,000	85,000	628,719
Maryland.....	1,656	18,514	162,589	181,163	790,095
Massachusetts.....	1,738	30,011	270,461	300,472	1,457,351
Michigan.....	1,998	17,979	131,844	149,823	749,113
Minnesota.....	805	6,913	44,995	51,908	500,000
Mississippi.....	1,533	14,244	104,452	118,696	791,305
Missouri.....	2,834	25,510	187,073	212,583	1,182,012
Montana.....	28	169	1,243	1,412	20,594
Nebraska.....	729	5,118	29,787	34,905	222,392
Nevada.....	67	411	2,928	3,339	42,456
New Hampshire.....	703	7,903	55,425	63,333	317,710
New Jersey.....	1,714	27,529	167,805	195,334	903,044
New Mexico.....	38	224	1,646	1,870	93,516
New York.....	6,000	83,000	729,000	812,000	4,382,759
North Carolina.....	1,985	17,867	131,026	148,893	992,622
Ohio.....	5,545	62,910	314,835	377,745	2,665,260
Oregon and Washington Territory.....	125	926	8,544	9,470	90,000
Pennsylvania.....	7,660	92,424	709,845	802,269	3,502,311
Rhode Island.....	401	5,998	43,994	49,992	217,356
South Carolina.....	1,412	12,704	93,164	105,868	705,789
Tennessee*.....	2,451	22,055	161,736	183,791	1,225,937
Texas.....	320	1,920	14,080	16,000	800,000
Utah.....	18	165	1,210	1,375	70,000
Vermont.....	703	6,232	50,421	56,653	330,582
Virginia.....	2,423	29,075	213,214	242,289	1,211,442
West Virginia.....	1,021	8,503	46,847	55,350	441,094
Wisconsin.....	2,454	18,094	165,925	184,019	1,055,501
Wyoming.....	4	23	171	194	9,118
Total.....	69,871	753,060	5,790,683	6,543,708	.....

* Report of East Tennessee Sunday School Association, with estimate added for the western portion of State.

MISSION SCHOOLS.

It was hoped that statistics on this point, kindred with those presented respecting Sunday schools, might be presented with this report. Efforts have been made to collect these, and some of the more important missionary societies have very kindly given the information sought. Others have failed to furnish it; and the statistics, although interesting, are hence too incomplete to warrant publication of them as a fair showing of educational missionary work abroad.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART I.—Statistics of the school systems of the States and Territories, showing States Bureau

	States and Territories.	Report for the year.	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages?	Total number between said ages.
	1	2	3	4	5	6
1	Alabama	1874-'75	Oct. 1	Sept. 30	5-21	406,270
2	Arkansas	1874-'75	June 30	June 30	6-21	184,692
3	California	1874-'75	July 1	June 30	5-17	171,563
4	Connecticut	1874-'75	Sept. 1	Aug. 31	4-16	1,4,976
5	Delaware	1874-'75	April —	—	5-21	.....
6	Florida	1874-'75	Oct. —	Sept. —	6-21	94,522
7	Georgia	1875	Jan. 1	Dec. 31	6-18	394,037
8	Illinois	1874-'75	Oct. 1	Sept. 30	6-21	958,003
9	Indiana	1874-'75	July 1	June 30	6-21	667,711
10	Iowa	1874-'75	Sept. 16	Sept. 15	5-21	533,903
11	Kansas	1874-'75	Aug. 1	July 31	5-21	199,986
12	Kentucky	1874-'75	July 1	June 30	6-20	a437,100
13	Louisiana	1874-'75	Sept. 1	Aug. 31	6-21	274,682
14	Maine	1874-'75	April 1	Mar. 31	4-21	221,477
15	Maryland	1874-'75	Sept. 1	June 30	b5-20	276,120
16	Massachusetts	1874-'75	April 1	Mar. 31	5-15	294,708
17	Michigan	1874-'75	Sept. 7	Sept. 6	5-21	448,784
18	Minnesota	1874-'75	Oct. 1	Sept. 30	5-21	218,641
19	Mississippi	1874-'75	Sept. 1	Aug. 31	5-21	318,459
20	Missouri	1874-'75	April —	April —	5-21	c738,431
21	Nebraska	1874-'75	April —	April —	5-21	80,132
22	Nevada	1873-'74	Sept. 1	Aug. 31	6-18	6,315
23	New Hampshire	1874-'75	Mar. —	Mar. —	4-21	76,272
24	New Jersey	1874-'75	Sept. 1	Aug. 31	5-18	312,694
25	New York	1874-'75	Oct. 1	Sept. 30	5-21	1,583,064
26	North Carolina	1873	—	—	6-21	348,603
27	Ohio	1874-'75	Sept. 1	Aug. 31	6-21	1,017,726
28	Oregon	1874-'75	April —	April —	4-20	44,661
29	Pennsylvania	1874-'75	June —	June —	6-21	f1,200,000
30	Rhode Island	1874-'75	May 1	April 30	5-15	53,316
31	South Carolina	1874-'75	Oct. —	June —	6-16	233,264
32	Tennessee	1874-'75	Sept. 1	Aug. 31	6-18	426,612
33	Texas	1874-'75	Sept. 1	Aug. 31	6-18	313,061
34	Vermont	1873-'74	April 1	Mar. 31	5-20	89,541
35	Virginia	1874-'75	Aug. 1	July 31	5-21	482,789
36	West Virginia	1874-'75	Sept. 1	Aug. 31	6-21	179,897
37	Wisconsin	1874-'75	Sept. 1	Aug. 31	4-20	461,829
38	Arizona	1875	Jan. 1	Dec. 31	6-21	2,508
39	Colorado	1874-'75	Oct. 1	Sept. 30	5-21	23,275
40	Dakota	1874-'75	Sept. 1	Aug. 31	5-21	8,343
41	District of Columbia	1874-'75	Sept. 1	Aug. 31	6-17	31,671
42	Idaho	1874-'75	Sept. 1	Aug. 31	5-21	4,020
43	Montana	1874-'75	Sept. 1	Aug. 31	4-21	3,822
44	New Mexico	1875	Jan. 1	Dec. 31	7-18	.....
45	Utah	1874-'75	Nov. 2	Nov. 1	4-16	35,696
46	Washington	1875	Jan. —	Dec. —	4-21	8,350
47	Wyoming	1875	—	—	5-20	.....
48	Indian	1875	—	—	6-16	.....

a These items are for white schools only.

b Legal school age is from 6 to 21.

c Sex not reported in all cases.

d Between 7 and 16 years of age.

e Number enrolled in public schools.

the enrolment, attendance, duration of schools, &c.; from replies to inquiries by the United of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.		
Sex.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 10 years of age.	Number enrolled in schools during school year.	Average monthly enrolment.	Average daily attendance.
Male.	Female.						
7	8	9	10	11	12	13	14
233,733	172,537				147,340		110,253
96,096	88,596				73,878		42,680
86,967	84,596				130,930		78,027
		22,496	0	112,480	120,189		68,993
					19,881		
47,786	46,736				32,371		28,306
202,115	191,922				156,394		96,680
487,820	470,183				685,676		
345,439	322,272				502,362		300,743
274,631	259,272	66,740	125,450	341,713	384,012		
102,493	97,493	28,345	42,310	129,331	142,606		83,580
					228,000		159,000
					74,846		
					157,323		100,641
138,813	137,307	0			142,992	99,382	69,259
					302,118		216,861
					343,619	259,000	200,000
111,629	107,012				130,280		71,292
154,882	163,577		52,128		168,217	133,330	106,894
381,720	338,466				394,780		192,904
41,980	38,142			d49,196	55,423		
3,121	3,194				4,811		2,884
39,886	36,386	e6,222	e6,664	e55,865	68,751		48,288
					191,731		98,089
					1,059,238		531,825
179,715	168,888				146,737		97,830
522,418	495,308	0	200,588	757,138	712,129	532,473	435,349
23,265	21,396				21,518		
					890,073		551,848
26,596	26,720	g4,995		g48,321	h 4,000	43,306	i2,2567
192,910	116,354				38,554	30,102	26,163
219,009	207,603			239,264	1,041,6		
					199,058		136,805
					g14,705		g125,224
248,894	233,805	43,889	131,970	357,230	78,139		50,023
96,354	83,543				184,486	138,015	103,917
239,647	232,182				115,300		79,002
1,265	1,243				279,854		
12,264	11,011				568		419
					12,552		7,243
14,971	16,700	0	2,538	29,133	4,428		
2,150	1,870				18,785	14,417	13,494
1,964	1,858		1,025	2,250	3,270		
					2,215	1,875	1,710
					5,151		
18,094	17,602	5,949	0	29,747	19,278		13,462
					6,699		
					1,222		
					3,754		

f In 1873.

g Estimated.

h In evening schools; 146 of these are also registered in day schools.

i In evening schools.

TABLE I.—PART 1.—Statistics of the school systems of the States and Territories,

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama	3,936		86½				
2 Arkansas		2,134					
3 California			149				
4 Connecticut	2,499		176	(a9,145)			
5 Delaware			140	(b)			
6 Florida			132				
7 Georgia							
8 Illinois							
9 Indiana			120				
10 Iowa			136				
11 Kansas	4,319	39	102	2,831	2,460	933	711
12 Kentucky			100	(a40,000)			
13 Louisiana							
14 Maine			117				
15 Maryland			187				
16 Massachusetts			177	(a24,244)			
17 Michigan			133	(7,931)			
18 Minnesota	3,085	25	129				
19 Mississippi	1,288	5,550	140				
20 Missouri	7,610		99				
21 Nebraska	1,905		96				
22 Nevada				(a680)			
23 New Hampshire	49	2,599	100	(a3,357)			
24 New Jersey			194	(a44,434)			
25 New York			176				
26 North Carolina			50				
27 Ohio	14,868		140				
28 Oregon	859		105½				
29 Pennsylvania			151				
30 Rhode Island	{ e39 739 }	{ 85 178 }	{ e64 178 }	f1,770	f1,870	f2,260	f1,600
31 South Carolina			100				
32 Tennessee			100				
33 Texas			78				
34 Vermont	2,714	68	111	(a7,221)			
35 Virginia	4,185		112	8,778	9,855	2,111	2,541
36 West Virginia	3,245		9½				
37 Wisconsin	6,044		h149	(10,733)		(917)	
38 Arizona	14		180				
39 Colorado			116	376	550		
40 Dakota	221						
41 District of Columbia	274	5	191	2,561	2,973	573	1,154
42 Idaho	53						
43 Montana	96	10	92	(249)		0	0
44 New Mexico			132	(a1,259)			
45 Utah	296		40	1,453	1,497	291	301
46 Washington			70				
47 Wyoming							
48 Indian		k165					

a In private schools of all grades.

b Number of schools in the State, 369.

c These items are for white schools only.

d Including board.

e In evening schools.

showing the enrolment, attendance, duration of schools, &c.—Concluded.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.	
Teachers in said schools in all grades.						Male.	Female.
Male.	Female.	Male.	Female.	Total.			
22	23	24	25	26	27	28	29
		2,702	1,297	3,999	4,000	(\$27 20)	1
		1,582	740	2,322			2
		1,033	1,660	2,693		\$84 93	3
		721	2,324	3,045	2,631	70 05	37 35
				430	456	(\$28 00)	5
				786	1,000	50 00	30 00
							6
							7
		9,288	12,330	21,618	13,197	43 21	33 32
		7,670	5,463	13,133		65 00	40 00
		6,500	11,645	18,145		36 68	23 33
165	186	2,484	2,899	5,383	4,434	33 98	27 25
		4,236	1,732	5,968		(\$49 40)	
		797	760	1,557	1,557	37 00	37 00
		1,984	4,475	6,459	4,500	37 00	18 00
		1,129	1,594	2,723	2,603	41 73	41 73
		1,169	8,047	9,216		88 37	35 35
150		3,255	9,182	12,437	7,600	51 29	23 19
120	444	1,372	1,591	2,963	3,362	41 36	23 91
		2,989	1,979	4,968	4,968	55 47	55 47
		5,904	3,747	9,651	10,000	38 00	29 50
		1,504	1,587	3,091	2,500	35 60	33 10
		35	80	115		(\$100 56)	
		503	3,166	3,669	2,599	d42 61	d25 54
		946	2,307	3,253	2,948	67 65	37 75
		7,428	22,585	30,013			
				2,690		30 00	25 00
		12,306	10,186	22,492	15,087	60 00	44 00
		406	457	863	859	51 45	45 50
		8,585	11,295	19,880		41 07	34 69
100	175	e83	e109	e192	e163	58 18	46 17
		195	861	1,056	822		
		1,773	1,682	2,855		31 64	29 21
		3,125	1,040	4,165		30 85	30 85
				74,030		(\$53 00)	
71	123	667	3,739	4,406	2,782	45 62	25 65
487	832	2,711	1,551	4,262	5,215	33 52	23 71
		2,677	784	3,461		35 03	30 77
(784)				9,451	6,234	443 50	17 13
6	8	6	8	14	14	100 00	100 00
4	24	172	205	377	377	60 00	48 00
		54	154	208	206	35 00	25 00
		22	271	293	293	113 00	75 00
						55 00	55 00
14	2	43	56	99	104	65 00	57 00
41	40	132	15	147			
25	52	220	238	458	296	47 00	23 00
				220			
		7	16	23			

f Estimated.

g Includes 45, sex not stated.

h In the country; in 26 cities 195 days.

i In the country; in the cities the average salaries are: male, \$109; female, \$39.40.

k Number of schools.

TABLE I.—PART 2.—Statistics of the school systems of the States and Territories, showing States Bureau

Number.	States and Territories.	ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
1		30	31	32	33
1	Alabama	\$409,889		\$409,889	\$139,925
2	Arkansas	352,679	\$423,997	781,676	7,860
3	California	1,031,531	1,431,213	2,462,744	179,277
4	Connecticut	202,119	1,138,714	1,340,833	148,221
5	Delaware			159,734	
6	Florida	14,785	155,867	170,652	17,500
7	Georgia	291,319	144,000	435,319	
8	Illinois	1,000,000	5,949,674	6,949,674	455,605
9	Indiana	1,577,533	2,650,622	4,228,155	607,717
10	Iowa		4,226,976	4,226,976	318,998
11	Kansas	121,546	685,162	806,708	205,256
12	Kentucky	870,150	429,641	1,299,791	
13	Louisiana	267,406	313,358	520,764	
14	Maine	274,570	847,655	1,122,225	19,558
15	Maryland	499,564	808,350	1,307,914	53,132
16	Massachusetts	0	6,082,214	6,082,214	177,227
17	Michigan	508,183	2,340,198	2,848,381	217,841
18	Minnesota			1,535,854	191,578
19	Mississippi	489,444	354,872	844,316	113,466
20	Missouri	312,009	2,155,810	2,467,819	545,776
21	Nebraska	164,389		164,389	95,230
22	Nevada			93,431	
23	New Hampshire	0	539,165	539,165	25,348
24	New Jersey	1,298,579	941,117	2,239,696	31,769
25	New York	2,711,635	8,124,128	10,835,763	170,000
26	North Carolina			212,363	
27	Ohio	1,560,398	6,153,442	7,713,840	238,002
28	Oregon	30,273		30,273	56,400
29	Pennsylvania		7,798,816	7,798,816	
30	Rhode Island	70,402	614,383	684,785	23,092
31	South Carolina	303,443	130,721	434,164	
32	Tennessee	212,840	360,370	573,210	
33	Texas			244,879	
34	Vermont		476,107	476,107	40,145
35	Virginia	452,220	7620,411	1,012,631	65,490
36	West Virginia	194,791	541,090	735,881	17,596
37	Wisconsin	0	1,879,499	1,879,499	178,072
38	Arizona	4,690	9,232	13,922	
39	Colorado		240,719	240,719	
40	Dakota	13,138	15,512	28,650	
41	District of Columbia	0	410,678	410,678	0
42	Idaho	0			0
43	Montana	0	31,211	31,211	0
44	New Mexico				
45	Utah	15,000	20,267	35,267	
46	Washington				
47	Wyoming				
48	Indian				

a Included in teachers' salaries.

b Includes repairs in part.

c For libraries only.

d Includes debts.

e Estimated.

f In 1873.

the income, expenditure, and permanent school fund; from replies to inquiries by the United of Education.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.			Number.
Revenue from other funds.	From other sources.	Total.		Permanent.		Current.	
				Sites, buildings, and furniture.	Libraries and ap- paratus.	Salaries of super- intendents.	
34	35	36	37	38	39	40	
	\$3,200	\$553,014	\$4,292		\$100	\$34,187	1
		789,536	68,158		\$54,912	24,100	2
\$387,761	360,577	3,380,359	190,000	421,279	44,676	43,622	3
62,150	41,545	1,592,749	0	212,680	8,262	20,000	4
33,001		192,735					5
800		188,952				15,600	6
		435,319					7
	455,274	7,860,553		864,934	225,640		8
	205,645	5,041,517	87,000	700,000		50,000	9
	489,524	5,035,498		1,087,983	26,700	(a)	10
3,300	27,034	1,042,298	114,595	169,188	13,698	34,100	11
	138,355	1,438,146		111,406			12
	178,901	699,665		60,182		24,000	13
25,585	145,935	1,313,303	30,675	110,725		29,668	14
	15,000	1,376,046	0	6272,539		25,440	15
120,286	30,787	6,410,514	0	1,533,142			16
	1,107,329	4,173,551		550,205	20,904		17
48,870	84,856	1,891,158	200,000	208,030			18
142,966	9,500	1,110,248		50,000	5,000	48,650	19
0	0	3,013,595	286,280				20
	32,856	292,475		2316,596	10,810	18,916	21
	52,750	146,181		22,241	482		22
27,340	e29,796	621,649		264,244			23
40,000		2,311,465		548,869	750	28,770	24
165,000	430,493	11,601,256	25,335	1,927,467	254,460		25
63,301	133,130	f408,794		25,100		2,000	26
489,408	279,161	8,711,411	12,478	1,313,515		158,773	27
		86,673	60,000	2,625			28
	1,000,000	8,798,816	240,000	2,059,465	500	106,050	29
10,286	44,633	761,796	1,810	274,326	1,509	11,681	30
	55,378	489,542		16,851	5,371		31
	152,188	h740,316	0	44,406		19,385	32
		244,879		60,081		9,233	33
		516,252		89,789		12,643	34
	77,232	1,215,353		94,582	2,696	48,668	35
		753,477	9,691	121,047	2,797	2,500	36
50,000	200,616	2,308,187	58,417	344,273	27,223	50,000	37
	14,837	28,759					38
6,460	7,500	254,679		76,215		7,500	39
	3,952	32,602		9,985			40
0	106,932	517,610	0	61,123	0	9,520	41
						0	42
0	610	31,821		28,226	500	4,500	43
		25,473					44
	95,532	130,799		49,568		3,450	45
							46
		99,929					47
							48
							49

g Includes interest on permanent fund.
 h Includes \$14,918 from sources not reported.
 i Tax levied by school directors.
 k Includes balance of \$29,220 from last year.
 l Includes balance of \$146,433 from last year

TABLE I.—PART 2.—Statistics of the school systems of the States and Territories,

Number.	States and Territories.	ANNUAL EXPENDITURE.			
		Current.		Total.	Expenditure in the year per capita of the school population.
		Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.)		
1		41	42	43	44
1	Alabama	\$489,492		\$523,779	
2	Arkansas	259,747		270,000	\$4 06
3	California	1,810,479	\$381,807	2,701,863	
4	Connecticut	1,057,242	254,399	1,552,583	11 80
5	Delaware				
6	Florida			15,600	1 99
7	Georgia				1 10
8	Illinois	5,326,760	971,854	7,389,208	
9	Indiana	2,830,747	949,457	4,530,204	6 78
10	Iowa	2,598,440	892,626	4,605,749	6 75
11	Kansas	689,907	113,208	1,020,101	4 28
12	Kentucky			1,559,452	
13	Louisiana	573,144	42,339	699,665	2 45
14	Maine	1,046,766	136,144	1,313,303	5 41
15	Maryland	1,035,755	307,313	1,641,047	5 01
16	Massachusetts			7,000,000	22 00
17	Michigan	1,950,928	994,745	3,516,782	6 67
18	Minnesota	702,662	247,755	1,158,447	5 74
19	Mississippi	856,950	20,000	1,040,600	2 84
20	Missouri				
21	Nebraska	414,827	167,039	928,188	7 76
22	Nevada	83,548	18,030	124,301	
23	New Hampshire	424,889	953,721	742,854	6 57
24	New Jersey	1,731,816	30,720	2,340,985	5 85
25	New York	7,849,667	1,569,662	11,601,256	
26	North Carolina	158,129	8,445	4191,674	
27	Ohio	4,787,964	1,391,704	7,651,956	7 76
28	Oregon			5,125	
29	Pennsylvania	4,640,825	2,557,587	9,363,927	
30	Rhode Island	383,224	77,059	747,853	9 37
31	South Carolina	369,635	34,554	426,461	1 78
32	Tennessee	582,918	42,420	4703,358	1 64
33	Texas	630,334	26,588	726,236	
34	Vermont	440,536	82,089	625,057	7 04
35	Virginia	726,300	151,150	1,023,396	1 93
36	West Virginia	541,359	47,457	715,160	2 92
37	Wisconsin	1,350,884	241,777	2,014,157	3 64
38	Arizona			24,151	9 62
39	Colorado	102,783	31,815	218,313	9 38
40	Dakota	18,046	4,572	32,603	3 92
41	District of Columbia	209,368	86,568	366,579	11 57
42	Idaho				
43	Montana	33,921		67,147	8 42
44	New Mexico	15,432	3,458	18,890	
45	Utah	130,800		183,818	5 15
46	Washington	54,720		54,720	
47	Wyoming	16,400		16,400	
48	Indian				

a Items not all reported.

b Per capita of population between 5 and 17.

c Value of school-houses.

d Sites and buildings only.

e It is between 10 and 12 millions.

f Including value of school lands.

showing the income, expenditure, and permanent school fund, &c.—Concluded.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund, (including portion not now available.)	Estimated real value of sites, buildings, and all other school property.	Number.
Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.				
45	46	47	48	49	50	51	
\$10 15	\$17 57			\$135,000	\$1,222,500	\$355,000	1
17 09	25 82			1,737,500		5,068,678	2
12 92	22 50	b\$15 75	b\$18 70	2,044,226	2,044,226		3
	9 64						4
5 83	6 69			219,400	229,400		5
2 78	4 50						6
							7
9 01	15 06			8,799,191	8,799,191	10,870,338	8
9 38	15 99	10 53	13 67	3,363,960	3,363,960	8,617,956	9
5 93	9 99	6 61	9 67	2,304,309		4,140,090	10
						e1,624,000	11
9 40						896,100	12
7 68	12 01			400,558		3,019,549	13
9 68	19 99			350,370			14
20 00	30 00			2,063,238	2,063,238	d20,856,777	15
11 97	14 97			3,143,662	4,843,662	9,355,894	16
9 29	16 98			3,200,000	e10,000,000	2,808,156	17
5 38	6 83			2,068,358		1,000,000	18
					7,248,535	6,771,163	19
11 42				121,228	f15,000,000	1,848,239	20
7 31	10 41	8 81	11 25	52,688		121,011	21
9 55	17 97			1,210,882		2,258,000	22
				3,080,107	3,080,107	6,287,287	23
				h2,187,564		29,928,626	24
10 57	17 29	8 06	9 94		3,646,713	19,876,504	25
				564,000	1,314,000	350,000	26
12 96	19 09	10 34	15 22	250,376	265,142	24,260,789	27
3 86		1 78		489,542		2,360,017	28
3 53	5 14				2,512,500	313,289	29
71 34	71 95						30
8 89	12 60	10 02	11 11		669,086	1,339,864	31
5 05	8 96	3 03	3 15	1,430,645	1,430,645	757,181	32
4 68	7 19			293,270	325,243	1,615,627	33
6 05				2,624,239		4,979,169	34
42 41	57 66					20,000	35
17 39	29 73			254,679		474,003	36
7 36						24,926	37
19 51	27 16	12 58	14 87	0	0	1,114,162	38
							39
14 36	18 60	13 96	15 00	0	0	60,000	40
							41
9 53	13 69	6 18	7 63	15,000		438,665	42
				53,557			43
						e32,500	44
							45
							46
							47
							48

g Estimated.

h In 1873.

i \$16,784 were expended for evening schools, (not included.)

k Includes \$14,229 from sources not reported.

l Monthly expenditure per capita.

TABLE II.—School statistics of cities, containing 7,500 inhabitants and over, for 1875; from replies to inquiries by the United States Bureau of Education.

Number.	City.	Superintendent.	3	4	School population.						Number enrolled in public schools.			12	13	14
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number enrolled.	Estimated enrollment in private and parochial schools.	Number of school days in the year.				Number of days the schools were taught.
1	Mobile, Ala.*	E. K. Dickson	32,034	45,000	5-21	0	150	18,041	0	0	974	306	180	172		
2	Los Angeles, Cal.*	William T. Lueky	5,723	13,000	6-21	0	2,411	2,411	0	45	31,138	6,094	192	189		
3	San Francisco, Cal.	James Donnan	149,473	224,000	5-17	3,446	41,029	1,248	0	2,418	1,568	575	212	212		
4	San José, Cal.	L. J. Chipman	3,009	14,000	5-21	1,247	1,966	0	0	0	1,568	200	200	198		
5	Stockton, Cal.	George S. Ladd	10,066	16,000	5-17	337	1,937	0	200	0	1,546	250	200	200		
6	Greenwich, Conn.	Myron L. Mason, secretary	7,644	8,000	4-16	0	9,030	0	0	0	6,800	0	200	200		
7	Hartford, Conn.*	E. K. Hunt, acting visitor	37,180	12,000	4-16	556	9,025	0	0	0	1,925	100	200	196		
8	Merriden, Conn.*	Charles H. S. Davis, M. D.	10,495	11,000	4-16	0	3,028	0	0	0	1,500	1,500	209	300		
9	New Britain, Conn.	Charles Northend	9,430	58,566	4-16	2,567	12,836	0	100	2,076	31,490	186	208	201		
10	New Haven, Conn.	Chiel Parish	50,840	14,000	4-16	630	3,896	0	0	0	1,734	500	200	195		
11	New York, Conn.	Jos. W. Wilson, acting school visitor.	12,119	11,000	4-16	0	2,469	0	0	0	6,288	203	196	199		
12	Stamford, Conn.	Nathaniel R. Hart, secretary	30,841	40,000	6-21	0	10,362	0	0	0	3,627	200	203	199		
13	Winnington, Del.	D. W. Harlan	21,789	32,000	6-18	0	4,913	0	0	0	27,912	300	200	205		
14	Atlanta, Ga.	B. Mallon	15,389	18,000	6-18	0	4,913	0	0	0	1,733	700	270	200		
15	Augusta, Ga.	A. H. Melaws	7,401	8,648	6-18	0	2,455	0	0	0	1,723	200	200	180		
16	Columbus, Ga.	George M. Dews	10,840	13,000	6-18	0	3,442	0	0	0	3,377	420	210	200		
17	Macon, Ga.	B. M. Zettler	29,245	29,000	6-18	0	919	6,919	0	100	1,334	560	205	198		
18	Savannah, Ga.	W. H. Baker	8,665	12,000	6-21	0	998	2,998	0	19	1,675	600	180	177		
19	Alton, Ill.	E. A. Haight	14,505	12,000	6-21	0	4,467	6,579	0	0	3,216	200	199	199		
20	Bellefonte, Ill.	Henry Raab	14,500	22,000	6-21	0	102,555	2,555	0	200	49,121	200	180	178		
21	Bloomington, Ill.	Sarah E. Raymond	298,977	425,000	6-21	0	635	2,572	0	0	2,166	500	185	185		
22	Chicago, Ill.	J. L. Picketar	7,161	10,000	6-21	0	3,683	0	0	0	1,679	500	185	183		
23	Decatur, Ill.	E. A. Gastman	10,158	13,000	6-21	0	921	3,683	0	130	2,141	657	200	198		
24	Galesburg, Ill.*	M. Andrews	3,293	12,000	6-21	0	3,870	0	0	0	3,211	2,040	198	192		
25	Joliet, Ill.	D. J. Harris	15,731	30,639	6-21	0	12,060	0	0	0	3,350	689	180	180		
26	Joliet, Ill.	K. J. Hammond, president board.	22,849	30,000	6-21	0	750	3,321	0	243	4,411	200	183	183		
27	Peoria, Ill.	H. Smith, secretary	24,052	30,000	6-21	0	12,326	0	0	0	3,368	2,000	190	190		
28	Quincy, Ill.	T. W. Macfall	7,890	35,000	6-21	0	8,629	0	0	0	2,000	2,000	190	190		
29	Rock Island, Ill.	J. F. Everett	21,830	35,000	6-21	0	12,326	0	0	0	4,411	2,000	190	190		
30	Evansville, Ind.*	Alex. M. Gow	7,890	35,000	6-21	0	8,629	0	0	0	2,000	2,000	190	190		
31	Fort Wayne, Ind.	John S. Irwin	17,718	24,600	6-21	0	2,403	8,629	0	151	3,368	2,000	190	190		

32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Indian polis, Ind	George P. Brown	Jacksonville, Ind	E. S. Hopkins	Leansport, Ind	John K. Watts	Madison, Ind	William H. Bradbury, secretary	Richmond, Ind	D. A. Ewing	South Bend, Ind	Terre Haute, Ind	Burlington, Iowa	Des Moines, Iowa	W. W. Suddow	J. H. Thompson	Iowa.	Dubuque, Iowa	Keokuk, Iowa*	Atchison, Kans	R. H. Jackson	Covington, Ky	J. W. Hall	Lexington, Ky	J. O. Harrison	Louisville, Ky	100, 753	George H. Tingloy, Jr	Newport, Ky	W. H. Jones	49	New Orleans, La*	191, 418	Charles W. Boothby	50	Lewisport, Mo	13, 600	Thomas Tush	31, 413	E. Hunt	51	Portland, Me	36, 000	4-21	52	Baltimore, Md	302, 839	6-18	53	Adams, Mass	615, 660	5-15	54	Boston, Mass	641, 319	5-15	55	Fall River, Mass	45, 000	5-15	56	Fitchburg, Mass	13, 000	5-15	307	11, 260	Joseph G. Edgerly	57	Haverhill, Mass	13, 092	I. Shumet-Chase, secretary	58	Holyoke, Mass	15, 750	5-15	515	15, 750	Louis H. Murray	59	Lawrence, Mass	35, 060	5-15	490	0	6, 944	515	60	Lowell, Mass	40, 677	5-15	0	6, 944	515	61	Lynn, Mass*	28, 921	5-15	0	6, 944	515	62	Marlborough, Mass	28, 233	5-15	231	0	2, 018	175	63	Newburyport, Mass	30, 503	5-15	650	0	2, 063	475	64	Newton, Mass	8, 355	5-15	0	2, 845	210	65	Pittsfield, Mass	13, 000	5-15	0	2, 354	301	66	Salem, Mass	16, 500	5-15	0	2, 354	301	67	Springfield, Mass	25, 060	5-15	0	2, 354	301	68	Taunton, Mass	24, 117	5-15	0	2, 354	301	69	Woburn, Mass	31, 026	5-15	664	0	5, 068	367	70	Worcester, Mass	26, 703	5-15	442	0	3, 846	434	71	Bay City, Mich	8, 560	5-15	400	0	2, 200	201	72	Detroit, Mich	8, 560	5-15	1, 756	0	8, 000	1, 756	73	East Saginaw, Mich	649, 317	5-15	784	506	3, 988	196	74	Saginaw, Mich	16, 000	5-21	0	34, 593	96	75	Grand Rapids, Mich	16, 507	5-20	382	1, 313	5, 130	112	76	Saginaw, Mich	10, 577	5-20	0	8, 400	272	77	St. Paul, Minn	17, 000	5-30	0	2, 789	0	320	78	Vicksburg, Miss	29, 400	5-21	0	13, 114	3, 000	79	Hannibal, Mo	13, 066	5-21	0	3, 000	1, 400	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000

b 240 in high school, which was taught 230 days.
 c State census of 1875.

* From Report of Commissioner of Education for 1874.
 a The legal school age for colored children is from 6 to 16.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1875, &c.—Continued.

Number.	City.	Superintendent.	3	4	School population.				Number enrolled in public schools.			11	12.	13	14
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number enrolled.					Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
80	Kansas City, Mo.	J. M. Greenwood	32,260	40,000	5-21	548	1,700	8,144	163	169	4,262	805	200	198	
81	St. Joseph, Mo.	Edward B. Neely	19,365	28,000	5-21	548	1,700	8,144	163	169	4,262	805	200	198	
82	St. Louis, Mo.	W. T. Harris	310,864	490,000	5-21	11,822	37,802	153,138	2,980	2,980	41,682	22,654	200	196	
83	Omaha, Neb.	S. D. Beals	16,083	20,000	5-21	367	1,146	4,138	81	200	2,486	389	200	191	
84	Manchester, N. H.	J. G. Dearborn	23,536	25,000	5-15	578	610	2,754	493	380	2,618	1,311	200	190	
85	Nashua, N. H.	John H. Goodale	10,543	12,600	4-17	578	610	2,754	493	380	2,618	1,311	200	192	
86	Camden, N. J.	H. L. Bonsall	20,045	36,000	5-18	715	1,445	5,000	1,000	230	5,000	1,000	230	230	
87	Elizabeth, N. J.	Elias D. Smith	20,832	25,000	5-18	2,928	5,856	38,068	0	430	18,827	7,530	200	199	
88	Jersey City, N. J.	William S. Dickinson	82,546	116,833	5-18	2,842	5,336	33,125	219	12	18,197	7,056	200	206	
89	Newark, N. J.	George B. Sears	105,059	190,000	5-18	362	731	3,015	114	14	2,395	1,234	200	206	
90	New Brunswick, N. J.	Henry B. Pierce	15,058	18,000	5-18	362	731	3,015	114	14	2,395	1,234	200	206	
91	Orange, N. J.	Israel H. Gerry	9,348	10,500	5-18	362	731	3,015	114	14	2,395	1,234	200	206	
92	Paterson, N. J.	William J. Rogers	33,579	32,000	5-18	594	602	14,038	185	64	5,733	1,000	214	214	
93	Trenton, N. J.	Cornelius Shephard	22,574	25,000	5-18	594	602	14,038	185	64	5,733	1,000	214	214	
94	Albany, N. Y.	J. O. Cole	76,216	25,000	5-18	594	602	14,038	185	64	5,733	1,000	214	214	
95	Auburn, N. Y.	B. B. Snow	17,225	20,000	5-21	313	1,488	5,021	44	179	2,419	1,300	200	190	
96	Binghamton, N. Y.	R. B. Clark	12,692	16,000	5-21	235	1,459	5,059	2,000	2,000	2,686	510	205	205	
97	Buffalo, N. Y.	W. S. Rice	117,714	150,000	5-21	4,000	8,000	42,000	2,000	2,000	21,200	10,000	204	201	
98	Coloosa, N. Y.	Oliver P. Stores	15,357	20,000	5-21	423	1,218	9,607	87	574	3,175	435	200	199	
99	Elmira, N. Y.	Edward Danforth	15,563	24,000	5-21	423	1,218	9,607	87	574	3,175	435	200	196	
100	Ithaca, N. Y.	L. C. Foster	8,462	20,000	5-21	423	1,218	9,607	87	574	3,175	435	200	196	
101	Kingston, N. Y.	R. C. Barrett	6,315	22,000	5-21	423	1,218	9,607	87	574	3,175	435	200	193	
102	Lockport, N. Y.	James Ferguson	12,426	13,500	5-21	310	1,364	3,945	400	52	2,867	358	203	202	
103	Long Island City, N. Y.	Alanson Palmer	12,203	15,735	5-21	310	1,364	3,945	400	52	3,152	322	204	204	
104	Newburgh, N. Y.	R. V. K. Montfort	17,014	17,400	5-21	310	1,364	3,945	400	52	3,152	322	204	204	
105	New York, N. Y.	Henry Kiddle	942,292	1,200,000	4-21	200,000	400,000	5,765	101	108	2,848	1,121	203	201	
106	Ogdensburgh, N. Y.	N. W. Howard	10,076	10,370	5-21	200,000	400,000	5,765	101	108	2,848	1,121	203	201	
107	Oswego, N. Y.	Virgil C. Donglass	20,910	22,455	5-21	424	1,218	9,607	87	574	3,175	435	200	196	
108	Poughkeepsie, N. Y.	Richard Brittain, clerk	20,050	20,000	5-21	424	1,218	9,607	87	574	3,175	435	200	196	
109	Rochester, N. Y.	S. A. Ellis	62,388	783,573	5-21	6,540	8,527	36,532	1,055	1,030	12,103	5,902	200	195	
110	Rome, N. Y.	O. C. Harrington	11,000	12,000	5-21	390	475	3,216	245	98	2,001	495	200	194	

No.	Name	5-21	9,000	5-21	350	1,581	2,600	240	1,713	300	510	190
111	Saratoga Springs, N. Y.	5-21	9,000	5-21	350	1,581	2,600	240	1,713	300	510	190
112	Schenectady, N. Y.	5-21	12,900	5-21	3,632	1,010	16,552	467	7,400	1,500	210	202
113	Syracuse, N. Y.	5-21	54,000	5-21	1,436	5,674	17,420	798	7,925	2,500	204	197
114	Utica, N. Y.	5-21	28,500	5-21	2,100	2,109	10,400	0	4,711	1,000	200	196
115	Watertown, N. Y.	5-21	10,500	5-21	0	0	6,336	0	2,632	180	200	182
116	Yonkers, N. Y.*	5-21	20,000	5-21	0	560	4,000	0	2,840	700	200	200
117	Wilmington, N. C.	6-21	18,000	6-21	0	1,070	3,809	0	1,231	160	156	156
118	Akron, Ohio	6-21	16,000	6-21	0	789	3,155	0	2,314	450	194	184
119	Canton, Ohio	6-21	11,500	6-21	0	1,008	3,344	0	1,690	540	200	194
120	Chillicothe, Ohio	6-21	12,000	6-21	0	21,844	68,842	0	1,790	411	190	185
121	Cincinnati, Ohio	6-21	270,000	6-21	0	10,287	44,363	0	30,877	210	204	204
122	Cincinnati, Ohio	6-21	140,311	6-21	0	2,769	12,198	0	13,705	9,260	193	192
123	Cincinnati, Ohio	6-21	92,239	6-21	0	2,532	11,253	253	5,512	1,501	200	190
124	Columbus, Ohio	6-21	43,707	6-21	0	1,669	5,451	130	1,631	763	200	197
125	Dayton, Ohio	6-21	33,400	6-21	0	600	2,800	109	1,782	300	200	194
126	Hamilton, Ohio	6-21	13,000	6-21	0	1,104	3,384	97	1,454	200	190	185
127	Mansfield, Ohio	6-21	12,000	6-21	0	1,963	6,363	0	2,032	232	200	198
128	Newark, Ohio	6-21	8,029	6-21	0	1,271	4,536	150	2,469	2,000	200	195
129	Portsmouth, Ohio	6-21	10,592	6-21	0	1,537	4,732	93	1,45	500	200	197
130	Sandusky, Ohio	6-21	16,000	6-21	0	3,351	14,541	338	7,094	2,500	300	198
131	Springfield, Ohio	6-21	12,000	6-21	0	1,714	5,370	148	2,063	400	300	196
132	Steubenville, Ohio	6-21	18,000	6-21	0	680	3,250	154	1,450	573	210	208
133	Toledo, Ohio	6-21	12,000	6-21	420	0	0	0	11,581	3,300	230	200
134	Zanesville, Ohio	6-21	70,000	6-21	0	0	0	0	5,612	400	200	200
135	Portland, Ore.	6-18	18,000	6-18	0	116	2,855	86	2,105	750	180	172
136	Allegheny, Pa.	6-21	18,000	6-21	0	0	3,500	0	1,263	100	160	156
137	Albion, Pa.	6-21	15,000	6-21	0	0	3,300	65	1,875	200	200	186
138	Altoona, Pa.	6-21	15,000	6-21	0	300	3,300	0	1,400	160	154	154
139	Carlisle, Pa.*	6-21	6,393	6-21	0	0	8,402	0	4,250	300	200	195
140	Chester, Pa.	6-21	14,000	6-21	0	2,657	8,402	0	4,506	430	240	204
141	Duquesne, Pa.	6-21	8,200	6-21	0	400	4,200	0	3,114	400	210	197
142	Erie, Pa.	6-21	27,000	6-21	0	0	0	0	2,401	260	200	191
143	Harrisburg, Pa.	6-21	30,000	6-21	0	0	0	0	95,552	0	0	0
144	Lancaster, Pa.	6-21	20,233	6-21	0	0	0	0	17,510	200	198	198
145	Norristown, Pa.	6-21	25,000	6-21	0	0	0	0	6,457	1,200	230	220
146	Philadelphia, Pa.	6-21	14,000	6-21	0	0	0	0	1,652	200	196	196
147	Pittsburgh, Pa.	6-21	130,000	6-21	0	0	0	0	1,583	600	500	189
148	Reading, Pa.*	6-18	42,000	6-18	0	1,000	2,600	152	3,263	425	160	156
149	Titusville, Pa.	6-21	10,000	6-21	0	0	0	0	2,288	250	179	179
150	Wilkesbarre, Pa., 3d dist.	6-21	18,000	6-21	0	600	2,600	0	2,072	592	197	194
151	Williamsport, Pa.	6-21	13,000	6-21	104	88	2,800	100	0	0	200	190
152	York, Pa.	6-21	13,000	6-21	0	0	10,177	0	1,644	200	200	196
153	Newport, R. I.	5-16	14,000	5-16	0	0	0	0	1,567	750	200	197
154	Providence, R. I.	5-16	e100,575	5-16	252	0	3,236	142	1,674	223	200	195
155	Warwick, R. I.	4-16	11,014	4-16	0	386	2,286	30	1,674	223	200	195
156	Woonsocket, R. I.	5-16	14,000	5-16	0	0	0	0	0	0	0	0
157	Chattanooga, Tenn.	6-18	12,000	6-18	0	0	0	0	0	0	0	0

* From Report of the Commissioner of Education for 1874.

a Census of 1875.

b Present enrolment.

c Kingston and Randolph have been united, and the report, except of taxable property,

d refers only to the schools of the Kingston district.

e By census.

d State census of 1875.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1875, &c.—Continued.

Number.	City.	Superintendent.	3	4	School population.				Number enrolled in public schools.				11	12	13	14
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number enrolled.	Estimated enrollment in private and parochial schools.					Number of school days in the year.	Number of days the schools were taught.
158	Knoxville, Tenn.	H. T. Morton	8,682	98,000	0	2,650	1,992	0	0	0	0	840	500	200	200	
159	Nashville, Tenn.	S. Y. Caldwell	25,865	25,000	6-18	0	8,950	6-18	0	0	240	3,998	500	200	200	
160	Houston, Tex.	Asbel Smith	9,382	25,000	6-18	0	6,551	6-18	0	0	0	2,955	500	200	195	
161	Rutland, Vt.	J. W. Eaton	9,834	7,500	5-20	591	4,492	5-20	359	13	34	931	400	195	188	
162	Alexandria, Va.	Richard L. Carne	13,570	14,000	5-21	705	4,493	5-21	705	1,576	0	1,456	416	200	193	
163	Lynchburg, Va.	A. F. Biggers	6,825	14,000	5-21	705	4,493	5-21	705	1,576	0	1,522	1,475	200	185	
164	Norfolk, Va.	R. L. Page	19,229	26,000	5-21	0	6,244	5-21	0	0	0	2,168	600	200	200	
165	Petersburgh, Va.*	F. P. Leavenworth	18,950	20,000	5-21	348	3,399	5-21	348	808	63	837	850	203	203	
166	Portsmouth, Va.	James F. Crocker	10,492	11,000	5-21	2,062	20,774	5-21	2,062	5,864	258	5,069	4,194	211	206	
167	Richmond, Va.	J. H. Binford	51,038	72,500	6-21	0	9,015	6-21	0	0	0	4,089	1,000	210	199	
168	Wheeling, W. Va.*	F. S. Williams	19,280	26,265	6-21	0	5,993	6-21	0	0	0	3,696	1,000	200	196	
169	Fond du Lac, Wis.	C. A. Hutchins	12,764	16,000	4-20	830	3,571	4-20	830	1,152	200	1,750	500	200	195	
170	Jacobsville, Wis.	R. W. Burton	4,789	12,000	4-20	923	3,538	4-20	923	720	105	1,401	2,300	200	200	
171	La Crosse, Wis.	J. W. Weston	7,785	10,000	4-20	0	3,706	4-20	0	0	0	3,234	300	185	180	
172	Madison, Wis.	Samuel Shaw	9,176	16,000	4-20	0	3,706	4-20	0	0	0	12,745	9,269	197	197	
173	Milwaukee, Wis.	James MacAlister	71,440	61,000, 775	4-20	1,137	33,919	4-20	1,137	1,271	193	2,181	1,049	200	199	
174	Racine, Wis.	R. H. Tripp	13,300	20,000	5-21	0	3,000	5-21	0	0	0	2,100	350	200	190	
175	Denver, Colo.	Aaron Grove	4,759	20,000	5-21	0	19,489	5-21	0	0	141	11,241	6,837	201	191	
176	Georgetown, D. C. b.	J. Ormond Wilson	81,844	103,000	6-17	0	1,462	6-17	0	0	0	0	0	0	0	
177	Washington, D. C. b.	J. Ormond Wilson	81,844	103,000	6-17	0	1,462	6-17	0	0	0	0	0	0	0	

b These statistics are for white schools only.

a City census of 1875.

* From Report of the Commissioner of Education for 1874.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—										
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.	23	24	25	26	27	28	29	30	Private and paro- chial schools.	All public schools.	Primary schools.	Male.	Female.	Grammar schools.	Male.	Female.	High schools.	Male.	Female.
1	Mobile, Ala.*	15	6	10	588	310	55	2,300	100	2,300	2,300	100	2,400	4	19	1	31	32	30	31	32	33	34	35	36			
2	Los Angeles, Cal.*	6	4	10	588	310	55	2,300	100	2,300	100	2,400	4	19	1	31	32	30	31	32	33	34	35	36				
3	San Francisco, Cal.	54	12	2	20,381	6,108	674	20,381	6,108	674	0	27,163	0	27,163	1	324	27	102	1	324	27	102	10	12				
4	San José, Cal.	5	2	1	1,100	430	50	1,100	430	50	1,600	1,600	1,600	1	22	4	5	2	1	22	4	5	2					
5	Stockton, Cal.*	8	3	11	1,100	430	50	1,100	430	50	1,600	1,600	1,600	1	22	4	5	2	1	22	4	5	2					
6	Greenwich, Conn.	19	3	22	2,200	100	100	2,200	100	100	2,300	100	2,400	4	19	1	31	32	30	31	32	33	34	35	36			
7	Hartford, Conn.*	12	8	12	2,000	100	100	2,000	100	100	2,100	100	2,200	9	18	7	9	18	9	18	7	9	18	7				
8	Meriden, Conn.*	10	10	21	6,059	1,817	380	6,059	1,817	380	295	8,581	295	8,581	7	129	5	44	7	129	5	44	2	11				
9	New Britain, Conn.	20	1	1	1,174	512	196	1,174	512	196	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882				
10	New Haven, Conn.	12	1	1	1,174	512	196	1,174	512	196	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882				
11	Norwalk, Conn.	16	1	1	1,174	512	196	1,174	512	196	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882				
12	Stamford, Conn.	12	1	1	1,174	512	196	1,174	512	196	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882				
13	Wilmington, Del.	8	2	2	2,000	660	240	2,000	660	240	2,900	360	3,260	0	31	4	15	2	0	31	4	15	2	4				
14	Atlanta, Ga.	13	4	2	2,000	660	240	2,000	660	240	2,900	360	3,260	0	31	4	15	2	0	31	4	15	2	4				
15	Augusta, Ga.	13	4	2	2,000	660	240	2,000	660	240	2,900	360	3,260	0	31	4	15	2	0	31	4	15	2	4				
16	Columbus, Ga.	7	2	2	1,400	450	150	1,400	450	150	1,950	200	2,150	3	24	5	16	2	3	24	5	16	2	4				
17	Macon, Ga.	9	2	11	1,400	450	150	1,400	450	150	1,950	200	2,150	3	24	5	16	2	3	24	5	16	2	4				
18	Savannah, Ga.	9	6	6	1,200	450	50	1,200	450	50	1,700	1,700	1,700	4	22	5	4	1	4	22	5	4	1	0				
19	Alton, Ill.	5	5	9	1,200	400	306	1,200	400	306	1,906	23	2,129	23	23	23	23	23	23	23	23	23	23	23				
20	Belleville, Ill.	9	9	9	1,200	400	306	1,200	400	306	1,906	23	2,129	23	23	23	23	23	23	23	23	23	23	23				
21	Bloomington, Ill.	14	1	1	10,584	623	856	10,584	623	856	1,005	250	35,695	250	35,695	250	35,695	250	35,695	250	35,695	250	35,695	250	35,695			
22	Chicago, Ill.	1	4	1	1,174	512	196	1,174	512	196	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882				
23	Decatur, Ill.	1	4	1	1,174	512	196	1,174	512	196	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882	0	1,882				
24	Galesburg, Ill.*	7	7	7	1,100	360	120	1,100	360	120	1,580	600	2,180	2	22	1	7	1	2	22	1	7	1	3				
25	Jacksonville, Ill.	6	2	2	1,100	360	120	1,100	360	120	1,580	600	2,180	2	22	1	7	1	2	22	1	7	1	3				
26	Joliet, Ill.	6	2	2	1,100	360	120	1,100	360	120	1,580	600	2,180	2	22	1	7	1	2	22	1	7	1	3				
27	Peoria, Ill.	(8)	1	10	(2,885)	157	157	(2,885)	157	157	3,162	3,162	3,162	63	657	6	2	2	63	657	6	2	2	3				
28	Quincy, Ill.	10	10	10	2,500	500	500	2,500	500	500	3,500	500	4,000	500	4,000	500	4,000	500	4,000	500	4,000	500	4,000	500	4,000			

* From Report of the Commissioner of Education for 1874.

^aThe grammar school buildings contain primary pupils, and the exact number of each cannot be given.
^bIn primary and grammar schools.

	16	3	1	2	22	2	21	1,007	180	450	4,158	1,050	5,235	0	52	4	21	2	7
59 Lawrence, Mass.....	16	3	1	2	22	2	21	1,007	180	450	4,158	1,050	5,235	0	52	4	21	2	7
60 Lowell, Mass.....	24	9	1	1	34	1	3,279	2,919	350	6,528	0	60	0	60	7	54	3	3	7
61 Lynn, Mass.....	32	11	1	1	32	1	956	938		1,750	0	32	0	32	2	6	1	1	2
62 Marlborough, Mass.....	16	1	1	1	17	1	2,500	338	110	150	2,044	100	2,144	0	24	4	11	3	3
63 Newburyport, Mass.....	21	3	1	1	25	1	940	338	110	150	3,108	0	40	40	2	10	1	1	2
64 Newton, Mass.....	11	6	1	1	18	1	1,346	1,346	215	300	5,774	0	6,074	0	48	4	26	2	6
65 Pittsfield, Mass.....	20	6	1	2	29	2	2,150	3,000	324	300	5,774	0	6,074	0	48	4	26	2	6
66 Salem, Mass.....	10	5	1	0	17	1	2,016	935	180	0	3,311	175	3,486	0	47	6	18	2	6
67 Springfield, Mass.....	10	5	1	0	14	1	4,525	2,915	382	8,822	2,300	150	2,450	81	8	59	6	5	5
68 Taunton, Mass.....	3	30	1	0	34	4	1,737	531	156	2,484	21	4	0	21	4	0	1	1	2
69 Worcester, Mass.....	7	6	1	1	26	1	2,940	970	300	2,919	11,131	0	0	32	1	13	1	3	3
70 Bay City, Mich.....	8	4	1	0	13	5	957	423	106	4,210	43	1	19	43	1	19	4	1	3
71 Detroit, Mich.....	8	4	1	0	10	4	1,960	1,008	104	3,072	3,625	300	1,826	1	17	53	8	14	3
72 East Saginaw, Mich.....	6	3	1	0	7	4	624	394	36	1,018	300	1,318	1,318	11	1	13	1	1	0
73 Grand Rapids, Mich.....	4	5	9	5	14	4	1,539	698	240	2,802	3,400	5	29	5	29	2	12	4	1
74 Saginaw, Mich.....	(3)	1	1	0	6	1	1,864	698	240	4,950	2,802	3,400	3,400	2	418	41	170	14	30
75 Minneapolis, Minn.....	8	7	1	1	16	1	2,073	6,651	1,160	150	35,920	2	2	2	28	3	8	2	5
76 St. Paul, Minn.....	7	2	1	1	10	6	1,341	336	64	1,741	3,335	2,000	5,335	33	5	20	2	2	5
77 Vicksburg, Miss.....	16	5	1	1	22	4	1,085	1,350	300	2,780	2,780	35	3,486	35	1	0	0	2	2
78 Hannibal, Mo.....	17	2	1	1	17	2	1,500	604	409	2,513	4,777	28	28	28	13	3	3	4	4
79 Kansas City, Mo.....	6	4	3	0	13	19	8,500	3,500	400	11,133	2,513	28	28	28	13	3	3	4	4
80 St. Joseph, Mo.....	5	(1)	1	1	25	6	1,224	654	126	0	12,004	5	126	5	126	12	80	5	7
81 St. Louis, Mo.....	3	1	1	1	6	12	750	300	300	0	1,100	1,234	3,238	0	24	0	13	2	2
82 Omaha, Nebr.....	4	6	1	1	4	4	4,162	1,074	234	1,400	2,300	2	2	17	5	18	1	1	3
83 Manchester, N. H.....	10	10	1	1	10	10	1,800	200	300	2,300	2,300	0	0	2	71	5	18	1	3
84 Nashua, N. H.....	25	3	5	1	25	4	1,400	1,128	216	8,831	4,003	0	0	21	20	2	2	2	8
85 Camden, N. J.....	3	5	1	1	8	1	1,407	704	370	2,481	766	3,217	3,217	31	3	8	3	3	3
86 Elizabeth, N. J.....	(7)	(1)	1	1	8	1	1,350	240	60	18,000	450	2,100	2,100	8	0	20	1	1	3
87 Jersey City, N. J.....	5	3	1	1	5	5	2,220	1,800	180	4,200	4,200	0	0	38	30	1	1	4	3
88 Newark, N. J.....	3	1	1	1	7	7	725	616	156	1,497	1,497	0	0	14	1	11	2	3	3
89 Orange, N. J.....	5	3	1	1	9	9	1,224	654	126	18,000	450	2,100	2,100	8	0	20	1	1	3
90 New Brunswick, N. J.....	3	1	1	1	8	1	1,407	704	370	18,000	450	2,100	2,100	8	0	20	1	1	3
91 Paterson, N. J.....	4	6	1	1	8	5	1,350	240	60	1,497	1,497	0	0	14	1	11	2	3	3
92 Trenton, N. J.....	10	10	1	1	10	10	1,350	240	60	1,497	1,497	0	0	14	1	11	2	3	3
93 Albany, N. Y.....	3	5	1	1	9	9	1,224	654	126	18,000	450	2,100	2,100	8	0	20	1	1	3
94 Auburn, N. Y.....	3	5	1	1	8	1	1,407	704	370	18,000	450	2,100	2,100	8	0	20	1	1	3
95 Binghamton, N. Y.....	(7)	(1)	1	1	8	1	1,350	240	60	1,497	1,497	0	0	14	1	11	2	3	3
96 Buffalo, N. Y.....	5	3	1	1	8	5	1,350	240	60	1,497	1,497	0	0	14	1	11	2	3	3
97 Cohoes, N. Y.....	(6)	1	1	1	7	7	1,224	654	126	18,000	450	2,100	2,100	8	0	20	1	1	3
98 Elmira, N. Y.....	5	3	1	1	9	9	1,224	654	126	18,000	450	2,100	2,100	8	0	20	1	1	3
99 Utica, N. Y.....	5	3	1	1	9	9	1,224	654	126	18,000	450	2,100	2,100	8	0	20	1	1	3
100 Kingston, N. Y.....	0	1	1	1	8	5	1,350	240	60	1,497	1,497	0	0	14	1	11	2	3	3
101 Lockport, N. Y.....	0	1	1	1	8	5	1,350	240	60	1,497	1,497	0	0	14	1	11	2	3	3
102 Long Island City, N. Y.....	103				4	6	1,700	575	150	132	2,557	30	3	30	3	10	3	2	2
103 Newburgh, N. Y.....	105				126		1,700	575	150	132	2,557	30	3	30	3	10	3	2	2
104 New York, N. Y.....	106				126		1,700	575	150	132	2,557	30	3	30	3	10	3	2	2
105 Ogdensburg, N. Y.....	107				14	9	2,048	1,954	220	100	4,322	1,700	1,700	1,486	239	1,000	697	3	3
106 Oswego, N. Y.....	107				14	9	2,048	1,954	220	100	4,322	1,700	1,700	1,486	239	1,000	697	3	3
107 Poughkeepsie, N. Y.....	108				14	9	2,048	1,954	220	100	4,322	1,700	1,700	1,486	239	1,000	697	3	3

* From Report of the Commissioner of Education for 1874.

a In primary and grammar schools.

b Used for day schools also.

c Corporate schools.

140	Chester, Pa.	7	3	1	2	13	1,531	236	108	1,875	200	2,075	98	6	1	2
141	Danville, Pa.					8	2,100	800	200	3,100	3	45	3	4	1	3
142	Evie, Pa.					15	7,862	959	100	5,011	14	51	7	12	4	4
143	Harrisburgh, Pa.					23	2,100	750	300	3,150	1	39	4	11	2	2
144	Lancaster, Pa.	20	2			22	1,270	720	170	2,160	0	21	3	11	1	2
145	Norristown, Pa.					5										
146	Philadelphia, Pa.					3										
147	Pittsburgh, Pa.					53				23,000						
148	Reading, Pa.					4										
149	Titusville, Pa.					4	860	358	90	1,308	150	1,458	15	7		3
150	Wilkesbarre (ad district), Pa.					3				1,307	16	3	4		1	3
151	Williamsport, Pa.	6	9	1		16					1	25	10	18	1	2
152	York, Pa.					9										
153	Newport, R. I.	5	2	1	1	9	1,207	656	118	2,100			25	2	4	2
154	Providence, R. I.									2,001						
155	Warwick, R. I.															
156	Woonsocket, R. I.	8	2	1	0	11	838	392	65	0	1,295	650	1,945	3	1	1
157	Chattanooga, Tenn.					13										
158	Knoxville, Tenn.					3				840	500	1,340	1	4	5	
159	Nashville, Tenn.	3	4	1		5	2,120	1,280	220	3,620	800	4,420	1	37	11	3
160	Houston, Tex.					8										2
161	Rutland, Vt.					6										
162	Alexandria, Va.	3	1			4	725	325		1,050	1,000	2,050	12	3	3	
163	Lynchburg, Va.					7				1,100						
164	Norfolk, Va.					6		700	460	1,160			12	4	8	
165	Petersburg, Va.*					8				1,920						
166	Portsmouth, Va.					3										
167	Richmond, Va.	2	10	1		13	3,663	1,156	200	5,024	2,940	7,964	4	72	8	3
168	Wheatland, W. Va.*					9				3,570						
169	Fond du Lac, Wis.	13	2	1		16	1,900	616	280	2,796			1	53	6	8
170	Janesville, Wis.					5										
171	La Crosse, Wis.					4				1,482						
172	Madison, Wis.					8					1,400					
173	Milwaukee, Wis.	6	13	1		20	51	71		1,600						
174	Racine, Wis.					7				1,850						
175	Denver, Colo.						3			1,443						
176	Georgetown, D. C. a					47	109	156	0	20	0	9,645	14	12	2	3
177	Washington, D. C. a					0							0	116	9	0

* From Report of the Commissioner of Education for 1874. a These statistics are for white schools only.

30	Evansville, Ind.*	13	77	93	2,432	1,482	760	518	165	125	11	9	4,411	3,545	1,500	5,368	3,634
31	Fort Wayne, Ind	10	59	24	2,432	1,482	760	518	165	125	11	9	4,411	3,545	1,500	5,368	3,634
32	Indianapolis, Ind	18	102										11,033	7,210	2,000		
33	Jeffersonville, Ind	6	18										1,000	975	700		
34	Logansport, Ind	3	27		1,132		446		107	74	10	8	1,635	1,200			
35	Madison, Ind	1	35										1,412	1,200			
36	Richmond, Ind	2	36										1,438	1,258			
37	Suth Bend, Ind*	2	25										1,281	1,170			
38	Terre Haute, Ind		66										3,647				2,556
39	Terrington, Iowa	1	3	17	48	15	80						3,027	2,135	1,500		
40	Davenport, Iowa*	0	2	4	0	22	69	784	102	158	11	9.8	4,109	3,012			4,700
41	Des Moines, (west side), Iowa.	4	24										1,831	1,170			
42	Dubuque, Iowa	5	59				1,136	1,042	704	580	94	85	2,803	2,449			
43	Keokuk, Iowa*	10	39										2,369	1,800			
44	Atchison, Kans.	4	18										1,428				
45	Covington, Ky.	7	51										3,513	2,531			
46	Lexington, Ky.	8	22										1,523	1,246			
47	Louisville, Ky.	14	46		40,906	7,305	3,636	645	573	42	37		17,593	11,551			
48	Newport, Ky.	4	38										2,545	1,880			
49	New Orleans, La*	32	410										25,215	17,193	14,235		39,450
50	Lewisston, Me.	1	3	65									3,407	2,173			
51	Portland, Me	9	102				508		153				5,290	4,268			
52	Baltimore, Md	93	613										45,565	24,930			
53	Adams, Mass	7	46										3,178	1,939			
54	Boston, Mass	1	2	56	110	202	1,024						648,232	43,382			
55	Fall River, Mass	5	24	12	139		7,719	3,544	1,145	810	668	65	3,002	4,503			
56	Fitchburg, Mass	1	5	7	51		1,353	943	670	161	137		200	100			
57	Heverhill, Mass	3	16	9	72		1,130	935	1,034	925	108	132	250	100			
58	Holyoke, Mass	12	4	13	31	16	62						2,673	1,850			
59	Lawrence, Mass	0	23	6	109	20	32	3,748	2,171	1,157	924	220	556	190			2,297
60	Lowell, Mass	12	121					4,537	2,620	3,145	2,119	328	506	287			2,196
61	Lynn, Mass*	12	146										8,025	5,301			4,500
62	Marlborough, Mass.	2	3	35									5,072	4,300	300		5,372
63	Newburyport, Mass.	1	9	8	47	4	59	1,168	1,021	750	620		2,040	2,242			
64	Newton, Mass	8	80										3,094	2,347			
65	Pittsfield, Mass	2	5	54									2,109	1,464			
66	Salem, Mass	3	11	8	91		2,636	1,720	1,311	1,048	211	192	4,513	3,124			
67	Springfield, Mass	3	11	12	135								6,694	4,141	300		6,374
68	Taunton, Mass	2	10	10	77	5	92	2,685	1,679	1,034	784	162	187	100			2,849
69	Woburn, Mass	8	43	4	55								1,977	1,498			
70	Worcester, Mass	8	15	22	160		4,805	3,492	3,647	2,399	414	308	9,666	6,588			10,866
71	Bay City, Mich	5	32				1,893	1,040	596	335	90	84	1,577	1,476			
72	Detroit, Mich	9	9	212			2,465	1,645	696	418	100	82	13,739	8,700	4,000		17,739
73	East Saginaw, Mich	2	48										3,264	2,143			
74	Grand Rapids, Mich.	5	68				3,250	1,705	1,364	912	300	224	5,154	2,959			
75	Saginaw, Mich.	0	0	0	0	0	1,250	711	465	245	73	53	3,393	1,009	300		2,088
76	Minneapolis, Minn	2	26										4,941				
77	St. Paul, Minn	19	68										1,400	1,030			
78	Vicksburg, Mass	1	21	1	37		800	596	600	454			1,400	1,030	400		1,800

a In primary and grammar schools. b Average whole number belonging. c Ungraded schools.

* From Report of Commissioner of Education for 1874.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	City.	Number of teachers in—						Number of scholars in—																		
		City normal schools.		Evening public schools.		All public schools.		Private and parochial schools.		All schools, public and private.		City normal schools.		High schools.		Grammar schools.		Primary schools.		Enrolled.		Average daily attendance.				
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
157	Chattanooga, Tenn.	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	
158	Knoxville, Tenn.					7	16														1,674					
159	Nashville, Tenn.					5	15														3,938	2,891	500	450	4,498	3,301
160	Houston, Tex.					25	15					1,320	950	171	145						2,953					
161	Rutland, Vt.					2	15																			
162	Alexandria, Va.					3	13	36	54	604	526	325	298								929	824	725	650	1,654	1,474
163	Lynchburg, Va.					11	17														1,486	873				
164	Norfolk, Va.					4	20														1,522	915				
165	Petersburg, Va.*					4	25	36	65												2,168	1,280	600		2,768	
166	Portsmouth, Va.					4	9														837	393				
167	Richmond, Va.					14	91	126	237	3,734	3,162	1,245	1,055	90	80						5,069	4,297	2,940		8,009	
168	Wheeling, W. Va.*					7	61			3,857	2,241	242	203								4,099	2,444				
169	Fond du Lac, Wis.					9	44														3,096	1,916				
170	Janesville, Wis.					9	28														1,750					
171	La Crosse, Wis.					5	27														1,401	1,313				
172	Madison, Wis.					2	28														2,234					
173	Milwaukee, Wis.					46	144														12,745	7,548				
174	Racine, Wis.					5	31														2,181	1,464				
175	Denver, Colo.					2	29														2,100	1,509				
176	Georgetown, D. C. a.					0	1														0	0				
177	Washington, D. C. a.					9	164			8,512	6,201	2,524	2,149	.185	150	20	20	0	0	11,241	8,520					

a White schools only.

* From Report of Commissioner of Education for 1874.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	City.	Average daily attendance per teacher, excluding special teachers in—							Average annual salaries of—															
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Assistant superintendent.	City superintendent.	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82
1	Mobile, Ala.*																							
2	Los Angeles, Cal.*																							
3	San Francisco, Cal.	49	37.6	25.5		20.8	424	4,000	\$3,000	\$50	\$900	\$1,000	\$1,000											
4	San José, Cal.						39	1,200		900	1,500	1,500	2,220											
5	Stockton, Cal.*						28	900		800	800	(1,200)												
6	Greenwich, Conn.									1,200	300	2,500	800											
7	Hartford, Conn.*							650																
8	Meriden, Conn.*																							
9	New Britain, Conn.							750		400	400	703												
10	New Haven, Conn.	40	30	23		15		3,000		1,200	2,500	703												
11	Norwalk, Conn.							2,000		400	400	475												
12	Stamford, Conn.									6925	6410													
13	Wilmington, Del.							1,800		550	800	800												
14	Atlanta, Ga.						42	2,500		600	1,500	700												
15	Augusta, Ga.							1,500			720	720												
16	Columbus, Ga.									(b)														
17	Macon, Ga.						33	2,200		495	1,137													
18	Savannah, Ga.							2,800		750	1,500	1,000												
19	Alton, Ill.							2,000		2,000	463													
20	Belleville, Ill.						45	1,500		378	1,025	531												
21	Bloomington, Ill.						49	4,000		1,094	1,980	1,900												
22	Chicago, Ill.						46	2,000		3,000	3,000													
23	Decatur, Ill.	53	42	31	0	0	48	2,000		437	1,200	700												
24	Galesburg, Ill.*						48	800		400	1,000	800												
25	Jacksonville, Ill.	48	35	23				1,800		600	600	600												
26	Joliet, Ill.									700	1,400	800												
27	Peoria, Ill.																							

* From Report of Commissioner of Education for 1874.

α Of teachers in all schools of the town.

β Teachers' salaries are from \$20 to \$110 per month.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	City.	Average daily attendance per teacher, excluding special teachers in—						Average annual salaries of—															
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.	Principals in grammar schools.	Principals in grammar schools.	Principals in high schools.	Principals in high schools.	Principals in normal schools.	Principals in normal schools.	Teachers in evening schools.						
		61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82
28	Quincy, Ill.						41	\$1,400		\$500	\$500	\$540	\$1,600	\$1,200	\$1,000	\$1,200	\$1,200	\$1,200	\$733				
29	Rock Island, Ill.						41	1,800		540	1,000	1,000	1,000	720	763								
30	Evansville, Ind.*						35	3,000	\$700	400	1,400	800	450	600	725	1,700	613	1,100	625				
31	Fort Wayne, Ind.		31	21	5		42.3	3,000	1,500	750	1,060	967	629	435	1,700	1,100	1,100	1,063	\$900				
32	Indianapolis, Ind.						42.3	3,000	1,500	750	1,060	967	629	435	1,700	1,100	1,100	1,063	\$900				
33	Jeffersonville, Ind.						35.7	1,220	1,500	540	900	630	960	730	1,330	1,400	1,500	1,500	1,200				
24	Logansport, Ind.	(39.2)	8	18.5				1,800		360	360	405	382	416	1,000	1,000	1,000	503	700				
35	Madison, Ind.						38	1,900		(480)	465	(720)	725	(300)	600	(1,080)	1,200	1,200	950	600			
36	Richmond, Ind.						(44)	2,500	750	525	786	786	786	600	1,100	1,100	900	900	832				
37	South Bend, Ind.*						47	2,500	750	525	786	786	786	600	1,100	1,100	900	900	832				
38	Terre Haute, Ind.						33	2,000		766	1,000	630	1,200	400	1,500	1,500	1,500	950	566				\$60
39	Burlington, Iowa.						40.6	2,000		766	459	1,200	1,200	693	1,500	1,500	1,500	950	566				400
40	Davenport, Iowa*						40.6	2,000		766	459	1,200	1,200	693	1,500	1,500	1,500	950	566				800
41	Des Moines, (west side), Iowa						43	1,000		525	511	1,100	1,100	582	1,400	1,400	1,400	900	900				1,000
42	Dubuque, Iowa		39	29	21			1,800		525	374	1,500	1,500	450	1,800	1,800	1,800	600	600				312
43	Keokuk, Iowa*							1,500		720	1,000	1,000	1,000	900	1,500	1,500	1,500	600	600				
44	Atchison, Kans.							1,500		720	1,000	1,000	1,000	900	1,500	1,500	1,500	600	600				
45	Covington, Ky.							1,800		1,500	600	1,500	500	500	2,000	2,000	2,000	1,200	800				70
46	Lexington, Ky.							1,500		1,500	600	1,500	500	500	2,000	2,000	2,000	1,200	800				50
47	Louisville, Ky.	(42)		27			40	3,000	1,650	1,000	814	1,650	750	800	2,500	2,500	2,500	1,455	950	\$2,000			
48	Newport, Ky.	(51)					46	2,000	2,500	1,600	1,600	1,600	800	800	2,500	2,500	2,500	1,800	1,300				
49	New Orleans, La.*						35	2,000															
50	Lewisville, Mo.						50	2,500															
51	Portland, Me.						36	3,000	1,800	(400)	700	750	900	900	2,500	2,500	2,500	1,800	900				800
52	Baltimore, Md.						(41)	1,900	1,800	700	1,500	1,500	900	900	2,800	2,800	2,800	2,000	900				
53	Adams, Mass.	43.9	46.7	28.9	22.7	20.5		3,000	3,000	390	3,000	475	475	2,150	3,750	3,750	3,750	2,450	1,500				566
54	Boston, Mass.							2,100	3,000	520	1,800	640	640	400	2,800	2,800	2,800	1,500	500				
55	Fall River, Mass.b		42	23				2,150	2,150	350	1,200	1,200	1,200	933	2,250	2,250	2,250	700	700				
56	Fitchburg, Mass.							2,150	2,150	350	1,200	1,200	1,200	933	2,250	2,250	2,250	700	700				

134	Zanesville, Ohio	(35)	25	33	2,000	450	850	850	725	480	1,350	900	700	150	80
135	Portland, Oreg			47.5	1,800	600	1,800	1,800		550	2,000	1,000	1,200		
136	Allegheny, Pa.		35	53	1,000	500					500		450		
137	Allentown, Pa.		35	44	1,000	358	492	459			720		350		75
138	Allentown, Pa.		38	51	1,300	480	540	280	250	280	1,200		855		
139	Carbondale, Pa*			39	1,500	540	480	20	20	400	2,000		480		85
140	Chesler, Pa.			34	2,200	270	480	716		400	2,000	1,100	700		
141	Deuville, Pa.			40	1,50	607	412	705	596	400	1,200	900	650		
142	Erte, Pa.		15			357					(525)				
143	Harrisburgh, Pa.		30	40	1,500	425	700	550		400	1,500				
144	Lancaster, Pa.		30	40	3,000	1,000	1,000	1,000	600	600	3,000	1,750	950	635	635
145	Norristown, Pa.		30	40	1,200	360	525	800		574	1,800	850	700		
146	Philadelph, Pa.		30	48	2,350	625	875	800		620	1,400	750	750		
147	Pittsburgh, Pa.		21	43.4	2,350	480	360	660	660	660	1,200	1,000	780		
148	Reading, Pa*			45	2,000	450	400	550	550	470	1,350	1,000	600		
149	Titusville, Pa.			24	2,500	575	2,000	1,500		650	2,200	1,600	900		150
150	W. Keeshare, (3d district,) Pa.				307	400	1,116	450			1,700	950			300
151	Williamsport, Pa.			43	2,000	340	540	1,200	616	616	1,200		700		
152	Newport, R. I.		38	0	300	400	1,116	450			1,700				
153	Providence, R. I. c			75	1,800	340	540	1,200	616	616	1,200				
154	Warwick, R. I.		22	0	1,800	435	550	525		400					225
155	Woonsocket, R. I.		32	0	1,750	450	550	525		400					
157	Chattanooga, Tenn			40	2,500	600	700	1,400	700	800	2,000	1,400	850		
158	Knoxville, Tenn		29	40	2,500	600	700	1,400	700	800	2,000	1,400	850		
159	Nashville, Tenn			45	200	312	450	450		400	2,000	950	450		
160	Houston, Tex			45	245	450	750	575	600	500	500	800	500		
161	Rutland, Vt.		50	32	1,300	500	425	725	650	435	1,100	800	500		
162	Alexandria, Va.			44	921	500	425	725	600						
163	Lynchburg, Va			30	600										
164	Norfolk, Va			30	600										
165	Petersburg, Va*			30	600										
166	Portsmouth, Va.		30	44	350	1,322	675	1,350	495	495	1,350	450	612		
167	Richmond, Va.		20	39	2,000	600	309	1,200	1,200	440					160
168	Wheeling, W. Va*		14 1/2	41	1,000	400	600	450		450	1,000		635		
169	Fond du Lac, Wis.			36	1,000	348	480	480		450	1,500	600	620		
170	Janeville, Wis.			41	1,500	450	1,200	500		450	1,900	1,100	650		
171	La Crosse, Wis.			42	800	2,000	555			600	2,000	555			
172	Madison, Wis.			43	3,000	860	600	1,500	700	600	2,500	1,500	800		1,200
173	Milwaukee, Wis			42				1,025	600						
174	Racine, Wis			50	2,500	900		1,100	1,100	800		1,750	1,000		
175	Denver, Col			51	2,250	675	1,536	922	800	486					1,500
176	Georgetown, D. C. d.														
177	Washington, D. C. d.			30											

* From Report of Commissioner of Education for 1874.

a These are the maximum salaries.

b Per month.

c The salaries given are the maximum wages.

d For white schools only.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	Average annual salaries of special teachers.		Estimated real value of property used for school purposes.					Total taxable property of the city.		Tax for school purposes.		Balance on hand from last school year.		Amount received from permanent funds.				Amount received from taxation.		Amount received from all other sources.		Total receipts.	
	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	State.	County.	Local.	State.	Local.	State.	Local.	State.	Local.		State.	Local.
83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103			
1							\$2,000	\$82,000		1.5	1.5	\$1,768				\$21,000	\$33,000		\$2,000	\$56,000			
2			\$15,500			\$5,000	60,900	\$10,000,000	\$4,589,000	2.3	2.6	3,331				6,323	14,014	\$0	650	790,181			
3			1,436,000			39,000	2,307,000	306,000,000	294,223,440	2.3	2.6	14,699				\$0	391,654	950	77,359	74,846			
4			23,000			100,000	134,000	134,000	6,000,000	3.5	3.5	30,842				19,947	39,250	3,472		71,802			
5	\$1,100	\$1,000		(138,000)		2,853	130,853	6,000,000	6,000,000	3.2	4.									14,300			
6			1,900	15,000	1,250	200	18,350	4,500,000	3,708,530											189,872			
7			(1,062,500)			8,000	1,070,500	6,000,000	6,000,000											181,785			
8	700			10,000		500	145,000	6,000,000	4,502,721	20.	20.	4,059	7,295	252	29,702	29,702			8,087	37,249			
9	2,500	(1,300)		8,500	2,000	500	87,950	77,124,217	57,843,163	15.	15.	7,086	8,000	0	0	33,587	18,825	510	1,031	32,947			
10				(495,400)		2,000	497,400	12,000,000	6,558,766	2.	4.5	0	8,000	0	0	0	37,825	1,149	3,298	188,185			
11			30,000	90,000	10,000	2,000	132,000	12,000,000	7,761,513	2.5	2.5		6,419	6533	215	15,140			0	46,125			
12												2,801	1,615		59,276	15,140	4,377	21,239	82,307				
13			23,000	53,000	10,000	500	86,500	18,000,000	17,643,568	2.5	2.5	3,873	3,873			5,975	39,525	385	30	49,788			
14			14,000	59,000	2,000	1,500	76,500	23,524,757	17,643,568				0			1,631	7,453	600	2,241	12,000			
15			2,000	16,000	2,000	3,400	24,000	8,000,000	8,000,000	2.	2.		0			2,630	25,000			9,084			
16			4,000	28,000	2,500	1,500	34,650	8,000,000	8,000,000			1,041	819			9,549	45,000			29,891			
17			18,000	50,000	15,000	1,000	84,000	14,000,000	3,200,000	5.25	5.25	2,788	3,486	663		15,505			109	56,409			
18			15,000	45,000	8,000	1,000	69,000	12,000,000	3,480,122	16.6	10.	433	(4,260)			23,924	15,505			22,451			
19			30,000	70,000	4,000	600	104,600	5,800,203	3,480,122	9.5	10.	5,906				5,791	54,156	118	9,670	76,765			
20			36,825	170,543	21,923	1,170	230,471	10,000,000	6,282,837	1.22	1.83					1,124	1,124			20,300			
21				(1,529,075)		500	2,027,925	450,000,000	300,000,000	5.5	11.1	4,972	0			89,269	478,971		3,634	680,349			
22			1,073,711				101,251	6,944,000	3,472,000							3,432	39,611	0		48,035			
23			86,000				169,200	6,000,000	3,636,269	6.1	6.1					4,364	21,371	48	25,772	52,187			
24			20,000	140,000	9,000	200	169,200	5,337,531	3,636,269	6.4	9.6	10,245				469	27,718	140	92	42,247			
25			15,000	40,000	10,000	400	65,400	24,015,408	15,009,630	1.5	2.5	705				3,797	30,961	493	17,926	64,131			
26	1,400		33,100	124,200	10,180	1,200	168,680	19,015,408	15,000,000	2.	2.5	538				10,249	36,963	34,083	3,013	47,206			
27			120,000	100,000	11,000	3,500	234,500	19,000,000	15,000,000	3.2	6.5					3,351	23,933	15		47,206			
28			33,000	55,000	12,000	300	100,300	6,400,000	3,200,000	3.2	6.5	17								27,316			

30*	1,500	5,000	14,200	4,000	500	100,000	13,250,000	4.1	4.1	11,750*	28,493	39,000	46,072	10	36,000	162,215
31	1,100	5,100	14,200	4,000	500	100,000	13,250,000	4.1	4.1	20,638	14,033	15,341	46,056	10	36,000	31,032
32	1,800	311,600	450,451	3,288	1,000	801,339	70,000,000	3.2	3.2	24,774	550	1,026	1,257	67	18,238	304,728
33	750	9,000	50,000	3,000	500	62,000	2,600,000	3.5	3.5	5,351	584	584	1,257	19	15,319	15,319
34	34	50,000	130,000	9,000	500	189,500	6,669,310	3.5	3.5	2,400	(1,168)		31,516	27	474	35,885
35	36	600	30,000	10,000	500	60,000	4,800,000	3.5	3.5					300	28,000	28,000
37*	950	50,000	100,000	4,000	500	154,500	5,731,740	5.1	5.1	7,000	15,292	(66,500)	600	1,180	16	74,100
38	200	(166,000)	150,000	2,000	1,550	107,550	12,827,675	4.4	4.4	21,204	4,469	(82,653)	1,180	333	10,000	59,310
39	900	55,000	186,500	21,300	500	263,300	4,000,337	5.75	5.75	4,215	9,416		44,500	211	58,310	46,000
40*	1,000	27,000	185,000	5,000	400	217,400	6,698,432	7.1	7.1	27	3,768	14,159	8,367	1,023	5	16,615
41	41	20,000	137,500	15,000	500	173,000	9,275,655	10	10	3,275	17,604	(36,705)	8,367	976	1,876	279,919
42	1,200	10,000	140,000	10,000	500	160,500	7,000,000	3.2	3.2	684	0	30,000	190,368	0	23,076	52,537
43	45	10,000	65,000	3,000	260	78,260	4,000,000	4.5	4.5	0	0	0	26,216	56	0	290,368
44	45	40,000	180,000	10,000	1,000	231,000	12,000,000	2.5	2.5	6	683	147,148	439,387	3,421	633,631	301,081
46	1,025	2,500	30,000	2,000	34,300	543,619	75,624,619	3.5	3.5	11,277	17,604	(36,705)	8,367	976	1,876	279,919
47	800	208,800	(683,500)	4,000	1,490,000	847,300	75,624,619	3.5	3.5	684	0	30,000	190,368	0	23,076	52,537
48*	800	70,000	75,000	20,000	2,500	68,500	7,000,000	3.2	3.2	0	0	0	26,216	56	0	290,368
50	900	(271,800)	25,000	25,000	500	178,700	11,873,558	3.6	3.6	0	0	0	26,216	56	0	290,368
51	1,375	407,800	996,356	75,000	6,000	297,300	31,042,501	1.78	2.6	1,926	0	0	83,155	101	101	81,081
52	600	2,402,301	1,932,900	559,000	7,900,200	793,707,900	793,707,900	3.86	3.86	683	683	147,148	439,387	43,674	3,421	633,631
53	3,150	1,200	400,600	800,000	20,000	1,223,000	51,401,467	1.8	1.8	6	0	0	111,000	52	0	2,091,033
54	1,200	630	925	(201,130)	206,359	206,359	12,518,742	2.9	2.9	2,167	0	0	35,000	0	0	111,000
55	1,000	8,000	(375,000)	8,000	1,500	284,500	10,500,000	4.6	4.6	0	0	0	53,000	1,000	54,000	37,221
57	700	29,923	110,087	9,010	1,500	136,510	9,244,030	1.2	2.48	4,961	0	0	25,162	69	30,193	53,000
58	1,200	60,000	190,000	15,010	1,000	206,000	23,000,000	3.3	3.9	0	0	0	90,462	137	90,799	30,193
59	1,000	423,200	13,000	1,000	437,200	50,000,000	38,694,555	5	6.5	14,907	0	0	125,000	440	545	140,594
60	800	452,800	452,800	452,800	452,800	452,800	452,800	5	6.5	14,907	0	0	125,000	440	545	140,594
61*	600	59,000	9,000	2,000	1,000	60,000	2,000,000	3.5	3.5	0	1,300	95,000	95,000	11,020	107,920	107,920
62	630	15,000	87,100	2,000	1,000	89,100	5,044,913	3.5	3.5	15	624	15	23,500	24,139	24,139	24,139
63	2,500	84,400	317,700	31,500	5,300	438,900	28,981,445	3.5	3.5	900	573	900	98,000	900	1,000	37,221
64	1,200	400	30,000	1,000	1,000	32,000	8,392,127	3.09	3.09	773	565	1,185	124,200	96	136,225	136,225
65	1,600	720	30,000	1,000	1,000	313,500	26,312,271	3.1	3.2	285	285	665	25,000	150	1,655	27,507
66	1,200	27,000	140,000	17,000	2,000	53,483	17,326,655	1.76	2.54	4,800	0	0	85,103	69	87,193	87,193
67	1,200	239,775	585,600	49,238	24,703	893,316	8,756,893	4.11	4.11	0	444	0	135,000	150	139,500	139,500
68	1,900	29,400	75,000	10,900	4,700	120,000	49,267,081	2.33	3.11	4,645	0	0	36,000	68	60,189	60,189
69	900	60,000	87,000	12,000	1,000	73,000	27,774,630	5.14	25.7	3,245	0	0	147,848	0	8,577	153,210
70	800	60,000	303,000	14,000	1,000	74,000	3,255,958	4.33	12.1	40,165	16,886	5,963	45,044	200	54,448	54,448
71	1,200	20,000	100,000	5,000	1,000	34,500	10,000,000	2.38	7.13	3,611	1,121	2,787	215,864	903	4,414	217,329
72	800	45,000	130,000	15,000	1,000	60,000	18,220,000	3.2	3.2	4,007	30,064	6,354	42,330	412	83,049	83,049
73	1,200	20,000	100,000	5,000	1,000	34,500	10,000,000	2.38	7.13	1,397	1,397	162	29,066	55	41,458	41,458
74	1,200	20,000	100,000	5,000	1,000	34,500	10,000,000	2.38	7.13	1,397	1,397	162	29,066	55	41,458	41,458
75	800	45,000	130,000	15,000	1,000	60,000	18,220,000	3.2	3.2	4,007	30,064	6,354	42,330	412	83,049	83,049
76	1,200	20,000	100,000	5,000	1,000	34,500	10,000,000	2.38	7.13	1,397	1,397	162	29,066	55	41,458	41,458
77	1,200	20,000	100,000	5,000	1,000	34,500	10,000,000	2.38	7.13	1,397	1,397	162	29,066	55	41,458	41,458

a From town fund.

* From Report of Commissioner of Education for 1874.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	Average annual salaries of special teachers.			Estimated real value of property used for school purposes.						Total taxable property of the city.		Tax for school purposes.		Receipts.											
	Music.	Drawing.	Pennmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	Amount received from permanent funds.	Local.	State.	Local.	Amount received from taxation.	Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	
83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103					
77			\$15,000	\$13,000	\$8,000		\$30,000	\$6,000,000	\$4,500,000	2.6	3.5	\$143				\$8,000	\$14,000				\$14,000			\$22,000	
79			8,500	30,000	6,000	\$200	44,700	5,000,000	2,683,406	6	6	\$143				2,732	18,832				18,832			21,736	
80						1,200	117,800	12,000,000	8,500,000	5	7	1,108				4,263	53,927				53,927			77,686	
81	\$700		715,736	1,580,000	150,000		2,385,736	250,439,490	106,989,650	2.66	4	1,207				52,856	645,176				645,176			61,484	
82	\$1,900	\$1,620	97,500	307,500	8,000	900	413,900	21,000,000	6,008,739	3.2	7	2,374	\$14,472			91,083	35,771				35,771			390,398	
83					(6,000)		280,000	21,000,000	14,195,102	2.5	3.5	2,710				69,940	(49,900)				(49,900)			1,183,720	
84	1,200				10,000	3,600	213,600	25,000,000	6,334,632	2.60	4	260				15,694	16,000				16,000			52,610	
85	1,000				(60,000)		410,000	30,000,000	12,500,000	2	4	15,050	3,846			34,990	48,000				48,000			32,966	
86					10,000		116,500	30,000,000	16,087,170	2	1.5	3,177				30,829	12,171				12,171			152,373	
87					44,300	1,000	697,100	120,041,488	60,623,741	1.85	3.7	1,667	0			0	78,972				78,972			46,177	
88	500				(651,800)		855,000	158,435,565	105,623,710	1.2	2	1,353	10,605			294,131	65,700				65,700			235,150	
89	2,000				50,000	5,000	137,300	14,000,000	7,000,000	1.9	3.9	159	0			92,500	13,562				13,562			209,677	
90	750				5,000	300	100,000	14,000,000	5,100,000	1.2	1.8	159	0			54,478	11,540				11,540			38,993	
91	600				4,000	200	226,700	33,583,000	22,382,000	1.2	1.8	159	0			54,478	11,540				11,540			23,325	
92					10,000	500	130,500	23,000,000	17,305,270	2	2	17,752	159			54,478	40,887				40,887			94,357	
93*					10,000	3,000	131,000	13,650,000	10,238,550	1.46	1.95	17,752	159			54,478	40,887				40,887			23,325	
94*	1,650				11,000	3,000	222,000	12,527,000	2,624,750	4	16	137,752	3,223			40,265	160,250				160,250			313,005	
95	1,000				5,300	3,000	1,091,000	112,000,000	11,843,719	2	2	7,919	9,222			11,843	30,279				30,279			50,401	
96	700				66,000	5,000	1,091,000	112,000,000	11,843,719	2	2	7,919	9,222			11,843	30,279				30,279			50,401	
97	1,000	1,250			10,000	3,000	1,113,000	10,819,257	3,606,419	2.5	7.5	27,043	0			76,000	236,000				236,000			312,000	
98	750				10,000	11,000	326,000	14,000,000	4,916,956	2.5	7.5	27,043	0			76,000	236,000				236,000			312,000	
99					21,000	2,000	39,500	5,500,000	3,489,935	6.4	6.4	76,946	10,088			7,989	27,345				27,345			64,092	
100					7,000	2,000	109,300	20,000,000	3,936,901	1.9	6.4	76,946	773			4,205	28,101				28,101			161,116	
101*					7,500	1,800	109,300	20,000,000	3,936,901	1.9	6.4	76,946	773			4,205	28,101				28,101			33,079	
102*	420				7,500	1,800	109,300	20,000,000	3,936,901	1.9	6.4	76,946	773			4,205	28,101				28,101			33,079	
103					13,000	3,000	149,000	30,000,000	4,457,000	1.9	6.25	17,740	4,607			6,182	19,000				19,000			34,566	
104					10,000	1,000	156,000	25,000,000	5,617,000	1.6	7.1	17,740	4,607			6,182	19,000				19,000			48,996	
105					350,000	50,000	10,575,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521	
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521	
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521
					3,125,000	7,030,000	350,000	50,000	10,575,000	1,100,943,699	1.6	2.5	7,411	4,607			9,470	40,885				40,885			80,521

106	17,914	36,000	2,500	0	56,414	6,182,775	2,060,925	8,385	0	0	0	5,451	9,444	7	223,387
107	23,000	121,101	7,000	900	146,701	16,500,000	7,001,720	3,661	0	0	0	13,642	49,652	303	7,896
108	22,000	88,000	7,000	900	117,500	15,500,000	5,500,000	4,9	0	0	0	11,414	30,709	0	5,504
109	100,000	375,000	45,000	6,500	526,500	61,351,700	61,351,700	26,989	4,125	0	0	33,744	259,204	211	5,365
110	20,000	36,500	4,600	500	61,600	4,840,566	1,613,532	3,8	11	0	0	5,111	18,496	150	5,600
111	33,000	19,000	3,000	500	55,500	15,223,691	2,174,813	2,14	13	0	0	4,138	27,640	46	6,600
112	20,000	45,000	5,000	2,000	72,000	37,277,019	12,425,673	3,1	9	0	0	6,340	17,000	2,037	1,474
113	560,000	570,000	25,000	2,000	1,137,000	48,000,000	15,570,355	2,2	5,4	0	0	26,479	116,000	1,100	2,721
114	35,000	75,000	(10,000)	1,069	416,970	39,857,000	5,841,000	1,1	7,1	0	0	26,479	86,865	(1,561)	141,029
115	84,130	299,030	32,651	1,500	416,970	39,857,000	5,841,000	1,1	7,1	0	0	17,753	61,600	859	108,183
116	10,000	72,131	6,000	1,500	89,631	20,000,000	9,173,125	1,2	2,6	0	0	6,494	25,000	676	33,722
117*	42,450	10,000	1,000	1,000	157,950	30,000,000	7,445,750	1,7	8,	0	0	3,407	52,387	10,600	66,094
118*	103,000	18,861,882	7,544,633	2,4	163,000	18,861,882	7,544,633	2,4	8,	0	0	6,101	53,350	243	64,216
119	700	75,300	6,000,000	5,5	75,300	5,525,000	5,525,000	3,8	6,5	0	0	4,681	30,321	78	37,942
120	600	130,000	6,000,000	4,1	130,000	6,000,000	4,500,000	4,1	6,	0	0	5,266	20,073	1,495	61,967
121	1,800	1,800	2,500	500	1,800	360,000,000	184,000,000	1,5	3,3	0	0	9,878	60,404	6,583	12,836
122	2,500	559,340	45,431,666,321	1,000	1,364,423	219,915,831	73,365,271	1,5	4,5	0	0	122,363	326,471	811	67,001
123	500	175,100	335,200	24,243	1,000	535,643	26,500,000	3,4	5,1	0	0	18,679	179,355	6	2,662
124	1,600	114,000	192,000	20,000	500	326,500	19,750,000	7,3	5,5	0	0	16,773	97,774	533	864
125	1,500	27,300	107,000	1,000	150,300	6,805,098	6,186,433	5,7	6,25	0	0	4,511	23,283	200	29,023
126	800	20,000	140,000	10,000	171,000	15,000,000	4,715,000	5,	5,	0	0	27,573	26,224	200	29,023
127	600	77,500	6,000	500	80,000	10,000,000	5,762,193	3,5	7,5	0	0	5,201	26,224	(1,155)	42,244
128	1,000	20,000	5,000	290	158,500	5,762,193	4,240,000	2,8	7,	0	0	6,787	29,753	877	38,298
129	900	69,583	95,000	21,488	187,571	10,900,000	9,977,377	4,5	4,5	0	0	11,784	39,469	403	65,492
130	1,500	138,000	8,000	150	165,150	6,000,000	5,725,310	5,	5,25	0	0	6,809	38,469	2,655	65,999
131	500	145,000	5,000	2,000	172,000	10,000,000	7,500,000	3,75	3,5	0	0	19,403	118,383	62,357	62,342
132	1,250	27,000	40,000	5,000	962,898	15,258,525	10,172,500	2,33	3,5	0	0	243	243	678	62,357
133	800	30,000	5,000	2,000	400,000	6,000,000	5,725,310	5,	5,25	0	0	19,403	118,383	62,357	62,342
134	325	27,000	40,000	5,000	172,000	10,000,000	7,500,000	3,75	3,5	0	0	8,392	23,326	637	8,986
135	1,200	650	5,000	100	962,898	15,258,525	10,172,500	2,33	3,5	0	0	243	243	678	62,357
136	200	13,000	3,900	100	61,000	6,300,000	2,100,000	4,	4,5	0	0	3,709	23,000	12	54,000
137	800	6,900	15,800	7,341	22,700	3,750,000	1,609,000	4,	4,5	0	0	4,000	50,000	12	54,000
138*	1,000	33,610	5,000	2,000	40,000	6,300,000	2,100,000	4,	4,5	0	0	3,709	23,000	12	54,000
139*	500	15,000	2,000	2,000	998,500	22,439,977	16,820,983	3,5	5,5	0	0	1,878	9,004	12	12,301
140	700	15,000	2,000	2,000	998,500	22,439,977	16,820,983	3,5	5,5	0	0	1,878	9,004	12	12,301
141	500	120,000	168,000	8,500	384,231	17,459,565	12,000,000	4,3	4,3	0	0	3,726	80,662	60	1,985
142	700	94,000	268,150	20,141	443,000	143,000,000	12,000,000	4,3	4,3	0	0	5,005	69,572	30,850	81,217
143	300	14,187	75,384	11,970	102,037	7,371,389	3,685,839	7,5	7,5	0	0	2,278	48,653	30,850	81,217
144	200	140,000	200,000	1,000	526,005	176,000,000	176,000,000	1,75	1,75	0	0	23,376	526,004	1,031	102,565
145	1,200	25,000	70,800	5,950	358,000	6,200,000	1,530,000	3,75	15,	0	0	1,833	74,733	24	34,486
146	400	20,000	114,000	(4,000)	138,000	11,000,000	2,329,019	14,	14,	0	0	1,833	21,577	176	18,004
147	1,500	(132,000)	8,500	1,500	142,000	13,000,000	2,450,700	4,6	3,3	0	0	3,878	53,389	2,820	39,568
148	1,000	23,006	157,000	7,000	197,006	30,000,000	98,857,000	9,9	9,9	0	0	3,225	21,044	240	7,853
149	800	(1,000,000)	1,000	5,000	1,000,000	121,954,700	121,954,700	402	402	0	0	3,350	27,750	45	4,436
150	1,800	1,000,000	1,000,000	1,000,000	1,000,000	10,621,300	10,621,300	402	402	0	0	4,179	360,000	6,868	308,988

* From Report of Commissioner of Education for 1874. a Includes receipts from State tax. b Heating fixtures. c State and county.

TABLE II — School statistics of cities, &c.—Continued.

Number.	Average annual salaries of special teachers.			Estimated real value of property used for school purposes.						Total taxable property of the city.		Receipts.						Total receipts.					
	Music.	Drawing.	Pennmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	Amount received from interest on permanent funds.		State.	Local.	Amount received from taxation.	Amount received from tuition fees.	Amount received from all other sources.
	\$3	\$4	\$5	\$6	\$7	\$8	\$9	\$90	\$91	\$92	\$93	\$94	\$95	\$96	\$97	\$98	\$99	\$100	\$101	\$102	\$103		
156				\$1,000	\$11,000	\$1,700		\$137,000		\$11,497,562		1.3	\$661	\$4,659				\$14,000			\$1,034		
157				(23,800)		3,000		16,700	\$4,216,432	4,416,432		2	0	63,659				10,637			1,500		
158				45,000	116,000	7,000	300	26,850	6,000,000	4,473,831		4	879	3,100				15,000			2,000		
159	\$1,300	(\$900)						108,300	20,290,037	13,332,023		2	0	3,451				48,143			12,408		
160				10,300	17,700	2,500	500	31,000	4,000,000	8,000,000	2	2	0	8,019				12,000			525		
161				5,400	43,000	1,000	500	49,400	4,100,000	5,694,698	2.25	2.7	564	1,300				8,900			2,354		
162				10,000	29,850	3,000	150	43,000	8,000,000	6,074,938	1.5	2	1,188	4,351				7,200			4,179		
163				(65,000)		4,000	500	50,000	8,108,000	13,458,421		1.85	5,031	6,182				10,818			19,794		
164				5,500	6,500	500	500	12,500	3,012,115	3,012,115	2	2	445	3,040				30,065			2,090		
165				35,000	163,000	11,000	4,000	215,000	42,018,077	42,018,077		3.5	10,931	18,291				51,753			70,044		
167				47,500	123,000	11,500	1,000	183,000	30,000,000	14,961,968	1.75	3.5	9,910	11,471				50,231			264		
168				21,000	95,636	1,500	600	118,736	6,500,000	3,887,640	6.5	6.5	0	0				49,245			264		
169				18,000	690,000	3,000	500	108,500	4,000,000	3,727,055	3.8	4	5,995	0				2,297			100		
170				10,000	52,000	3,000	700	65,700	3,320,000	3,727,055	28	28	0	0				49,245			450		
171				10,000	96,000	3,000	800	106,800	4,000,000	5,285,684	4	4	5,995	0				17,365			450		
172				107,000	297,000	38,368	4,167	448,035	10,000,000	52,585,684	1.85	1.85	57,693	1,527				23,071			250		
173	1,800	\$1,500		15,000	50,000	4,000	500	69,500	4,200,000	4,200,000	2.7	6.4	8,334	1,708				34,355			1,768		
174				39,500	114,000	42,000	1,000	196,500	25,000,000	14,000,000	3.5	6	0	1,708				20,000			114		
175				163,177	589,450	(57,325)		650,1452	88,500,000	88,500,000	3.7	3.7	0	0				361,157			93,749		
176																							
177																							

^b For white schools only.

^a State and county.

* From Report of Commissioner of Education for 1874.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	Permanent.				Payment of indebtedness.				Tuition.		EXPENDITURES.								Average expenses per capita.	
	Sites and buildings.	Furniture and apparatus.	Libraries.		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.	
	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121		
1*	\$3,000	\$448					\$53,000	\$3,000	\$350	\$318	\$45	\$400	\$500		\$85	\$339	\$56,448	\$15.25	\$1.57	
2*	1,425	1,425	\$200			15,037	467,639	\$6,700	\$950	4,297	15,244	\$1,000	51,039		10,099	29,707	19,426	19.60	3.92	
3	21,500	9,262	\$31,500			24,430	24,430	2,300	2,300	866	402	492	2,186		1,633	5,257	700,147	21.70	7.15	
4	14,000	1,237				26,304	26,304	1,500	2,768	941	474	474	279		43	1,103	53,325	19.14	10.10	
5*	1,531	991	566		\$16,163		13,039	6-6								239	14,021	18.92	1.32	
6						650	96,773						4,873			20,068	122,364			
7*	23,612		78	\$5,639		600	22,700		1,779	1,862							56,370			
8			125	420	585	800	19,039		2,236	1,524	25	110	870			1,054	27,487	10.00	3.00	
9	649		300	0		3,000	129,136	2,850	7,694	7,448	1,900	2,960		611	9,245	169,322	19.00	5.18		
10	900		50		7,920	1,000	24,505	500	1,450	1,560	0	0	586	125	18,812	92,397	14.00			
11	0							550									20,327	11.55	7.92	
12	13,583	1,528				2,500	40,494	2,148	2,148	2,861	1,650	302	5,162	4,921	7,785	80,327	15.21	4.46		
13			6			2,500	37,500	250	1,840	1,137	2,820	530	889			1,991	49,463			
14	2,000	460															12,000			
15			200				8,813									581	9,684			
16		100				1,100	17,235		380	363	1,494	45	229			96	21,042	18.92	2.69	
17		305				2,000	48,225		1,019	913	150	295	758			2,592	57,423	15.13	1.89	
18		610				2,000	9,238		1,019	913	150	295	758			197	22,408	11.62	2.63	
19	1,740					1,700	17,772		2,132	3,009	455	455		1,055	511	32,140	11.25	8.37		
20	867					1,700	28,587		3,450	3,450	963	963	1,340		2,278	70,114	17.16	4.51		
21	319	340	428		4,567		567,656	10,144	37,607	39,581	5,980		23,637	1,593	16,477	859,303	17.99	4.21		
22	139,522	12,678				2,000	15,206	0	1,804	880		588	1,925	0	702	82,786	12.74	3.68		
23	650	735	0		0	2,000		200	1,013	880	(2,582)		1,358		808	23,627	18.51	4.00		
24*					1,150	1,800	19,475	400	1,054	785	517	517	1,014	12		808	31,028	17.09		
25	3,511	1,000	42			1,800	3,511	300	1,359	2,000	701	141	1,800		7,133	26,099	14.10	5.24		
26	1,800	1,000			10,386	1,162	34,280	650	3,379	1,280	701	200	3,967	250	3,761	64,131	13.42	4.32		
27	993				7,000	1,200	24,196	542	1,532	1,533	240	709	636		7,701	41,892	13.42	4.32		
28	3,273					1,600	14,908	79	2,353	844		258	2,178		237	23,568	13.21	4.34		
29	1,031					1,600														

* From Report of Commissioner of Education for 1874.

TABLE II.—School statistics of cities, &c.—Continued.

Number.	Permanent.			Payment of indebtedness.		Tuition.		Incidental or contingent expenses.								Average expenses per capita.		
	Sites and buildings.	Furniture and apparatus.	Libraries.	Bonds, (including interest.)	Floating, (including interest.)	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
30*	\$60,000	\$2,000			\$500	\$2,200	\$36,800	\$600	\$1,700	\$500	\$800	\$2,000	\$2,000			\$113,100	\$11.28	\$2.99
31	17,521	2,633			0	5,816	32,202	1,505	2,369	250	750	750	2,000			69,902	17.80	5.40
32	48,700	4,600	\$8,559	15,339	11,300	10,900	112,054	7,161	8,258	0	1,720	1,720	12,581	\$300	13,308	280,145	16.91	6.75
33		1,689			2,287	1,800	10,575	300	675	450	681	681		25	75	7,085	12.69	2.37
34	88,749	4,000	40			1,800	16,574	300	1,362	1,003	225	81	2,348	175		28,862	14.60	4.36
35	4,025	969				1,800	37,532	900	2,763	1,494	142	109	1,595	300	1,910	28,000	15.66	3.60
37*	11,413	90		8,800		2,500	31,000	400	3,000	1,857	100	1,400	2,400	25	2,312	69,563	16.41	4.56
38	3,606	2,300		0	0	2,000	40,321	915	4,222	1,844	120	968	1,066	14	1,845	56,400	17.96	3.74
39	40,883	5,772		683		12,000	18,011	150	1,634	1,194	1,130	2,493			2,184	110,653	16.51	7.19
40	23,422	806		16,637	3,219	1,800	18,011	150	3,300	2,972	60	500	1,000		2,094	72,636	16.51	4.75
41	6,514	409		5,262	5,262	1,800	30,000	3,300	1,700	1,200	135	500		0		55,655	12.54	4.75
42		43*				1,500	8,220	640	2,440	726	0	0	4,176		672	33,835	10.98	1.39
44	105	38		6,500	15,000	1,800	37,267	720	2,440	220	0	0			4,882	18,275	10.98	1.39
45				6,000	6,000	1,500	14,130								1,353	73,011	(23.11)	
46	14,681					1,500	(230,906)				2,262		6,103		15,311	269,263	19.99	2.05
47						1,600	24,657	675	2,955	4,800	34,204	0	13,549	3,072	24,191	516,053	22.22	6.04
48	30,000	0	0	0	0	6,500	375,895		24,142	2,996			7,689	2,176	1,730	43,043	12.32	3.48
49*						2,000	24,779		1,663						21,505	83,155	13.51	4.77
50		50				2,500	39,150								9,313	701,182	16.12	6.10
51	182,696	24,656				2,500	401,719	8,216	16,784	16,270	20,587	0	23,184	51,757	9,313	31,828	12.72	3.68
52							24,675								7,153	71,838	26.30	10.55
53							1,217,009	32,490	74,415	60,776	17,893		98,215	45,284	141,875	2,081,043	146,897	7.87
54	356,670	28,561	7,555	0	0	2,310	6,153		1,917	2,808	263		8,000	7,000	8,748	146,897	19.41	6.30
55	49,893	5,000		0	0	2,408	31,572		1,917	2,808	0		2,697	3,222	3,289	53,037	19.41	6.30
56	8,024		0			762	41,148	200	3,205	3,818			2,490	2,500	54,123	18.16	5.23	

58	17,767	1,127	390	0	1,000	17,256	1,747	1,300	1,800	400	1,903	27,553	7 12
59	34,408	2,156	100	0	4,400	54,359	2,364	4,938	2,776	300	187	90,697	3 36
60		3,635			2,300	93,432	5,341	6,300	2,000	2,000	12,660	164,872	18 24
61*		(1,001)			2,200	81,038	6,424	6,361	3,015	3,846		106,755	17 84
62		820			2,600	16,650	1,136	1,245	237	1,219	1,014	33,338	
63					2,500	25,636	1,234	1,500	1,473	96	1,665	32,204	
64	22,000	3,000	900		3,000	67,701	3,408	7,457	12,000	866	4,813	125,320	27 00
65					1,500	21,730	(3,436)		175	3,900	28,963		
66	8,500	1,200	150		2,500	61,057	2,930	5,000	6,000	1,250	8,306	95,693	20 34
67	30,885	1,364	0		3,500	90,668	7,841	6,950	6,973	742	6,136	155,045	22 41
68	7,977	1,400	0		2,000	37,623	2,082	2,640	3,500	550	1,490	60,189	14 60
69	8,000	6,392	0		1,800	98,254	5,846	7,858	1,500	5,000	767	45,121	20 06
70	2,841	0	0		3,300	110,345	2,940	1,058	5,354	1,600	8,238	153,210	17 25
71	13,000	1,500	2,273	8,970	1,800	18,300	(14,592)	3,472	5,200	17	1,242	51,177	13 62
72	63,994	2,587			3,000	25,391	1,090	2,065	4,267	5,200	12,883	230,697	42 68
73	2,272	1,499	545		2,500	37,461	2,892	3,569	4,488	50	3,165	44,322	13 24
74	31,055	3,075	2,495	12,417	2,500	40,852	2,000	3,500	2,965	156	5,130	104,152	12 37
75	6,000	0	200	9,000	2,000	17,400	1,500	9,000	1,364	75	1,32	33,321	19 22
76	25,000	2,000	200	13,500	2,500	36,781	2,800	3,000	2,163	100	3,000	64,856	18 40
77		2,000			1,950	52,700	700	300	2,500	400	3,000	108,600	21 00
78		43			1,400	15,693	5,070	580	315	50	938	23,016	16 80
79	987	299		1,920	42,850	450	709	580	356		921	20,636	11 76
80	7,000	4,000		9,330	42,850	1,100	2,000	2,169	535		9,774	87,023	16 21
81	44,346	8,263	11,400	44,000	2,500	35,989	2,003	2,169	1,877		3,848	61,397	16 96
82		1,411	(707)	15,152	42,500	479,630	40,982	12,566	2,149	13,863	55,983	171,093	19 28
83					4,000	39,573	3,604	5,389	3,317		1,798	66,556	22 07
84					900	39,436	1,85	5,164	716	587	3,185	52,517	17 97
85	59,350	500		4,920	900	45,749	1,480	2,187	3,450	269	563	32,257	13 94
86	1,174	398			353	28,933	2,596	2,971	1,817	5,530	10,000	138,059	10 36
87	0	1,000			44,260	152,717	2,500	2,596	925	3,206	1,502	42,552	13 51
88					31,800	123,980	2,075	10,684	2,000	13,133	25,002	262,310	20 55
89	4,044	1,312	0	51,900	4,000	10,375	6,694	6,944	1,274	10,613	20,000	261,616	14 15
90		398			2,500	12,955	1,990	943	583	125	2,012	38,983	12 81
91	19,013	984			2,299	53,755	1,264	1,241	445	429	264	22,901	17 95
92	28,000	2,546			2,000	115,130	5,613	2,460	2,381	4,267	2,623	94,957	13 09
93*	26,546	3,617	330		1,500	130	1,350	1,162	1,809	657	1,154	62,428	12 21
94*	461	2,461			1,500	23,219	1,492	1,980	328	50	1,870	35,777	14 85
95	6,557	3,553	723		2,100	27,779	2,779	63,242	3,800	50	1,522	186,985	17 52
96	60,000	500	1,425		3,000	26,851	7,300	12,000	1,240	500	8,000	312,000	16 16
97	3,255	1,712	412		2,000	600	6,000	1,511	3,730	80	1,771	33,963	16 16
98	45,470	1,766	266		5,750	39,651	1,775	3,000	6,000	89	10,080	118,396	14 70
99	16,076	823	702		1,200	10,640	865	629	167	762	1,021	32,443	10 82
100*					1,900	21,218	1,497	2,022	100	966	550	40,000	14 57
101*	2,000	462	163		1,583	56,700	2,104	982	2,925	(1,408)	3,768	36,993	16 42
102*	1,000	737	703		1,800	27,663	1,213	1,605	35	624	3,469	46,557	15 58
104	13,000	681,469			2,000	57,387	121,018	87,889	51,555	162,844	126,138	3,371,091d	22 41
105					1,200	(2,482,817)	9,253	1,114	(2,039)	70	130	13,078	13 12
106					1,200	36,354	2,000	4,037	905	855	3,105	70,194	6 71
107	12,868	2,317	100										

a Per capita of average number belonging. b From Report of Commissioner of Education for 1874. c Includes insurance. d Includes repairs. e Includes repairs. f Includes \$103,112 for corporate schools.

TABLE II.—School statistics of cities, &c.—Concluded.

Number.	Permanent.			Payment of indebtedness.		Tuition.		Incidental or contingent expenses.								Total expenditure.	Average expenses per capita.	
	Sites and buildings.	Furniture and apparatus.	Libraries.	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.		Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
108	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
108	\$0	\$276	\$1,344		\$1,450	\$24,791	\$400	\$1,963	\$218	\$567	\$450	\$1,690	\$1,690	\$110	\$1,882	\$35,797	\$11.53	\$5.77
109	65,713	1,352				103,253	2,260	6,176	6,986	1,265	750	5,275	5,275	1,693	21,969	235,036	16.03	6.65
110	9,267	1,039	\$1,344		1,747	12,117		6,848	1,596	1,087	750	403	403		1,013	29,123	12.43	3.03
111	7,115	1,252	424			12,265		1,100	1,596						935	25,987	15.63	2.44
112	5,563					13,871		1,100	1,180	709					2,046	27,708	11.57	4.61
113	20,981	517	4,498			88,387	507	6,416	7,329	1,412	1,412	1,209	1,209	650	884	146,192	15.11	7.65
114	13,956	(5,143)				73,058	1,200	6,403	5,622	1,702	815	4,248	4,248	1,000	4,248	121,112	14.93	5.27
115	18,415	630	550		64	42,463	875	3,527	3,527	150	606	2,032	2,032	181	2,401	78,718	14.66	3.96
116	7,502	1,164	278			17,998		1,904	1,378	220	606	2,032	2,032		10,892	36,996	13.47	6.23
117*	7,883	158	281			42,705		1,500							10,892	63,379	27.00	6.78
118*	(23,144)			\$2,400		24,169		1,097			865				3,314	57,489	15.19	3.00
119	2,895			13,238	1,289	16,891		1,097							3,579	28,134	17.25	5.23
120	5,050			1,6-0		18,930		1,097			113				8,907	48,395	17.10	6.87
121	37,768	9,978				4,203,334	12,342	22,222	11,237	1,303	113	2,899	2,899	700	52,000	650,676	21.10	3.64
122	41,627	19,363		0	0	211,411	3,898	14,905	10,314	4,039	1,867	12,424	12,424	214	16,918	350,038	16.93	5.37
123	31,681	3,360		13,140	3,416	81,229	3,898	9,850	4,355	100	1,867	5,256	5,256	150	11,337	170,224	17.32	4.26
124	7,325	4,850	2,796	11,800	11,800	72,826	2,200	5,161	2,721	175	1,519	7,745	7,745	160	11,708	126,251	20.84	8.60
125	1,962	2,000	100	5,694	5,694	18,923	310	1,000	400	400	400	400	400	50	11,573	47,308	17.41	5.60
126	(15,182)			5,268		12,639		1,000							3,098	32,909	12.08	2.55
127	576			3,360		12,639		1,000							3,098	32,909	12.08	2.55
128	23,699	1,267	0	5,813		16,041	250	1,260	6,861	200	576	829	829		5,796	36,196	13.80	6.93
129	29,915			892		17,077		1,362							5,796	32,413	10.61	3.86
130	29,915			900		22,798	300	2,804	721	390					8,638	67,035	15.70	7.20
131	700			13,763		17,023	300	1,900	1,900	565	390	1,500	1,500		2,099	39,996	11.33	4.93
132	(19,537)			50,550		70,465	2,300	2,930	9,716	265	994				16,019	178,202	16.02	7.31
133	500	317		4,462		34,611	2,300	2,930	9,716	265	994				16,019	178,202	16.02	7.31
134				18,562		34,611	2,300	2,930	9,716	265	994				16,019	178,202	16.02	7.31
135		317		60,822		89,971	500	1,000	1,085	260	260	1,331	1,331		2,300	48,586	18.09	4.39
136	(125,343)		2,842	60,822		89,971	500	1,000	1,085	260	260	1,331	1,331		2,300	48,586	20.10	3.10

Cities containing 7,500 inhabitants or over from which no statistics have been received.

State,	City.	State.	City.
Alabama.....	Montgomery.	Massachusetts.....	Milford.
Arkansas.....	Little Rock.	Do.....	New Bedford.
California.....	Oakland.	Do.....	Waltham.
Do.....	Sacramento.	Do.....	West Roxbury.
Connecticut.....	Bridgeport.	Do.....	Weymouth.
Do.....	New London.	Michigan.....	Adrian.
Do.....	Norwich.	Do.....	Jackson.
Do.....	Waterbury.	Do.....	Kalamazoo.
Illinois.....	Aurora.	Mississippi.....	Natchez.
Do.....	Freeport.	New Hampshire.....	Concord.
Do.....	Ottawa.	Do.....	Dover.
Do.....	Rockford.	Do.....	Portsmouth.
Do.....	Springfield.	New Jersey.....	Hackensack.
Indiana.....	Lafayette.	Do.....	Hoboken.
Do.....	New Albany.	New York.....	Brooklyn.
Iowa.....	Council Bluffs.	Do.....	Hudson.
Kansas.....	Lawrence.	Do.....	West Troy.
Do.....	Leavenworth.	North Carolina.....	Raleigh.
Kentucky.....	Paducah.	Ohio.....	Youngstown.
Maine.....	Augusta.	Pennsylvania.....	Corry.
Do.....	Bangor.	Do.....	Easton.
Do.....	Biddeford.	Do.....	Pottsville.
Maryland.....	Cumberland.	Do.....	Scranton.
Do.....	Frederick. <i>α</i>	South Carolina.....	Charleston.
Massachusetts.....	Abington.	Do.....	Columbia. <i>α</i>
Do.....	Cambridge.	Tennessee.....	Memphis.
Do.....	Chelsea.	Texas.....	Galveston.
Do.....	Chicopee.	Do.....	San Antonio.
Do.....	Gloucester.	Vermont.....	Burlington.
Do.....	Malden.	Wisconsin.....	Oshkosh.
Do.....	Marblehead.	Utah.....	Salt Lake City.

α Has no school system.

TABLE III.—Statistics of normal schools for 1875; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; signifies no returns.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.			Number of instructors.	Number of students.			Graduates in the last year.		
					State.	County.	City.		State appropriation per capita of pupils in the past year.	9	Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.
			3	4	5	6	7	8	9	10	11	12	13	14
1	State Normal School.....	Florence, Ala.....	1873	S. P. Rice.....	\$5,000	0	\$0	0	4	126	95	31	.....	.....
2	Rust Normal Institute.....	Huntsville, Ala.....	1866	C. W. Minson.....	0	0	\$0	0	2	122	62	60	.....	.....
3	Lincoln Normal University.....	Marion, Ala.....	1870	George N. Card.....	4,000	0	6 00	0	3	73	35	38	.....	.....
4	Normal department, Talladega College.....	Talladega, Ala.....	1870	A. A. Stafford, A. M.....	0	0	0	0	9	46	26	20	0	0
5	Normal department, Arkansas Industrial University	Fayetteville, Ark.....	1872	N. F. Gaines.....	0	0	0	0	2	58	24	34	10	8
6	Pine Bluff Normal Institute.....	Pine Bluff, Ark.....	1870	M. W. Martin.....	0	0	3 60	0	3	158	75	83	0	0
7	State Normal School.....	San Jose, Cal.....	1862	Charles H. Allen, A. M.....	17,500	0	0	0	10	6390	46	44	46	44
8	State Normal School.....	New Britain, Conn.....	1850	Isaac N. Carleton, A. M.....	12,000	0	0	0	8	175	24	151	50	40
9	Normal department of Delaware College.....	Newark, Del.....	1873	William H. Parrish, J. L. D.....	0	0	0	0	7	14	4	10	0	0
10	Delaware State Normal University.....	Wilmington, Del.....	1866	John C. Harkness, A. M.....	0	0	0	0	(b)	169	82	87	.....	.....
11	Normal department of Atlanta University.....	Atlanta, Ga.....	1869	Edmund A. Ware, A. M., pres't.....	0	0	0	0	3	165	112	53	.....	.....
12	Evangelical Lutheran Normal School.....	Waynesboro', Ga.....	1868	Rev. C. W. McMahon.....	0	0	0	0	5	114	114	0	16	16
13	Northern Illinois Normal University.....	Alderson, Ill.....	1874	J. C. W. Lindemann.....	15,000	0	0	0	11	6156	67	69	0	0
14	Chicago Normal School.....	Carbondale, Ill.....	1856	Edward C. Delpho.....	0	0	0	0	5	164	0	164	51	56
15	Normal department of Rock River University.....	Dixon, Ill.....	1875	Rev. Oscar G. May.....	0	0	0	0	4	23	13	8	0	0
16	Cook County Normal School.....	Englewood, Ill.....	1867	D. S. Wentworth.....	0	15,000	0	0	9	215	47	168	29	29
17	Northwestern German-English Normal School.....	Galena, Ill.....	1868	Prof. B. F. Merton.....	0	0	0	0	4	155	138	27	11	4
18	State Normal University.....	Normal, Ill.....	1871	Richard Edwards, J. L. D.(d).....	38,987	0	0	0	14	6467	19	19	.....	.....
19	Peoria County Normal School.....	Peoria, Ill.....	1868	S. H. White.....	0	4,900	0	0	4	105	39	66	8	8
20	Normal and Classical School.....	Goshen, Ind.....	1873	D. Moury and A. Blunt, A. M.....	0	0	0	0	5	110	50	60	13	13
21	Northwestern Normal School.....	Kentland, Ind.....	1874	B. F. Niessz.....	0	0	0	0	2	61	30	31	.....	.....
22	La Grange County Normal School.....	La Grange, Ind.....	1875	E. T. Gosper.....	.....	.....	.....	.....	2	100	53	48	.....	.....
23	Indiana State Normal School.....	Terre Haute, Ind.....	1870	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Northern Indiana Normal School and Business Inst.	Valparaiso, Ind.....	1873	J. B. Brown.....	0	0	0	0	151	500	900	600	13	12

f Exclusive of appropriations for permanent objects.

g There are also 206 in the preparatory department and 61 in the model school.

d Resigned.

a Also 98 in training school.

b Instructors are the same as in the classical department.

c Also 312 in model school.

TABLE III.—Statistics of normal schools for 1875, &c.—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; signifies no returns.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.			Graduates in the last year.	
					State.	County.	City.	State appropriation per capita of pupils in the past year.		Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.
			3	4	5	6	7	8	9	10	11	12	13	14
26	Eastern Iowa Normal School.....	Grandview, Iowa.....	1874	Edwin R. Eldridge.....	\$0	\$0	\$2,300	\$0	10	142	70	72	0	0
27	Chair of Didactics, Iowa State University.....	Iowa City, Iowa.....	1872	Rev. S. N. Fellows, D. D.....					1	17	13	4	7	6
28	Whittier Normal Institute, (Whittier College).....	Salem, Iowa.....	1868	D. Sands Wright, A. M.....					6	71	25	46	10	7
29	Kansas State Normal School.....	Concordia, Kans.....	1874	H. D. McCarty, LL. D.....	5,312	0	500	28 57	3	174	90	84	9	9
30	State Normal School.....	Emporia, Kans.....	1863	Rev. C. R. Pomeroy, D. D.....	12,440	0	0	28 00	11	400	270	130	16	14
31	Leavenworth State Normal School of Kansas.....	Leavenworth, Kans.....	1870	John Wherrell.....	6,500	0	0	15 47	6	430	185	235	12	12
32	Normal department of Berea College.....	Berea, Ky.....	1866	H. R. Chittenden, A. B.....	0	0	0	0	10	16	11	5	0	0
33	Kentucky Normal School.....	Carlisle, Ky.....	1873	T. C. H. Vance.....					3	124	64	60		
34	Louisville Training School.....	Louisville, Ky.....	1871											
35	Minden High Public School.....	Minden, La.....	1873											
36	Normal department, New Orleans University.....	New Orleans, La.....		W. D. Godman.....					(b)	14	5	9		
37	Normal department, Straight University.....	New Orleans, La.....												
38	Peabody Normal Seminary.....	New Orleans, La., (247 St. Charles street.).....	1868	Robert M. Lusher, custodian.....	0	0	0	0	6	95		95	28	15
39	Eastern State Normal School.....	Castine, Me.....	1867	Grenville T. Fletcher, A. M.....	7,562	0	0	26 85	7	250	100	150	12	12
40	State Normal School.....	Farmington, Me.....	1864	Charles C. Rounds, M. S.....	6,737	0	0	28 79	7	234	60	174	12	12
41	Normal department, Maine Central Institute.....	Pittsford, Me.....	1872	Cyrus Jordan.....	600	0	0	25 00	2	24	2	22		
42	Oak Grove Seminary, Normal department.....	Vassalboro', Me.....	1846	O. M. Cousens.....	600	0	0	25 00	3	40	15	25	10	8
43	Baltimore Normal School for the Education of Colored Teachers*.....	Baltimore, Md.....	1866	P. J. Doran.....	2,000	0	0	8 13	4	246	115	131	5	5
44	Maryland State Normal School.....	Baltimore, Md.....	1866	M. A. Newell.....	14,000	0	0	50 52	9	207	17	190	20	19
45	St. Catherine's Normal Institute.....	Baltimore, Md., (corner Italian and Arlington avenues.).....	1873	Sister Mary Ferdinand.....	0	0	0	0	8	23	0	23		
46	Boston Normal School.....	Boston, Mass.....	1852	L. Dunton.....					8	76	0	76	58	
47	Massachusetts Normal Art School.....	Boston, Mass.....	1873	Walter Smith, director.....					12	239	84	155		
48	State Normal School.....	Bridgewater, Mass.....	1840	Albert G. Boyden, A. M.....	13,000	0	0	62 00	9	210	55	155	49	46
49	Framingham State Normal School.....	Framingham, Mass.....	1839	Ellen Hyde.....	15,000	0	0	70 00	12	174	0	174	35	

No.	Name of School	Year	Teacher	Value	Books	Expenses	Income	Profits	Other	Total
50	State Normal School	1854	Daniel B. Hagar, Pr. D.	13,000	41	53	13	313	0	313
51	Westfield State Normal School	1836	J. W. Dickinson	14,000	9	178	20	158	42	42
52	Massachusetts State Normal School	1874	E. H. Russell	0	0	0	75	1	74	0
53	Michigan State Normal School	1852	Rev. J. Estabrook, M. A.	17,300	0	0	13	411	222	160
54	State Normal School at Mankato	1866	Rev. David C. Jolin, A. M.	10,000	35	0	93	166	11	11
55	State Normal School at St. Cloud	1868	D. L. Kiehle, A. M.	9,000	56	0	202	66	156	17
56	First State Normal School	1864	William F. Phelps, M. A.	42,000	30	0	11	301	64	237
57	Mississippi State Normal School	1870	William B. Huggate, A. B.	4,500	50	0	4	134	89	45
58	Tougaloo University and State Normal School	1871	Rev. L. A. Darling	4,500	20	0	5	217	124	93
59	Normal Institute*	1868	James A. Race	19,000	30	70	3	133	60	73
60	Cape Girardeau, Mo.	1873	L. H. Cheney	0	0	0	5	164	87	71
61	Normal College, University of Missouri	1868	Prastus L. Ripley, A. M.	0	0	0	15	77	53	24
62	Fremont Normal Institute*	1864	James H. Kerr, A. B. Ph. B.	5,000	52	08	10	126	81	45
63	Normal department, Lincoln Institute	1866	Samuel T. Mitchell	10,100	14	14	11	709	439	270
64	North Missouri State Normal School	1867	J. Baldwin	0	15	656	0	254	72	53
65	St. Louis, Mo.	1871	Louis Soldan	10,000	24	51	10	408	210	198
66	Warrensburg, Mo.	1865	George L. Osborne	12,000	30	00	7	282	120	162
67	Nebraska State Normal School	1870	A. Nichols, A. M.	5,000	600	0	9	155	44	111
68	New Hampshire State Normal School	1870	Rev. Horatio O. Ladd, A. M.	13,000	0	0	10	969	39	230
69	State Normal School	1855	Lewis M. Johnson, A. M.	18,000	85	18	12	544	68	223
70	New York State Normal School	1844	Rev. Joseph Alden, D. D., D. D.	18,000	100	00	11	291	26	23
71	State Normal School*	1871	Charles D. McLean, A. M., L. L. B.	18,000	0	0	18	265	20	10
72	State Normal School	1871	Henry B. Buckham, A. M.	18,000	0	0	14	370	145	223
73	State Normal and Training School	1869	J. H. Hoese, A. M., Ph. D.	20,532	22	90	15	752	362	309
74	State Normal and Training School	1866	John W. Armstrong, D. D.	18,000	51	88	17	347	142	205
75	State Normal and Training School	1871	William J. Milne, A. M.	0	85	000	0	925	0	925
76	Female Normal College	1870	Thomas Hunter, A. M., pres't.	19,700	48	52	13	371	64	307
77	Oswego State Normal and Training School	1861	Edward A. Sheldon, A. M.	18,000	0	0	16	e293	96	197
78	State Normal and Training School	1869	E. D. Blakelee, A. M., (acting).	0	0	0	1	24	22	2
79	Ray's Normal Institute	1873	John S. Ray	0	0	0	6	193	123	70
80	Ellendale Teachers' Institute	1872	W. E. White	0	0	0	8	180	66	114
81	Shaw University	1865	H. M. Tupper, A. M.	0	0	0	9	359	201	138
82	Tilston Normal School	1872	Ann M. Bradley	0	0	0	0	0	0	0
83	Northwestern Ohio Normal School	1871	H. S. Lehr, A. M.	0	0	0	9	78	0	78
84	Ohio Normal School and Business Institute	1868	L. C. Crippen	0	0	0	0	184	110	74
85	Cincinnati Normal School	1855	Miss Delia A. Lathrop	0	0	0	17	576	1,257	319
86	Hopedale Normal School	1855	William Brinkerhoff, A. M.	0	0	0	4	178	98	80
87	National Normal School	1852	Alfred Holbrook	0	0	0	12	367	247	127
88	Western Reserve Normal School	1846	Miss Delia Palmer	0	0	0	3	182	106	76
89	Normal department, Mt. Union College	1865	James A. Brush, A. M.	0	0	0	4	104	64	40
90	Orwell Normal Institute	1873	H. W. Johnson	0	0	0	9	214	111	103
91	Southern Ohio Normal School	1874	C. B. Hall	0	0	0	5	6	4	2
92	Republic Normal School	1871	John Ogden, A. M.	0	0	0	0	0	0	0
93	Ohio Central Normal School	1873	Rt. Rev. Daniel A. Payne, D. D.	0	0	0	3	100	20	80
94	Normal School of Wilberforce University	1871	Rev. S. H. Marsh, D. D., pres't	0	0	0	0	0	0	0
95	Normal Course in Pacific University	1874	P. Hayden, A. M.	0	0	0	15	337	185	152
96	Allegheny Normal Institute	1869	Dr. T. L. Griswold, A. M.	0	0	0	9	693	334	359
97	Bloomsburg State Normal School	1868	J. A. Cooper	0	5	20	3	9	633	334
98	Northwestern State Normal School	1861	J. A. Cooper	0	0	0	5	20	15	15

* From Report of Commissioner of Education for 1874.
 † Exclusive of appropriations for permanent objects.
 ‡ Also 31¢ in lower departments.
 § Also 56 in the model and training school.
 ¶ 50 cents a week to all expecting to become teachers.

TABLE III.—Statistics of normal schools for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; signifies no returns.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.			State appropriation per capita of pupils in the past year.	Number of instructors.	Number of students.			Graduates in the last year.	
					State.	County.	City.			Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.
			3	4	5	6	7	8	9	10	11	12	13	14
99	State Normal School	Indiana, Pa.	1875	Edmund B. Fairfield	\$0	\$0	\$0	\$	13	300	160	140	0	0
100	Keyston State Normal School	Kutztown, Pa.	1866	Rev. A. R. Horne, A. M.	11,500	0	0	3 00	12	516	453	66	20	15
101	Central Normal School Association	Lock Haven, Pa.	1870	S. D. Ball, sec'y board trustees.	5,000	0	0	0	8	223	134	89	31	25
102	State Normal School	Mansfield, Pa.	1863	Charles H. Verrill, A. M.	18,000	0	0	6 50	24	803	504	299	38	37
103	State Normal School	Millersville, Pa.	1859	Edward Brooks, A. M.	0	0	0	0	0	358	167	191	5	2
104	Southwestern Normal College	Sagamore, Pa.	1865	Rev. C. L. Ehrenfeld, A. M.	0	0	0	0	0	48	43	5	0	0
105	Snyder County Normal Institute	Solin's Grove, Pa.	1872	William Noetling, A. M.	0	0	0	0	1	342	234	108	24	24
106	Cumberland Valley State Normal School*	Shippensburg, Pa.	1873	George P. Beard	5,000	0	0	21 00	16	297	152	145	18	15
107	Westchester State Normal School	West Chester, Pa.	1871	George L. Maris, M. A.	10,000	0	0	16 00	14	159	10	149	33	27
108	Rhode Island Normal School	Providence, R. I.	1871	J. C. Greenough, A. B.	0	0	0	40 87	10	436	0	0	13	0
109	Avery Normal Institute	Charleston, S. C.	1865	Amos W. Farinham	10,000	0	0	0	0	39	7	32	0	0
110	State Normal School	Columbia, S. C.	1874	Mortimer A. Warren	0	0	0	0	0	90	106	76	0	0
111	Normal or Training School for Freedmen	Knoxville, Tenn.	1873	William P. Wright	0	0	0	0	2	182	106	76	0	0
112	Freedmen's Normal Institute	Maryville, Tenn.	1868	James P. Wright	0	0	0	0	0	134	81	53	0	0
113	New Providence Institute, (Maryville College)	Maryville, Tenn.	1871	S. J. Sharp	0	0	0	0	0	300	126	180	0	0
114	Le Moyne Normal School	Memphis, Tenn.	1871	A. J. Steele	0	0	0	0	0	110	51	59	18	11
115	Normal department of Fisk University	Nashville, Tenn.	1866	A. K. Spence	0	0	0	6	10	300	126	180	0	0
116	Normal department, Central Tennessee College	Nashville, Tenn.	1866	Rev. J. Braden, A. M.	0	0	0	0	0	240	122	118	0	0
117	State Normal University	Nashville, Tenn.	1873	Eben S. Stoarns	1,500	0	0	15 00	6	100	30	70	26	0
118	State Normal School	Castleton, Vt.	1867	Rev. George A. Barrett	1,500	0	0	0	9	140	60	80	13	0
119	Johnson Normal School	Nashville, Vt.	1867	William C. Crippen	1,500	0	0	24 00	7	242	96	152	57	30
120	State Normal School	Randolph, Vt.	1866	Abel E. Leavenworth, A. M.	10,339	0	0	42 53	18	243	154	89	31	36
121	Hampton Normal and Agricultural Institute	Hampton, Va.	1873	S. C. Armstrong	0	0	0	0	5	108	31	72	18	0
122	Richmond Normal School	Richmond, Va.	1867	R. M. Manly, A. M.	0	0	0	0	0	120	47	33	31	0
123	Fairmount State Normal School	Richmond, W. Va.	1868	J. G. Blair, M. D., LL. D.	1,500	0	0	9 97	9	105	60	45	16	7
124	Glenville State Normal School	Glenville, W. Va.	1873	T. Marcellus Marshall	1,500	0	0	15 00	3	174	90	84	7	0
125	Storer Normal School	Harper's Ferry, W. Va.	1868	Rev. N. C. Brackett, A. M.	0	0	0	0	6	174	90	84	7	0
126	Marshall College, State Normal School	Huntington, W. Va.	1868	A. D. Chesterman	1,500	0	0	17 44	3	86	46	40	14	6

127	Shepherd College	Shepherdstown, W. Va	1873	Joseph McMurrin, A. M.	1,500	0	0	9	37	6	160	84	76	21	16
128	West Liberty State Normal School	West Liberty, W. Va	1870	J. C. Gwynn	1,500	0	0	0	0	3	42	24	18	4	0
129	State Normal School	Oshkosh, Wis	1871	George S. Albee	17,782	0	0	27	75	13	2,293	122	171	20	16
130	Wisconsin State Normal School	Platteville, Wis	1866	Edwin A. Charlton, A. M.	17,334	0	0	0	0	10	213	104	109	9	8
131	River Falls Normal School	River Falls, Wis	1875	W. D. Parker	0	0	0	0	0	10	100	32	68	0	0
132	Holy Family Teacher's Seminary	St. Francis, Wis	1870	Rev. Th. Brunner	0	0	0	0	0	8	80	80	0	7	7
133	State Normal School	Whitewater, Wis	1868	Oliver Atrey, A. M.	0	0	0	0	0	12	341	135	206	15	14
134	Kindergarten Normal School	Washington, D. C. (cor.)	1868	Miss Emma Marwedol	0	0	0	0	0	1	6	0	6	7	7
135	Normal department, Howard University	18th and H sts., n.w.	1867	Thomas Robinson	0	0	0	0	0	6	138	69	69	0	0
136	Washington Normal School	Washington, D. C	1873	Miss Lucetta E. Smith	0	0	2,000	0	0	3	20	0	20	20	20
137	St. George Normal School	St. George, Utah	1875	Lucius W. Peck	200	0	0	0	0	1	76	46	30	0	4

* From Report of Commissioner of Education for 1874. † Exclusive of appropriations for permanent objects. α School not opened yet. b Also 215 in model school.

TABLE III.—Statistics of normal schools for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; signifies no returns.

Number.	Number of years in course.		Library.			Annual expense for tuition to each student.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free-hand drawing?	Is music taught?		School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Scholastic year begins—	Time of anniversary.	
	15	16	Number of volumes.	Average annual increase.	Number of volumes of periodical works.				Vocal.	Instrumental.									
1	3	42				\$3	x	0	x	x	x	x	x	x	x	x	33	34	
2	3	38	200		3	41	x	0	0	x	x	x	x	x	x	x	September, first Wednesday	June, last Thursday.	
3	6	40	300		3	1	0	0	0	x	x	x	x	x	x	x	September, first Monday	June 25.	
4	3	30	300		3	9	0	0	0	x	x	x	x	x	x	x	October 1	June 20-22.	
5	3	30			3	36	0	0	0	x	x	x	x	x	x	x	September 6	June 15.	
6	3	36	0		3	10	x	0	0	x	x	x	x	x	x	x	October, first Monday	June 20.	
7	2	4	1,371	200	5	0	x	0	0	x	x	x	x	x	x	x	July 1	March 31.	
8	2	30	1,090		6	0	x	0	0	x	x	x	x	x	x	x	September, first Tuesday	Last of June.	
9	3	37	650	39	50	46	0	0	0	x	x	x	x	x	x	x	September, first Wednesday	June.	
10	3	37			3	18	0	0	0	x	x	x	x	x	x	x	September, first Monday	May, last Friday.	
11	2	40			0	12	0	0	0	x	x	x	x	x	x	x	October 6	June 22.	
12	2	40	5,000		660	0	x	0	0	x	x	x	x	x	x	x	September 1	June 30.	
13	5	40	1,444		13	622	0	0	0	x	x	x	x	x	x	x	September 1	June, third Thursday.	
14	4	39	1,100		13	0	x	0	0	x	x	x	x	x	x	x	September, second Monday	June, last week.	
15	2	40			22	50	x	0	0	x	x	x	x	x	x	x	September, first Monday	June 28.	
16	3	40	244		1	60	x	0	0	x	x	x	x	x	x	x	September 11	December and June.	
17	3	40	150		4	0	x	0	0	x	x	x	x	x	x	x	September, first Monday	June 15.	
18	3	40	1,400		0	26-32	0	0	0	x	x	x	x	x	x	x	August 31	June 22.	
19	3	39			100	60	0	0	0	x	x	x	x	x	x	x	September 6	June 15-20.	
20	2	40	465		4	20	0	0	0	x	x	x	x	x	x	x	September, first Monday	June 9.	
21	4	12			5	28	x	0	0	x	x	x	x	x	x	x	August	September 7.	
22	2	36			6	5	0	0	0	x	x	x	x	x	x	x	September 8	June 21-23.	
23	6																		
24																			
25	3	44	3,000	800	130	23	x	0	0	x	x	x	x	x	x	x	September 7	July 7.	
26	4	40	500	50	23	38-34	x	0	0	x	x	x	x	x	x	x	September 6	June 21-23.	

TABLE III.—Statistics of normal schools for 1875, &c. — Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; signifies no returns.

Number.	Number of years in course.		Number of weeks in scholastic year.		Library.			Annual expense for tuition to each student.	Is drawing taught?	Has the school a collection of models, casts, apparatus and examples for free-hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Scholastic year begins—	Time of anniversary.
	15	16	17	18	19	20	21				22	23										24	25	26	27	28	29	30	31	32	33	34
75	2	3	4	250				\$0	x	x	x	x	x	x	x	x	x	x	x	September, first Wednesday	June, second Tuesday.
76	2	3	4	361	150	0	0	0	x	x	x	x	x	x	x	x	x	x	x	September, first Monday	June.
77	2	3	4	2,000	50	0	0	30	0	0	0	0	0	0	0	0	0	0	0	September, first Wednesday, and February, second Wednesday.	June.
78	2	3	4	2,000	0	0	0	30	0	0	0	0	0	0	0	0	0	0	0	September, first Wednesday	February 1 and July 1.
79									x	x	x	x	x	x	x	x	x	x	x	April, first Monday	
80	3	3	6	1,300		20		16	x	x	x	x	x	x	x	x	x	x	x	October 1	May, last week.
81	3	3	6	36		0		0	0	0	0	0	0	0	0	0	0	0	0	October 1	June, last week.
82	3	3	4	781	46	5		35	0	0	0	0	0	0	0	0	0	0	0	August, second Monday	June, second Friday.
83	2	3	4	40				32	x	x	x	x	x	x	x	x	x	x	x	August 31	
84	1	1	4	150	20	4		35	x	x	x	x	x	x	x	x	x	x	x	August 31	
85	1	1	4	1,700	11	3		180	0	0	0	0	0	0	0	0	0	0	0	September, first Monday	June, last Friday.
86	2	1	4	3,216	200	140		40-50	0	0	0	0	0	0	0	0	0	0	0	September, first Monday	August 18.
87	2	1	4	3,216	200	140		40-50	0	0	0	0	0	0	0	0	0	0	0	September 7	August 18.
88	4	4	4	1,475	176	18		30-52	x	x	x	x	x	x	x	x	x	x	x	August, second Monday	June, third Friday.
89	3	3	4	1,300				25	x	x	x	x	x	x	x	x	x	x	x	November, last Tuesday	June, third Friday.
90	3	3	4	400				25	x	x	x	x	x	x	x	x	x	x	x	August 17	November, second Thursday.
91	3	3	4	400				27	0	0	0	0	0	0	0	0	0	0	0	August 17	June 10.
92	3	3	4	600	12	50		30	x	x	x	x	x	x	x	x	x	x	x	September 1	
93	2	3	4	42	2	3		40	x	x	x	x	x	x	x	x	x	x	x	September 1	June 22.
94	1	3	4	42	12	3		100-130	x	x	x	x	x	x	x	x	x	x	x	September, first Wednesday	June, third Wednesday.
95	3	3	4	42	45	0		45	x	x	x	x	x	x	x	x	x	x	x	September, first Wednesday	June, first Wednesday.
96	3	3	4	50	60	60		60	x	x	x	x	x	x	x	x	x	x	x	September 1	
97	2	2	4	50	75	20		21	x	x	x	x	x	x	x	x	x	x	x	August 25	June 23.
98	2	2	4	2,200	250	50		42	0	0	0	0	0	0	0	0	0	0	0	August	Thursday before July 1.

	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900				
18	Gen City Business College and Telegraph Institute.	Quincy, Ill., (503 Main street.)	G. L. Howes and D. J. Musselman.	1865	4	1671	1271	1171	1010	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19	Rockford Business College.	Rockford, Ill.	Chamberlain & Doll.	1866	5	131	101	95	6	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
20	Rock Island Business College.	Rock Island, Ill.	Theophilus A. Frey.	1870	2	2200	2400	200	40	140	120	20	10	12	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
31	Springfield Business College.	Springfield, Ill.	S. J. Rogers.	1862	5	175	130	0	0	55	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
22	Crescent City Commercial College.	Evansville, Ind., (corner of First and Main streets.)	G. N. Wells & G. W. Rank.	1874	3	1	132	112	100	12	80	75	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
23	Evansville Commercial College.	Evansville, Ind., (corner of Third and Main streets.)	John J. Kleiner, president; Edwin J. Wright, principal.	1850	5	417	211	194	13	206	196	10	17	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
24	Bryant & Stratton's Practical Business College and Telegraph Institute.*	Louisiana, Ind., (41 South Meadison street.)	A. L. Southard and C. G. Koerner.	1871	7	600	600	500	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
25	College of Business.	Irrving, Ind.	C. E. Hollenbeck.	1870	2	41	41	31	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
26	Star City Business College.	La Fayette, Ind.	P. W. Kennedy.	0	2	123	73	75	3	45	45	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
27	Hall's Business College.	Logansport, Ind.	E. A. Hall.	1867	3	60	55	48	7	25	16	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
28	Commercial department University of Notre Dame.	Notre Dame, Ind.	Patrick S. Colovin, C. S. C.	1814	6	0	200	200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
29	Notre Dame Commercial College.	Terre Haute, Ind.	R. Garvin and A. W. Healy.	1862	4	197	112	85	27	85	65	19	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
30	Burlington Business College.	Burlington, Iowa.	D. Burgess.	1865	7	518	518	487	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
31	Clinton Commercial College and Normal Training School.	Clinton, Iowa, (box 1180)	John Riley.	1870	2	190	150	130	30	40	30	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32	Davenport Business College and Telegraph Institute.	Davenport, Iowa.	A. J. Montague and D. R. Lillibridge.	1855	8	311	311	288	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
33	Bayliss' Commercial College.	Dubuque, Iowa.	C. Bayliss.	1859	5	300	240	226	14	60	30	30	6	20	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
34	National Business College of Upper Iowa University.	Fayette, Iowa.	Prof. H. E. Hurd.	1867	2	50	50	40	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
35	Iowa City Commercial College.	Iowa City, Iowa.	William McClain.	0	2	105	75	50	25	30	22	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
36	The Bayliss Mercantile College.*	Kookuk, Iowa.	William H. Miller.	1859	4	1	400	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
37	Muscatine Business College and Academy.	Muscatine, Iowa.	H. K. Suavely.	1869	1	61	32	27	5	34	33	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
38	Ottumwa Business College.	Ottumwa, Iowa.	W. C. Thompson.	1871	4	1	104	99	85	14	35	28	7	24	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39	Western Business College.	Leavenworth, Kans.	W. H. Skillman.	1857	2	126	89	62	21	66	66	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
40	Western Business College.	Topeka, Kans.	M. A. Pond.	1867	1	169	98	72	26	71	55	15	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
41	Commercial College of Kentucky University.	Lexington, Ky.	Horace P. Porritt, LL. B.	1865	5	60	60	60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
42	Bryant and Stratton Business College.	Louisville, Ky., (80 W. Main street.)	J. W. Varr and J. J. Jarrin.	1865	3	302	210	186	24	92	92	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
43	J. W. Blackman's Commercial College.	New Orleans, La., (131 Carondelet street.)	J. W. Blackman.	1862	4	52	37	35	2	15	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
44	Son's Commercial College and Literary Institute.	New Orleans, La., (corner St. Charles and La Fayette sts.)	George Souk, A. M.	1861	9	311	243	243	0	68	68	0	3	14	43	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
45	Portland Business College.	Augusta, Mo., (Water street)	D. M. Waff.	1867	1	175	100	80	20	75	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
46	Portland Business College.	Portland, Mo.	L. A. Gray.	1863	3	192	192	179	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
47	Sudler's Bryant & Stratton Business College.	Baltimore, Md., (6 and 8 N. Charles street.)	W. J. Sudler.	0	8	245	215	195	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48	Bryant and Stratton Commercial School.	Boston, Mass., (608 Washington street.)	I. E. Hubbard.	0	8	245	215	195	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
49	Coner's Commercial College.	Boston, Mass., (660 Washington street.)	George N. Coner, A. M., president.	0	7	455	455	470	685	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
50	French's Business College.	Boston, Mass., (630 Washington street.)	Charles French, A. M.	0	3	251	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

* From Report of Commissioner of Education for 1874.
 b In this and some other colleges a number of the students are in both day and evening schools.
 c Included in report of collegiate department. (See Table IX.)
 d Includes day and evening schools.

TABLE IV.—*Statistics of commercial and business colleges for 1875, &c.—Continued.*

NOTE.—x indicates the branches taught.

Number.	Name.	Average age of students.	Branches taught.										Volumes in library.		Number of years in course.	Number of weeks in scholastic year.	Number of months of evening school.	Annual cost of tuition for each student.	Scholastic year begins—		
			Common English and correspondence.	Pennanship.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.						Average annual increase.	
1	Art and Business College.	20	x	21	22	23										34	35	36	37	38	
2	Sacramento Business College.	15-20	(a)	x																	
3	Heald's Business College.	20	x	x		x										1-2	52	52	\$75		
4	Pacific Business College.	20	x													1	52	52	125		
5	Moore's Southern Business University.	20	x	x	x											1	52	52	150		
6	Business course of Bowdon College*.	20	x													1	41	7	50	August, 2d Thursday.	
7	Bloomington Business University.	20	x													1	41	7	60	September.	
8	Commercial course, St. Viator's College.	16	x	x	x											4	42	40	40	Sept., 1st Monday.	
9	Commercial course, St. Ignatius College.	16	x	x	x											4	40	40	75	Sept., 1st Monday.	
10	Dyrenfurth Business College.		x	x	x											2	52	52	100	Sept., 1st Monday.	
11	H. B. Bryant's Chicago Business College*.		x	x	x											2	40	40	30	Sept., 1st Monday.	
12	Commercial department, Eureka College.		x	x	x											1, 3	40	6	15, 30, 50	September.	
13	Western Business College.	21	x	x	x											1, 3	36	6	60	Sept., 1st Thursday.	
14	Jacksonville Business College.	20	x													3	30	10	50	September 1.	
15	Joliet Business College.	17	x	x	x											3	40	40	50	September 1.	
16	Northwestern Business College, (department of Northwestern College.)		x	x	x											3	40	40	50	August 25.	
17	Central Illinois Business College and Telegraph Institute.		x	x	x												52	4-6	48-100		
18	Gen. City Business College and Telegraph Institute.	18	x	x	x												1	7	60	60	September 1.
19	Rockford Business College.		x	x	x												1	6	40	40	September 1.
20	Rock Island Business College.	18	x	x	x												1	50	7	65	Sept., 1st Monday.
21	Springfield Business College.		x	x	x												50	7	30	30	Sept., 1st Monday.
22	Crescent City Commercial College.		x	x	x												52	8	30	30	Sept., 1st Monday.
23	Evansville Commercial College.	19	x	x	x												52	12	60	60	September 1.
24	Bryant & Stratton's Practical Business College and Telegraph Institute.*		x	x	x												52	12	60	60	September 1.
25	College of Business.	17	x	x	x												1	39	0	50	September 10.

TABLE IV.—Statistics of commercial and business colleges for 1875, &c.—Concluded.
NOTE.—x indicates the branches taught.

Number.	Name.	Branches taught.										Volumes in library.		Number of years in course.	Number of weeks in scholastic year.	Number of months of evening school.	Annual cost of tuition for each student.	Scholastic year begins—		
		Average age of students.	Common English and correspondence.	Penmanship.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.						Whole number.	Average annual increase.
20	I	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
71	Gastrell's Business College.....	18	x	x	x	x	x	x	x	x	x	x	x	600	50	1	48	6	\$100	September 14.
72	Elizabeth Business College.....	194	x	x	x	x	x	x	x	x	x	x	0	0	0	1	48	6	60	September 1.
73	Bryant & Stratton Newark Business College.....	18	x	x	x	x	x	x	x	x	x	x	0	0	0	1	41	6	100	September 1.
74	Trenton Business College.....	18	x	x	x	x	x	x	x	x	x	x	0	0	0	1	6	6	40-50	
75	Folsom's Albany Business College.....	18	x	x	x	x	x	x	x	x	x	x	200	25	1-1	50	12	40-50		
76	Broyne's Business College.....	17	x	x	x	x	x	x	x	x	x	x	190	0	1-1	48	0	125		
77	Claghorn's Bryant & Stratton Business College.....	25	x	x	x	x	x	x	x	x	x	x	0	0	1-5	52	12	60-100	September 15.	
78	French's Business and Telegraph College.....	15	x	x	x	x	x	x	x	x	x	x	0	0	1-5	10	0	100		
79	Normal Business College.....	15	x	x	x	x	x	x	x	x	x	x	0	0	1-5	10	0	100		
80	Bryant's Buffalo Business College*.....	16	x	x	x	x	x	x	x	x	x	x	0	0	3	44	5	50	September 1.	
81	Buffalo Telegraph College.....	16	x	x	x	x	x	x	x	x	x	x	0	0	1-1	52	6	45		
82	Commercial department, St. Joseph's College.....	18	x	x	x	x	x	x	x	x	x	x	0	0	1-1	52	6	50	September 1.	
83	Elmira Business College.....	14	x	x	x	x	x	x	x	x	x	x	0	0	3	40	6	50	January 1.	
84	Hudson Business College.....	14	x	x	x	x	x	x	x	x	x	x	0	0	3	40	6	50	Sept., 1st Monday.	
85	Commercial department, College of St. Francis Xavier*.....	18	x	x	x	x	x	x	x	x	x	x	2,000	150	1-1	52	0	100		
86	Dolbear's Commercial College*.....	18	x	x	x	x	x	x	x	x	x	x	0	0	1-1	52	0	200		
87	Packard's Business College*.....	18	x	x	x	x	x	x	x	x	x	x	0	0	1-1	52	6	80-100		
88	Paine's Business College*.....	19	x	x	x	x	x	x	x	x	x	x	0	0	1-1	52	6	50	Jan., 1st Monday.	
89	Eastman's Business College.....	214	x	x	x	x	x	x	x	x	x	x	0	0	1-1	52	6	100		
90	Rochester Business University.....	17	x	x	x	x	x	x	x	x	x	x	0	0	1	52	6	75		
91	Bryant & Stratton Business College and Telegraphic Institute.....	17	x	x	x	x	x	x	x	x	x	x	0	0	1	52	6	75		
92	Troy Business College.....	18	x	x	x	x	x	x	x	x	x	x	0	0	1-1	52	6	650	January 1.	
93	Utica Business College.....	17	x	x	x	x	x	x	x	x	x	x	0	0	1-1	48	6	650	September 1.	
94	Commercial department, Waco Forest College*.....	20	x	x	x	x	x	x	x	x	x	x	0	0	1	40	6	35-60	September 1.	
95	Akron Business College.....	20	x	x	x	x	x	x	x	x	x	x	0	0	4	43	6	35-60	September 1.	
96	Commercial department, St. Xavier College.....	20	x	x	x	x	x	x	x	x	x	x	0	0	4	43	6	80	September 1.	
97	Nelson's Business College.....	204	x	x	x	x	x	x	x	x	x	x	500	0	2	52	6	80		
98	Queen City Commercial College.....	204	x	x	x	x	x	x	x	x	x	x	500	0	2	52	6	650		

TABLE V.—Statistics of Kindergärten for 1875; from replies

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	9
1	Home Kindergarten...	Odd Fellows' Temple, Sacra- mento, Cal.	1875	Mrs. N. G. Hill	1	15	3-9	4
2	Kindergarten	Bridgeport, Conn	1872	Miss H. W. Terry and Miss M. C. Terry.	3	80	4-12	4½, 5
3	Kindergarten of Homesworth School.	747 Chapel street, New Haven, Conn.	1874	Miss Tallman	0	12	4-8	4
4	German Kindergarten.	298 West Jackson street, Chicago, Ill.	1873	Mathilde Burmester...	2	45	4-8	4
5	Kindergarten	1000 Wabash avenue, Chi- cago, Ill.	1875	Miss Emma C. Barrett	0	8	3-8	3
6	Kindergarten	1430 Prairie avenue, Chi- cago, Ill.	1874	Mrs. A. H. Putnam.....		12	3-7	3
7	The Misses Grant's Kindergarten	130 North Dearborn street, Chicago, Ill.	1874	Julia G. Smith	0	25	3-9	3
8	West Side Kindergar- ten.	51 South Sheldon street, Chicago, Ill.	1872	Miss Sara Eddy	1	19	3-7	3
9	Kindergarten	High School Building, Indianapolis, Ind.	1875	Miss Alice Chapin		25	3-8	3
10	Kindergarten	66 Breckenridge street, Louisville, Ky.	1875	Mrs. M. W. Graham ...	2	18	4-9	3
11	Kindergarten of Ger- man and English Academy.	Corner of Second and Gray streets, Louisville, Ky.	1870	Miss Bertha Lauber...	0	35	4-7	5
12	Bates Street Kinder- garten.	Lewiston, Me.....	1875	Grace M. Crosby	0	25	4-7	5
13	Bates Street Kinder- garten.	Lewiston, Me.....	1874	Anna G. Morse.....	0	20	4-7	5
14	Kindergarten depart- ment of Mount Ver- non Institute.	46 Mount Vernon Place, Baltimore, Md.	1872	Mrs. Wilhelmine O'Donnell.	1	20	3-8	3½
15	Kindergarten und Ele- mentarklasse.	32 South Eutaw street, Baltimore, Md.	1875	Ernst G. A. Hiehle	1	60	4-8	4
16	Miss Williams' Kinder- garten.	190 North Eutaw street, Baltimore, Md.	1870	Eliza Otis Williams ...	0	11	3-7	3
17	Kindergarten of Lasell Seminary.	Auburndale, Mass.....	1874	Mary H. Weston		11	3-9	3½
18	Charity Kindergarten.	225 Hanover street, Bos- ton, Mass.	1874	Miss Eliza T. Hickey..	0	30	2½-7	3
19	Channey Hall Kinder- garten.	Corner of Beylston and Dartmouth streets, Bos- ton, Mass.	1874	Miss D. Augusta Cur- tis.	0	14	3½-7	3
20	Private Kindergarten.	98 Chestnut street, Bos- ton, Mass.	1872	Mary J. Garland and Rebecca J. Weston.	1	26	3-6	3
21	Public Kindergarten*.	Corner of Somerset and Allston streets, Boston, Mass.	1869	Lucy H. Symonds.....	0	5	3-7	3

* From Report of Commissioner of Education for 1874.

to inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	.....	2	Block building, weaving, sewing, object lessons, &c.	The usual appliances.....	Quickens mental development.
5	10	4	Fröbel's occupations.....	Those appointed by Fröbel.	Very satisfactory.
5	12	3	.....	.....	Excellent.
5	10	4	Fröbel's Kindergarten occupations.	Fröbel's 13 Kindergarten "gifts."	Satisfactory in every respect.
5	10	4	Fröbel's "gifts" and occupations.	Narrow, low tables, plants, piano, pictures, Fröbel's "gifts," &c.	Excellent; the powers of observation are cultivated, and children learn how to think.
5	10	4	Sewing, weaving, stick laying, drawing, pricking, folding paper, modelling in clay, and Fröbel's games.	Low tables, marked off into inch squares, piano, blackboards, ruled slates, and "occupation material."	It strengthens the body, exercises the senses, and employs the awakening mind.
5	10	4	Fröbel's "gifts," also reading and German.	All the "gifts" and a piano.	Very good indeed.
5	10	4	Building blocks, sewing, perforating, laying sticks, weaving, laying rings, paper cutting and folding, drawing, tablets, wire, and peas-work, &c.	Fröbel's "gifts," ruled tables, piano, plants, and chairs.	Harmonious growth of the physical, mental, and spiritual natures, and a love of work, order, and law.
5	20	2	All the pure Kindergarten occupations.	Fröbel's twenty "gifts" and occupations, plants, playgrounds, and mineralogical cabinet.	Increased happiness and facility for work.
5	40	1	.....	Kindergarten "gifts" and aids for object teaching.	Perfect.
5	4	10	Those found in Fröbel's system.	Fröbel's "gifts."	A blessing for the children.
5	26	2	Sewing, weaving, drawing, peas-work, paper folding, &c.	Cubes, oblongs, staves, triangular and square tablets, wires, &c.	It gives strength of body, ideas of order, time, and beauty, and ability to express the thoughts.
5	26	2	Building, laying figures, weaving, sewing, peas-work, slat-work, drawing, marching, singing, &c.	Tables, chairs, and materials for occupations.	Ideas of time, order, regularity, and neatness are developed, and also strength and agility.
5	37	1	Weaving, plaiting, drawing, modelling, sewing, singing, object lessons, games, calisthenics, and instruction in German.	Fröbel's "gifts," Prang's chromos, natural history charts, blocks, clay, slates, paper, plants, &c.	It promotes physical and mental development, and the happiness of the children.
5	12	4	All true Kindergarten occupations.	Kindergarten "gifts".....	Harmonious development, physically and mentally.
5	9	4	Fröbel's exercises with cubes and balls, drawing, sewing, peas-work, folding, weaving, modelling, object lessons, and lessons in botany, &c.	Fröbel's Kindergarten "gifts."	Harmonious physical and mental development.
5	10	4	Modelling, weaving, sewing, staff laying, games, &c.	Fröbel's "gifts," plants, gardens, &c.	Satisfactory.
5	52	1	The usual Kindergarten occupations.	The usual appliances.	Very satisfactory.
5	9	4	Building, modelling, drawing, singing, braiding in various colors, games, &c.	Blocks, clay, colored yarns, prepared papers, drawing implements, &c.	It makes the children healthy and happy.
5	36	....	Block building, card sewing, weaving, drawing, pricking, modelling, object lessons, &c.	Fröbel's "gifts," natural objects, &c.	Excellent.
6	20	2	Building, sewing, staff-laying, drawing, pricking, weaving, modelling, &c.	Everything needed for Fröbel's system in a primary Kindergarten.	Mind and body are strengthened.

TABLE V.—Statistics of Kindergärten for 1875; from replies to

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
22	South End Kinder- garten.	154 West Concord street, Boston, Mass.	1875	Mrs. Annie E. Gardner	1	13	3-7	3½
23	Cambridge Kinder- garten.	Cambridge Station, Cam- bridge, Mass.	1873	Mrs. Mary Mann.....	1	25	3-7	3
24	Fröbel's Kindergarten.	47 Seventh street, New Bedford, Mass.	1869	Miss Mary C. Peabody. ....	...	20	3-7	4
25	Kindergarten	Northampton, Mass.	1876	Mrs. A. K. Aldrich	1	26	3-6	3
26	Kindergarten	West Newton, (box 217,) Mass.	1871	Nina Moore	1	9	3-6	3
27	Worcester Kinder- garten.	1 Elm street, Worcester, Mass.	1870	Mrs. Anna B. Knox....	2	15	2½-7	3
28	Kindergarten	Yarmouthport, Mass.	1872	Alice Matthews .....	...	10	4-9	3
29	Kindergarten of the German-American Seminary.	East Lafayette street, De- troit, Mich.	1869	Auguste Hiuze.....	1	50	4-7	3-4
30	Kindergarten	Flint, Mich.	1874	Miss Cornie S. Parker.	1	12	3-7	3
31	Grand Rapids Kinder- garten.	40 Fountain street, Grand Rapids, Mich.	1873	Miss M. D. Hyde	0	18	3-8	3
32	Minneapolis Kinder- garten.	91 South Seventh street, Minneapolis, Minn.	1874	Mrs. E. R. Holbrook... ..	...	18	3½-7	3
33	Carondelet Kinder- garten.	St. Louis, Mo	1875	Miss Sallie A. Shawk . ....	...	37	5-7	3½
34	Carroll A. M. Kinder- garten.	Corner Carroll and Buell streets, St. Louis, Mo.	1875	Miss Laura Fisher	3	39	5-7	3½
35	Carroll P. M. Kinder- garten.	Corner Carroll and Buell streets, St. Louis, Mo.	1875	Miss Nellie Fisher	3	30	5-7	2½
36	Divoll A. M. Kinder- garten.	St. Louis, Mo	1874	Miss Cynthia P. Do- zier.	3	50	5-7	3½
37	Divoll P. M. Kinder- garten.	St. Louis, Mo	1875	Miss Helen Douglass..	3	43	5-7	2½
38	Everett A. M. Kinder- garten.	Eighth street, near Cass avenue, St. Louis, Mo.	1875	Miss Emma Dean	3	35	5-7	3
39	Everett P. M. Kinder- garten.	Eighth street, near Cass avenue, St. Louis, Mo.	1875	Miss Rnth Graham....	3	35	5-7	2½
40	Franklin A. M. Kinder- garten.	Eighteenth street and Christy avenue, St. Lou- is, Mo.	1875	Mrs. Lucy A. Collins..	5	45	5-7	3½
41	Franklin P. M. Kinder- garten.	Corner Eighteenth street and Lucas avenue, St. Louis, Mo.	1875	Miss Helen P. Joslin ..	4	33	5-7	3
42	Webster A. M. Kinder- garten.	St. Louis, Mo	1875	Miss Mary H. Water- man.	5	45	5-7	3½
43	Webster P. M. Kinder- garten.	St. Louis, Mo	1875	Miss Ida M. George... ..	4	53	4-7	2½
44	Des Pères Kinder- garten.	South St. Louis, Mo.	1873	Mrs. Ella Hildreth	3	51	5-7	3½
45	Private Kindergarten.	Nashua, N. H.	1874	Fräulein Anna Held... ..	0	14	3-7	3

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	18	2	Fröbel's occupations.	Fröbel's "gifts," tables covered with network, slats, sticks, rings, cards, mats, clay, &c.	Physical development, clearness of ideas, and harmonious growth of the whole nature.
5	10	4	Sewing, weaving, pricking, block building, drawing, folding, plaiting, learning poetry, singing, gardening, modelling, exercises in colors, &c.	Squared tables and slates, drawing paper, blocks, tablets, rings, sticks, weaving mats and needles, peas, clay, flower pots, &c.	Healthful to mind and body.
5	10	4	Fröbel's occupations, sewing, weaving, building, counting, &c.	Fröbel's "gifts," pictures, blackboards, &c.	Healthful.
5	20	2	First and second "gifts," sewing, weaving, &c.	First and second "gifts," slates, clay, &c.	
5	18	2	Fröbel's Kindergarten occupations.	Steiger's "gifts"	Promotes healthful growth.
5	10	4	Building, weaving, drawing, sewing, modelling, paper cutting and folding, &c.	Fröbel's "gifts," plants, a garden, a cabinet, &c.	Healthy, progressive, harmonious.
6	12	3	Fröbel's occupations .....	.....
5	22	2	Building, stick and ring laying, perforating, embroidering, weaving, plaiting, folding, intertwining, peas-work, and modelling.	Twenty "gifts," large rooms, piano, tables, and benches.	It promotes a graceful carriage, healthy body, and well-balanced mind.
5	10	4	Fröbel's occupations, movement plays, &c.	Fröbel's "gifts"	Excellent.
5	10	4	All Fröbel's occupations ...	Squared tables, blackboard, and material for occupations.	Marked improvement.
5	10	4	All genuine Kindergarten occupations.	All needed for Fröbel's system.	
5	10	4	Fröbel's occupations.....	Fröbel's "gifts"	Most excellent.
5	10	4	.....do.....	.....do.....	Excellent.
5	10	4	.....do.....	.....do.....	Do.
5	20	2	Sewing, weaving, cutting, folding, pricking, &c.	The usual appliances.....	Skilfulness of hand and eye; discipline of mental faculties.
5	20	2	Regular Fröbel occupations.	Kindergarten "gifts," squared tables, and benches.	Most excellent.
5	40	1	Fröbel's system	Fröbel's "gifts"	Excellent.
5	40	1	.....do.....	.....do.....	Do.
5	10	4	Fröbel's occupations.....	All of Fröbel's "gifts"....	Most excellent.
5	10	4	.....do.....	Fröbel's "gifts"	Quickening and harmonizing.
5	10	4	Weaving, folding, cutting, sewing, perforating, drawing, building, laying of surfaces, sticks, &c.	Tables, slates, drawing materials, cubes, triangles, rings, clay, worsted, cardboard, and paper.	Physical development, and quickened powers of observation, comparison, and invention.
5	10	4	Weaving mats, pricking, drawing, paper cutting and folding, peas-work, modelling, sewing, &c.	Tables, benches, plates, cups, slates, blackboards, &c.	Physical growth and development of mental faculties.
5	10	4	Fröbel's occupations.....	Those recommended by Fröbel.	Very remarkable.
6	17, 26	2	Drawing, weaving, &c.....	The usual Fröbel material.	It promotes healthy and harmonious growth, a habit of attention, and a clear perception.

TABLE V.—Statistics of Kindergärten for 1875; from replies to

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
46	Kindergarten department of public school.	Carlstadt, N. J.	1875	Ida Leichhardt.	0	48	5-7	4-5
47	Kindergarten of Hackensack Academy.	Hackensack, N. J.	1874	Miss K. E. Smith.		30	....	3½
48	Kindergarten of the Martha Institute.	Corner Sixth street and Park avenue, Hoboken, N. J.	1872	Miss Magdalena Ho-reis.	....	45	4-6	5
49	Kindergarten of the German, English, and French Academy.	Hoboken, N. J.	1872	Frederick H. W. Schlesier.	2	25	3-7	5
50	Kindergarten of Hoboken Academy.	Hoboken, N. J.	1861	Miss Louise Luther. ...	0	40	4-7	3, 5
51	Miss M. S. Schmidt's Kindergarten.	Post-office box 77, Hoboken, N. J.	1875	Miss A. Kamm. ....	....	20	5-7	5
52	Montclair Kindergarten.	Montclair, N. J.	1873	Miss Annie E. Hawes.	1	15	3-8	3
53	Beacon Street School Kindergarten.	Beacon street, Newark, N. J.	1871	Bertha Dorsch.	2	70	4-7	5
54	Green Street School Kindergarten.	19 Green street, Newark, N. J.	1870	Miss Otilie Donai. ...	3	70	3½-7	5
55	Kindergarten of St. Peter's Parish School.	21 Livingston street, Newark, N. J.	1871	Sister Mary Severina. .	3	90	4-7	6
56	Twelfth Ward German-English Kindergarten.	32 Fourth street, Newark, N. J.	1874	Mary C. Beyer.	2	40	3-7	5
57	Misses French & Randolph's Kindergarten.	116 Hamilton street, New Brunswick, N. J.	1872	Kate S. French.	3	....	3-8	4
58	Plainfield Kindergarten.	Plainfield, N. J.	1875	.....	....	12	3-7	3
59	Kindergarten of St. Agnes's School.	Albany, N. Y.	1873	Miss M. A. Migy. ....	....	12	3-8	2
60	Kindergarten.	260 Schermerhorn street, Brooklyn, N. Y.	1874	Miss Emily Christian-sen.	1	20	3-7	3
61	Kindergarten department of Lockwood's New Academy.	139 South Oxford street, Brooklyn, N. Y.	1870	Miss A. A. Coffin. ....	....	20	4-8	3
62	Renssen Street Kindergarten.	158 Renssen street, Brooklyn, N. Y.	1872	Mrs. A. W. Longfellow.	2	32	3-7	4
63	Kindergarten of Glen's Falls Academy.	Glen's Falls, N. Y.	1875	Mrs. Jane Thorpe.	0	20	3-7	4
64	Kindergarten department of Miss Devereux's School.	Irvington, N. Y.	1875	Mrs. S. S. Ropes. ....	....	10	3-7	3
65	Kindergarten of Seamen's Orphan Asylum.	New Brighton, N. Y.	1874	Miss Eva Thompson. ...	....	25	3-7	4
66	American Kindergarten.	44 East Forty-third street, New York, N. Y.	1860	Miss E. M. Coe.	5	55	3-10	4
67	Kindergarten.	16 Waverly Place, New York, N. Y.	1875	Miss Mary Perkins. ....	....	18	3-7	3

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	12	3½	Fröbel's occupations.....	Fröbel's "gifts," pictures, and piano.	Ready use of the senses, and quickness in expressing ideas; grace, civility, and cleanliness.
5	.....	.....	Clay modelling, building, sewing, weaving, stick laying, slat weaving, perforating, folding, drawing, wire work, &c.	.....	.....
5	11	4	Usual Kindergarten occupations and phonetic exercises.	Balls, clay, charts, pictures, blocks, &c.	Elevating and refining.
5	11	4	Paper folding, weaving, clay modelling, drawing, singing, building, &c.	After Fröbel's and Köhler's systems.	The latent powers and abilities of the child are developed, and its activity is organized in the form of play.
6	11	4	Fröbel's occupations.....	Fröbel's "gifts"	Good.
5	11	4	.....do.....	.....do.....	Excellent.
5	10	4	Weaving, stick laying, paper cutting, folding, modelling, singing, gymnastics, &c.	The usual Kindergarten furniture and materials.	Excellent in every respect.
5	12	4	Fröbel's occupations.....	Fröbel's "gifts" .....	.....
5	48	1	All of Fröbel's occupations.	All of Fröbel's	All that can be desired.
5	20	2	Perforating, embroidery, braiding, paper folding, peas-work, cutting of paper, &c.	Rings, staves, cubes, blocks, gymnastic apparatus and all necessary material.	Beneficial.
5	24	2	Object lessons, movement plays, building, drawing, perforating, embroidering, &c.	Fröbel's "gifts".....	Healthful to mind and body; imparting grace in movement and strength of muscle.
5	10	4	All of Fröbel's occupations, singing, with plays, gardening, French conversational lessons, &c.	Fröbel's "gifts," piano, gardens and tools, plants, pictures, &c.	Children think and memorize much better for the training.
5	10	4	Fröbel's occupations.....	.....	Beneficial.
5	.....	3	Building, weaving, black-board exercises, singing, gymnastics, &c.	.....	Healthful to the mental, moral, and physical nature.
5	10	4	Building, drawing, singing, modelling, pricking on perforated card board, &c.	Balls, blocks, maps, wires, colored paper, &c.	It benefits the mental and also the moral nature.
5	10	4	Varied work after Fröbel's system.	Fröbel's apparatus	Superior.
5	18	2	Those authorized by Fröbel.	Fröbel's "gifts" and material; also cabinet and museum for object lessons.	Strength, agility, and healthful development of mind and body.
5	12, 15	3	Ball playing, block building, paper folding, weaving, pricking, interlacing, stick laying, sewing, object lessons, &c.	Everything necessary for the occupations.	Beneficial in every respect.
5	20	2	Fröbel's occupations .....	.....	.....
5	48	1	Fröbel's occupations .....	.....	Most beneficial.
5	20	2	All of Fröbel's "gifts" and occupations.	Very satisfactory.
5	20	2	Fröbel's occupations	Harmonious development.

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Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
68	Kindergarten of Ger- man-American School.	159 East Eighty-fifth st., New York, N. Y.	1873	M. Gebhard and Miss Becker.	....	20	4-7	4
69	Kindergarten of Ger- man-American School.	244 East Fifty-second st., New York, N. Y.	1870	Miss E. von Briesen...	1	70	3-6	5
70	Kindergarten of Mrs. Sylv. Reed's School.	6 and 8 East Fifty-third street, New York, N. Y.	1875	Mrs. I. H. Walton.....	....	12	3-7	3
71	Normal Training School for Kinder- garteners, and Model Kindergarten.	1266 Broadway, New York, N. Y.	1872	Prof. John Kraus and Mrs. Kraus-Boelte.	4	45	3-7	3½-4
72	P. W. Moeller's Ger- man-American Kin- dergarten.	336 West Twenty-ninth st., New York, N. Y.	1872	Miss C. Hoffmann.....	....	30	4½-7	5
73	Kindergarten der Ro- chester Realschule.	7 and 9 Mortimer street, Rochester, N. Y.	1872	Herman Pfaefflin.....	2	24	4-7	5
74	Mrs. Gardner's Kinder- garten.	8½ East Onondaga street, Syracuse, N. Y.	1875	Mrs. Della Gardner....	0	11	3-6	3½
75	Volk's-Kindergarten*.	317 Main street, Cincin- nati, Ohio.	1873	Therese Lochner.....	....	20	3-7	5
76	Volk's-Kindergarten*.	466 Vine street, Cincin- nati, Ohio.	1873	Miss Sophia Lochner..	1	30	3-6	6
77	Kindergarten.....	Trinity School Building, Toledo, Ohio.	1875	Misses Mills and Ban- croft.	....	20	3-7	3
78	Kindergarten of Ohio Central Normal School.	Worthington, Ohio.....	....	Mrs. A. B. Ogden.....	....	8	3-7	3
79	Germantown Kinder- garten.	5013 Green street, Ger- mantown, Pa.	1874	Miss Marianna Gay...	3	19	3-7	3
80	Mount Vernon Kinder- garten.	612 North Thirteenth st., Philadelphia, Pa.	1869	Mrs. E. K. Mulford and Miss A. M. Kennard.	2	35	4-12	4
81	Miss Wilson's Kinder- garten.	99 Penn avenue, Pitts- burgh, Pa.	1875	Miss C. Bella Hare- house.	....	20	3-7	3½-4
82	Private Kindergarten	River street, Wilkesbarre, Pa.	1874	Miss Bertha Voss.....	....	14	....	3½
83	English Kindergarten of the German-Eng- lish Academy.	Milwaukee, Wis.....	1876	Mrs. Eudora Hailmann	1	21	3-7	3
84	Kindergarten der Nord- west Seite.	Milwaukee, Wis.....	1874	Mathilde H. Jahns and Ida Glattli.	2	80	3-6	5
85	Kindergarten of Ger- man-English Acad'y.	Milwaukee, Wis.....	1873	W. N. Hailmann.....	4	79	4-7	4-5
86	Southside Kinder- garten.	Greenbush street, Milwau- kee, Wis.	1875	Miss Clara Frodien....	2	50	4-7	5
87	West Side Kinder- garten.	Milwaukee, Wis.....	1874	Miss Louise T. D. Dethlofs.	2	60	3-7	3, 5
88	German-American Kin- dergarten.	Corner Eighteenth and H streets, Washington, D. C.	1871	Miss Emma Marwedel.	2	25	3½-7	4
89	Le Droit Park Kinder- garten and Primary School.	Le Droit Park, Washing- ton, D. C.	1874	Mrs. Louise Pollock...	1	22	3-7	4½
90	Miss Hooper's Kinder- garten.	Corner Ninth and G sts., Washington, D. C.	1875	Miss Mary Hooper.....	....	9	3-7	5
91	Miss Knight's Kinder- garten.	303 East Capitol street, Washington, D. C.	1875	Miss Knight.....	....	6	3-7	3½

* From Report of Commissioner of Education for 1874.

inquiries by the United States Bureau of Education—Continued.

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9	10	11	12	13	14
5	4	12	Instructive plays and singing and exercise in the open air.	Fröbel's complete outfit...	Excellent.
5	10	4	All the occupations connected with Fröbel's "gifts."	Fröbel's "gifts".....	Harmonious development.
5	38	1	Fröbel's occupations.....	.....	.....
5	38	1	The lessons connected with Fröbel's "gifts."	Everything necessary to Fröbel's system.	Physical, mental, and moral development, and ability to combine knowing with doing.
5	44	1	The usual occupations.....	The usual apparatus.....	Excellent.
5	24	2	Object lessons, singing, drawing, sewing, gymnastics, exercises of memory, &c.	Pictures, blocks, slates, scissors, sticks, &c.	Physical and mental development.
5	10	4	.....	The 3d, 4th, 8th-12th, 14th, 18th, and 20th "gifts."	Healthy growth of mind and body.
5	.....	1	Fröbel's occupations.....	Blocks, balls, sticks, pictures, &c.	.....
5	21	2	Singing, playing, declamation, &c.	.....	Satisfactory.
5	.....	3	Sewing, weaving, pricking, drawing, paper folding, modelling, &c.	Materials for the occupations.	It awakens the mental faculties, and is decidedly beneficial.
5	40	1	Building, weaving, sewing, drawing, stick laying, folding, modelling, &c.	Squared tables, chairs, material for occupations, &c.	Correct habits of thinking are formed, accuracy of eye and manual skill are cultivated, and the muscles are exercised.
5	20	2	Fröbel's occupations, care of plants, object lessons, songs, games, &c.	1st-4th, 7th-10th, 12th, 14th, 18th-20th "gifts," low tables and arm chairs, blackboards, plants, birds, pictures, &c.	It promotes strength of limb, symmetry of form, grace and agility of movement; it cultivates powers of observation and concentration, use of language, memory, and reason.
5	20	2	Lessons in form, building, weaving, perforating, embroidering, modelling, &c.	Fröbel's "gifts," stuffed animals, birds' nests, wasps' nests, object pictures, tables, &c.	Very satisfactory.
5	40	1	Fröbel's occupations.....	.....	Harmonious development.
5	43	1	Kindergarten occupations and German lessons.	.....	Healthy.
5	12	4	Fröbel's occupations.....	Fröbel's "gifts".....	.....
6	13	4	Building, weaving, drawing, modelling, paper folding, singing, peas-work, &c.	..... do	Eminently favorable.
6	12	4	Usual Kindergarten occupations.	Usual "gifts".....	.....
5	.....	.....	Fröbel's occupations.....	Blocks, sticks, slates, clay, paper, peas, &c.	Healthy.
6	1	50	.....	.....	.....
5	10	4	All of Fröbel's occupations, extended to wood carving, pasteboard work, &c.	All of Fröbel's "gifts"....	Harmonious and natural mental, moral, and physical development.
5	10	4	Building, ring and stick laying, weaving, pricking, sewing, drawing, modelling, musical plays, &c.	Square ruled tables, slates, drawing books, colored mats, clay, balls, triangles, cubes and oblongs, rings, &c.	It develops the perceptive faculties, love of work, powers of observation, taste for the beautiful, &c.
5	10	4	All the Kindergarten occupations.	Fröbel's "gifts" and appliances.	Excellent.
5	10	4	Object lessons of all kinds..	All of Steiger's "gifts" ...	Development of the mental faculties.

TABLE V.—Statistics of Kindergärten for 1875; from replies to

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
92	Miss Susie Pollock's Kindergarten.	708 Eleventh street, n. w., Washington, D. C.	1875	Misses Susie Pollock and Catherine Noerr.	3	42	{ 3 ³ / ₄ } { 12 ³ / ₄ }	5
93	The Misses Perley's Kindergarten.	509 Fourth street, n. w., Washington, D. C.	1872	Miss Fannie Perley ...	1	30	4-8	4
94	Washington Female Seminary Kindergarten.	1023 Twelfth street, n. w., Washington, D. C.	1874	Miss Harriet Douglass	23	4 ¹ / ₂	9	4
95	Kindergarten of St. Paul's School.	Walla Walla, Wash. Ter..	1875	Miss Lidie Kennedy...	0	25	3-9	4

Memoranda.

Name of teacher or school.	Residence.	Remarks.
Miss Martha L. Stearns.....	New Haven, Conn ..	Not found.
Mrs. John Ogden, University Square Kinder- garten.	Chicago, Ill.	Removed to Worthington, Ohio.
Miss H. F. Sawyer.....	Louisville, Ky	Not found.
Miss Ida A. Noyes, North-End Mission Kin- dergarten.	Boston, Mass.....	School closed.
M. I. Hersey, Wakefield Kindergarten.....	Wakefield, Mass....	School closed.
Miss Fanny M. Richards.....	Detroit, Mich	Not found.
Miss Mary Conover, Kalamazoo Kindergarten.	Kalamazoo, Mich ...	School closed.
Miss Julia G. Smith, Mothers' Kindergarten Association.	Montclair, N. J	Not found. See Montclair Kin- dergarten; probably identical.
Mrs. S. E. C. Harwood.....	Red Bank, N. J	Not found.

inquiries by the United States Bureau of Education—Concluded.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	10	4	Drawing, sewing, lessons with geometrical solids and planes, singing, instruction in German, &c.	Schermerhorn's new forms and solids for object teaching, all of Fröbel's "gifts," pictures, &c.	It develops industry, art, invention, morality, and love of order.
5	10	4	Building, folding paper, counting, weaving, sewing, drawing, molding, &c.	Fröbel's "gifts" and all the usual appliances.	It promotes mental and physical development.
5	10	4	Drawing, weaving, sewing, singing, building, object lessons, oral composition, combinations of colors, &c.	Slates, paper, clay, rings, blackboards, piano, pictures, &c.	Beneficial to mind and body.
5	10	4	Object teaching, singing, sewing, &c.	Blocks, charts, pictures, &c.	

Memoranda—Concluded.

Name of teacher or school.	Residence.	Remarks.
Madame de Castro.....	Brooklyn, N. Y.....	Removed; not found.
Miss M. A. E. Phillips.....	New York, N. Y.....	School closed.
Liddy Ploeterl.....	New York, N. Y.....	School closed.
Miss E. E. Dickinson, Rochester Kindergarten.	Rochester, N. Y.....	School closed.
Kindergarten of Ossining Institute.....	Sing Sing, N. Y.....	No information.
D. A. Curtiss.....	Syracuse, N. Y.....	Not found.
Kindergarten department of Miss Bulkley's School.	Tarrytown, N. Y.....	Closed.
Miss J. Berger.....	Cincinnati, Ohio.....	Not found.
Madame Selma von Diemer.....	Philadelphia, Pa.....	Not found.

17	Wilmingon Conference Academy.	Dover, Del.	1872	1873	Rev. J. M. Williams, A. M.	M. E.	2	95	73	22	25	55	30	22	15	2
18	Rugby Academy.	Wilmington, Del.	1872	1872	Dr. Saml W. Murphy, A. M.	Non-sect.	7	96	96	0	96	45	10	10	12	2
19	Hevin Annual Labor School	Cayo Spring, G.	1838	1838	James J. King.	Baptist.	1	20	15	6	15	8	6	6	2	2
20	Slade's School for Boys	Columbus, Ga.	1867	1867	Pulmon J. Slade, A. M.	Non-sect.	1	40	15	25	80	46	80	20	0	0
21	Crawford High School.	Dalton, Ga.	1873	1873	William Clay Wilkes, A. M.	Baptist.	2	126	136	0	80	46	3	3	0	6
22	Hilbard Institute.	Forsyth, Ga.	1854	1854	N. C. Napier.	Meth.	1	24	24	0	24	5	0	5	0	0
23	Madison Male High School.	Marietta, Ga.	1875	1875	Edward W. Butler, A. B.	Non-sect.	1	43	43	30	16	14	3	9	11	3
24	Marietta Male Institute	Near Milledgeville, Ga.	1875	1875	George F. Gober, A. M.	Presb.	1	30	31	30	7	24	24	24	2	1
25	Talmage School.	Perry, Ga.	1837	1837	Sidney Lewis	Meth.	1	43	43	12	43	12	12	10	2	2
26	Perry Male Academy.	Talbotton, Ga.	1837	1837	Rev. J. T. McLaughlin, A. M.	Meth.	2	50	50	30	50	25	5	7	0	0
27	Collinsworth Institute.	Thomasville, Ga.	1854	1855	Oscar D. Scott	Non-sect.	2	0	55	55	55	32	5	7	0	0
28	Fletcher Institute	Bellefonte, Ill.	1855	1855	Hiram H. Post	Non-sect.	1	17	13	4	17	17	40	40	1	8
29	Private School.	Lake Forest, Ill.	1855	1858	Albert R. Sabin.	Presb.	5	1	94	94	44	50	30	40	1	7
30	Lake Forest Academy.	Morgan Park, Wash-	1855	1873	Col. S. S. Norton, A. M.	Non-sect.	7	3	48	48	0	28	40	40	8	0
31	Mount Vernon Military Academy.	ington Heights, Ill.	1870	1870	Rev. R. K. Todd, A. M.	Non-sect.	3	1	30	30	0	21	3	6	3	7
32	Todd Seminary for Boys	Woodstock, Ill.	1867	1867	Brother Gabriel	R. C.	7	250	250	8	15	8	6	6	6	6
33	St. Mary's Academy	La Fayette, Ind.	1862	1862	Rev. Michael O'Reilly.	R. C.	2	81	81	8	81	6	8	5	5	5
34	St. Paul's Grammar School*	Valparaiso, Ind.	1874	1874	Prof. C. H. Withrow and James L. Ford.	R. C.	4	86	86	86	25	75	7	7	7	2
35	Danville Classical-Military Acad-	Danville, Ky.	1868	1861	Rt. Rev. B. M. Benedict,	R. C.	3	47	47	47	47	47	47	47	47	5
36	United Schools of the Abbey of Gethsemani.	Gethsemane, Ky.	1871	1871	W. L. Thruheld, A. M.	Non-sect.	3	0	60	60	0	60	48	23	15	3
37	Turnlock Select School.	Paris, Ky.	1870	1870	Prof. William H. Lockhart.	Non-sect.	1	34	34	20	15	4	12	13	4	2
38	Prof. W. H. Lockhart's School	Bastrap, La.	1873	1873	Arthur D. Bayles	Non-sect.	1	50	50	35	17	6	3	3	1	1
39	Morehouse College.	Monroe, La.	1863	1863	Very Rev. L. Enaud	R. C.	2	50	50	50	10	35	4	2	1	1
40	St. Matthew's School.	New Orleans, La.	1869	1869	Brother Florimond	R. C.	7	0	180	180	0	180	0	175	10	30
41	St. Aloysius Academy	New Orleans, La.	1861	1861	Brother Cadoc	R. C.	5	250	250	150	50	50	50	7	57	30
42	St. Joseph's School for Boys*	Shreveport, La.	1873	1873	Rev. W. E. Paxton, A. M.	Baptist.	2	61	52	9	54	7	6	7	2	0
43	University High School.	Farrington, Me.	1872	1872	Ambrose P. Kelsey, A. M.	Non-sect.	1	37	37	37	31	8	5	4	2	1
44	Abbott Family School	Baltimore, Md., (258	186-1868	1868	Ralph D. Whittle	P. E.	5	1	70	70	70	43	15	15	1	1
45	Boy's School of St. Paul's Parish	Saratoga street.)	1867	1867	Miss M. Louise T. Trump	P. E.	1	23	23	23	23	23	23	23	23	23
46	Melrose School*	Baltimore, Md., (cor- ner Linden avenue and Hoffman street.)	1845	1845	Thomas Lester	P. E.	2	36	36	36	36	10	20	20	20	20
47	Newton Academy	Baltimore, Md., (Bal- timore street and Carrollton avenue.)	1873	1873	William C. Hynds, A. M.	P. E.	2	30	30	30	30	13	8	12	12	1
48	Oxford School for Boys	Baltimore, Md., (cor- ner Myrtle avenue and Smith street.)	1861	1861	Prof. James C. Kinear, A. M.	R. C.	6	0	50	50	0	40	15	10	4	3
49	Pembroke School for Boys	Baltimore, Md., (187 Madison avenue.)	1849	1849	Brother Edward	R. C.	9	130	130	130	130	15	70	15	36	10
50	St. Joseph's Academy, Calvert Hall.	Baltimore, Md., (70 Saratoga street.)	1864	1864	George G. Carcy, A. M.	R. C.	4	55	55	55	11	35	19	19	3	1
51	School for Boys	Baltimore, Md., (265 North Entaw street.)	1866	1866	C. Powell Grady, M. A.	R. C.	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	School of Letters and Sciences for Boys.	Baltimore, Md., (78 Read street.)	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male Instructors.	Female Instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course	Preparing for scientific course	In college.	Preparing for scientific course	In college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
53	Stewart Hall Collegiate and Commercial Institute.*	Baltimore, Md., (1028 West Baltimore st.)	.....	1857	Rev. J. N. Hank, A. M., Geo. S. Grape, A. M., and A. Z. Hartman, A. M.	Non-sect.	5	0	68	68	.....	65	36	34	6	.....	4	.....
54	Brookville Academy	Near Brookville, Md.	1815	1815	S. H. Coleman	Non-sect.	1	0	25	25	0	12	8	5	4	3	3	.....
55	Charlotte Hall School	Charlotte Hall, Md.	1774	1774	Herbert Thompson	Non-sect.	4	.....	57	57	.....	13	44	26	.....	.....	.....	.....
56	West Nottingham Academy	Near Colton, Md.	1812	1813	George K. Boehlert, A. M.	Non-sect.	3	0	77	77	.....	42	25	5	11	6	.....	.....
57	St. Clement's Hall*	Ellicott City, Md.	1870	1866	Rev. L. A. Shepley, D. D.	P. E.	6	.....	54	54	.....	54	46	12	12	16	4	.....
58	St. John's Literary Institution.	Frederick City, Md.	1841	1835	James A. Ward, S. J.	R. C.	3	.....	70	70	.....	40	12	18	12	15	4	.....
59	Glenwood Institute.	Glenwood, Md.	1863	.....	L. G. Mathews, A. M.	P. E.	2	.....	50	50	.....	13	37	20	37	.....	.....	.....
60	College of St. James' Grammar School.	Hagerstown, Md.	1844	1842	Henry Onderdonk, A. M.	P. E.	7	.....	50	50	.....	50	0	31	0	0	0	.....
61	McDonogh School	Owing's Mills, Md.	.....	1873	William Allan, M. A.	Non-sect.	3	0	50	50	.....	50	0	31	0	0	0	.....
62	St. Thomas' Home School*	Owing's Mills, Md.	.....	1844	Rev. W. F. Lockwood, A. M.	P. E.	2	.....	14	14	.....	.....	.....	.....	.....	.....	.....	.....
63	Milton Academy*	Philopolis P. O., Md.	.....	1873	E. Parsons	Meth.	3	.....	45	45	.....	20	10	15	10	0	1	.....
64	St. Michael's Home School for Boys	Reisterstown, Md.	.....	1868	Rev. R. Heber Murphy, A. M.	P. E.	1	.....	33	26	7	.....	.....	.....	.....	.....	.....	.....
65	Mount Pleasant Institute.	Amblerst, Mass.	.....	1846	Henry C. Nash, A. M.	P. E.	1	.....	20	20	.....	20	15	3	10	.....	.....	.....
66	Family Boarding School for Boys.	Lehmont, Mass.	.....	0	David Mack	Unitarian	1	.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....
67	Sedgwick Institute	Great Barrington, Mass.	.....	.....	James Bird, M. A.	Cong.	1	.....	16	16	.....	12	4	.....	.....	.....	.....	.....
68	Home School for Boys*	Marblehead, Mass.	.....	1873	Rev. Benjamin H. Bailey	Non-sect.	1	.....	7	7	.....	3	1	3	1	0	0	.....
69	Eaglenest*	Newburyport, Mass.	.....	1866	Lloyd W. Hixon, M. D.	P. E.	3	.....	21	21	.....	13	7	.....	.....	.....	.....	.....
70	St. Mark's School	Southborough, Mass.	.....	1865	Rev. J. T. Coolidge, D. D.	P. E.	5	.....	51	51	.....	51	.....	.....	.....	.....	.....	.....
71	Family School for Boys*	West Tisbury, Mass.	.....	1870	M. C. Mitchell	P. E.	2	.....	20	20	.....	10	5	10	2	10	3	.....
72	HIGHLAND Military Institute.	Worcester, Mass.	.....	1856	C. B. Metcalf, A. M.	Non-sect.	7	.....	90	90	.....	90	.....	.....	.....	.....	.....	.....
73	Shattuck School	Fairhaven, Minn.	.....	1860	Rev. Jas. Dobbin, A. M., B. D.	P. E.	9	.....	105	105	.....	83	22	18	22	10	3	.....

74	Brookhaven High School for Boys	1874 1874	M. S. Shirk	2	50	50	0	4	19	23	6	0
75	Summerville Institute	1854	Thomas S. Gathright	3	60	60	0	34	26	4	19	23
76	Chalmers Institute	1854	W. A. Anderson and W. M. Rogers	2	31	31	0	13	18	4	19	23
77	Inka Collegiate Institute	0	Charles E. Dramo	2	67	67	0	67	6	1	6	0
78	Trinity High School*	0	Rev. L. Y. Jessup, warden	3	20	20	0	31	25	12	10	21
79	The Kempor Family School	0	F. T. Kempor, A. M.	4	55	55	0	10	15	25	10	21
80	High School for Males	1837 1836	J. J. Potts, A. M.	1	25	25	0	10	15	25	10	21
81	Deutsches Institut	0	John Lyser	4	100	100	0	100	30	60	60	0
82	St. Patrick's Academy	1855 1868	Brother Nicholas	10	220	220	0	220	11	35	6	5
83	Kearsgo School for Boys	1874	Frederick Thompson	2	12	12	0	4	8	0	8	0
84	West Jersey Academy	1851 1852	Rev. Alex. S. Vaughan, A. M.	7	41	41	0	26	15	7	12	2
85	Elizabeth Collegiate School	1870	Rev. J. C. Wyeckoff	4	30	30	0	20	10	3	4	1
86	The Freehold Institute	1845	Rev. A. G. Chambers, A. M.	6	0	150	0	95	55	10	35	7
87	Neshanic Institute	1869	Rev. P. D. Oakley	2	1	17	0	17	9	2	9	0
88	Jamesburg Institute	1873	M. Oakley	1	0	35	35	29	6	0	0	0
89	Hasbrouck Institute	1855	Washington Hasbrouck, A. M., Ph. D.	7	150	150	0	125	50	20	50	25
90	Classical and Com'l High School	1810	Rev. Sam'l M. Hamill, D. D.	7	0	71	71	0	29	42	21	24
91	St. Joseph's Preparatory Boarding School	1871 1861	Mother Mary Xavier	2	6	60	0	60	0	0	18	12
92	Trenton Academy	1785 1781	William W. Woodhull, Ph. D.	2	70	70	0	62	8	0	0	0
93	Albany Academy	1812 1813	Merrill E. Gates, A. M.	7	4	225	225	0	40	200	60	20
94	Christian Brothers' Academy	1857 1853	Brother Hugh	7	150	150	0	150	50	60	20	30
95	Bay View Institute	1870	L. Homer Hart	1	1	33	33	27	6	6	6	3
96	Academic department, Collegiate and Polytechnic Institute	1859 1855	Edward C. Seymour, A. M.	14	3	450	450	200	150	100	150	0
97	College Grammar School	0	Levi Wells Hart, A. M.	3	2	35	35	35	8	2	2	0
98	Juvenile High School	1854	Misses A. S. Dobbin and S. E. Rogers	3	7	200	200	0	0	0	0	0
99	Prof. Davison's Institute	0	Rev. Isaac S. Davison	2	20	20	0	15	5	2	2	0
100	St. Mary's School	0	Brother Sylvester	7	500	500	0	500	0	0	0	2
101	Hearthote School	0	Lester White	3	1	50	50	17	25	8	10	0
102	Canandaigua Academy	1795 1795	Noah T. Clarke, M. A., Ph. D.	1	216	216	0	132	54	30	6	5
103	Chatham Academy	1871	E. H. Weatherbee	1	180	180	0	180	30	10	10	0
104	Clinton Grammar School	1817 1815	Rev. Isaac O. Best, A. M.	1	36	36	0	24	12	12	1	0
105	Corwall Heights School	1864	Oren Cobb, A. M.	2	2	20	20	22	10	22	10	1
106	Fushing Institute	0	E. A. Fairchild, A. M., and A. P. Northrop, A. M.	8	108	108	0	108	6	9	1	2
107	Hempstead Institute	1861	Ephraim Hinds, A. M.	3	2	25	25	7	3	15	1	0
108	St. John's School for Boys	1869	Rev. Theodore Babcock, D. D.	4	1	32	32	6	26	4	14	2
109	Trinity School	1867	John M. Hawkins, A. M., Ph. D.	4	1	35	35	5	30	12	16	5
110	Newburgh Institute and Family School for Boys	1863	Henry W. Siglar, M. A.	3	75	75	0	40	25	8	25	5
111	Duane S. Everson's School for Boys	1835	Duane S. Everson, A. M.	7	0	90	90	0	0	0	40	2

* From Report of Commissioner of Education for 1874.

No.	Name of School	Location	Year	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905		
175	William Penn Charter School	Philadelphia, Pa., (8 South Twelfth st.)	1711	1689	Richard M. Jones.	Friends.	2	0	50	0	30	26	0																											
176	Episcopal Classical Academy	Pittsburg, Pa., (64 Grant street).	1867	1867	Francis Schmidt.	P. E.	2	0	44	44	25	44	10																											
177	Hill School.	Poetsdown, Pa.	0	1851	Rev. Matthew Moles, Ph. D.	Non-sect.	3	1	48	48	8	3	0																											
178	Cheltenham Academy	Shoemakerstown P. O., Pa.	0	1871	Rev. Samuel Clements, A. M.	P. E.	5	1	56	56	0	12	18																											
179	West Philadelphia Academy	W. Philadelphia, Pa., (112 South Fortieth street.)	1874	1874	Rev. John Moore and J. M. Rawlins, M. A.	Presb.	2		20	20		12	2																											
180	York County Academy	York, Pa.	1799	1788	George W. Ruby.	Non-sect.	2		75	75		18	4																											
181	Lexington Male High School.	Lexington C. H., S. C.	1875	1875	W. D. Schuberger.	Non-sect.	1		27	27		2																												
182	Edgfield Male Academy	Edgfield, Tenn.	1865	1865	George D. Hughes	Non-sect.	2		86	86		45	41																											
183	Keegan Male High School*	Morrisstown, Tenn.	0	1867	Rev. A. W. Wilson and J. A. Corryton.	Non-sect.	4		80	80		26	0																											
184	Giles College*	Pulaski, Tenn.	1868	1868	C. G. Loggers and F. A. Dick- inson.	Non-sect.	2		100	100		35	2																											
185	Ripley Male Academy*	Ripley, Tenn.	1847	1848	H. T. Banks	Non-sect.	1		35	35		28	7																											
186	St. Mary's Institute*	San Antonio, Tex.	1852	1852	Brother Charles Francis	R. C.	10	0	310	310		220	(10)																											
187	Mr. Anthony Seminary	Birmingham, Ala.	1832	1832	George W. Yates, A. M.	Non-sect.	4		50	50		35	15																											
188	Vermont Episcopal Institute	Burlington, Vt.	1857	1860	Rev. T. A. Hopkins, A. M.	P. E.	2	1	41	41		8	15																											
189	Rural Home	Pownal, Vt.	0	1869	Rev. J. M. Bachelord, A. M.	Non-sect.	1	1	25	21		4	18																											
190	Abingdon Male Academy	Abingdon, Va.	0	1822	James B. Baker and Robert P. Carson.	Non-sect.	2		93	93																														
191	Alexandria Academy	Alexandria, Va.	1858	1858	John S. Beach.	Non-sect.	1	1	42	42		42	2																											
192	Episcopal High School of Virginia	Near Alexandria, Va.	1854	1839	Lamécot M. Blackford, M. A.	P. E.	5	0	75	75		0	34																											
193	H. F. Henry's Private School	Alexandria, Va., (Queen street.)	1857	1857	H. F. Henry	Non-sect.	1		30	30																														
194	Potomac Academy	Alexandria, Va.	1869	1869	C. S. Taylor and J. S. Black- burn.	Non-sect.	2		49	49		30	20																											
195	St. John's Academy	Alexandria, Va.	0	1833	Richard L. Carne, A. M.	R. C.	5	0	80	80		6	7																											
196	Bethel Academy	Bethel Academy Post- office, Va.	1870	1870	W. W. Smith, A. M.	Non-sect.	7		72	72		30	35																											
197	St. Timothy's Home School for Boys.	Herridon, Va.	0	1873	David S. L. Johnson.	P. E.	1	2	34	29		5	34																											
198	Leesburg Academy	Leesburg, Va.	1800	1813	Professor Thomas William- son.	Non-sect.	1	1	22	22		0	7																											
199	Webster Institute	Norfolk, Va., (45 Char- lotte street.)	0	1869	Professor N. B. Webster, A. M.	Non-sect.	2	1	50	50		30	10																											
200	Locust Dale Academy	Rapidan Station, Va.	0	1856	Andrew J. Gordon, A. M.	Non-sect.	3	1	60	75		5	20																											
201	Edgmont Private School for Boys	Whitlock Post-Office, Va.	1867	1867	Thomas E. Barksdale	Non-sect.	1		18	14		4	11																											
202	Prince Edward Academy	Worsham, Va.	1875	1874	James R. Thornton	Non-sect.	1	0	24	24		0	6																											
203	Lindsay Institute*	Wheeling, W. Va.	0	1852	James B. Clark	Non-sect.	2		32	32		25	6																											
204	Seminary of St. Francis of Sales	St. Francis Station, W. Va.	1855	1855	Rev. C. Wapalhorst	R. C.	16		245	245		140	150																											
205	Georgetown Institute for Males	Georgetown, D. C., (423 Bridge street.)	1857	1857	Rev. P. Hall Sweet.	Non-sect.	1		25	25		25	7																											

* From Report of the Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
206	Select Male Academy.....	Georgetown, D. C., (corner Dumbarton and Montgomery sts.)	0	1873	Rev. C. H. Nourse, A. M.....	Non-sect.	1	.....	14	14	.....	14	6	.....	8	.....	5	.....
207	Boys' English and Classical High School.....	Washington, D. C., (Four-and-a-half st.)	.....	1869	John W. Hunt, A. M.....	Non-sect.	1	.....	42	42	.....	42	25	.....	11	.....	.....	.....
208	Emerson Institute.....	Washington, D. C., (Fourteenth street, between I and K.)	.....	1852	Chase B. Young, Jr.....	Non-sect.	5	.....	130	130	.....	130	100	100	20	20	12	10
209	Episcopal Institute.....	Washington, D. C., (corner Fifteenth and I streets.)	.....	1870	Rev. F. L. Knight, D. D.....	P. E.....	2	.....	51	51	.....	51	21	6	9	.....	.....	.....
210	Rittenhouse Academy.....	Washington, D. C., (Indiana avenue.)	.....	1840	O. C. Wight.....	Non-sect.	2	.....	32	32	.....	32	16	.....	3	.....	2	.....
211	Roys' Academy.....	Washington, D. C., (Four-and-a-half st.)	.....	1870	Chase Roys, A. M., M. D.....	Non-sect.	1	0	25	25	0	25	3	8	10	3	0	0
212	St. Matthew's Institute.....	Washington, D. C., (K street, between Fourteenth and Fifteenth streets.)	.....	1870	Brother Tobias.....	R. C.....	9	.....	180	180	.....	180	30	20	.....	.....	.....	.....
213	Thompson Academy.....	Washington, D. C.....	.....	1869	S. John Thompson, A. M.....	.....	1	.....	40	40	.....	40	5	.....	.....	.....	.....	.....
214	Spencer Academy.....	Caddo Station, Indian Ter.	.....	1844	Rev. James H. Colton.....	Presb... ..	2	1	60	60	.....	60	.....	.....	.....	.....	.....	.....
215	St. Michael's College.....	Santa Fe, N. Mex.....	.....	1874, 1859	Brother Botolph.....	R. C.....	6	0	108	108	0	90	6	19	5	0	8	0

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

PART II.

Schools for girls.

216	Dadeville, Ala	1847	J. P. Oliver, A. M.	2	2	85	30	65	75	10	5	5	1
217	St. Mary of the Pacific	1871	Rev. J. Lloyd Brock, D. D.	1	8	62	62	62	62	15	22		
218	Mills Seminary*	0	Rev. Cyrus T. Mills, D. D.	7	12	207	0	207	207	30	0		
219	Napa Ladies' Seminary	1872	Miss Sarah F. McDonald.	1	10	130	0	130	121	9	41		
220	Convent of Our Lady of the Sacred Heart.	1868	Mother J. Baptist, superior.	1	16	90		90	80	60			
221	Sacramento Seminary*	1863	Hermon Perry	1	7	130		130	130				
222	Young Ladies' Seminary	1862	William S. Hunt, A. M.	1	2	60	40	20	60	2	3	3	0
223	Point Loma Seminary	0	Mrs. O. W. Gates	5	2	43		43	43	2	8	0	0
224	Academy of Notre Dame, Mission Dolores.	1866	Sister Aloyse	14	425	425		425					
225	Home Institute	1866	Miss Isabella G. Prince.	2	6	45		45	40	4	19		
226	Madame Zetaska's Institute	1863	Mme. B. Zetaska	4	10	110		110	105	110	25		
227	Laurel Hall	1864	Miss L. A. Baekmaster	4	6	45		45	45	45			
228	School of the Holy Cross	1862	Sister Rosanna Smith	9	135	125		135	125	50			
229	Golden Hill Seminary	1837	Miss Emily Nelson	4	6	90		90	90	40			
230	Hillside Seminary	1866	Mrs. E. B. Whiting (Kunde)	1	6	64	4	60			3		
231	Homesworth Family School for Young Ladies	1860	Mrs. Lydia Black Nowcomb	0	10	25		25					
232	The Etherage School	1873	Thio Misses Bangs	4	33	33		33	33	8	12		
233	The Misses Notts' English and French School	1873	Misses L. P. & C. E. Nott.	3	7	80		80	80	45			
234	West End Institute	1870	Mrs. S. L. Cady	3	5	65		65	65	20	30		
235	Boarding and Day School for Young Ladies.	1872	Mrs. Martha W. Hakes	1	4	51	6	45	51	10	25		
236	French and English Boarding School		Miss Henrietta Meeker	2	4	35		35	35	25			
237	Saybrook Seminary	1873	A. L. Warner and O. C. Beane, chapp.	6	63	63		63	63	4	14		
238	Home and Day School for Young Ladies.*	1872	Elizabeth Wheeler	1	10	10		10	10	4	1		
239	St. Margaret's School for Girls	1875	Rev. Francis T. Rusell, M.A	3	5	106		106	106	5	6		
240	Oak Hill Ladies' Seminary	1845	Mrs. S. E. W. Atwater	1	6	40		40	40				
241	Young Ladies' Institute	1867	Miss Julia S. Williams	1	5	60		60	60				
242	Family Boarding and Day School.		Miss M. S. I. Robertson	1	4	30		30	30	10	30		
243	St. Joseph's Academy	1869	Mother Sintonio	8									
244	Convent of Mary Immaculate	1868	Mother Teresa of Jesus	14	353	353		353	353	40	153		
245	Conyers Female College	1870	Miss S. McKinley, M. A.	3	50	50		50	50	20	25		
246	Forest Home Institute	1873	Mrs. E. Nebhut	0	3	18	4	14	18	5	1	3	0

* From Report of Commissioner of Education for 1874.

262	Bardstown Female Academy* Institution.	1837 1834	Rev. J. V. Cosby	Presb.	1	3	32	32	5	0	0	0
263	Nazareth Literary and Benevolent Institution.	1829 1812	Motlier Columbia Carroll	R. C.	0	25	225	225	140	0	0	0
264	Green River Female Seminary	1870 1868	Rev. Thomas H. Storrs, A. M.	Baptist.	2	5	79	4	75	4	0	0
265	Caldwell Institute for Young Ladies.	1860 1859	W. P. Hussey	Presb.	2	6	120	120	23	20	0	0
266	Greenwood Female Seminary	1845	Mrs. Mary T. Runyan	.....	2	50	7	43	.....	.....	.....	.....
267	Galaxy Academy	1829 1822	Sister Theodosia Kelly	R. C.	5	40	40	40	2	0	0	0
268	Christ Church Seminary	1866	Miss Helen L. Tolton	P. E.	(6)	50	50	50	2	0	0	0
269	Saxvo Female Institute	1856 1854	H. B. McClellan, A. M.	Presb.	4	158	10	148	30	20	0	0
270	Collegiate School for Young Ladies	1853 1851	S. B. Barton, A. M.	Presb.	1	5	70	0	70	11	0	0
271	Jessamine Female Institute	1866 1866	Rev. J. B. Thayer	Non-sect.	1	3	57	7	50	55	16	6
272	Academy of St. Catherine of Siena	1846 1822	Sister Regina O'Meara, O.S.D.	R. C.	10	65	63	60	15	0	0	0
273	St. Vincent's Academy	1869 1868	Mother Mary Hyacinth	R. C.	4	14	14	14	7	0	0	0
274	Pelichiana Female Collegiate In- stitute.	1850 1848	Miss C. L. Cadelt	Presb.	2	6	75	75	5	10	0	0
275	Convent of the Presentation	1865 1855	Sister Angelica	R. C.	5	40	40	35	40	0	0	0
276	St. Hyacinth's Academy	1870 1870	Sister Mary Alexis	R. C.	3	5	50	50	15	20	0	0
277	D'Arquin Institute*	0 1835	Miss Heléne Filz Gerald	Non-sect.	3	5	48	48	48	48	0	0
278	Loquet-Leroy Institute	0 1871	Mrs. S. B. Loquet-Leroy	R. C.	4	10	85	85	25	25	85	0
279	St. Catherine's Hall.	1869 1868	Hannah N. Bridgo	P. E.	0	6	39	0	29	39	9	20
280	Family School for Girls at "The Willows,"*	1871 1871	Mr. and Mrs. N. C. Goodnow	Non-sect.	5	45	45	45	15	40	0	0
281	Boarding and Day School for Young Ladies.	.....	The Misses Symonds	Non-sect.	3	4	50	50	30	50	0	0
282	Casco Street Seminary*	.....	Theodosia M. Pendleton	.....	1	12	6	13	1	3	0	0
283	Morison Academy	.....	Helen S. Fletcher	.....	1	3	40	40	.....	.....	.....	.....
284	Monnt Vernon Institute	1859	Mrs. Mary J. Jones and Mrs. Matthaid.	Non-sect.	5	11	80	80	26	80	0	0
285	Robud Academy	1872	Rebecca McConkey	.....	9	80	80	80	30	70	0	0
286	Samuel T. Lester's Seminary	0 1871	Samuel T. Lester	Non-sect.	4	2	23	6	23	23	4	6
287	School for Young Ladies	1871	Miss Sarah A. Jouness	.....	5	28	28	28	8	12	0	0
288	Southern Home School	1842	Mr. and Mrs. W. M. Cary and Mrs. Gen. John Pe- gram.	Non-sect.	7	11	80	80	.....	.....	.....	.....
289	Albwick Female Seminary	0 1840	Miss M. A. Tyson	P. E.	2	4	25	25	12	12	0	0
290	Notre Dame of Maryland	1864 1846	Sister Mary Idephonse	R. C.	2	21	123	123	121	115	0	0
291	Hagerstown Seminary for Young Ladies.	1853 1852	Rev. C. L. Keedy, A. M., M. D.	Luth.	3	6	110	4	106	110	25	20
292	St. John's Female Seminary	1855	Rev. Geo. Lewis Stacy, D. D.	Reform'd	3	30	30	30	(30)	30	0	0
293	Latherville Female Seminary	1853 1852	Rev. J. E. Dinnu, A. M.	Ev. Luth.	2	6	62	62	30	32	5	5
294	Evandale Home School*	0 1870	Mrs. Robert Evans	Non-sect.	2	2	23	23	23	23	0	0

* From Report of Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
295	The Hannah More Academy.....	Reisterstown, Md.....	1874	1832	Rev. Arthur J. Rich, M. A., M. D., rector.	P. E.....	3	6	40	....	40	36	15	....	....	....	....	....
296	Stamford School for Girls.....	Sandy Spring, Md.....	....	1856	Caroline H. Miller.....	....	2	3	28	....	28	3	12	0	0	0	0	0
297	Blackstone Square School.....	Boston, Mass., (45 West Newton st.)	....	1867	Miss R. I. Gilman and Miss M. E. Blair.	Cong....	2	6	40	....	40	....	....	....	....	....	....	....
298	English, French, and German Family and Day School.....	Boston, Mass., (68 Marlboro' street.)	....	1866	Miss M. Louise Putnam.....	P. E.....	1	6	20	....	30	(20)	....	....	....	....	....	....
299	Newbury Street School.....	Boston, Mass., (34 Newbury street.)	....	1867	Rev. Henry C. Badger.....	Non-sect.	5	10	50	....	50	50	....	50	0	0	1	0
300	School for Young Ladies.....	Boston, Mass., (104 Mt. Vernon street.)	....	1869	Mary R. Southgate.....	....	1	4	11	....	11	3	8	....	....	....	....	....
301	Union Park School for Young La- dies.....	Boston, Mass., (Union Park and Washing- ton street.)	0	1856	Henry Williams.....	....	2	4	70	....	70	8	60	....	....	....	....	....
302	Home and Day School.....	Boston Highlands, Mass., (55 St. James street.)	....	....	Mary L. Hall.....	....	....	6	26	....	26	9	26	....	....	....	....	....
303	St. Joseph's Select School *	Cambridgeport, Mass.	1869	....	Sister St. Emelia.....	R. C.....	....	7	315	....	315	....	....	....	....	....	....	....
304	Wayside Family School.....	Concord, Mass.....	0	1866	Miss Mary C. Pratt.....	Non-sect.	1	5	22	....	6	16	22	3	16	1	0	1
305	Godman Mansion Home School...	Dorchester, Mass.....	....	1867	Mrs. S. Morris Cochrane.....	Non-sect.	2	4	12	....	12	....	....	....	....	....	....	....
306	Family Boarding and Day School for Young Ladies.....	Everett, Mass.....	....	1874	Mrs. A. P. Potter and Miss O. J. Pierce.	Baptist..	4	6	45	....	45	14	5	8	....	....	....	0
307	Prospect Hill School.....	Greenfield, Mass.....	1868	1869	Miss Sabra Wright.....	Unitar'n..	....	5	46	....	6	40	30	10	....	....	....	....

	0	1874	Rev. Benj. W. Dwight, Ph. D., LL. D.	Presb.	1	2	12	12	12	11	8	
355	Dwight's School for Young Ladies	Clinton, N. Y.	0	1874	Rev. Benj. W. Dwight, Ph. D., LL. D.	Presb.	1	2	12	12	11	8
356	Houghton Seminary	Clinton, N. Y.	1854	1861	John C. Gallup, A. M., M. D.	Presb.	3	7	100	100	68	23
357	Croton Institute*	Croton, N. Y.	1873		Fannie A. Sedgwick	Non-sect.	3	20	40	20	32	
358	English and French Boarding School.	Dobbs' Ferry, N. Y.	1871		Miss E. Elizabeth Dana	Non-sect.	7	42	42	12	22	
359	Maugreth Hall	Flushing, N. Y.	1874	1866	Miss Margaret Macgregor	Cong.	2	4	60	60		1
360	St. Joseph's Academy*	Flushing, N. Y.	1861	1861	Mother M. Teresa	R. C.	2	9	90	90	20	50
361	St. Joseph's Academy	Fordham, N. Y.	1863	1863	Mme. Victorino Boucher	R. C.	2	4	20	20		
362	Hamilton Female Seminary	Hamilton, N. Y.	1866		M. M. Goodenough, A. M.	Baptist.	5	4	100	0	100	15
363	Hudson Young Ladies' Seminary	Hudson, N. Y.	0	1849	Elizabeth and Sophia C. Peake	Non-sect.	1	5	41	41	40	4
364	The Misses Skinner's School for Young Ladies.	Hudson, N. Y.	1867		Miss Sarah R. Skinner	Non-sect.	4	50	50	28	22	6
365	Miss Devereux's School for Young Ladies.	Irrington, N. Y.	1874		Miss Marian S. Devereux	Non-sect.	1	3	24	5	16	3
366	Union Hall Seminary	Jamaica, L. I., N. Y.	1870		Mrs. James A. Fleury	Reform'd	4	50	50	50	20	10
367	Jackson Institute	Morrisania, N. Y., (256 E. 123d street.)	1870		Mrs. F. J. Jackson	Non-sect.	5	60	60	20	50	
368	Mt. Vernon Young Ladies' Seminary.	Mt. Vernon, N. Y.	0	1872	Prof. Hugh Craig and Mrs. E. Norris	P. E.	1	1	10	1	9	1
369	Academy of the Visitation*	New Utrecht, N. Y.	1869	1864	Mother Mary A. Connell	R. C.	12	40	40	40	40	7
370	Academy of the Holy Cross	New York, N. Y.	1858	1858	Sister of Charity	R. C.	3	9	153	30	125	16
371	Boarding and Day School for Young Ladies.	New York, N. Y., (7 E. 42d street.)	0	1870	Mrs. J. T. Benedict	Non-sect.	8	13	140	140	140	30
372	Boarding and Day -School for Young Ladies.	New York, N. Y., (25 W. 46th street.)	0	1867	Mlle. M. D. Tardivel du Saret	Non-sect.	10	8	76	6	70	76
373	Charlier Institute for Young Ladies.*	New York, N. Y., (167 Madison avenue.)	1868		Mr. and Mrs. Elisée Charlier	Non-sect.	10	10	150	150	150	150
374	Dr. Van Norman's Classical School*	New York, N. Y., (212 W. 59th street.)	0	1874	Rev. D. C. Van Norman, LL. D.	Non-sect.	3	12	76	0	76	36
375	English and French School for Young Ladies.	New York, N. Y., (24 E. 22d street.)	1848		Miss Ann A. Ballow	Non-sect.	7	9	90	90	90	90
376	English, French, and German Boarding and Day School.	New York, N. Y., (13 E. 31st street.)	1869		Mrs. Frederick Jonson and Miss A. L. Jones	Non-sect.	8	8	100	100	100	75
377	English, French, and German School for Young Ladies.*	New York, N. Y., (275 Madison avenue.)			Miss C. A. Hinsdale	Non-sect.	8	15	70	70	70	70
378	French Protestant Institute	New York, N. Y., (36 E. 35th street.)	1871		Miles, F. and M. Charbonnier	Non-sect.	7	15	48	48	48	48
379	Lespinasse Fort Washington Institute.	New York, N. Y., (175th street.)	1870		Mrs. N. A. Lespinasse	Non-sect.	4	3	30	30	30	30
380	Mlle. Rostan's School*	New York, N. Y., (31 W. 52d street.)	1857		Mlle. L. F. Rostan	Non-sect.	10	8	68	8	60	18
381	Mrs. Froehlich's School	New York, N. Y., (28 E. 50th street.)	1867		Mrs. B. Froehlich	Non-sect.	10	18	159	15	141	159
382	Mrs. S. Reed's Boarding and Day School.*	New York, N. Y., (6 E. 53d street.)	1864		Mrs. Caroline G. Reed	P. E.	12	5	150	150	150	150
383	St. John's School	New York, N. Y., (21 W. 32d street.)	1873		Rev. Theo. Irving, LL. D., rector.	P. E.	2	9	65	13	52	52

* Reorganized in 1875.

* From Report of Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Total.	Male.	Female.	Number of students.									
												In English course.	In classical course.	In modern languages.	Preparing for classical course	Preparing for scientific course	In college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
334	Saint Mary's School	New York, N. Y., (8 E. 46th street.)	1868	1868	Sister Agnes	P. E.	3	15	130	0	120										
335	School for Girls	New York, N. Y., (9 W. 39th street.)	1872	1872	Miss Anna C. Brackett		0	6	80	0	80			3							
336	Sisterhood of Gray Nuns	Ogdousburgh, N. Y.	1871	1863	Sister L. Duguay	R. C.	1	6	60	60		60		35							
337	Germond School	Peekskill, N. Y.	1875	1875	Phoebe R. Gormond	Meth.	1	5	40	40		30	12	10							
338	Saint Gabriel's School	Peekskill, N. Y.	1872	1872	Sister Dolores	P. E.	1	6	30	30		30	27	29							
339	Brooks Seminary for Young Ladies	Poughkeepsie, N. Y.	1871	1871	Mrs. Mary B. J. White	Non-sect.	2	9	89	89		80									
340	Cottage Hill Ladies' Seminary	Poughkeepsie, N. Y.	0	1854	Charles C. Wetseal	Non-sect.	3	4	51	51		28	4	19	0	0	1				
341	Female Academy of the Sacred Heart	Rochester, N. Y.	1849	1849	Eileen White, superintendent	R. C.	1	16	100	100		160	2	100							
342	Livingston Seminary	Rochester, N. Y.	0	1856	Mrs. C. M. Curtis	P. E.	1	5	50	50		40	10	20	0	0	0	0			
343	Nazareth Academy and Convent	Rochester, N. Y.	1871	1871	Mary Stanislaus	R. C.	3	7	85	85		80	23	26							
344	Rochester Female Academy	Rochester, N. Y., (68 South Fitzhugh st.)	1837	1836	Mrs. Sarah J. Nichols	Non-sect.	0	9	109	0	109	80	20	12							
345	Rye Female Seminary	Rye, N. Y.	1869	1869	Mrs. S. J. Liffe	Presb.	3	7	84	84		84	10	53							
346	Temple Grove Seminary	Saratoga Springs, N. Y.	1869	1856	Rev. Charles F. Dowd, A. M.	Non-sect.	2	8	117	117		117									
347	Mrs. E. E. Clark's Seminary for Young Ladies	Sing Sing, N. Y., (Croton avenue.)	1872	1872	Mrs. E. E. Clark	Non-sect.	1	4	27	27		27	5	4							
348	Young Ladies' boarding and Day School for Young Ladies	Tarrytown, N. Y.	1859	1859	Miss H. L. Bulkeley		3	5	50	50		50	8	38							
349	Tarrytown Young Ladies' Seminary	Tarrytown, N. Y.	0	1873	Rev. W. H. Kingsbury	Cong.	1	3	30	0	30	20	8	10							
400	Troy Female Seminary	Troy, N. Y.	1836	1814	Emily T. Wilcox	Non-sect.	1	4	80	0	80	80	20	14	0	0	0	0			
401	Howland School	Union Springs, N. Y.	1863	1863	Robert B. Howland	Non-sect.	3	13	58	58		58	2	5	10						
402	Utica Female Academy	Utica, N. Y.			Mrs. Julia C. G. Platt	Non-sect.	3	10	101	0	101	75	25	101							

NOTE.—X indicates an affirmative answer; 0 signifies no or none.

403	White Plains Female Institute*	White Plains, N. Y.	0	1849	Mrs. R. B. Searles	Prob.	2	4	40	40	6	4	31
404	White Plains Seminary	White Plains, N. Y.	1871	Miss M. Bondstey	Non-sect.	2	5	42	12	30	38	6	4
405	Leone's Hill Seminary	Yonkers, N. Y.	1874	Emily A. Rice	P. E.	2	5	50	9	50	20	50	0
406	Ravenscroft School	Ashville, N. C.	0	1873	Fannie Turton	Presb.	3	4	21	9	113	6	2
407	Charlotte Institute for Young Ladies.	Charlotte, N. C.	0	1873	S. Taylor Martin	Presb.	3	4	110	0	110	8	9
408	Mt. Pleasant Female Seminary	Mt. Pleasant, N. C.	1870	L. H. Rothrock	Luth.	1	1	44	44	33	11	0	0
409	Peace Institute	Raleigh, N. C.	1857	Rev. R. Barwell and J. B. Barwell, A. M.	Presb.	4	9	110	110	25	42	0	0
410	Literary Institute of the Sisters of Notre Dame.	Cincinnati, Ohio	1843	Sister Louisa	R. C.	14	200	200	200	0	0	0	0
411	Hudson Ladies' Seminary*	Hudson, Ohio	0	1844	Sarah A. Esford	Non-sect.	2	38	38	38	15	0	0
412	Portsmouth Young Ladies Seminary.*	Portsmouth, Ohio	1807	Miss Mary E. Urnston	Non-sect.	1	3	37	4	33	22	9	2
413	Academy of the Ursulines.	St. Martin's, Ohio	1847	Sister M. Teresa Shorlock	R. C.	4	70	70	40	35	18	15	18
414	Springfield Seminary	Springfield, Ohio	1871	Mrs. Ruth A. Worthington	Non-sect.	4	50	50	19	15	18	0	0
415	Steubenville Female Seminary	Steubenville, Ohio	1829	Rev. A. M. Reid, Ph. D.	Presb.	15	161	161	(161)	0	0	0	0
416	Ursuline Convent.	Tiffin, Ohio	1864	Sister Ignatia	R. C.	15	600	600	0	0	0	0	0
417	Pittman Female Seminary	Zanesville, Ohio	1835	Rev. E. Buckingham, D. D.	Presb.	1	5	80	80	36	10	8	0
418	Miss Matland's School for Girls.	Allegheny City, Pa., (140 Grant avenue.)	0	1872	Miss Mary Matland	Non-sect.	1	3	36	3	36	10	8
419	Bellevue Ladies' Institute	Allegheny, Pa.	0	1862	W. T. Seal, A. M.	Presb.	1	6	70	8	62	0	0
420	St. Xavier's Academy*	Bentley's P. O., Pa.	0	1847	Sisters of Mercy	R. C.	0	20	100	0	70	0	30
421	Young Ladies' Seminary*	Carlisle, Pa.	1872	Miss M. S. Gibson	R. C.	4	30	30	30	30	0	0	0
422	Linden Female Seminary	Doylestown, Pa.	1872	Henry H. Hough and L. C. Ship	Non-sect.	2	5	85	85	37	9	0	0
423	Everldom Seminary for Young Ladies.	Ereldom, Pa.	1854	Richard Darlington, Jr.	Friends	1	50	50	36	6	8	0	0
424	St. Benedict's Academy for Young Ladies.	Erte, Pa.	1868	St. Scholastica Burkhard, O. S. B.	R. C.	2	15	70	70	25	50	0	0
425	School for Young Ladies	Germanstown, (Philadelphia), Pa., (103 Harvey street)	1869	Miss Julia A. Wilson	R. C.	2	26	5	21	26	4	17	0
426	Holidaysburg Seminary	Holidaysburg, Pa.	1866	Rev. Joseph Waugh, A. M.	Presb.	1	9	140	0	140	10	90	0
427	Eaton Female Institute	Kennett Square, Pa.	1843	Evant T. Swaino	Friends	2	2	30	10	20	5	5	0
428	St. Xavier's Academy*	Lafayette, Pa.	1848	Sisters of Mercy	R. C.	0	20	100	0	100	70	30	0
429	Linden Hall Seminary	Litz, Pa.	1863	H. A. Brickenstein	Morav'n	2	11	91	91	20	20	0	0
430	Muncy Seminary for Young Ladies	Muncy, Pa.	1849	Miss Julia Ross	P. E.	3	25	25	25	5	4	7	0
431	Aldino English and Classical Institute.*	Philadelphia, Pa., (1213 Spruce street.)	1869	Annie C. Webb and L. T. Scott	Presb.	5	8	80	80	20	50	0	0
432	East Walnut Street Female Seminary.	Philadelphia, Pa., (1221 Walnut street.)	1867	Rev. W. W. Latta, Mrs. Kutz, and Miss Latta.	P. E.	4	5	47	47	30	17	40	0
433	French and English Academy	Philadelphia, Pa., (26 First street.)	1874	Rev. C. Mel	P. E.	3	5	34	34	22	6	34	0
434	Irving Seminary.	Philadelphia, Pa., (1603 Arch street.)	1866	Lumom F. Carr	P. E.	1	5	30	30	0	0	0	0
435	Miss Arable's School	Philadelphia, Pa., (1350 Pine street.)	1848	Miss Anna M. Anable	P. E.	4	9	70	70	10	70	0	0

* From Report of Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
491	Lake Geneva Seminary	Geneva, Wis.	1871	1869	Mrs. Julia A. Warner	Non-sect.	0	6	77	0	77	9	4	0	0	0	1	
492	Kempor Hall	Kenosha, Wis.	1872	1871	Rev. Geo. M. Everhart, D. D.	P. E.	3	9	70	70	0	70	10	70	0	0	0	
493	St. Mary's Day School	Milwaukee, Wis.	1869	1850	Sister Mary Ernesta	R. C.	2	350	350	300	0	300	300	0	0	0	0	
494	St. Mary's Institute	Milwaukee, Wis.	1869	1850	Sister M. F. Seraphica	R. C.	2	140	0	140	125	25	100	0	0	0	0	
495	St. Catharine's Academy	Racine, Wis.	1874	1869	Mother Mary Hyacinth, O.S.D.	R. C.	8	80	80	45	4	47	0	0	0	0	0	
496	Academy of the Visitation	Georgetown, D. C., (corner Third and Fayette streets.)	.....	1799	Mother Angela Harrison	R. C.	40	200	200	180	£	200	0	0	0	0	0
497	Georgetown Collegiate Institute	Georgetown, D. C., (46 First street.)	.....	1871	Miss Lucy Stephenson	Non-sect.	2	3	40	40	12	8	0	0	0	0	0
498	Georgetown Female Seminary	Georgetown, D. C., (81 Stoddard street.)	.....	1868	Miss S. A. Lipscomb	Non-sect.	3	8	75	75	0	30	0	0	0	0	0
499	Young Ladies' Boarding and Day Seminary.	Georgetown, D. C., (37 Market street.)	.....	1865	Mrs. Hester A. Wheeler	Non-sect.	1	9	9	9	0	0	0	0	0	0	0
500	Academy of the Sacred Heart of Mary.	Washington, D. C.	.....	1870	Dominican Sisters	R. C.	100	100	100	100	0	0	0	0	0	0	0
501	Academy of the Visitation	Washington, D. C., (corner Tenth and G streets.)	.....	1850	Mother Mary de Sales O'Hare	R. C.	17	17	100	100	100	20	0	0	0	0	0
502	Capitol Hill Female Seminary	Washington, D. C., (217 A street southeast.)	.....	1874	Mrs. Louise E. Deane	Non-sect.	2	3	48	4	44	13	18	0	0	0	0
503	Columbia Academy	Washington, D. C., (1547 Columbia street.)	.....	1872	Miss Marcelia Ball	.....	1	3	20	20	0	0	0	0	0	0	0
504	English and French Boarding and Day School.	Washington, D. C., (1700 L street.)	.....	1875	Mr. and Mrs. Alfred Bujac	Non-sect.	1	1	11	11	0	11	0	0	0	0	0

505	English and French School for Young Ladies.	Washington, D.C., (121 st Maryland ave., north-east.)	1872	Miss S. L. Jones.	Non-sect.	1	3	25	25	8
506	English, French, and Classical Institute.	Washington, D.C., (915 New York avenue.)	1868	Mrs. Angelo Jackson.	.....	1	3	20	20	4
507	Incarnation Church School.	Washington, D.C., (1115 M street.)	1869	Miss Euphemia MacLeod.	P. E.	3	52	6	46	4
508	Mt. Vernon Institute	Washington, D.C., (1530 I street.)	1872	Mrs. C. W. Pairo.	Non-sect.	3	5	49	49	5
509	Mt. Vernon Seminary.	Washington, D.C., (304 F street.)	1875	Mrs. J. Eddy Somers and Miss S. L. Magoc.	Non-sect.	2	5	40	40	12
510	Park Seminary	Washington, D.C., (506 Fifth street.)	1862	Mrs. G. M. Condon and Miss A. Tolman Smith.	Non-sect.	2	3	50	50	6
511	Pinkney Institute	Washington, D.C., (1403 New York avenue.)	1865	Misses Maggie and Alceo Burgess.	Non-sect.	1	3	27	27	24
512	Rosslyn Seminary	Washington, D.C., (1538 I street.)	1867	Miss B. Ross.	Non-sect.	2	2	40	40	25
513	St. Cecilia's Academy.	Washington, D. C., (601 East Capitol street.)	1869	Sister Mary Ambrose, superior.	R. C.	.....	6	100	100	4
514	School for Young Ladies.	Washington, D. C., (New York avenue, near Thirteenth st.)	1841	Mrs. C. B. Barr.	Non-sect.	1	4	40	40	40
515	School for Young Ladies and Children.	Washington, D. C., (908 Twelfth street.)	1863	Miss Mary Korr	Non-sect.	1	4	40	40	3
516	Select School.	Washington, D. C., (708 Eleventh street.)	1875	Miss Sarah A. Pollock	Non-sect.	.....	1	15	15	15
517	Washington Female Seminary	Washington, D.C., (1023 Twelfth street.)	1874	Mrs. Z. D. Butler and Miss M. C. Doughness.	Non-sect.	2	6	52	52	4
518	West End Seminary	Washington, D.C., (1915 Twelfth street.)	1871	Miss Virginia Faust.	Non-sect.	.....	4	35	35	4
519	Young Ladies' Boarding and Day School.	Washington, D. C., (943 M street.)	1870	Miss Laura L. Osborne.	Non-sect.	3	7	60	60	9
520	Young Ladies' Seminary.	Washington, D.C., (1336 I street.)	1856	Miss M. J. Harrover	Non-sect.	.....	1	10	10	10
521	Sf. Mary's Academy	Denver, Col.	1873	Mother M. Joanna	R. C.	.....	11	150	150	.....
522	Wolfe Hall	Denver, Col.	0 1868	Mrs. Anna Palmer.	P. E.	1	6	46	46	38
523	Muskogee Institute.	Indian Creek Nation, Indian Territory.	1874	J. M. Perryman, superintendent.	Presb.	1	2	47	43	47
524	Cherokee Female Seminary.	Near Tahlequah, Indian Territory.	1856	Rev. T. M. Rights, superintendent.	Non-sect.	1	3	90	90	.....
525	Academy of Our Lady of Light.	Santa Fe, N. Mex.	1874	Mother Magdalen Haydon.	R. C.	.....	12	180	180	.....
526	St. Paul's School	Walla-Walla, Wash	0 1871	Rev. L. H. Wells	P. E.	1	5	69	5	64
PART III.										
<i>Schools for boys and girls.</i>										
527	Andrews Institute	Near Collinsville, Ala.	1874	Rev. John T. Blakemore, A.B.	M. E.	2	1	110	77	33
528	Greene Springs School.	Greene Springs, Ala.	0 1847	Henry Tutwiler, LL. D.	Non-sect.	2	2	33	25	5
529	Burrell School	Selma, Ala.	0 1868	Edwin C. Slisby	Non-sect.	1	6	262	100	162
530	Germania Institute	Tallahoga, Ala.	1875	James Barber	Non-sect.	2	2	65	40	25

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
531	Bentonville Institute	Bentonville, Ark.	1872	1872	John T. McGill	.....	2	.....	100	55	45	60	20	.....	10	5	3	.....
532	Greenwood High School	Greenwood, Ark.	1875	1875	John P. Leuko	.....	1	.....	68	34	34	53	12	3	.....	.....	.....	.....
533	Liberty Hill Academy	Liberty Hill, Ark.	1875	.....	G. Lucas	.....	1	.....	71	49	22	63	6	2	.....	.....	.....	.....
534	Prairie Home Seminary*	Rally Hill, Ark.	0	1872	J. S. Howard	Non-sect.	2	.....	1	60	40	20	0	0	0	0	0	0
535	Scary Male and Female Seminary	Scary, Ark.	1875	1873	John W. Jones, A. M.	Meth.	2	.....	3	150	70	80	130	20	5	.....	.....	.....
536	Batavia Select School	Batavia, Cal.	.....	1869	E. J. Rogers	.....	1	.....	1	24	14	10	24	8	24	.....	.....	.....
537	Gilroy Seminary	Gilroy, Cal.	0	1863	Miss Sarah M. Severance	Non-sect.	0	.....	3	50	17	33	50	1	4	.....	.....	.....
538	Napa Collegiate Institute	Napa City, Cal.	1870	1870	Rev. Lowell L. Rogers, A. M.	M. E.	5	.....	3	206	123	83	206	85	8	23	36	5
539	Pacerville Academy	Pacerville, Cal.	0	1861	E. B. Conklin, A. M.	Non-sect.	3	.....	4	121	51	73	.....	.....	.....	.....	.....	.....
540	Howe's High School and Normal Institute.	Sacramento, Cal., (Sixth street, between J and K.)	1873	1873	Edward P. Howe	.....	3	.....	3	200	75	125	200	10	1	.....	.....	.....
541	Sacramento German School	Sacramento, Cal., (Twelfth and K streets)	1867	.....	Henry J. Goethe	.....	1	.....	1	135	79	46	125	.....	125	.....	.....	.....
542	Sacramento Select School	Sacramento, Cal., (Ninth street, between L and M.)	0	1870	Mrs. A. C. Curtis	Non-sect.	.....	.....	1	70	35	35	70	.....	.....	.....	.....	.....
543	Golden Hill Institute and Family Boarding School	Bridgeport, Conn.	0	1850	Rev. G. B. Day, M. A.	Non-sect.	2	.....	1	47	31	16	47	35	22	15	2	3
544	Morgan School	Clinton, Conn.	1870	1872	E. C. Winslow, A. M.	Non-sect.	3	.....	7	233	122	111	.....	.....	.....	.....	.....	.....
545	Bacon Academy	Colchester, Conn.	1801	1802	George H. Tracy, A. M.	Non-sect.	1	.....	0	35	17	18	20	.....	5	.....	.....	.....
546	Durham Academy	Durham, Conn.	1843	1838	Philo Mosher, A. B.	Non-sect.	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
547	Hills Academy	Essex, Conn.	1830	.....	Miss Sarah E. Bollovs	Non-sect.	3	.....	3	40	25	15	40	10	15	5	.....	.....

548	Glastonbury Academy	1869	1869	John P. Slocomb	Non-sect.	1	2	98	46	98	31	6	0
549	Goshen Academy	1823	1823	Franklin H. Giddings	Non-sect.	1	1	22	13	9	22	1	0
550	Greenwich Academy	1827	1827	Miss Susan C. Magie	Cong.	1	3	40	30	10	4	5	0
551	Kent Cottage Seminary	0	1870	John K. Bucklyn, A. M.	Cong.	1	1	31	16	15	27	4	0
552	Rocky Dell Institute	0	1864	John K. Bucklyn, A. M.	Non-sect.	1	1	70	50	20	35	20	0
553	Mystic Valley English and Classical Institute	0	1868	John K. Bucklyn, A. M.	Non-sect.	1	1	70	50	20	35	20	0
554	New Britain Seminary	1870	1870	David N. Comp	Cong.	2	3	54	26	28	41	10	2
555	Warrens Academy	0	1853	Gould C. Whiteley	Cong.	1	1	25	12	13	25	2	0
556	Sharon Institute	1871	1871	A. J. Foster	Non-sect.	1	1	30	18	12	30	4	0
557	Stonington Classical Institute	0	1865	Fredrick Sedgwick, A. M.	Non-sect.	1	1	25	15	10	25	4	0
558	Classical School	0	1846	Robert Forsyth, A. M.	Cong.	1	1	22	12	10	22	10	0
559	Green's Farms Academy	1868	1868	Edward Ohmstead	Cong.	1	1	40	20	20	4	2	0
560	Wilton Academy	0	1816	James Cowles	Non-sect.	1	1	31	15	16	20	15	0
561	Winchester Institute	0	1858	James Cowles	Cong.	1	0	12	6	11	4	0	0
562	Parker Academy	1855	1855	Thomas Pattison	Non-sect.	1	1	57	29	28	49	7	0
563	Felton Seminary	1867	1868	Henry Collins, A. B.	Non-sect.	3	3	94	43	63	21	15	3
564	Georgetown Academy*	1849	1849	William H. Edwards	Non-sect.	1	0	30	15	15	30	5	0
565	Lewes Academy*	0	1871	William L. Avis	Non-sect.	1	0	40	50	20	33	7	0
566	Middletown Academy	1826	1827	F. S. Stevens	Non-sect.	1	1	71	35	36	2	0	0
567	Milford Seminary	1819	1875	Rev. L. H. Parsons, A. M.	Non-sect.	1	2	45	23	20	35	10	6
568	Milton Academy*	1870	1875	Henry C. Carpenter	Non-sect.	1	1	22	16	13	28	1	2
569	Smyrna Seminary	0	1857	H. J. Hockenberry	Non-sect.	1	1	35	15	20	35	12	0
570	Taylor Academy	1869	1867	J. K. Taylor	Non-sect.	1	2	80	60	20	80	10	6
571	Wyoming Institute of Delaware	1869	1867	Rev. M. Heath, A. M.	Non-sect.	4	2	80	60	20	80	10	6
572	Cookman Institute	0	1874	Rev. S. B. Darnell, Jr. D.	Baptist.	1	1	4	90	51	39	13	20
573	Masonic Academy	0	(a)	Prof. M. B. Du Bose	M. E.	1	2	60	28	32	52	8	0
574	Christ Church School	1856	1856	Mary G. Scott	Non-sect.	2	2	75	50	25	75	25	0
575	Pensacola	0	1869	Rev. Isaac J. Lunsing, M. A.	P. E.	1	2	32	16	16	39	6	0
576	Clark University	0	1872	Rev. Isaac J. Lunsing, M. A.	M. E.	2	3	200	110	90	180	20	0
577	Barnesville	0	1872	C. E. Lambdin, A. M., and T. Zb. Means, A. B.	Non-sect.	4	2	189	90	99	189	61	43
578	Blackshear Academy	1872	1871	Rev. J. W. Quarterman	Non-sect.	1	1	29	17	12	28	1	0
579	Carroll Masonic Institute	1872	1871	John M. Richardson	Non-sect.	1	2	71	37	34	71	12	3
580	Corinth High School	1861	1861	F. J. Hines	Baptist.	3	2	27	14	13	24	3	0
581	Hephzibah High School*	1872	1871	Rev. W. L. Kilpatrick	Baptist.	1	3	91	45	46	91	60	15
582	Bradwell Institute	1859	1859	John W. Glenn	Non-sect.	2	2	60	36	24	20	45	6
583	Martin Institute	0	1870	John W. Glenn	Non-sect.	2	2	127	71	56	105	35	6
584	Liberty Hill High School	0	1873	John W. Radisill	Non-sect.	1	1	43	20	23	43	3	1
585	Mercer High School	1872	1869	Vincent F. Sanford	Baptist	2	2	96	63	63	61	35	0
586	Spalding Seminary	1874	1874	Alonzo C. Jackson	Non-sect.	1	1	30	14	16	30	5	0
587	Sylvania Academy	1852	1849	Henry Parry	Non-sect.	1	1	44	22	22	31	10	3
588	German Evangelical Lutheran School	1852	1849	H. Harding	Ev. Luth.	2	2	130	60	70	80	1	1
589	Aledo Academy	1856	1857	J. R. Wylie	Non-sect.	2	1	65	35	30	50	11	4
590	Jennings Seminary	1859	1859	Rev. C. E. Mandeville, A. M.	Meth.	7	3	290	175	115	200	35	3
591	Institute of the Immaculate Conception	1857	1871	Sister Mary Terome	R. C.	11	600	200	400	600	200	30	0
592	Bunker Hill Academy	1857	1871	N. K. Goss, A. B.	Non-sect.	2	2	75	41	34	64	11	0
593	German Institute	1871	1871	John C. Stoelke	Non-sect.	2	1	175	100	75	175	175	0

* Reorganized in 1875.

* From Report of Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing in college.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
593	Rogers' Collegiate Institute.....	Chicago, Ill., (corner Lake street and St. John's Place.)	.....	1871	M. L. Rogers	Non-sect.	2	1	57	30	27	57	13	11	13	.....	.....	.....
594	Howe Literary Institute*.....	East St. Louis, Ill.....	1871	1874	S. F. Holt, A. M.....	Baptist.....	3	2	69	37	32	60	4	11	2	.....	.....	.....
595	Northern Illinois College.....	Fulton, Ill.....	1865	1865	Rev. Joseph W. Hubbard, president.	Non-sect.	3	2	93	55	38	93	29	.....	3	.....	.....	.....
596	McDonough Normal and Scientific College.....	Macomb, Ill.....	1867	1867	Daniel Branch.....	Non-sect.	3	1	120	50	70	117	3	0	3	0	0	0
597	Rock River Seminary.....	Mt. Morris, Ill.....	1837	1837	Newton C. Dougherty.....	Meth.....	4	3	178	96	82	44	101	33	76	28	12	6
598	Fowler Institute &.....	Newark, Ill.....	1857	1857	W. M. Sweetland, M. D., president.	Non-sect.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
599	Grand Prairie Seminary and Commercial College.....	Onarga, Ill.....	1865	1863	John T. Dickinson, A. M.....	M. E.....	3	4	252	161	121	247	21	.....	.....	.....	.....	.....
600	Harty's Normal Academy.....	Paris, Ill.....	0	1870	J. Harty, A. M.....	.....	1	3	150	80	70	60	42	24	15	20	8	.....
601	Johnson College.....	Quincy, Ill.....	1855	1855	Rev. E. W. Hall, A. M.....	Meth.....	4	3	100	50	50	.....	.....	.....	.....	.....	.....	.....
602	Saviour's College*.....	St. Ann, Ill.....	1859	1864	Charles Chiquy.....	.....	1	2	135	71	64	130	12	100	25	10	12	10
603	Battle Ground Collegiate Institute.....	Battle Ground, Ind.....	1	1857	Rev. George W. Rice, A. M.....	Meth.....	3	2	327	180	147	.....	.....	.....	.....	.....	.....	.....
604	Friends' Bloomingdale Academy.....	Bloomingdale, Ind.....	1868	1845	Barnabas C. Hobbs, LL. D.....	Friends.....	1	2	156	93	63	.....	.....	.....	2	5	4	2
605	Private School.....	New Albany, Ind.....	.....	1869	Miss Emma L. Baldwin.....	Presb.....	1	1	112	43	69	.....	.....	.....	.....	.....	.....	.....
606	North Eastern Indiana Literary Institute.....	Orland, Ind.....	0	1849	George L. Harding.....	Non-sect.	1	1	64	27	37	49	6	9	1	7	.....	.....
607	Friends Academy.....	Richmond, Ind.....	.....	1868	William M. Jackson.....	Friends.....	2	4	165	78	87	165	23	17	5	2	6	0
608	Spiceland Academy*.....	Spiceland, Ind.....	1872	1861	Timothy Wilson.....	Friends.....	4	3	445	282	163	.....	.....	.....	20	5	1	3
609	Stockwell Collegiate Institute.....	Stockwell, Ind.....	1858	1858	Prof. G. M. Smith.....	M. E.....	2	5	153	87	66	152	1	.....	.....	.....	.....	.....

610	St. Paul's Academy*	Valparaiso, Ind.	1872	1872	Sisters of Providence	R. C.	4	80	72	135	.....	2	0
611	Vincennes University	Vincennes, Ind.	1807	1872	Lewis Prugh, A. M.	Non-sect.	1	21	41	62	16	12	3
612	Waveland Collegiate Institute	Waveland, Ind.	1848	1849	John Growth	Presb.	1	51	41	26	15	25	6
613	Albion Seminary	Albion, Iowa	1875	1872	John Sanborn, A. M.	M. E.	2	208	95	113	174	29	5
614	Jones County Academy	Anamosa, Iowa	1870	.....	Mrs. Col. Charles Springer	Non-sect.	1	40	.....	.....	.....	.....	1
615	Birmingham Academy and Boarding School	Birmingham, Iowa	1871	.....	W. Wesley Wolf	Non-sect.	2	143	81	62	118	25	15
616	Bradletown Academy	Bradletown, Iowa	1872	1872	Rev. David P. Lefever	Reform.	2	0	33	24	9	2	2
617	Bradford Academy	Bradford, Iowa	1865	1865	John F. Gräwo	Cong.	2	145	70	75	130	15	6
618	Amaly College	College Springs, Iowa	1857	1854	Rev. A. T. McDill, A. M.	Non-sect.	3	361	183	178	246	15	34
619	Decorah Institute	Decorah, Iowa	0	1874	J. Breckenridge	Non-sect.	4	272	142	130	272	40	6
620	Denmark Academy	Denmark, Iowa	1843	1843	Hon'y K. Edson, A. M.	Cong.	2	97	46	51	85	12	0
621	Eldora Academy	Eldora, Iowa	0	1872	Susan A. Collins	Presb.	1	108	58	50	100	4	7
622	Epworth Seminary	Epworth, Iowa	1870	1870	Rev. Adiam Holm	M. E.	2	253	157	102	187	41	27
623	Grimmell Academy	Grimmell, Iowa	1873	1864	Rev. Samuel Hodges, D. D.	Cong.	3	192	121	71	126	59	30
624	Lenox Collegiate Institute	Hopkinton, Iowa	0	1870	William McClain	Non-sect.	2	235	142	33	73	7	8
625	Iowa City Academy	Iowa City, Iowa	1875	1875	J. S. Dunning	Friends	1	80	35	40	14	6	14
626	Jefferson Academy	Kossuth, Iowa	1873	1873	Miss Virginia L. Scott	Friends	1	2	75	47	42	89	0
627	Kossuth Academy	Le Grand, Iowa	1873	1873	John K. White, B. S.	Christ'n.	3	75	40	35	75	3	0
628	Friends' Academy	Lyons, Iowa	1865	1865	Charles Ellison	P. E.	3	110	50	60	75	3	0
629	Le Grand Christian Institute	Lyons, Iowa	1875	.....	Rev. W. T. Currie, A. M.	Univ.	3	96	45	51	81	6	9
630	Riverside Institute	Mitchellville, Iowa	0	1873	John R. Sage	Non-sect.	1	15	45	70	90	20	17
631	Mitchell Seminary	New London, Iowa	1866	1866	Edward Taylor	Friends	1	81	41	40	81	.....	7
632	New London Academy	New Providence, Iowa	1869	.....	Darius Thomas, A. M.	Non-sect.	3	80	37	43	62	18	18
633	New Providence Academy	Newton, Iowa	0	1856	Rev. Alva Bush, A. M.	Baptist.	1	115	60	55	115	21	20
634	Hazel Dell Academy	Osage, Iowa	1867	1863	A. Hall, A. M.	Non-sect.	2	170	.....	.....	.....	.....	.....
635	Cedar Valley Seminary	Troy, Iowa	1852	1852	Rev. S. E. McKee, A. M.	Non-sect.	2	224	119	105	30	.....	.....
636	Troy Classical and Normal School	Washington, Iowa	0	1871	Rev. O. E. Baker, president.	P. W. B.	2	170	11	6	16	3	2
637	Washington Academy	Wilton, Iowa	1872	1872	S. M. Irwin	Presb.	2	80	30	50	20	15	30
638	Wilton Collegiate Institute	Geneva, Kansas	1867	1866	J. M. Spangler	Meth.	2	105	45	60	.....	.....	.....
639	Geneva Presbyterian Academy	Hartford, Kans	1862	.....	.....	.....	2	105	45	60	.....	.....	.....
640	Western Methodist Collegiate Institute*	Hartford, Kans	1862	.....	.....	.....	2	105	45	60	.....	.....	.....
641	Bracken County Academy*	Augusta, Ky.	.....	.....	R. C. Mitchell	M. and P.	1	65	30	35	.....	.....	.....
642	Carlisle Academy	Carlisle, Ky.	1874	1872	Mrs. Fannie Talbot	Non-sect.	1	2	79	40	39	60	15
643	Green River Academy and Military and Science School	Elkton, Ky.	1856	1855	A. F. Williams, A. M.	Non-sect.	2	79	40	39	60	15	60
644	Eminence Male and Female Seminary	Eminence, Ky.	1859	1857	B. F. Duncan, A. M.	Baptist.	2	103	58	45	60	10	0
645	Flemingsburgh Seminary*	Flemingsburgh, Ky.	1859	.....	Watson A. Sudarth	.....	1	42	27	15	32	10	0
646	St. Aloysius and St. Joseph's Academies*	Frankfort, Ky.	0	1868	Brother Flavian and Sister Vincentia	R. C.	2	145	75	70	145	4	.....
647	Warrandale College*	Georgetown, Ky.	1866	.....	Miss Belle Ballou	Christ'n.	1	49	.....	.....	.....	.....	.....
648	Ghent College	Ghent, Ky.	1866	1866	W. J. Barber	Non-sect.	2	65	35	30	45	50	10
649	Owen College	Harrisburgh, Ky.	1870	1870	Ed. Porter Thompson, pres't	Non-sect.	3	110	70	40	90	20	25
650	Christian College*	Hustonsville, Ky.	1859	.....	Mrs. F. B. Smith and Miss H. Burgin	Christ'n.	4	80	30	50	83	.....	.....
651	German and English Academy	Louisville, Ky., (N. E. corner 2d and Gray streets.)	1865	1865	Theod. Schwartz, president.	Non-sect.	3	123	73	50	123	0	123

* One entered law department of State University.

a School closed last year.

* From Report of the Commissioner of Education of 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered last academic year.	Entered scientific school since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	18		
715	Hanover Academy	Hanover, Mass.	1868		J. G. Knight	Non-sect.	1	1	33	13	20					0	0			
716	Derby Academy	Hingham, Mass.	1784	1785	William L. Nichols	Non-sect.	1	1	39	15	24	11								
717	Leicester Academy	Leicester, Mass.	1784	1784	James O. Averill	Cong.	2	2	80	45	35	67	6				1			
718	Barstow School	Mattapoisett, Mass.	1868	1870	Rev. D. S. C. M. Potter, A. M.	Non-sect.	1	0	57	24	33	36	21	3	0	0	0			
719	Eaton Family School	Middleboro', Mass.	1854		Amos H. Eaton	Non-sect.	1	2	21	19	2	21				0	1			
720	Peirce Academy	Middleboro', Mass.	1838	1898	Chas. W. Greene, A. M., M. D.	Baptist.	2	2	64	48	16	32	13	8	4	1	0			
721	Coffin's Lutheran School	Nantucket, Mass.	1827	1837	Edmund B. Fox	Non-sect.	1	3	100	50	50	70	60	0	0	0	0			
722	Friends' Academy	New Bedford, Mass.	1812	1813	John Tetlow	Non-sect.	2	2	49	23	26	32	44	13	4	6	4			
723	Putnam Free and Brown High School.	Newburyport, Mass.	a'38	a'48	Amos H. Thompson	Non-sect.	3	4	264	117	147	206	58	67	5	1				
724	South Berkshire Institute.	New Marlboro', Mass.	1856	1856	Isaac J. Osburn	Non-sect.	1	3	51	33	18	34	5	12	3	1				
725	New Salem Academy	New Salem, Mass.	1795	1795	F. E. Stratton, A. M.	Non-sect.	1	1												
726	Home School for Boys*	Northborough, Mass.	1871		Miss Elvira Johnson	Unitar'n.	1	1	13	5	8	13	6	12	4					
727	Highland Institute*	Petersham, Mass.	0	1897	E. C. Anderson, A. M.	Baptist.	2	3	65	30	35	38	10	8						
728	Savin Academy and Dowse High School.	Sherborn, Mass.	1871	1874	Edward A. H. Allen, C. E.	Non-sect.	2	2	58	27	31	58	0	1						
729	Dummer Academy	South Byfield, Mass.	1782	1763	Rev. E. G. Parsons, M. A.	N. J. orus	2	3	29	17	12	27	11	2	6	0	0			
730	Walham New-Church School.	Walham, Mass.	1857	1860	Benjamin Worcester	Non-sect.	2	3	65	30	35				0	0				
731	Willow Park Seminary	Westboro', Mass.	1867		Norman P. Wood, A. B.	M. E.	1	3	50	26	24	5	4	5	19	1				
732	Wesleyan Academy	Wilbraham, Mass.	1824	1825	Rev. Nathaniel Fellows, A. B.	M. E.	8	5	475	309	166	303	139	43	15	19				
733	Gorman-American Seminary	Detroit, Mich., (La Fayette street.)	1861	1861	Norbort Schanz.	Non-sect.	4	4	251	145	106	201	5	251	1	0	0			
734	Lattimer Hall	Fentonville, Mich.	1868	1871	Rev. L. W. Applegate	P. E.	1	1	18	6	12	16	2	0						
735	St. Croix Valley Academy	Afton, Minn.	1867	1868	M. E. Severance, A. B.	Non-sect.	1	1	29	22	7	25	4	3	2		2			
736	Caledonia Academy	Caledonia, Minn.	1872		William D. Belden	Non-sect.	1	1	70	45	25	60	10		2					

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing in college for classical course.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
782	New Ipswich Appleton Academy.	New Ipswich, N. H.	1789	1789	William A. Preston, A. M.	.....	3	2	77	30	47	50	27	.....	8	2	.....	0
783	North Conway Academy*.	North Conway, N. H.	1836	1836	Rev. S. G. Norcross.	.....	2	1	65	40	25	65	4	.....	1	.....	.....	.....
784	Coe's Northwood Academy.	Northwood, N. H.	1867	1866	Rev. Elliott C. Cogswell.	.....	1	1	130	87	43	136	33	7	.....	0	.....	0
785	Oxford Academy.	Oxford, N. H.	1853	1850	John R. Bachelard.	Non-sect.	2	1	62	.....	.....	52	10	.....	.....	.....	.....	.....
786	Pembroke Academy.	Pembroke, N. H.	1819	1819	Isaac Walker, A. M.	Cong.	1	2	142	71	71	127	15	11	.....	2	0	0
787	Raymond High School.	Raymond, N. H.	1863	1863	James De Buchananne.	Non-sect.	1	1	30	20	10	23	4	0	.....	0	0	0
788	McGaw Normal Institute.	Reed's Ferry, N. H.	1849	1849	B. H. Weston, A. M.	Non-sect.	2	1	50	30	20	40	10	5	4	1	.....	.....
789	Dearborn Academy.	Seabrook, N. H.	1851	1854	Emma Webster.	Cong.	.....	.....	1	30	20	10	30	.....	0	0	0	0
790	New Hampshire Conference Seminary and Female College.	Tilton, N. H.	1845	1845	Rev. John B. Robinson, A. M.	M. E.	6	6	237	125	112	25	75	44	66	.....	2	.....
791	Simonds Free High School.	Warner, N. H.	0	1871	N. N. Atkinson.	Non-sect.	2	1	58	34	24	33	12	13	1	0	0	0
792	Clinton Grove Seminary.	Weare, N. H.	1837	1837	Hervey S. Cowell.	Non-sect.	2	1	150	85	65	145	3	0	2	0	0	0
793	Farnum Preparatory School.	Beverly, N. J.	1856	1857	J. Fletcher Street, A. M.	.....	5	5	140	68	72	140	6	.....	.....	.....	.....	.....
794	Blair Presbyterian Academy.	Blairstown, N. J.	1848	1848	Honry D. Gregory, A. M., Ph. D.	Presb.	5	4	56	33	21	29	21	6	10	3	.....	.....
795	New Jersey Collegiate Institute.	Bordentown, N. J.	.....	1868	Edgar Haas, A. M.	.....	1	3	75	50	25	75	3	12	1	.....	.....	.....
796	Bound Brook Institute.	Bound Brook, N. J.	0	1856	Rev. Charles W. Cooper, A. M.	Non-sect.	2	1	56	24	32	33	13	10	3	2	.....	1
797	South Jersey Institute.	Bridgeton, N. J.	1856	1870	H. K. Trask, A. M.	Baptist.	3	4	135	90	45	80	55	10	25	7	4	3
798	Braurd Institute.	Cranbury, N. J.	1863	1865	Leonard T. Brown.	Presb.	1	1	40	.....	.....	.....	.....	.....	.....	.....	.....	.....
799	Misses Hayward's English and French School.	Elizabeth, N. J., (523 Mourne street.)	1868	1868	Miss Julia L. Hayward.	P. E.	1	4	22	10	12	22	.....	12	.....	.....	.....	.....
800	Union County Academy.	Elizabeth, N. J.	1873	1873	James H. Lansley, Ph. D.	.....	4	5	75	50	25	.....	.....	.....	.....	.....	.....	.....
801	English and Classical School.	Flemington, N. J.	0	1873	Isaiah N. Leiga.	Presb.	1	1	31	20	11	22	9	0	2	0	0	0

802	Hackensack Academy	1869	1866	W. W. Richards	M. E.	7	5	5	992	127	75	90	130	40	80	35
803	Hackensack Collegiate Institute	1869	1866	Rev. George H. Whitney, D. D., president.	Presb.	1	1	1	12	7	5	.....	.....	.....	2	.....
804	Hammoncton Family Boarding School	.....	1868	Rev. J. L. Scott	Non-sect.	12	5	422	283	139	.....	.....	.....	.....	1	5
805	Hoboken Academy	1861	1861	Magnus Schoeder	Ref'd D.	4	4	212	127	85	212	3	87	.....	3	2
806	Martha Institute	1870	1867	Rev. Leopold Mohr	Non-sect.	1	4	75	30	45	75	6	4	.....	2	.....
807	Glenwood Institute	1860	1855	Charles Jacobus, A. M.	Non-sect.	1	1	25	15	10	25	10	10	.....	4	.....
808	St. Stephen's School	1872	1870	Ph. D. Miss G. Hulse	P. E.	1	2	21	6	15	12	.....	.....	.....	.....	.....
809	Hulse Seminary	1867	.....	.....	Non-sect.	6	3	104	70	34	60	44	10	.....	6	4
810	Newton Collegiate Institute	1856	1852	S. S. Stevens, A. M.	Non-sect.	2	1	88	46	42	88	12	6	.....	12	6
811	Tyng Seminary*	1848	.....	G. O. Herdman, A. M.	Non-sect.	1	4	85	.....	.....	18	25	.....	.....	3	1
812	Tallman Seminary	1871	.....	Mrs. George C. Tallman, jr.	Non-sect.	2	2	40	26	11	40	2	.....	.....	2	.....
813	Pennington Institute	1844	.....	Rev. Albert P. Lasher	P. E.	5	7	223	106	123	201	22	65	.....	.....	.....
814	Pennington Model School and Kindergarten	1872	1873	Mrs. S. E. C. Harwood	Non-sect.	1	.....	34	16	15	34	.....	.....	.....	.....	.....
815	Seminary at Ringoes	1870	.....	K. B. Larison	Baptist	1	2	66	.....	.....	.....	.....	.....	.....	.....	.....
816	Union Academy	1840	1846	G. M. Cottrell, A. B.	7th day B	1	2	25	13	10	23	10	.....	.....	.....	.....
817	Stevens'ale Institute	1868	.....	J. H. Withington, A. M.	Non-sect.	2	1	59	27	33	50	.....	.....	.....	3	.....
818	Summit Institute	0	1872	Henry F. Belcher	Non-sect.	6	5	224	120	104	82	32	45	.....	14	17
819	Hungerford Collegiate Institute	1864	1864	Albert B. Watkins, A. M., Ph. D.	Non-sect.	1	1	55	30	25	48	3	4	.....	3	.....
820	Afton Union School and Academy	1870	.....	David E. Kohler, A. B.	Non-sect.	1	.....	31	19	12	24	5	4	.....	5	.....
821	Albion Academy	1837	1838	Francis W. Forbes	Non-sect.	1	.....	51	25	26	48	1	5	.....	0	2
822	Cottage Seminary	0	1858	Miss Emily H. Rundell	Non-sect.	9	5	371	166	205	100	50	45	.....	35	40
823	Alfred University, (academic department)*	1843	1836	Jonathan Allen, A. M.	Non-sect.	4	6	147	78	69	118	9	21	.....	4	3
824	Anonia Seminary	1835	1835	Simon T. Frost, A. M.	Meth.	4	6	218	102	116	156	42	20	.....	29	0
825	Amstordam Academy and Female Seminary	1865	1867	William W. Thompson, A. M.	Non-sect.	4	2	218	121	97	160	21	25	.....	17	16
826	Ives Seminary	1873	1868	Rev. M. A. Veeder, A. M.	M. E.	2	1	102	56	46	98	4	3	.....	0	2
827	Argyle Academy	1841	.....	George A. Headley, A. B., C. E.	Non-sect.	1	6	350	160	190	10	1	.....	.....	1	.....
828	Attica Union School and Collegiate Institute	1867	1867	Thomas B. Lovell, A. M.	Non-sect.	1	.....	54	13	16	30	4	.....	.....	4	.....
829	Augusta Academy	1833	1834	Miss S. Light	Non-sect.	1	4	34	31	21	46	5	3	.....	4	3
830	Cayuga Lake Academy	1801	1798	Charles Kelsey, M. A.	Non-sect.	2	3	155	75	60	85	30	40	.....	5	0
831	Batavia Union School, (academic department)	1862	1862	Garther Fuller, A. M.	Non-sect.	2	3	170	77	95	.....	.....	.....	.....	.....	.....
832	Geneese Valley Seminary and Union School	1857	1856	Prof. C. D. Davis, A. B.	Non-sect.	2	3	168	80	88	.....	.....	.....	.....	6	0
833	Belleville Union Academy*	1826	1824	George F. Sawyer, A. B.	Non-sect.	3	4	168	80	88	.....	.....	.....	.....	20	5
834	Brookfield Academy	1847	1847	James H. Messenger	Non-sect.	1	1	86	50	36	.....	.....	.....	.....	.....	.....
835	Adelphi Academy	1869	1862	Stephen G. Taylor, A. M.	Non-sect.	10	16	573	325	245	452	33	77	.....	24	6

* From Report of Commissioner of Education for 1874. α There are also two or three teachers for the "extras."

851	Clinton Liberal Institute	1831	1834	1831	3	5	92	61	12	31	82	10	15	10	10	2
852	German, English, and French Boarding and Day School.*	.....	1869	.....	.....	2	24	12	24	11	32	10	24	10	10	2
853	Coxsackie Academy*	.....	1843	.....	.....	1	73	35	38	71	20	4	.....	.....	.....	1
854	Dausville Seminary	.....	1857	.....	.....	5	217	96	121	105	23	15	13	8	.....	1
855	Dausville Academy*	.....	0	.....	.....	3	36	22	14	30	.....	.....	.....	.....	.....	1
856	Delaware Academy	.....	1820	.....	.....	2	120	70	50	110	18	15	6	2	0	0
857	Aurora Academy	.....	1838	.....	.....	1	60	35	25	12	10	1	0	.....	.....	1
858	East Hamburgh Friends' Institute	.....	1863	.....	.....	1	2	75	40	35	20	1	0	0	0	0
859	East Hamburgh, N. Y.	.....	1871	.....	.....	1	2	55	19	36	.....	.....	.....	.....	.....	0
860	Marshall Seminary a.	.....	1856	.....	.....	3	189	96	93	160	23	6	10	2	0	0
861	Rural Seminary	.....	1848	.....	.....	4	84	56	28	84	1	84	1	4	0	1
862	Starkey Seminary	.....	0	.....	.....	2	94	56	38	59	20	15	10	0	2	0
863	Melblossed Institute	.....	1839	.....	.....	1	125	63	62	114	8	3	1	.....	.....	0
864	Munro Collegiate Institute, Ellbridge, N. Y.	.....	1832	.....	.....	1	198	120	78	141	30	27	20	10	5	3
865	Ellington Union Free School, (academic department).	.....	1803	.....	.....	3	60	41	19	60	4	11	3	1	0	0
866	Fairfield Academy	.....	0	.....	.....	2	24	18	6	19	5	4	2	0	0	0
867	Fergusonville Academy	.....	1787	.....	.....	1	93	50	45	80	5	12	2	1	0	0
868	Erasmus Hall Academy*	.....	1847	.....	.....	4	160	80	80	145	10	5	10	.....	.....	1
869	Seward Institute.	.....	1853	.....	.....	3	146	56	90	100	46	23	12	.....	.....	1
870	Fort Plain Seminary and Female College.	.....	1862	.....	.....	3	260	120	140	175	40	45	10	15	1	1
871	Delaware Literary Institute	.....	1849	.....	.....	1	150	80	70	125	15	10	3	.....	.....	1
872	Ten Breecck Free Academy*	.....	1836	.....	.....	3	90	40	50	60	30	6	15	10	2	0
873	Friendship Academy	.....	0	.....	.....	4	81	42	39	81	6	9	.....	.....	.....	0
874	Fulley Seminary	.....	1832	.....	.....	3	269	130	139	.....	13	.....	.....	.....	.....	1
875	Gainesville Seminary*	.....	1841	.....	.....	2	110	50	60	90	8	12	3	4	0	3
876	Glen's Falls Academy	.....	1828	.....	.....	2	92	51	41	80	9	3	2	0	0	0
877	Governour Seminary	.....	1816	.....	.....	3	76	34	42	76	3	4	.....	.....	.....	1
878	Greenville Academy	.....	1851	.....	.....	5	176	47	29	76	18	6	4	.....	.....	1
879	Half Moon Academy	.....	1816	.....	.....	2	71	65	6	62	6	3	6	.....	.....	0
880	Half Moon Seminary	.....	0	.....	.....	1	85	45	40	85	20	0	5	3	1	0
881	Hartwick Seminary	.....	1832	.....	.....	2	100	50	50	90	7	3	8	0	.....	1
882	Haverstraw Mountain Institute	.....	1868	.....	.....	3	100	50	50	40	60	20	10	.....	.....	1
883	Monroe Academy and Union School.*	.....	1819	.....	.....	2	48	38	10	40	18	3	4	.....	.....	0
884	Homer Academy	.....	1807	.....	.....	3	264	125	139	245	45	34	11	0	5	0
885	Hudson Seminary	.....	1866	.....	.....	2	76	45	31	70	6	0	.....	.....	.....	0
886	Jamesstown Union School and Collegiate Institute.	.....	1871	.....	.....	1	44	24	20	40	4	4	2	0	.....	0
887	Jonestown Academy	.....	0	.....	.....	2	70	40	30	40	10	.....	.....	.....	.....	1
888	Jonestown Vale Institute	.....	1794	.....	.....	3	150	90	144	6	3	7	.....	.....	.....	1
889	Lansingburgh Academy*	.....	1861	.....	.....	2	144	89	55	105	21	15	12	.....	.....	0
890	Lawrenceville Academy	.....	1864	.....	.....	3	80	30	20	80	.....	.....	.....	.....	.....	0
891	Le Roy Academy Institute	.....	1847	.....	.....	6	265	140	125	.....	18	15	15	15	5	0
892	Le Roy Normal Institute	.....	1838	.....	.....	3	181	74	107	159	12	10	10	.....	.....	0
893	Liberty Seminary	.....	1848	.....	.....	1	181	74	107	159	12	10	10	.....	.....	0
894	Lowville Academy	.....	1808	.....	.....	3	181	74	107	159	12	10	10	.....	.....	0

* From Report of Commissioner of Education for 1874. a The name has been changed to "Friends' Seminary," but not in the state department.

b Reorganized.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
894	Macedon Academy	Macedon, N. Y.	1842	1842	J. Edman Masseo, A. B.	Non-sect.	1	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	0
895	Marion Collegiate Institute	Marion, N. Y.	1856	1856	J. Burns Fraser, A. M.	Non-sect.	3	2	186	85	101	150	19	7	6	.....	.....	.....	0
896	Mayville Union School, (academic department)	Mayville, N. Y.	1834	1837	William F. Ulery	Non-sect.	1	5	48	.....	.....	.....	30	12	6	5	6	.....	0
897	Mechanicville Academy	Mechanicville, N. Y.	1860	1860	Mrs. S. E. K. Amos	Non-sect.	2	6	148	80	68	23	11	15	9	1	4	.....	4
898	Mexico Academy*	Medina, N. Y.	1850	1850	M. J. Keeler	Non-sect.	3	1	127	49	78	41	32	27	8	12	.....	.....	.....
899	Mexico Academy	Mexico, N. Y.	1826	1826	Charles E. Havens	Non-sect.	2	3	201	110	91	150	35	16	10	.....	.....	.....	.....
900	Montgomery Academy	Montgomery, N. Y.	1791	1791	Benjamin C. Nevins, A. M.	Non-sect.	2	1	81	43	38	65	9	14	0	.....	.....	.....	.....
901	Naples Academy	Naples, N. Y.	1860	1860	Charles H. Davis	Non-sect.	2	3	149	73	76	146	11	10	3	.....	.....	.....	.....
902	Nassau Academy	Nassau, N. Y.	1868	1868	Kate L. Hyser	Non-sect.	2	3	34	12	22	34	.....	.....	.....	.....	.....	.....	.....
903	New Berlin Academy	New Berlin, N. Y.	1844	1843	Irving P. Bishop	Non-sect.	2	4	111	55	56	96	10	5	0	2	.....	.....	.....
904	New Paltz Academy	New Paltz, N. Y.	1833	1833	Dr. H. M. Bauscher, A. B.	Non-sect.	2	2	70	40	30	55	5	10	1	2	.....	.....	.....
905	Cooper Union for the Advancement of Science and Art.	New York, N. Y.	1857	1859	F. G. Tisdall, Jr., Ph. D., (director).	.....	22	7	1732	1472	260	.....	.....	.....	.....	.....	.....	.....	.....
906	Friends' Seminary	New York, N. Y., (corner of Rutherford Place and E. 16th street)	.....	1860	Hugh Foulke	Friends	5	8	168	96	72	.....	.....	.....	.....	4	1	.....	.....
907	German-American Day and Boarding School	New York, N. Y., (336 W. 29th street.)	.....	1863	Peter W. Moeller	.....	7	3	152	102	50	152	.....	.....	.....	.....	.....	.....	.....
908	Mount Washington Collegiate Institute.	New York, N. Y., (40 Washington Square.)	.....	1843	George W. Clarke, Ph. D.	Non-sect.	8	1	130	110	20	130	35	40	15	10	11	.....	.....
909	Chili Seminary	North Chili, N. Y.	1873	1870	Rev. B. T. Roberts	Fr. Meth.	3	3	105	60	45	84	13	8	5	.....	.....	.....	.....
910	Nunda Academy	Nunda, N. Y.	1863	1862	Rev. Wm. H. Rogers, A. M.	Non-sect.	2	5	302	140	162	144	70	88	30	20	.....	.....	.....

911	Gary Collegiate Seminary*	1840 1846	McVillo A. Kellogg	P. E.	3	146	92	54	57	35	28	12	8	3	0
912	Ogdensburg Educational Institute.*	1857	C. F. Almsworth		1	44	11	33	44				4		
913	Oondaga Academy	1813 1813	Oliver W. Sturdivant	Non-sect	2	5	236	138	108	203	20	13	11	4	2
914	Oxford Academy	1794 1793	Rev. Frank B. Lewis, A. M.	Non-sect	2	3	76	36	43	44	30	15	2	1	
915	Sauquoit Academy	1849 1849	B. F. Miller	Non-sect	2	1	48	23	33	70	3	0	1	0	0
916	Styans Academy	1853 1851	Elbert Place, A. B.	Non-sect	1	1	48	23	35	46	7	6	1		
917	Pike Seminary	1850 1856	Irving L. Smith, A. B.	Non-sect.	2	4	175	96	73	137	17	31	20	0	0
918	Pompey Academy	1811 1801	J. F. Henderson	Cong.	1	4	180	46	34	80	0	0	0	0	0
919	Franklin Academy	1821 1823	James Christie		1	4	194	49	50	16	39	12	12		
920	Pulaski Academy	1854 1854	Sebastian Duffy, A. M.		2	4	134	73	30	23	15	13	10		5
921	Chamberlain Institute and Female College.	1851 1851	Rev. J. T. Edwards, A. M.		5	4	310	130	160	200	60	30	7	3	1
922	Red Creek Union Seminary*	1839 1839	Timothy Sanderson, A. B.	Non-sect.	1	2	77	35	42	60	7	10	1	2	0
923	De Garmo Institute	0 1863	James M. de Garmo, A. M.	Non-sect.	1	5	135	71	64	135	40	15	4	2	2
924	Washington Academy	1791 1780	J. A. McFarland, A. M.	Non-sect.	2	7	375	175	200	259	12	4	4	3	1
925	Saugerties Institute	1866 1866	Albert B. Wigley, A. M.	Non-sect.	1	2	80	45	35	60	20	15	10	0	0
926	Sodus Academy	1853	Fleisha Crittiss, A. B.	Non-sect.	2	3	284	160	124	180	40	64	7	8	4
927	Rogeraville Union Seminary	1853 1853	E. L. Maxson, A. B.	Non-sect.	1	1	40	23	18	37	3	3			
928	Harford Academy*	1860 1866	Henry Barker	Non-sect.	1	1	41	20	24	44	2				
929	Southold Academy	1867	James R. Robinson	Presb.	1	1	66	41	25	25	37	4	5	1	4
930	Spring Valley Academy*	1827 1825	Phoebe R. Germond	Meth.	1	3	40	15	23		3	2			
931	Griffith Institute	0 1871	John W. O'Brien, A. B.	Non-sect.	2	2	6	179	87	92	139	16	4	6	2
932	Mountain Institute	1854 1854	Thomas W. Sullivan	Non-sect	1	1	31	26	8	29	5	0	0	1	
933	Trumansburg Academy	1853 1850	R. S. Smith	Non-sect.	2	1	116	54	62	76	21	19	2	3	4
934	Unadilla Academy	1860 1858	James O. Griffin	Non-sect.	1	3	116	54	62	76	21	19	2	3	3
935	Friends Academy and Union School	1854 1853	Elijah Cook, Jr.	Friends	3	4	122	69	53	85	23	16	3	5	1
936	Walton Academy	1860 1854	Strong Comstock, A. M.	Non-sect.	1	3	124	57	67	72	36	16	3	6	6
937	Warrensburg Academy	1860 1854	Washington Sontors	Non-sect.	1	2	70	30	40	64	6	6			
938	Waterford Union School, (academic department.)	1870 1870	E. E. Ashtley	Non-sect.	1	2	66	34	32	58	8	12			
939	West Winfield Academy	1850 1850	T. H. Roberts	Baptist.	2	4	66	23	43	20	30	13	12	8	0
940	Whitestown Seminary	1845 1845	Jas. S. Gardner, A. M., Ph.D.	Non-sect.	5	4	315	196	119	234	71	10	71	10	16
941	WindSOR Union School, (academic department.)	1837 1837	R. L. Thaxter	Non-sect.	1	2	160	80	80	140	15	5	6	0	5
942	Middlebury Academy	1819 1816	H. G. Davis, A. B.	Non-sect.	3	2	110	53	57	90	7		6	4	3
943	Yates Academy*	1842	Philo Mosher	Non-sect.	2	3	137		127						
944	Belvidere Academy*	1837	John N. Parker	Friends	2	5	50	28	22	50	16	0	16	20	4
945	Gary Female Seminary	1870 1870	Rev. Jesse H. Pugo	Non-sect.	1	1	45	20	25	45	5	2			
946	Rock Spring Seminary	1873	D. Malt Thompson, A. M.	Non-sect.	2	1	53	56	39	86	9		6		
947	East Bend Academy	1867	L. A. Spous	Non-sect.	1	2	25	20	15	35	15		6		
948	Graham High School	1875	Rev. D. A. Long, A. M.	Baptist.	2	1	73	50	25	30	20	25	5	9	4
949	Bennett Seminary	1874	Edward O. Thayer, B. A.	Meth.	1	1	65	30	38	68					
950	Hicksville Academy	1857	John O. Hicks	Non-sect.	1	1	126	72	54						
951	Mills River Academy*	1817	Richard H. Lewis	Non-sect	1	1	56	46	10	40	15	1	3		0
952	Sourville Female Institute	1840	Rev. Solomon Lee	M. E. S. Ch.	1	1	25	10	15	25	4	2			
953	Monroe High School	1875 1875	John D. Hodges, A. B.	Non-sect.	1	2	89	47	42	64	19	2	9	0	0
954	New Garden Boarding School	1837 1837	George N. Hartley, A. B.	Non-sect.	1	2	40	24	16	32	8		12	2	4
955	Louisa Hill Seminary	1860	Rev. Robert B. Sittion, D. D.	Friends	1	3	42	12	30	25	17	15	4		
956	Suov Camp, N. C.	1865	J. Clarkson Blair	Friends	2	1									

* From Report of the Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1017	Friends' Central School.....	Philadelphia, Pa., (S. W. cor. 15th and Race streets.)	0	1845	Aaron B. Ivins, A. M., and Annie Shoemaker.	Friends.	8	15	395	160	235	.....	.....	.....	.....	.....	.....	0	6
1018	Private School.....	Poplar street, Philadelphia, Pa., (1313)	.....	.....	Miss Mary Ann Fisher.....	P. E.....	3	27	15	12	27	.....	.....	.....	.....	.....	.....	.....	.....
1019	Reid Institute.....	Reidsburgh, Pa.....	1866	1862	C. A. Gilbert, A. M.....	Baptist.....	1	3	75	42	36	65	13	9	4	.....	.....	.....	.....
1020	Clarion Collegiate Institute.....	Clarion, Pa.....	1859	1839	J. T. Rincer and A. Fleming, Jr.....	Reform'd.....	5	3	116	55	61	106	11	3	7	12	.....	.....	.....
1021	Merrill's Academic School.....	Scranton, Pa.....	0	1870	Hubert H. Merrill, A. M.....	Non-sect.....	1	62	110	73	37	110	31	48	10	15	.....	.....	.....
1022	Missionary Institute.....	Scoti's Grove, Pa.....	.....	.....	P. Born.....	Luth.....	3	2	110	91	19	43	67	20	32	.....	.....	.....	.....
1023	Smethport Graded School.....	Smethport, Pa.....	1857	1869	John W. Kales.....	Non-sect.....	1	2	139	69	70	40	3	.....	.....	.....	.....	.....	.....
1024	George's Creek Academy.....	Smithfield, Pa.....	.....	.....	George D. Purinton.....	Baptist.....	2	121	73	48	113	7	1	.....	.....	.....	.....	.....	.....
1025	Stewartstown English and Classical Institute.....	Stewartstown, Pa.....	1856	1856	R. S. Maxwell.....	Non-sect.....	2	1	75	30	45	70	5	2	.....	.....	.....	.....	3
1026	Westtown Boarding School.....	Street Road, Chester County, Pa.....	0	1799	Benjamin W. Passmore, superintendent.....	Friends.....	7	6	222	136	86	122	100	.....	.....	.....	.....	.....	.....
1027	Susquehanna Collegiate Institute.....	Towanda, Pa.....	1853	1854	Edwin E. Quinlan.....	Presb.....	2	5	169	87	82	101	60	8	15	.....	.....	.....	.....
1028	Washington Hall Collegiate Institute.....	Trappe, Pa.....	0	1830	A. Rambo.....	Non-sect.....	3	2	130	100	30	130	7	2	3	.....	.....	.....	.....
1029	Unionville Institute.....	Unionville, Pa.....	1830	1830	Jacob W. Harvey.....	Non-sect.....	3	1	70	40	30	.....	.....	.....	.....	.....	.....	.....	.....
1030	Williamsport Dickinson Seminary.....	Williamsport, Pa.....	1844	1844	Rev. Edward J. Gray.....	M. E.....	6	3	222	157	65	133	79	35	.....	.....	.....	.....	.....
1031	Prince's Hill Family and Day School.....	Barrington Centre, R. I.....	0	1870	Isaac F. Cady, A. M.....	Non-sect.....	1	1	4	33	15	30	18	1	2	0	.....	.....	.....
1032	Island High School.....	New Shoreham, R. I.....	0	1875	Arthur W. Brown.....	Non-sect.....	1	1	16	11	5	14	(2)	.....	.....	.....	.....	.....	.....
1033	New England Yearly Meeting Boarding School of Friends.....	Providence, R. I.....	1819	1819	Albert K. Smiley, A. M.....	Friends.....	9	6	205	130	85	110	110	45	30	0

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?			24	25	26	27		28	29	30	31			32	33	34
1	0	0															January 12.
2	0	0	x	x													October 1.
3	x	x								\$36		\$0					Oct., 1st Mon.
4	x	x	x	x	0	x		40		\$230				\$20,000			July, last Wed.
5	x	x	x	x	0			0		60							July 6.
6	0	0	0	0	0	0		0	\$0	125					6,000		July 10.
7	0	0	0	0	0	0		0		60							September 1.
8	0	0	0	0	0	0		350		65							September 15.
9	0	0	0	0	0	0		0		65							Sept., 2d Wed.
10	0	0	0	0	0	0		0		75-100							Sept., 2d week.
11	x	x	x	x	0	0		200		25							September 11.
12	x	x	x	x	150	15		150		25							September 1.
13	x	x	x	x	200	60		0		60							September 1.
14	x	x	x	x	500	0		0		300							September 20.
15	x	x	x	x	0	0		0		0							May.
16	x	x	x	x	0	0		0		45							May 1.
17	x	x	0	0	0	0		0		60							Sept., 1st Mon.
18	x	x	0	0	0	0		0		30							Sept., 1st Mon.
19	0	0	0	0	0	0		0		75							September 1.
20	0	0	0	0	0	0		0		0							September 1.
21	0	0	0	0	0	0		0		0							September 1.
22	0	0	0	0	0	0		0		50							Jan., 2d Mon.
23	0	0	0	0	0	0		0		40							Jan., 2d week.
24	0	0	0	0	0	0		0		45							Aug., 2d Wed.
25	x	x	0	0	0	0		3,000		45							September 1.
26	0	0	0	0	0	0		314		35							September 1.
27	0	0	0	0	0	0		350		35							Jan., 2d or 3d Mon.
28	0	0	0	0	0	0		0		45							Aug., 1st Mon.
																	Jan., 1st Wed.

b Apparatus.

a Board and tuition.

* From Report of Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		22	23	Library.			25	Property, income, &c.			32	33	Scolastic year be- gins—	
	19	20	Vocal?	Instrumental?			22	Chemical laboratory?	Philosophical cabinet and apparatus?		24	25	26				27	28	29	30	31	32
29	x	x	x	x	x	x		1858	500	\$0	\$50	\$25,000	\$0	\$0	\$4,800	40	September 13.
30	x	x	x	x	x	x		1858	500	\$0	60	53,000			16,000	45	Sept. 1st Thurs.
31	x	x	x	x	x	x		1858	250			12,000			16,000	45	September 1.
32	x	x	x	x	x	x		1867	500	50	14	20,000			6,000	40	Sept. 1st Tues.
33	0	0	0	0	0	0		1867	300	0		20,000			4,000	44	Sept. 1st Mon.
33	0	0	0	0	0	0		1867	200			5,000			175	42	Sept. 1st Mon.
34	0	0	0	0	0	0		1871	100			20,000			4,000	40	September 7.
35	0	0	0	0	0	0		1862	90	0	80	62,800	603		1,851	43	Sept. 1st Mon.
36	0	0	0	0	0	0		1862	90			3,500			5,000	40	Sept. 1st Mon.
37	0	0	0	0	0	0		1862	0			4,000	0		1,600	40	Sept. 2d Mon.
38	x	x	x	x	x	x		1870	60	0	30-40	4,000	0		1,200	40	September 1.
39	x	x	x	x	x	x		1870	40	0		12,000			1,800	44	September 15.
41	x	x	x	x	0	0		1870	1,550	250		12,000			2,500	42	Oct. 1st Mon.
42	x	x	x	x	0	0		1870	1,200	0		50,000			2,500	40	September 1.
43	0	0	0	0	0	0		1842	2,270	0	50	50,000	0		1,300	40	Oct. 1st Mon.
44	x	x	x	x	x	x		1868	750	0	125	40,000	0		11,000	44	September 6.
45	x	x	x	x	x	x		1868	300		80	10,000			800	40	Sept. 1st Mon.
46	x	x	x	x	x	x		1868	300		80	10,000			800	40	September 8.
47	x	x	x	x	x	x		1868	200		80	15,000			3,000	40	September 13.
48	x	x	0	0	x	x		1849	300		40	40,000			2,500	40	September 13.
49	0	0	0	0	0	0		1849	1,000	0		35,000	0		8,000	40	Sept. 2d Mon.
50	0	0	0	0	0	0		1849	1,000	0		130-160			6,500	41	September 1.
51	0	0	0	0	0	0		1849	1,000	0		130-160			6,500	41	September 15.
52	x	x	x	x	x	x		1863	2,450	100	30	12,000			5,600	40	September 15.
53	0	0	0	0	x	x		1863	2,450	100	30	12,000			5,600	40	September 15.
54	0	0	0	0	x	x		1863	2,450	100	30	7,500			2,500	36	Sept. 3d Wed.
55	0	0	0	0	x	x		1874	800	0	31	32,000			2,500	44	Sept. 1st Mon.
56	0	0	0	0	x	x		1874	50	0	50	7,500			63,000	40	Sept. 1st Mon.
57	x	x	x	x	x	x		1863	300			30,000	0		12,000	41	September 9.
58	x	x	x	x	x	x		1863	300			3,000	0		200	44	Sept. 1st Mon.
59	x	x	x	x	x	x		1863	2,450	100	30	13,500			2,000	40	September 21.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—	
	19	20	Vocal?	Instrumental?			21	22	23	24		25	26	27	28			29	30	31	32	33	34
110	x	x	x	x	x	x	x	500	0	0	\$0	\$225	\$30,000	\$0	\$0	\$7,500	38	September 14.
111	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	37	Sept. last Wed.
112	x	x	x	x	x	x	x	800	0	0	0	0	0	0	0	0	40	Sept. 3d Tues.
113	x	x	x	x	x	x	x	200	50	0	0	0	0	0	0	0	42	September 16.
114	x	x	x	x	x	x	x	160	0	0	0	0	0	0	0	0	40	Sept., 3d Mon.
115	x	x	x	x	x	x	x	452	15	0	0	0	0	0	0	0	39	September 20.
116	x	x	x	x	x	x	x	1800	0	0	0	0	0	0	0	0	39	September 15.
117	x	x	x	x	x	x	x	1806	0	0	0	0	0	0	0	0	42	September 1.
118	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	38	September 20.
119	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	42	September 14.
120	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	38	Sept., 3d Mon.
121	x	x	x	x	x	x	x	1,000	100	0	0	0	0	0	0	0	39	September 12.
122	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	40	September 8.
123	x	x	x	x	x	x	x	700	0	0	0	0	0	0	0	0	40	September 14.
124	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	40	September 10.
125	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	September 6.
126	0	0	0	0	0	0	0	1,500	50	0	0	0	0	0	0	0	40	September 10.
127	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	40	September 14.
128	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	40	Sept., 2d Tues.
129	x	x	x	x	x	x	x	250	0	0	0	0	0	0	0	0	42	September 9.
130	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	40	September.
131	x	x	x	x	x	x	x	2,000	30	0	0	0	0	0	0	0	40	September.
132	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	40	September 15.
133	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	September 1.
134	x	x	x	x	x	x	x	1,500	0	0	0	0	0	0	0	0	40	Sept., 2d Wed.
135	x	x	x	x	x	x	x	150	3	0	0	0	0	0	0	0	40	September.
136	x	x	x	x	x	x	x	500	20	0	0	0	0	0	0	0	40	Sept., 3d Wed.
137	0	0	0	0	0	0	0	1,000	150	0	0	0	0	0	0	0	40	Oct., 1st Wed.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.			Number of weeks in scholastic year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?			25	26	27	28			29	30	31			32	33	34
187	x	x			0	0	1860	300	\$0	\$40	\$20,000	\$0	\$0	40	September.		
188	x	x			0	0	1892	3,100	0	410	40,000	0	0	43	Sept., 1st Wed.		
189	0	x			0	0			25	400	8,000	0	0	40	Sept., 1st Mon.		
180	x	0			0	0	1870	150	0	36	25,000	0	0	40	Aug., last Mon.		
191	x	0			0	0				100	8,000	0	0	42	September 1.		
192	0	x			0	0				24-60	15,000	0	0	38	Sept., 4th Wed.		
193										60				40	September 13.		
194	0	0			0	0	1849	1,000	0	36	8,000	0	0	44	Sept., 3d Wed.		
195	0	0			0	0				50	0	0	0	44	Sept., 1st Mon.		
196	0	0			0	0				225	3,000	0	0	40	September 15.		
197	x	x			0	0				50	13,500	350	35	36	Oct., 1st Mon.		
198	0	0			0	0				60	10,000	0	0	40	Sept., 1st Mon.		
199	0	0			0	0				45	15,000	0	0	40	September 18.		
200	0	x			0	0	1856	1,000	100	40	15,000	0	0	42	Sept., 1st Mon.		
201	0	0			0	0				60	1,500	0	0	41	October 1.		
202	x	0			0	0				175	40,000	0	500	40	September 1.		
203	x	0			0	0	1860	7,000	0	40				40	September 8.		
214	0	x			0	0				50				40	Sept., 1st Tues.		
205	0	0			0	0				84				43	Sept., 1st Mon.		
206	0	0			0	0				100				40	Sept., first week.		
207	0	0			0	0				40-80	25,000			40	Aug., last Mon.		
208	x	0			0	0				100				40	Sept., 2d Mon.		
209	x	0			0	0	1871	100		100				40	Sept., 2d Wed.		
210	0	0			0	0				60	6,000			41	Sept., 2d Wed.		
211	x	0			0	0				32-60				40	Sept., 1st Mon.		
212	0	0			0	0								40	Sept., first week.		
213	0	0			0	0								40	Sept., 1st Mon.		
214	0	0			0	0					12,000		8,000	42	September 1.		

Year	Month	Apparatus	Board and tuition	Tuition for music not included	Value of grounds
204	Sept, 2d Mon.	x	0	20	3,000
205	September 15.	x	0	10,000	5,000
206	October 1.	x	x	175	5,000
207	September 22.	x	0	250	5,000
208	September 30.	x	0	200	2,000
209	October 1.	0	0	150	3,500
300	September 21.	0	x	135	1,000
301	Sept, 4th Mon.	0	0	100	5,000
302	September 1.	x	0	20,000	6,000
303	September 22.	x	0	8,000	1,200
304	September 30.	x	0	25,000	7,364
305	September 10.	x	0	450	3,000
306	Sept., 3d Wed.	x	0	10,000	2,500
307	September.	x	0	22,000	675
308	Sept., 1st Mon.	x	x	6,000	7,000
309	September 16.	x	0	8,000	2,200
310	Sept., 1st Mon.	x	0	6,000	3,900
311	September 16.	x	0	25,000	634,000
312	Sept., 3d Wed.	x	0	30-50	8,000
313	September 8.	x	0	6000	750
314	September 1.	x	0	13,000	3,000
315	September.	x	0	25,000	3,000
316	Sept., 1st Mon.	x	x	40,500	65,000
317	September.	x	0	100	3,000
318	Sept., 1st week.	x	0	100	8,000
319	September.	x	0	30-50	12,000
320	Sept., 1st Mon.	x	0	6000	634,000
321	Sept., 1st Mon.	x	x	100	8,000
322	Sept., 1st Mon.	x	x	100	3,900
323	Sept., 2d Mon.	x	x	1,500	634,000
324	Sept., 1st Wed.	x	x	1,500	8,000
325	Sept., 1st Mon.	x	x	1,500	750
326	Sept., 1st Mon.	x	x	100	3,000
327	September 20.	x	0	50	5,000
328	September 21.	x	0	6575	5,000
329	Sept., 3d Wed.	x	0	60, 80	3,000
330	September 6.	x	0	6400	65,000
331	Sept., 2d Mon.	x	0	28-72	3,000
332	Sept., 2d Wed.	x	0	250	65,000
333	Sept., 1st Mon.	x	x	6400	4,500
334	Sept., 1st Mon.	x	x	45-70	1,340
335	September 22.	x	0	15,000	3,400
336	September 23.	x	0	23,000	3,000
337	September.	x	0	40,000	10,000
338	September 15.	x	0	40,000	1,533
339	September 15.	x	0	250	3,000
340	September 15.	x	0	45-90	10,000
341	Sept., 1st Mon.	x	0	55	1,533
342	Sept., 1st Mon.	x	0	40	1,533
343	Sept., 1st Mon.	x	0	50	1,533

a Apparatus.

b Board and tuition.

c Tuition for music not included.

d Value of grounds.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c. — Continued.

NOTE.— x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.			Number of weeks in scholastic year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?			24	25	26	27			28	29	30			31	32	33	34
484	x	x	x	x	0	0	1866	1,200	25	\$0	\$300	90	\$0	\$2,150	40	Sept. 1st Mon.	
485	x	x	x	x	x	x	1867	1,000	100	0	50	50	\$0	4,500	40	September 15.	
486	x	x	x	x	x	x					6000	13,000	0		38	September 9.	
487	x	x	x	x	0	x					150,000	40,000	0	30,000	40	September 13.	
488	x	x	x	x	x	x	1704	3,000	100		250	40,000	0	1,600	42	September 1.	
489	x	x	x	x	x	x	1869	3,100			40	3,800		1,000	40	September 1.	
490	x	x	x	x	0	0									40	September.	
491	x	x	x	x	x	x		300			100-150		0	2,500	39	Sept. 3d Wed.	
492	x	x	x	x	x	x					40-160		0		38	Sept. last week.	
493	x	x	x	x	0	x					400			1,554	40	September 15.	
494	x	x	x	x	0	x					60,80			4,000	40	Sept. 2d Mon.	
495	x	x	x	x	0	x	1871	200		0					40	September 15.	
496	x	x	x	x	0	x					80-180				40	Sept. 2d Wed.	
497	x	x	x	x	0	x					600				40	Sept. 2d Wed.	
498	x	x	x	x	x	x	1855	3,000		0	100				38	September 22.	
499	x	x	x	x	x	x					40-80				40	September 11.	
500	x	x	x	x	x	x					50-120				40	September 15.	
501	x	x	x	x	0	x					30,000			4,000	40	September 20.	
502	x	x	x	x	0	x					80				40	September.	
503	x	x	x	x	0	x	1868	1,000		0	50			12,000	40	Sept. 3d Thurs.	
504	x	x	x	x	x	x	1850	550	25	0	50			212,000	40	Sept. 2d Mon.	
505	x	x	x	x	0	0	1870	300			30,000		0		38	September 2d Thurs.	
506	x	x	x	x	0	0					30,000			5,000	38	September 15.	
507	x	x	x	x	0	0									38	Sept., last week.	

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Philosophical cabinet and apparatus?	Chemical laboratory?	23	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in school last year	Scholastic year begins—
	19	20	Vocal?	Instrumental?				21	22	24	25		26	27	28	29			30	31	32	33	34
501	x	x		x	x	x					\$37-67	\$60,000				43	September 1.	
502	x	x		x	x	x					40-60					40	September.	
503																40	September 13.	
504	x	x		x	0	0					50-100					40	September 20.	
505	x	x		x							45-200					40	September 20.	
506	x	x		x							60-100					40	Sept., 2d Mon.	
507	x	x		x							21-63					40	September 13.	
508	0	0		x							100					40	September 13.	
509	x	x		x	0	0					50-100					40	September 20.	
510	x	x		x	0	0					90					40	September 15.	
511	x	x		x	0	0					120					40	Sept., 2d week.	
512	x	x		x	0	0					100					40	Sept., 1st Wed.	
513	x	x		x	x	x					35,000					39	September 15.	
514	x	x		x												40	Sept., 1st Mon.	
515	x	x		x												40	Sept., 1st Sat.	
516	x	x		x												40	Sept., 2d Mon.	
517	x	x		x												40	September 13.	
518	x	x		x	x	x					60					40	September 13.	
519	x	x		x	x	x					40-60	6,000				40	September 13.	
520	x	x		x	x	x					32-72					41	September 4.	
521	x	x		x	x	x										44	September.	
522	x	x		x	x	x					40-60	45,000				40	September 1.	
523	0	0		x	0	0						33,000	\$0			43	September 8.	
524				x								75,000				40	Sept., 1st Wed.	
525	x	x		x												42	November.	
526	x	x		x												40	Sept., 1st Mon.	
527	0	0		x	0	0										40	Aug., 1st Mon.	
528	0	0		x	0	0										39	October 1.	
529	x	x		x	0	0										32	Oct., 1st Mon.	

STATISTICAL TABLES.

530	0	0	0	0	0	0	0	0	0	25	2,000	0	0	0	3,000	40	September.
531	0	0	0	0	0	0	0	0	0	25	14,000	0	0	0	1,400	40	January 25.
532	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	September 1.
533	x	x	x	x	x	x	x	x	x	0	2,000	0	0	654	40	September 1.	
534	x	x	x	x	x	x	x	x	x	0	2,000	0	0	1,000	40	September 1.	
535	x	x	x	x	x	x	x	x	x	0	5,000	0	0	3,500	40	September 1.	
536	x	x	x	x	x	x	x	x	x	0	2,000	0	0	1,000	38	April 14.	
537	0	0	0	0	0	0	0	0	0	30-50	10,000	0	0	1,600	40	August.	
538	x	x	x	x	x	x	x	x	x	48	32,000	20,000	0	6,000	40	June 1.	
539	x	x	x	x	x	x	x	x	x	50	*15,000	0	0	*5,450	40	August 23.	
540	x	x	x	x	x	x	x	x	x	48	6200	0	0	3,000	52	August 23.	
541	x	x	x	x	x	x	x	x	x	12	0	0	0	2,500	52	January 1.	
542	x	x	x	x	x	x	x	x	x	30-46	25,000	0	0	1,576	46	June.	
543	x	x	x	x	x	x	x	x	x	50 & 60	65,000	85,000	0	1,800	40	Sept., 1st week.	
544	x	x	x	x	x	x	x	x	x	24	20,000	15,000	0	1,700	40	September 1.	
545	0	0	0	0	0	0	0	0	0	9	7,000	0	0	2,000	40	Sept., 1st Mon.	
546	x	x	x	x	x	x	x	x	x	30	10,000	0	0	2,700	40	September 20.	
547	x	x	x	x	x	x	x	x	x	27	1,500	1,500	0	2,000	40	April 1.	
548	x	x	x	x	x	x	x	x	x	40	4,000	1,000	0	1,000	36	September 1.	
549	0	0	0	0	0	0	0	0	0	40	7,000	0	0	1,000	40	September.	
550	x	x	x	x	x	x	x	x	x	36	9,000	0	0	1,000	40	September 15.	
551	x	x	x	x	x	x	x	x	x	50	0	0	0	63,000	40	Sept., 3d Wed.	
552	x	x	x	x	x	x	x	x	x	40-70	0	0	0	2,587	40	Sept., last Mon.	
553	x	x	x	x	x	x	x	x	x	40-50	5,000	0	0	2,400	40	Sept., 1st Tues.	
554	x	x	x	x	x	x	x	x	x	45	10,000	0	0	1,000	38	Sept., 1st Mon.	
555	0	0	0	0	0	0	0	0	0	45	2,000	0	0	1,500	50	Sept., 1st Wed.	
556	x	x	x	x	x	x	x	x	x	30	11,000	0	0	1,000	40	September 12.	
557	x	x	x	x	x	x	x	x	x	36	10,000	0	0	1,000	40	September 1.	
558	x	x	x	x	x	x	x	x	x	33	15,000	5,000	0	800	40	September 1.	
559	0	0	0	0	0	0	0	0	0	30	5,000	1,200	300	850	40	September 1.	
560	0	0	0	0	0	0	0	0	0	30	1,000	1,300	0	800	40	September 1.	
561	x	x	x	x	x	x	x	x	x	36	3,000	0	0	2,000	39	September 10.	
562	x	x	x	x	x	x	x	x	x	36	16,000	0	0	4,500	40	Sept., 1st Mon.	
563	x	x	x	x	x	x	x	x	x	27	7,000	0	0	2,000	40	September.	
564	0	0	0	0	0	0	0	0	0	27	2,500	0	0	2,000	27	October 15.	
565	0	0	0	0	0	0	0	0	0	8	2,000	0	0	1,000	36	October 1.	
566	0	0	0	0	0	0	0	0	0	40	16,000	0	0	6,000	40	October 1.	
567	0	0	0	0	0	0	0	0	0	22 1/2-52 1/2	12,500	0	0	1,800	40	January.	
568	x	x	x	x	x	x	x	x	x	40	6,500	600	0	1,800	40	Jan., 2d Thurs.	
569	x	x	x	x	x	x	x	x	x	0	600	0	0	6.0	30	January 10.	
570	x	x	x	x	x	x	x	x	x	30	3,000	0	0	2,000	40	September 10.	
571	x	x	x	x	x	x	x	x	x	36	16,000	0	0	4,500	39	Sept., 1st Mon.	
572	0	0	0	0	0	0	0	0	0	0	7,000	0	0	2,000	40	September.	
573	0	0	0	0	0	0	0	0	0	27	2,500	0	0	2,000	27	October 15.	
574	x	x	x	x	x	x	x	x	x	8	2,000	0	0	1,000	36	October 1.	
575	x	x	x	x	x	x	x	x	x	40	16,000	0	0	1,700	34	October 1.	
576	x	x	x	x	x	x	x	x	x	0	12,000	0	0	6,000	40	September 1.	
577	0	0	0	0	0	0	0	0	0	0	6,500	0	0	1,800	40	January.	
578	x	x	x	x	x	x	x	x	x	0	600	0	0	1,800	40	Jan., 2d Thurs.	
579	x	x	x	x	x	x	x	x	x	0	600	0	0	6.0	30	January 10.	

b Board and tuition.

a Apparatus.

* From Report of Commissioner of Education for 1874.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical apparatus?	Date of origin.	Number of volumes.	Library.		Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Vocal?	Instrumental?	Average annual increase.	Amount of fund.					Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
	19	20	21	21	22	23	24	25	26	27	28	29	30	31	32	33	34
580	x	x	x	x	0	x	1873	200	100	\$0	\$30	\$10,000	\$0	\$0	\$4,500	40	Sept., 1st Mon.
581	x	x	x	x	0	0	1873	250	100	\$0	20-40	2,500	0	0	1,200	40	Aug., 4th Mon.
582	0	x	0	0	x	0	1870	150	9	0	20-40	2,500	16,300	600	2,100	40	Aug., 3d Wed.
583	0	0	0	0	0	0	1870	0	0	0	30	1,000	0	0	1,150	49	Jan., 2d Mon.
584	x	x	x	x	0	0	1870	300	0	0	35	50,000	0	1,200	20,000	40	September 1.
585	x	x	x	x	0	0	1870	300	0	0	30	4,000	0	0	1,000	40	Jan., 1st Mon.
586	x	x	x	x	0	0	1870	300	0	0	22 1/2	6,000	0	0	800	43	January 1.
587	x	x	x	x	0	0	1874	40	6	0	6	6,000	0	0	721	44	April 1.
588	x	0	x	x	0	x	1874	40	35	0	35	3,500	0	0	2,100	40	Sept., 1st Mon.
589	x	x	x	x	0	x	1870	300	0	0	30	100,000	0	0	0	39	September 1.
590	x	x	x	x	0	x	1870	50	50	0	50	80,000	0	0	8,000	42	September 1.
591	0	x	x	x	x	x	1870	100	0	0	30	30,000	600	50	1,500	40	September 4.
592	x	x	x	x	0	0	1870	0	0	0	0	5,000	0	0	5,000	40	September 4.
593	x	x	x	x	0	0	1870	0	0	0	36	25,000	0	0	0	39	Sept., 1st Mon.
594	x	x	x	x	0	0	1870	600	0	0	30	35,000	17,000	1,700	1,400	38	Sept., 3d Wed.
595	0	x	x	x	x	x	1870	100	10	0	21 1/2	7,000	0	0	1,200	40	November 30.
596	0	x	x	x	x	x	1841	1,200	100	0	45	100,000	0	0	7,000	39	August, last Mon.
597	x	x	x	x	x	x	1867	200	200	0	24	3,000	1,500	100	4,000	39	September 1.
598	x	x	x	x	0	0	1870	800	0	0	24	18,000	18,000	1,500	3,100	40	August 24.
599	x	0	x	x	0	0	1870	500	0	0	0	4,000	0	0	3,100	40	September 9.
600	x	0	x	x	0	0	1870	500	0	0	0	200,000	0	0	0	40	Sept., 1st Mon.
601	x	x	x	x	0	0	1860	1,000	0	0	0	20,000	0	0	0	39	September 13.
602	x	x	x	x	0	0	1860	1,500	0	0	0	30,000	0	0	2,930	39	September.
603	0	0	0	0	x	x	1848	1,000	0	0	25	8,000	2,000	200	750	40	September.
604	0	0	0	0	x	x	1848	1,000	0	0	25	8,000	2,000	200	1,500	36	August 24.
605	x	0	0	0	0	0	1855	250	13	0	20	6,000	0	0	2,000	40	Sept., 1st week.
606	0	0	0	0	x	x	1855	100	0	0	30	21,000	0	0	1,500	40	Sept., 1st week.
607	0	0	0	0	x	x	1855	3,000	0	0	24	10,000	2,500	150	6,000	39	Sept., 1st week.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

609	0	x	x	x	0	0	0	0	24	10,000	0	0	0	2,800	35	Sept. 15.
610	0	x	x	x	0	0	0	0	9 & 12	7,000	0	0	0	600	42	Sept., 1st Mon.
611	0	x	x	x	800	0	0	0	98	8,000	0	0	4,100	1,260	40	Sept., 1st Mon.
612	x	x	x	x	0	0	0	0	28	15,000	0	0	0	2,200	39	Sept., 1st Mon.
613	x	x	x	x	225	0	0	0	25	16,000	0	0	300	1,200	36	September 9.
614	x	x	x	x	0	0	0	0	25	6,000	0	0	0	0	44	September 1.
615	0	x	x	x	30	0	0	0	25	4,000	0	0	0	760	40	Sept., 1st Mon.
616	x	x	x	x	200	0	0	0	20	10,000	0	0	0	500	40	Sept., 1st week.
617	0	x	x	x	500	100	0	0	25	25,000	0	0	2,500	2,250	40	September 1.
618	0	x	x	x	0	0	0	0	25	3,000	0	0	0	4,000	40	Sept., 1st Mon.
619	x	x	x	x	500	0	0	0	30	25,000	0	0	400	3,930	39	September.
620	x	x	x	x	0	0	0	0	21	3,000	0	0	0	1,200	36	Aug., last Mon.
621	x	x	x	x	0	0	0	0	30	3,500	0	0	0	2,100	37	September 1.
622	x	x	x	x	0	0	0	0	17	15,000	0	0	1,000	3,045	36	Sept., 1st week.
623	0	x	x	x	300	0	0	0	27	7,000	0	0	0	0	37	Sept., 1st Wed.
624	0	x	x	x	1,700	0	0	0	21	9,132	0	0	0	798	33	September 6.
625	0	x	x	x	60	0	0	0	21	9,000	0	0	0	928	33	Sept., 1st Mon.
626	x	x	x	x	7	0	0	0	15	15,000	0	0	1,500	500	36	September 20.
627	0	x	x	x	500	0	0	0	32	25,000	0	0	0	2,000	40	Sept., 1st Wed.
628	x	x	x	x	0	0	0	0	35	30,000	0	0	0	980	40	Sept., 1st week.
629	x	x	x	x	0	0	0	0	20	9,000	0	0	0	3,500	36	September 12.
630	x	x	x	x	489	40	0	0	20	8,200	0	0	0	8,800	36	Sept., 2d Mon.
631	0	x	x	x	0	0	0	0	20	4,000	0	0	0	0	35	September 25.
632	0	x	x	x	0	0	0	0	55	15,000	0	0	0	1,200	39	Aug., 3d Mon.
633	0	x	x	x	100	0	0	0	21	2,000	0	0	0	2,000	39	September 22.
634	0	x	x	x	0	0	0	0	30	2,000	0	0	0	2,200	40	September 1.
635	0	x	x	x	0	0	0	0	26	16,000	0	0	0	2,000	40	Sept., 1st Mon.
636	0	x	x	x	0	0	0	0	12	30,000	0	0	0	2,000	38	September 1.
637	0	x	x	x	100	0	0	0	12	3,500	0	0	0	75	50	Sept., 3d Mon.
638	0	x	x	x	500	0	0	0	40	8,000	0	0	0	2,000	36	September.
639	0	x	x	x	0	0	0	0	40	6,000	0	0	0	3,000	40	Sept., 1st Mon.
640	0	x	x	x	500	0	0	0	40	4,000	0	0	0	3,000	40	Sept., 1st Mon.
641	0	x	x	x	500	0	0	0	45	5,000	0	0	0	2,800	40	Sept., 1st Mon.
642	0	x	x	x	0	0	0	0	30	4,500	0	0	0	0	40	September 1.
643	0	x	x	x	0	0	0	0	50	16,000	0	0	0	0	40	Sept., 1st Mon.
644	0	x	x	x	400	0	0	0	50	15,000	0	0	0	2,500	42	Sept., 1st Mon.
645	0	x	x	x	10	0	0	0	40	12,000	0	0	0	3,000	40	Sept., 1st Mon.
646	0	x	x	x	0	0	0	0	40	7,000	0	0	0	2,500	40	Sept., 1st Mon.
647	0	x	x	x	0	0	0	0	30	10,000	0	0	0	2,500	40	Sept., 2d Mon.
648	0	x	x	x	50	0	0	0	25	31,000	0	0	0	5,918	40	Sept., 2d Mon.
649	x	x	x	x	0	0	0	0	25	2,500	0	0	0	1,245	26	September 6.
650	x	x	x	x	0	0	0	0	50	4,000	0	0	0	1,200	44	Sept., 1st Mon.
651	0	x	x	x	200	0	0	0	25	5,000	0	0	0	4,000	40	Sept., 1st Mon.
652	0	x	x	x	0	0	0	0	31	10,000	0	0	0	3,600	40	Sept., 1st Mon.
653	0	x	x	x	1,000	0	0	0	15	7,000	0	0	0	3,250	40	Aug., 4th Mon.
654	0	x	x	x	0	0	0	0	30	1,500	0	0	0	1,500	40	Sept., 1st Mon.
655	0	x	x	x	0	0	0	0	30	1,500	0	0	0	0	40	September 1.
656	0	x	x	x	0	0	0	0	30	1,500	0	0	0	0	40	September 1.
657	0	x	x	x	0	0	0	0	30	1,500	0	0	0	0	40	September 1.
658	0	x	x	x	0	0	0	0	30	1,500	0	0	0	0	40	September 1.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicate no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?			24	25	26	27		28	29	30	31			32	33	34
659	x	x	x	x	0	x	300	0	\$0	\$30	\$0	\$0	\$2,500	40	Sept., 1st Mon.		
660	0	0	0	0	0	0	0	0	0	30	0	0	800	42	Sept., 1st Mon.		
661	0	0	0	0	0	0	0	0	0	40	0	0	0	40	September 13.		
662		x	x	x	0	0	0	0	0	30	0	0	1,600	36	Aug., last Mon.		
663		x	x	x	0	0	0	0	0	10,000	0	0	1,800	40	September 7.		
664	0	x	x	x	0	0	0	0	0	6,000	0	0	2,500	40	September 1.		
665	0	x	x	x	0	0	2,000	100	0	5,000	0	0	3,000	42	Sept., 1st Mon.		
666	0	0	0	0	0	0	0	0	0	30,000	0	0	7,000	40	Sept., 1st Mon.		
667	x	0	0	0	0	0	0	0	0	14	0	0	205	32	August 23.		
668	x	0	0	0	0	0	600	0	0	20	5,911	413	900	44	Sept., 1st week.		
669	0	x	x	x	0	x	900	0	0	25	4,000	240	157	40	Aug., 1st Wed.		
670	0	x	x	x	0	x	0	0	0	2,000	10,000	0	300	20	September 1.		
671	0	x	x	x	0	x	1,000	50	0	8	6,000	130	300	32	Sept., 1st Mon.		
672	0	x	x	x	0	x	450	0	0	0	10,000	1,320	175	35	September 1.		
673	0	x	x	x	0	x	1,000	0	0	15	105,000	20,000	2,300	39	August 31.		
674	x	x	x	x	0	x	218	0	0	0	4,000	156	650	33	August 17.		
675	x	x	x	x	0	x	500	0	0	0	8,000	300	1,000	40	Aug., last Tues.		
676	x	x	x	x	0	x	500	0	0	0	60,000	4,000	1,000	40	Sept., 1st Mon.		
677	0	x	x	x	0	x	1875	0	0	30	60,000	1,000	2,250	39	August.		
678	0	0	0	0	0	0	50	40	0	0	60	0	500	39	September 2.		
680	0	0	0	0	0	0	900	0	0	12-15	0	0	500	40	September 1.		
681	0	0	0	0	0	0	500	5	0	5	0	0	1,200	33	September 4.		
682	0	0	0	0	0	0	400	0	0	12	4,250	210	314	24	Aug., 3d Wed.		
683	x	x	x	x	0	x	400	0	0	0	4,000	70	300	24	Aug., 3d Wed.		
684	x	x	x	x	0	x	600	10	0	12	3,000	90	550	22	Aug., last Tues.		
685	0	x	x	x	0	x	600	0	0	12	6,000	300	500	40	August 30.		
686	0	x	x	x	0	x	30	0	0	0	3,000	600	1,300	40	September.		

Year	Month	Sept.	Aug.	July	June	May	April	March	Feb.	Jan.	Total	Per cent.	Notes
687	Sept.	2,500	4,000	10,000	4,000	10,000	4,000	10,000	4,000	10,000	22		
688	Aug.	400	1,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000			
689	Sept.	400	1,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000			
690	Aug.	800	1,250	600	1,000	1,000	1,000	1,000	1,000	1,000	13		
691	May	1,250	300	5,000	1,650	25,000	0	0	0	0			
692	Aug., last Tues.			60,000	0	50,000	0	0	0	0	20		
693	Sept. 1			9,000	0	7,000	0	0	0	0	23.50		
694	Sept. 1			3,000	0	3,000	0	0	0	0	30		
695	Sept. 1			8,000	0	8,000	0	0	0	0	25		
696	Sept., 1st Mon.			60,000	4,000	60,000	0	0	0	0	36		
697	Sept., 1st Mon.			40,000	50,000	40,000	0	0	0	0	50		
698	Sept., 1st Mon.			18,000	20,000	18,000	0	0	0	0	24		
699	Sept. 1			6,500	12,000	6,500	0	0	0	0	160		
700	Sept. 1			14,000	78,000	14,000	0	0	0	0	0		
701	Sept., 1st Mon.			20,000	6,000	20,000	0	0	0	0	75		
702	Sept., 1st Mon.			3,000	10,000	3,000	0	0	0	0	25		
703	Sept. 1			250,000	150,000	250,000	0	0	0	0	24		
704	Sept., 1st Tues.			15,000	30,000	15,000	0	0	0	0	27		
705	Sept., 1st Mon.			4,000	3,153	4,000	0	0	0	0	16		
706	Sept., 1st Mon.			3,500	8,552	3,500	0	0	0	0	16		
707	Sept., 1st Mon.			10,000	10,000	10,000	0	0	0	0	36		
708	Sept., 1st Mon.			15,000	30,700	15,000	0	0	0	0	8		
709	Sept., 1st Mon.			8,000	3,000	8,000	0	0	0	0	135		
710	Sept., 1st Tues.			40,000	56,351	40,000	0	0	0	0	0		
711	Sept., 1st Mon.			20,000	18,000	20,000	0	0	0	0	20		
712	Sept. 2			10,000	10,000	10,000	0	0	0	0	16		
713	Sept., 1st Mon.			15,000	30,700	15,000	0	0	0	0	36		
714	Sept., 1st Mon.			8,000	3,000	8,000	0	0	0	0	8		
715	Sept., 1st Mon.			40,000	56,351	40,000	0	0	0	0	0		
716	Sept. 2			3,500	8,552	3,500	0	0	0	0	16		
717	Sept., 1st Mon.			10,000	10,000	10,000	0	0	0	0	16		
718	Sept., 1st Mon.			15,000	30,700	15,000	0	0	0	0	36		
719	Sept., 1st Mon.			8,000	3,000	8,000	0	0	0	0	8		
720	Sept., 1st Tues.			40,000	56,351	40,000	0	0	0	0	0		
721	Sept., 1st Mon.			20,000	18,000	20,000	0	0	0	0	20		
722	Sept. 10			10,000	10,000	10,000	0	0	0	0	16		
723	Sept., 1st Mon.			15,000	30,700	15,000	0	0	0	0	36		
724	Sept., 1st Mon.			8,000	3,000	8,000	0	0	0	0	8		
725	Sept., 1st Tues.			40,000	56,351	40,000	0	0	0	0	0		
726	Sept., 1st Mon.			20,000	18,000	20,000	0	0	0	0	20		
727	Sept., 1st Tues.			10,000	10,000	10,000	0	0	0	0	16		
728	Sept. 16			20,000	21,000	20,000	0	0	0	0	68.74		
729	Sept. 1			6,000	8,000	6,000	0	0	0	0	75		
730	Sept., 4th Tues.			15,000	0	15,000	0	0	0	0	33		
731	Sept. 21			35,000	0	35,000	0	0	0	0	37		
732	Sept. 16			15,000	7,000	15,000	0	0	0	0	25		
733	Sept., 1st Wed.			8,000	0	8,000	0	0	0	0	31		
734	Sept., 1st Tues.			10,000	0	10,000	0	0	0	0	10		
735	Sept., 1st Tues.			300	0	300	0	0	0	0	309		

a Board and tuition.

b For books and apparatus.

c To non-residents; free to residents.

d For each of 9 pupils.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year begun—			
	19	20	Vocal?	Instrumental?			21	22	23	24		25	26	27	28		29	30	31	32	33	34
736	x	0	x	x	0	0	0	125				\$50	\$3,500				\$000	36	Sept., 2d Mon.
737	0	x	x	x	0	0	0	300				150	3,000				250	38	Sept., 1st Mon.
738	x	x	x	x	0	0	0	200				150	13,000				2,240	43	September 1.
739	x	x	x	x	0	0	0	50					4,000				2,000	48	September 1.
740	x	x	x	x	0	0	0	150					30,000				0	36	September 16.
741	0	x	x	x	0	0	0	50					10,000	\$0			0	40	September.
742	0	x	x	x	0	0	0	158		\$0		16	15,000	8,000		800	2,500	39	September 8.
743	0	x	x	x	0	0	0	0		0		45	4,000	0		0	0	36	September 1.
744	x	x	x	x	0	0	0	0		0		9	40,000			900	0	40	Sept., 1st Mon.
745	x	x	x	x	0	0	0						8,000					44	September 6.
746	x	x	x	x	0	0	0						8,200					40	September 1.
747	0	0	0	0	0	0	0	0		0			0	2,000	0	1,900	0	40	September 4.
748	0	0	0	0	0	0	0	0		0			0	0	0	0	0	40	September 1.
749	0	0	0	0	0	0	0	0		0			0	0	0	0	0	40	September 10.
750	0	0	0	0	0	0	0	300		0			55,000					40	Sept., 1st Mon.
751	0	0	0	0	0	0	0	600		0			4,000	0	0	800	0	40	Sept., 2d Mon.
752	0	x	x	x	0	0	0	0		0		36	6,000	0	0	0	0	36	September 18.
753	0	x	x	x	0	0	0	800		0		30	35,000	6,000	0	0	0	36	Oct., 1st Mon.
754	x	x	x	x	0	0	0	0		0			25,000	0	0	900	0	36	Oct., 1st Mon.
755	x	x	x	x	0	0	0	0		0			8,000	0	0	0	0	46	Sept., 1st Mon.
756	x	x	x	x	0	0	0	2,000		12		40	13,000			2,000	0	40	September 1.
757	x	x	x	x	0	0	0	0		0		40	6,000	0	0	1,120	0	40	Sept., 1st Mon.
758	0	x	x	x	0	0	0	0		0			8,000	0	0	1,400	0	40	September 6.
759	0	x	x	x	0	0	0	0		0			4,000	0	0	650	0	40	Sept., 1st Mon.
760	0	x	x	x	0	0	0	50		0		16-20	4,000	0	120	700	0	39	Aug., 4th Tues.
761	0	x	x	x	0	0	0	75		0		25	12,000	2,000	0	4,000	0	39	August 25.
762	0	x	x	x	0	0	0	1,000		0		25	5,000	4,000	210	750	0	37	Sept., 1st Mon.
763	0	x	x	x	0	0	0	375		40		21	30,000	10,000	800	204	0	33	Sept., 1st Mon.

765	0	0	0	0	0	0	0	10	4,000	1,200	75	700	21	Sept., 1st Tues.	
766	0	0	0	0	0	0	0	21	4,500	20,000	0	1,050	40	Aug., 4th Mon.	
767	0	0	0	0	0	0	0	0	30,000	0	0	1,050	38	September 1.	
768	0	0	0	0	0	0	0	0	10,000	6,000	375	1,200	28	Sept., 1st Tues.	
769	0	0	0	0	0	0	0	0	1,000	0	0	350	40	Aug., 2d Wed.	
770	0	0	0	0	0	0	0	34, 40	40,000	0	6	3,000	40	Sept., 1st Wed.	
771	0	0	0	0	0	0	0	18	2,400	11,600	690	825	35	August 17.	
772	0	0	0	0	0	0	0	12, 15	18,000	10,000	700	300	36	August 24.	
773	0	0	0	0	0	0	0	9	4,000	3,000	150	450	39	September.	
774	0	0	0	0	0	0	0	20-24	3,000	0	250	700	40	Sept., 1st Mon.	
775	0	0	0	0	0	0	0	23	2,000	0	0	600	42	September.	
776	0	0	0	0	0	0	0	15	12,000	15,000	900	1,400	33	September.	
777	0	0	0	0	0	0	0	18 ¹	160,000	0	0	1,000	36	Sept., 1st Wed.	
778	0	0	0	0	0	0	0	0	5,000	0	0	1,200	39	January 3.	
779	0	0	0	0	0	0	0	20	30,000	20,000	1,200	3,500	42	December.	
780	0	0	0	0	0	0	0	24	20,000	25,000	1,500	700	40	August 23.	
781	0	0	0	0	0	0	0	24	3,000	2,000	42	478	39	August 26.	
782	0	0	0	0	0	0	0	18	5,000	7,844	473	1,102	30	Sept., 1st Wed.	
783	0	0	0	0	0	0	0	15	5,000	10,000	750	800	30	Aug., last Wed.	
784	0	0	0	0	0	0	0	15	15,000	10,000	300	1,500	30	September.	
785	0	0	0	0	0	0	0	19 ¹	6,000	4,060	750	800	38	September 1.	
786	0	0	0	0	0	0	0	25	45,000	10,000	1,000	150	33	Sept., 1st Mon.	
787	0	0	0	0	0	0	0	27	45,000	10,000	1,000	2,000	33	Aug., 3d Wed.	
788	0	0	0	0	0	0	0	15 & 18	11,000	25,000	1,600	200	39	August 23.	
789	0	0	0	0	0	0	0	15	5,000	5,000	278	500	36	Aug., last Tues.	
790	0	0	0	0	0	0	0	25	50,000	30,000	1,500	2,500	40	January 3.	
791	0	0	0	0	0	0	0	15	50,000	37,000	2,550	2,805	42	September.	
792	0	0	0	0	0	0	0	50	25,000	10,000	0	750	40	September 1.	
793	0	0	0	0	0	0	0	52	10,000	0	0	2,100	42	Sept., 2d Wed.	
794	0	0	0	0	0	0	0	32	11,000	0	0	12,000	40	September 5.	
795	0	0	0	0	0	0	0	100	0	0	0	0	40	Sept., 3d Wed.	
796	0	0	0	0	0	0	0	60-120	0	0	0	0	40	September 14.	
797	0	0	0	0	0	0	0	30	0	0	0	0	44	Sept., 1st Mon.	
798	0	0	0	0	0	0	0	40-100	0	0	0	0	40	September 7.	
799	0	0	0	0	0	0	0	45	200,000	0	0	0	40	September 8.	
800	0	0	0	0	0	0	0	0	8,000	0	0	15,000	41	Sept., 1st Mon.	
801	0	0	0	0	0	0	0	0	18,635	0	0	4,500	44	Sept., 1st Mon.	
802	0	0	0	0	0	0	0	45	65,000	0	0	3,000	40	Sept., 1st week.	
803	0	0	0	0	0	0	0	80-100	12,000	0	0	3,000	43	Sept., 1st Tues.	
804	0	0	0	0	0	0	0	0	12,000	0	0	503	40	September.	
805	0	0	0	0	0	0	0	0	10,000	0	0	2,000	40	September 8.	
806	0	0	0	0	0	0	0	0	25,000	0	0	21,000	40	September 14.	
807	0	0	0	0	0	0	0	0	30,000	0	0	6,000	40	September 15.	
808	0	0	0	0	0	0	0	0	40,000	0	0	0	44	September 1.	
809	0	0	0	0	0	0	0	0	50,000	155,000	8,000	6,000	40	September 8.	
810	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
811	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
812	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
813	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
814	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

a Board and tuition.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is music taught?		Philosophical cabinet and apparatus?	Chemical laboratory?	Is drawing taught?	Library.				Property, income, &c.				Number of weeks in school year.	Scholastic year begins—	
	Vocal?	Instrumental?				Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.	Average annual expenses for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.			Receipts for the last year from tuition fees.
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
815	x	x	x	x	x	1870	0			\$34	\$10,000				44	August.
816	x	x	x	x	x					60				\$710	39	September 1.
817	x	x	0	x	x					60	6,000			4,500	40	September 15.
818	x	x	0	x	x	1864	1,240	150	\$0	27-50	6,000	\$0	\$0	2,500	40	September 18.
819	x	x	0	x	x	1870	300			24	5,000			4,029	39	Sept., 1st Tues.
820	0	0	0	0	0	1838	512			36	14,300			300	42	August.
821	0	0	0	0	0	*				30	4,000	0	0	854	40	Aug., 1st Mon.
822	x	x	x	x	x		3,500							850	39	September 21.
823	x	x	x	x	x	1835	1,700			35	34,000			2,100	40	Sept., 1st Tues.
824	x	x	x	x	x	1867	589	60	0	101	60,000			6,000	40	July 1.
825	x	x	x	x	x		525	20		27,33	40,000	15,000	725	6,000	39	August 18.
826	0	0	0	0	0		947			21	3,500			1,709	39	August 1.
827	0	0	0	0	0					21	29,081			692	39	August 1.
828	x	x	x	x	x	1850	748			0	29,081			475	40	Sept., 1st Mon.
829	x	x	x	x	x	1834	221			18	17,000	0	0	602	39	September 1.
830	x	x	x	x	x	1820	2745		5,000	18	90,718	5,800	406	2,080	40	Sept., 2d Tues.
831	x	x	0	x	x	1860	3,500	650		18	8,000			450	40	July 1.
832	x	x	x	x	x	1858	380			20	8,000			250	39	September 1.
833	x	x	x	x	x		809				19,136			0	40	August.
834	x	x	x	x	x		82			18	3,500			1,584	42	October 1.
835	x	x	0	x	x	1869	902			1073	143,517			425	40	September 15.
836	x	x	0	0	0		1,500				30,000			3,000	40	September.
837	x	0	0	0	0						14,000				39	September 8.
838	x	0	0	0	0		440								44	September 1.
839	x	0	0	0	0										40	September 13.
840	x	x	0	0	0	1872				100				5,200	40	September.
841	0	x	x	0	0		475			21	75,000				44	Sept., last Mon.
842	x	x	x	x	x	1840					6,235	2,500	175	1,465	39	Aug., last Mon.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?			21	22	23	24		25	26	27	28			29	30	31	32	33	34
893	x	x	x	x	x	x	1898	2,551		\$0	\$30	\$23,535	\$13,500	\$945	\$2,583	39	August 1.
894	x	x	x	x	x	x	1812	250		0	29	6,418	0	0	2,431	39	August 25.
895	x	x	x	x	x	x	1866	392		0	24	16,147	0	0	1,398	41	September 1.
896	x	x	x	x	x	x	1866	430		0	0	10,000	0	0	1,400	40	September 1.
897	x	x	x	x	x	x	1864	275		0	0	10,030	0	0	700	39	September 4.
898	x	x	x	x	x	x	1826	1,200		0	25	9,478	0	0	1,803	41	September 1.
899	x	x	x	x	x	x		1,208	50	0	21	13,707	0	0	1,471	39	August 25.
900	0	0	0	0	0	0		512	0	0	261	17,500	0	0	1,900	42	August 1.
901	0	0	0	0	0	0		990		0	0	6,000	0	0	1,900	39	September 8.
902	x	x	x	x	x	x	1868	30		0	0	4,400	0	0	1,454	39	September 23.
903	x	x	x	x	x	x	1843	363	8	0	0	4,400	0	0	1,454	39	September 1.
904	x	x	x	x	x	x	1859	500		0	0	7,000	0	0	0	40	September.
905	x	0	0	0	0	0	1859	17,000		0	0	2,000,000	0	0	0	29	October 1.
906	x	0	0	0	0	0	1861	0		0	0	0	0	0	0	40	September 6.
907	x	0	0	0	0	0		200		0	0	25,000	0	0	8,900	44	September.
908	x	0	0	0	0	0		512		0	23	40,000	0	0	14,000	42	Sept., 21 Mon.
909	0	x	x	x	x	x	1870	590	5	0	24	15,776	0	0	1,183	39	Sept., 1st Tues.
910	0	x	x	x	x	x	1860	763		0	0	40,000	0	0	3,200	39	August 24.
911	0	0	0	0	0	0		3,320		0	221	12,000	0	0	67,500	42	Sept., 1st Wed.
912	0	0	0	0	0	0		1,000		0	0	13,300	0	0	700	41	August 31.
913	0	0	0	0	0	0	1835	1,200	20	0	231	13,300	2,000	140	976	40	August 15.
914	0	0	0	0	0	0		106		0	25	5,000	13,000	766	1,800	40	August 17.
915	0	0	0	0	0	0	1851	316	0	0	18	9,696	15,000	1,200	910	39	August.
916	0	0	0	0	0	0		475	0	0	251	12,394	20,500	1,500	459	40	July 1.
917	0	0	0	0	0	0		409	0	0	0	5,669	750	52	950	40	June 20.
918	0	0	0	0	0	0	1823	1,600		0	21	20,000	0	0	443	41	September 1.
919	0	0	0	0	0	0	1855	500		0	30	109,000	0	0	3,000	42	August 23.
920	0	0	0	0	0	0	1855	1,300	400	0	18	0	40,000	2,800	2,500	39	August 22.
921	0	0	0	0	0	0	1855	1,300	400	0	18	109,000	40,000	2,800	2,500	42	August 24.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Date of origin.	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?				21	22	23	24		25	26	27	28			29	30	31	32	33	34
972	x	0	x	x	0	x						\$32	\$3,000			\$850	38	Sept., 1st Tuesday.
973	x	x	x	x	0	0						35	8,000			650	40	Nov., 1st week.
974	x	x	x	x	0	0		300					15,000	\$0	\$0		33	August.
975	0	x	x	x	0	0	1858					7	8,000			1,400	42	August 26.
976	0	x	x	x	0	0				\$0		15-20	5,000	0	0	0	36	Sept., 1st Mon.
977	x	x	x	x	0	0		500					3,000	0	0	2,000	36	Oct. 7.
978	x	x	x	x	0	0						30	3,000			700	32	Sept., 1st Tuesday.
979	x	x	x	x	0	0	1898					15	1,000			200	39	August 1.
980	x	x	x	x	0	0		0				15	6,000			1,200	40	August 24.
982	0	x	x	x	0	0		400	50	0	26	20,000	15,000	800	0	1,568	39	August 10.
983	0	x	x	x	0	0	1862			0	27	20,639	5,000	230	0	1,690	40	July 28.
984	x	x	x	x	0	0		1,307					20,000			2,500	42	Sept., 1st Mon.
985	0	x	x	x	0	0		800				25	20,000			2,500	40	Sept., 1st Tuesday.
986	0	x	x	x	0	0	1875			0		25	5,000	800	55	1,500	40	August 1.
987	0	0	0	0	0	0		270				30	10,000			200	36	Sept., 1st Mon.
988	0	0	0	0	0	0		0				30	3,000			200	43	September 4.
989	0	x	x	x	0	0		0				21-27	11,000	0	0	200	40	September 1.
990	0	x	x	x	0	0		500				21-27	25,000	0	0	200	39	August 24.
991	0	0	0	0	0	0		0		0	20	20,000	3,000	300	0	150	38	Sept., 1st Tuesday.
992	x	x	x	x	0	0		250		0	23	90,000	70,000	5,300	36	2,000	42	September 1.
993	x	x	x	x	0	0		1,000	100	0	30	8,000	0	0	0	1,082	40	September 1.
994	x	x	x	x	0	0	1873					30	50,000	0	0	7,000	40	September 15.
995	0	x	x	x	0	0		400				30	20,000	0	0	3,000	40	September 1.
996	x	x	x	x	0	0	1857					6300	25,000			1,200	38	September 8.
997	x	x	x	x	0	0		500				23	12,000	0	0	800	44	Aug., 1st Monday.
998	x	x	x	x	0	0		500				17	15,000	0	0	0	40	Aug., 2d Monday.
999	0	x	x	x	0	0	1850			0	27 1/2	22,000	22,000	0	0	0	40	Nov., 1st Monday.
1000	x	x	x	x	0	0		400			51	15,000	15,000	0	0	3,500	42	Sept., 1st Monday.

TABLE VI.--Statistics of institutions for secondary instruction for 1875, &c.—Continued.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Date of origin.	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?				24	25	26	27		28	29	30	31			32	33	34
1051	0	0		x	0	0	1870			\$5,000				\$1,800	40	Sept., 2d Wed.		
1052	0	0		0	0	0	1856	300	\$0	5,000	\$0	\$0	939	40	July 19.			
1053	x	x		0	0	0		800	0	1,500	0	0	655	40	Aug., 30.			
1054				0	0	0		300		10,000	300	0	800	40	Feb., 3d Monday.			
1055	0	0		x	0	x		123-20		1,000	300	0	800	40	Sept., 1st Monday.			
1056	x	x		x	0	0				4,000	0	0	700	40	Aug., 1st Monday.			
1057	x	x		x	0	0				1,200	0	0	700	40	Nov., 15.			
1058	x	x		0	0	0				8,000	6,000	0	600	40	Sept., 1st Monday.			
1059	0	0		x	0	0				2,000	0	0	600	40	Aug., 1st Monday.			
1060	0	0		0	0	0				2,500	0	0	600	40	Sept., 1st Monday.			
1061	0	0		0	0	0				500	0	0	600	40	Sept., 6.			
1062	0	0		x	0	x	1870	168	0	8,000	0	0	2,160	40	Aug., 1st Monday.			
1063	0	0		x	0	0	1870	0	0	2,000	0	0	955	40	Sept., 1st Monday.			
1064	0	0		x	0	0		26	0	3,000	0	0	360	40	Feb., 1st Monday.			
1065	0	0		0	0	0		16-32	0	12,000	0	0	4,000	40	Sept., 1st Monday.			
1066	x	x		x	0	x	1871	454	0	8,000	0	0	1,000	40	Sept., 1st Monday.			
1067	0	0		x	0	0				4,000	0	0	1,500	40	Aug., 1st Monday.			
1068	x	x		x	0	0	1873	350		4,000	0	0	1,500	40	Aug., 1st Monday.			
1069	x	x		x	x	x				5,000	0	0	1,000	40	Aug., 1st Monday.			
1070	0	0		0	0	0	1866	1,200	9	70,000	0	0	1,000	40	Sept., 8.			
1071	0	0		0	0	0		150	10	10,000	0	0	6,000	40	Sept., 4.			
1072	0	0		x	0	x	1870	0	0	7,000	0	0	800	40	Aug., 1st Monday.			
1073	0	0		x	0	0				3,500	0	0	1,000	40	Aug., 1st Monday.			
1074	0	0		x	0	0				2,000	0	0	1,000	40	Aug., 10.			
1075	0	0		x	0	0				1,500	0	0	500	40	Sept., 1st Monday.			
1076				0	0	0				3,200	0	0	750	40	July 27.			
1077	0	0		x	0	0				10,000	10,000	600	1,800	40	Aug., 1st Monday.			
1078	0	0		x	0	0				800	10,000	600	800	40	Mar., 1st Monday.			
1079	0	0		x	0	0	1875	50	0	4,000	10,000	600	800	40	Aug., 1st Monday.			

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Concluded.

NOTE.—x indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?		Is music taught?		Chemical laboratory?	Philosophical apparatus?	Date of origin.	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	19	20	Vocal?	Instrumental?				21	22	23	24		25	26	27	28			29	30	31	32	33	34
1130	x	x	x	0	x	x	1853	650				\$25	\$50,000	\$6,000	\$650	\$9,000	44	August 15.
1131	0	x	x	x	0	x	1875	26					5,000			1,300	38	Nov., 2d Tuesday.
1132	x	x	x	0	x	x		1,100	100	0	28	15,000		1,000		2,000	40	Sept., 1st Tuesday.
1133	x	0	0	0	0	0		0		0							40	Sept., 1st Monday.
1134	x	x	x	x							40						40	Sept., 1st Monday.
1135	x	0	0	x						0	60	5,500				800	40	September 15.
1136	x	x	x	x	0	0		0		0	20	2,000	0	0		1,200	42	May.
1137	x	x	x	x	0	0		200		0						400	40	Sept., 1st Monday.
1138	0	x	x	0	0	0		0		0	40					800	40	Sept., 1st Monday.
1139	0	x	x	0	0	0		0		0	15	5,000				3,000	40	September 1.
1140	x	x	x	x	0	x		0		0						3,000	40	Sept., 1st Monday.
1141	x	x	x	x	0	x	1873	500	50	0	40	16,000	0	0	0	4,000	40	Sept., 1st Monday.
1142	x	x	x	0	0	0	1875	100		0	30				2,500	4,000	40	Sept., 1st Monday.
1143	x	x	x	x			1862	150		0	18-36	45,000	8,000	1,000	1,500	4,500	42	September 1.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
PART I.—Schools for boys.			
St. Joseph's Academy.....	Oakland, Cal.	The Bettie Stuart Institute, Mrs. M. McK. Homes.	Springfield, Ill.
St. John's Male Academy.....	Jacksonville, Fla.	Our Lady of the Sacred Heart.	Fort Wayne, Ind.
Samuel Bailey Male Institute...	Griffin, Ga.	St. Ignatius' School.....	La Fayette, Ind.
La Grange High School.....	La Grange, Ga.	St. Rose's Boarding School....	Vincennes, Ind.
Forest Academic, Collegiate, and Military Institute.	Anchorage, Ky.	Young Ladies' School, Mrs. M. A. P. Darwin.	Burlington, Iowa.
Lexington Select Male School..	Lexington, Ky.	Loretto Academy.....	Loretto, Ky.
University School, E. C. Venable	New Orleans, La.	Cedar Grove Female Seminary	Louisville, Ky.
Richland School for Boys, 145 Lanvale street.	Baltimore, Md.	Visitation Academy.....	Maysville, Ky.
Cambridge Male Academy.....	Cambridge, Md.	Academy of St. Vincent de Paul	Morganfield, Ky.
Howard Institute.....	Matthews' Store, Post-Office, Md.	Mt. St. Benedict's Academy...	Portland, Ky.
Pontotoc Male Academy.....	Pontotoc, Miss.	Ursuline Order.....	New Orleans, La.
Mr. Young's Classical School for Boys.	Elizabeth, N. J.	All Saints' School, 261 Hamil- ton Terrace.	Baltimore, Md.
Bede Hall, (boarding school for boys.)	Cooperstown, N. Y.	Miss Furlong's Select School, 634 W. Fayette street.	Baltimore, Md.
St. Mary's Seminary for Boys..	Flushing, N. Y.	Home and Day School, 76 Chester Square.	Boston, Mass.
Lyons Collegiate Institute, 5 E. Twenty-second street.	New York, N. Y.	School for Young Ladies, Miss Cushing's, 135 Warren st.	Boston Highlands, Mass.
Home Institute.....	Nyack, N. Y.	Home and Day School for Girls, Mrs. Jas. P. Walker's.	Jamaica Plain, Mass.
Cary School.....	Oakfield, N. Y.	Mrs. Towle's School, 35 La- fayette avenue.	Detroit, Mich.
Classical School, Vought street.	Rochester, N. Y.	Mrs. Wheaton's Day School...	St. Paul, Minn.
Irving Institute.....	Tarrytown, N. Y.	Norwood Seminary.....	St. Paul, Minn.
Yonkers Military Institute.....	Yonkers, N. Y.	St. Paul's Female Seminary..	St. Paul, Minn.
Mohegan Lake School.....	Yorktown, N. Y.	Bethlehem Academy.....	Holly Springs, Miss.
McNeill Turner High School...	Shelby, N. C.	Yazoo Seminary for Girls.....	Yazoo, Miss.
Bethlehem Home School for Boys.	Bethlehem, Pa.	Kirkwood Seminary.....	Kirkwood, Mo.
Boys' School, S. C. Shortlidge...	Kennett Square, Pa.	Academy of St. Vincent de Sales.	Ste. Geneviève, Mo.
Cumberland Valley Institute..	Mechanicsburg, Pa.	Boarding and Day School for Young Ladies, Miss Ranney.	Elizabeth, N. J.
Boys' School.....	Media, Pa.	Boarding School for Young Ladies, Lewis M. Johnson.	Trenton, N. J.
Academy, W. Kirshaw's, Ger- mantown.	Philadelphia, Pa.	English and French Boarding and Day School, Mrs. Doty.	Astoria, N. Y.
Boys' Select School, Cherry st., above Ninth street.	Philadelphia, Pa.	Young Ladies' Institute.....	Auburn, N. Y.
Collegiate School, southwest corner Broad and Walnut sts.	Philadelphia, Pa.	Mrs. William G. Bryan's Board- ing School for Young Ladies.	Batavia, N. Y.
Rittenhouse Academy, north- east corner Eighteenth and Chestnut streets.	Philadelphia, Pa.	Dean Female Colleg.....	Binghamton, N. Y.
English and Classical School for Boys, northwest corner Fortieth and Sansom streets.	W. Philadelphia, Pa.	St. Joseph's Academy.....	Brooklyn, N. Y.
Mantua Academy, Powelton avenue and Thirty-fifth st.	W. Philadelphia, Pa.	Select School for Young Lad- ies, Madame de Castro, 238 Raymond street.	Brooklyn Heights, N. Y.
PART II.—Schools for girls.			
Ursuline Convent.....	Tuscaloosa, Ala.	English and French School for Young Ladies, Miss Whit- comb, 82 Pierrepont street.	Brooklyn Heights, N. Y.
St. Ann's Academy.....	Fort Smith, Ark.	Church Boarding and Day School, 78 Lake street.	Elmira, N. Y.
St. Mary's Academy.....	Little Rock, Ark.	Family School for Young Lad- ies, Miss E. J. Mackie.	Newburgh, N. Y.
St. Joseph's Female Academy, corner Eighth and G streets.	Sacramento, Cal.	Boarding and Day School for Young Ladies, Mrs. Steer, 12 East Forty-seventh street.	New York, N. Y.
Seminary for Young Ladies, Mrs. R. T. Huddart.	San Francisco, Cal.	English and French Boarding and Day School, Mrs. Will- iames, 26 West Thirty-ninth street.	New York, N. Y.
St. Margaret of Cortona.....	E. Winsted, Conn.	English and French School for Young Ladies, Miss Ayres, 15 West Forty-second street.	New York, N. Y.
Academy of Our Lady of the Sacred Heart.	Hartford, Conn.	English, French, and German Boarding and Day School, Miss Constock's, 32 West Fortieth street.	New York, N. Y.
Family School for Young Lad- ies, Miss M. G. A. Fessenden	Stamford, Conn.	English, French, and German Boarding and Day School, Mrs. Garretson, 52 West Forty-seventh street.	New York, N. Y.
Gothic Hall.....	Stamford, Conn.	English, French, and German School for Young Ladies, Miss Haines, 16 Gramercy Park.	New York, N. Y.
Young Ladies' Boarding and Day School, Mrs. C. E. Rich- ardson.	Stamford, Conn.	Gardner Institute, 620 Fifth avenue.	New York, N. Y.
Sisters of the Holy Names.....	Key West, Fla.	Hendrick Institute, 25 West Twenty-sixth street.	New York, N. Y.
Academy of the Immaculate Conception.	Atlanta, Ga.		
St. Mary's Academy.....	Augusta, Ga.		
O. O. Nelson Institute.....	Dawson, Ga.		
Academy of St. Vincent de Paul	Savannah, Ga.		
Ursuline Academy.....	Alton, Ill.		
Loretto Academy.....	Cairo, Ill.		
Benedict Academy.....	Chicago, Ill.		
Institute of the Infant Jesus...	Quincy, Ill.		
St. Mary's Institute.....	Quincy, Ill.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Madame de Valencia's Institute, 33 West One Hundred and Thirtieth street.	New York, N. Y.	Napa Seminary	Napa City, Cal.
Madame O. da Silva's School, 17 West Thirty-eighth street.	New York, N. Y.	Sacramento Home School, H street, between Thirteenth and Fourteenth.	Sacramento, Cal.
Miss Burgess' School, 108 West Forty-seventh street.	New York, N. Y.	Brainerd Academy.....	Haddam, Conn.
Miss Crittenden's Boarding and Day School, 39 West Thirty-fifth street.	New York, N. Y.	East District High School....	Vernon, Conn.
Seabury Seminary, 125 West Forty-second street.	New York, N. Y.	Laurel Academy	Laurel, Del.
Pelham Female Institute	Pelham, N. Y.	Newark Academy	Newark, Del.
Ossining Institute for Young Ladies.	Sing Sing, N. Y.	Bairdstown Academy.....	Bairdstown, Ga.
Kebble School, Mary J. Jackson Cottage Hill Seminary for Young Ladies.	Syracuse, N. Y.	Mt. Zion Institute	Mt. Zion, Ga.
Home Institute, Miss M. W. Metcalf.	Tarrytown, N. Y.	Chicago Academy, 11 Eighteenth street.	Chicago, Ill.
Female Seminary.....	Raleigh, N. C.	John Street High School.....	New Albany, Ind.
St. Mary's Academy for Young Ladies.	Jacksonville, Oreg.	Mt. Pleasant High School and Female Seminary.	Mt. Pleasant, Iowa.
Academy of the Sacred Heart. Boarding School for Young Ladies, Mary B. Thomas.	Salem, Oreg.	Wetmore Institute.....	Irving, Kans.
Boarding and Day School for Young Ladies, 5254 Germantown avenue.	Downington, Pa.	School of the Parish of the Good Shepherd.	Frankfort, Ky.
Academy of Our Lady of the Sacred Heart.	Germantown, Pa.	St. Augustine's Academy.....	Lebanon, Ky.
Sunnyside Seminary, Rev. William E. Jones.	Harrisburg, Pa.	Orphans' School	Midway, Ky.
Academy of the Assumption... Academy of the Sisters of Mercy.	Hartsville, Pa.	Nicholasville Academy	Nicholasville, Ky.
Boarding and Day School for Young Ladies, 611 Marshall street.	Philadelphia, Pa.	Select School, George Varden.	Paris, Ky.
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa.	Calais Academy and High School.	Calais, Me.
Ingleside Seminary, 1532 Spruce street.	Philadelphia, Pa.	Exeter High School.....	Exeter, Me.
Miss E. M. Bennett's School, 637 North Seventeenth st.	Philadelphia, Pa.	Hartland Academy	Hartland, Me.
St. Joseph's Academy	Philadelphia, Pa.	Mattanawcook Academy	Lincoln, Me.
Select School, Mr. E. Roberts, 1712 Jefferson street.	Philadelphia, Pa.	Harpwell Academy	N. Harpswell, Me.
Wallace Street Seminary for Young Ladies, 1806 Wallace street.	Philadelphia, Pa.	North Yarmouth Academy ..	Yarmouth, Me.
St. Benedict's Academy.....	St. Mary's, Pa.	Howe School	Billerica, Mass.
Catholic Female Seminary.....	Sharon Hill, Pa.	St. Francis Xavier's Academy	Baraga, Mich.
Convent of the Sacred Heart... Academy of the Sacred Heart.	Torresdale, Pa.	School of the Holy Apostles... Select School	Mankato, Minn.
Academy of Our Lady of Mercy. Ursuline Institute	Newport, R. I.	Christ Church Parish School..	Mankato, Minn.
Academy of Our Lady of Mercy. St. Stephen's School	Charleston, S. C.	Assumption School	Red Wing, Minn.
Columbia Athenæum	Columbia, S. C.	St. Paul Home School	St. Paul, Minn.
Durhamville Female Institute..	Sumter, S. C.	Crystal Springs Institute	Crystal Sp's, Miss.
Academy of the Immaculate Conception.	Willington, S. C.	St. Joseph's Academy	Edina, Mo.
Austin Female Institute.....	Columbia, Tenn.	Newtonia High School	Newtonia, Mo.
Convent of the Incarnate Word.	Durhamville, Tenn.	Ingleside Academy	Palmyra, Mo.
Ursuline Academy.....	Jackson, Tenn.	Academy of the Sacred Heart	St. Louis, Mo.
Convent of Our Lady of Vermont.	Austin, Tex.	Antrim High School.....	Antrim, N. H.
Glenwood Ladies' Seminary....	Brownsville, Tex.	Chester Academy.....	Chester, N. H.
St. Mary's Academy, North Fairfax street.	Laredo, Tex.	Academic School	Conway, N. H.
St. Mary's Academy	East Rutland, Vt.	Landaff High School.....	Landaff, N. H.
Suffolk Female Institute.....	West Brattleboro', Vt.	Pittsfield Academy.....	Pittsfield, N. H.
PART III.—Schools for boys and girls.	Alexandria, Va.	Christian Institute	Wolfboro', N. H.
Southwood Select School.....	Norfolk, Va.	Champlain Union School and Academy.	Champlain, N. Y.
Lutheran High School	Suffolk, Va.	Yates Union School	Chittenango, N. Y.
		East Bloomfield Seminary ..	East Bloomfield, N. Y.
		Andrew J. Qua's School	Hartford, N. Y.
		McGrawville Union School and Academy.	McGrawville, N. Y.
		Franklin Academy.....	Malone, N. Y.
		Mart in Institute.....	Martinsburg, N. Y.
		Monticello Academy.....	Monticello, N. Y.
		Sisters of St. Ann.....	Oswego, N. Y.
		Bird's Nest Cottage Home School.	Rhinebeck, N. Y.
		Mt. Pleasant Academy.....	Sing Sing, N. Y.
		Woodhull Academy	Woodhull, N. Y.
		St. Augustine's Normal School and Collegiate Institute.	Raleigh, N. C.
		Bartlett Academy	Bartlett, Ohio.
		Bloomingburgh Academy.....	Bloomingburgh, Ohio.
		Fayette Normal School	Bloomingburgh, Ohio.
		Geauga Seminary.....	Chester, Ohio.
		Mansfield Seminary	Mansfield, Ohio.
		Madison Academy.....	Mt. Perry, Ohio.
		De Camp Institute.....	Pagetown, Ohio.
		Carlton College	Syracuse, Ohio.
		Westminster Academy	Waterford, Ohio.
		Canaan Academy.....	Windsor, Ohio.
		Boalsburgh Academy.....	Boalsburgh, Pa.
		Young Ladies' Seminary.....	Carlisle, Pa.
		Columbia High School	Columbia, Pa.
		St. Bernard's Academy	Woonsocket, R. I.

List of institutions for secondary instruction, &c.—Concluded.

Name.	Location.	Name.	Location.
Spring Hill Female Academy.	Spring Hill, Tenn.	Jonesville Academy	Jonesville, Vt.
Walnut Grove Academy	Walnut Grove, Tenn.	Yeates Upper School.....	Lordsville, Va.
Oaklaud Grove Academy	Waynesboro', Tenn.	Oak Hill Institute	Wadesville, Va.
High School	San Antonio, Tex.	St. Mary's Academy.....	Charleston, W. Va.
New Hampton Institute	Fairfax, Vt.	Waupaca County Academy ...	Baldwin's Mills, Wis.
Lamoille Central Academy.....	Hyde Park, Vt.	Lakeside Seminary	Oconomowoc, Wis.
		St. Joseph's Academy	Stellacoom, Wash.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
<i>PART I.—Schools for boys.</i>		
Montgomery Male High School.....	Montgomery, Ala.....	Not in existence.
Darien Seminary	Darien, Conn.....	Closed.
Collegiate and Commercial Institute.....	New Haven, Conn.....	See Table VII.
Stamford Military Institute.....	Stamford, Conn.....	Removed to North Granville, N. Y., (see Granville Military Academy.)
English and Classical School for Boys...	Stratford, Conn.....	See Family School for Boys, (identical.)
English and Classical Boarding School for Boys.	Stratford, Conn.....	See Classical School, Part 3, (identical.)
Fairfield College.....	Fairfield, Iowa.....	Now a public school.
St. Joseph's College.....	Bardstown, Ky.....	See Table IX.
Somerset Collegiate Institute.....	Harrodsburg, Ky.....	Not in existence.
Lexington Male High School.....	Lexington, Ky.....	See Thrufeld Select School, (identical.)
St. Timothy's Hall.....	Catonsville, Md.....	Closed.
Dr. Griswold's School for Boys.....	Hooversville, Md.....	Closed.
Borromeo Institute.....	Pikesville, Md.....	Not in existence.
Hermann High School.....	Hermann, Mo.....	Closed.
Clinton Military Academy.....	Clinton, N. Y.....	See Clinton Grammar School, (identical.)
Hobart College Grammar School.....	Geneva, N. Y.....	Closed.
Park Institute.....	Rye, N. Y.....	See Table VII.
Hiram H. Post's Private School.....	Sing Sing, N. Y.....	Removed to Belleville, Ill.
Horner & Graves' School.....	Hillsboro, N. C.....	See Hillsboro' Military Academy, (identical.)
Raleigh Academy.....	Raleigh, N. C.....	Not in existence.
St. Vincent's Seminary.....	Germantown, (Philadelphia), Pa.	See Table XI.
Brownsville Male Academy.....	Brownsville, Tenn.....	Now a public graded school.
Richmond Institute.....	Richmond, Va.....	See Table XI.
Jarvis Hall Collegiate School.....	Golden, Colo.....	See Table VII.
Select School for Boys, (Mrs. S. A. Peck)	Washington, D. C.....	Closed.
<i>PART II.—Schools for girls.</i>		
Grove Hall.....	New Haven, Conn.....	See Table VIII.
Mrs. Piatt's Boarding and Day School...	Norwich, Conn.....	Mrs. Piatt removed to Utica, N. Y., (see Utica Female Academy.)
St. Mary's Priory.....	Fernandina, Fla.....	Not found.
Maysville Female College.....	Maysville, Ky.....	Closed.
St. Francis' Academy.....	Owensboro', Ky.....	Not found.
Misses Clark's Young Ladies' School.....	Ann Arbor, Mich.....	Closed.
Convent of Our Lady of La Salette.....	Sault Ste. Marie, Mich.....	Removed to Marquette, Mich.
Minneapolis Female Seminary.....	Minneapolis, Minn.....	See Table VIII.
Christian Female Institute.....	Lexington, Mo.....	Closed.
St. Louis Seminary.....	St. Louis, Mo.....	See Table VIII.
Wetting Institute.....	Cortland Village, N. Y.....	Closed.
French Institute for Young Ladies.....	Ft. Washington, N. Y.....	Closed.
Home School for Young Ladies, (Miss Parkhurst's.)	Newburgh, N. Y.....	Not found.
D'Aert's Institute for Young Ladies...	New York, N. Y.....	Removed; not found.
German-American Institute.....	New York, N. Y.....	Removed; not found.
Mrs. Bleeker's School.....	New York, N. Y.....	Removed; not found.
Primary, Progressive, and Finishing School.	New York, N. Y.....	See Miss Comstock's School, (identical.)
Academy of the Sisters of Mercy.....	Rochester, N. Y.....	A parochial school.
Riverside Seminary.....	Rochester, N. Y.....	Closed.
Yonkers Collegiate Institute.....	Yonkers, N. Y.....	Not found.
Mt. Amena Seminary.....	Mt. Pleasant, N. C.....	See Mt. Pleasant Female Seminary, (identical.)
Miss E. H. Appleton's Select School....	Cincinnati, Ohio.....	Removed; not found.
Lake Erie Seminary.....	Painesville, Ohio.....	See Table VIII.
School for Young Ladies and Children.	Easton, Pa.....	Not found.
Miss Mary E. Stevens' School.....	Germantown, Pa.....	See Table VIII.
Select School for Girls.....	Philadelphia, (1507 Oxford street,) Pa.	Removed; not found.
St. John's Hall.....	Spartanburgh, S. C.....	Closed.
Masonic Female Academy.....	Morristown, Tenn.....	See Morristown Female High School, (identical.)
Academy of St. Cecilia.....	Mt. Vernon, Tenn.....	Not found.
Convent of the Incarnate Word.....	Victoria, Tex.....	See Nazareth Convent, Table VIII. (identical.)
Boarding and Day School for Young Ladies.	Harrisonburg, Va.....	Not found.
Memorial Hall School.....	Washington, D. C.....	Closed.
<i>PART III.—Schools for boys and girls.</i>		
Arkansas College.....	Batesville, Ark.....	See Table IX.
Baptist Seminary.....	Fort Smith, Ark.....	Not in existence.

TABLE VI—Memoranda—Concluded.

Name.	Location.	Remarks.
Methodist High School.....	Fort Smith, Ark.....	Not found.
Verner Episcopal School.....	East Windsor Hill, Conn.....	Not found.
Stratford Academy.....	Stratford, Conn.....	Charter about to be given up.
Natchang School.....	Willimantic, Conn.....	A district school.
Milford Classical and Mathematical Institute.....	Milford, Del.....	Merged into Milford Seminary.
Delaware Institute.....	Wilmington, Del.....	Not now in existence.
Dyhrenfurth College.....	Chicago, Ill.....	See Table IV.
Mt. Zion Male and Female Seminary.....	Mt. Zion, Ill.....	Not found.
Harrisburgh Academy.....	Harrisburgh, Ky.....	See Owen College, (identical.)
Murray Institute.....	Murray, Ky.....	See Table IX.
Bridgeton Academy.....	North Bridgeton, Me.....	Not found.
Groveland Seminary.....	Wasioga, Minn.....	See Wesleyan Methodist Seminary, (identical.)
James Institute.....	St. James, Mo.....	Closed.
English and Classical School.....	Jamesburg, N. J.....	See Jamesburg Institute, Part 1, (identical.)
Clintonian Seminary.....	Brooklyn, N. Y.....	Closed.
Ulster Seminary.....	Ellenville, N. Y.....	Closed.
Geneseo Academy.....	Geneseo, N. Y.....	Closed.
Middlebury Academy.....	Middlebury, N. Y.....	See Wyoming, N. Y.
Oneida Seminary.....	Oneida, N. Y.....	Closed.
Vernon Academy.....	Vernon, N. Y.....	Now a public free school.
Indian Ridge Academy.....	Currituck County, N. C.....	Closed.
Sylvan High School.....	Jackson's Creek, N. C.....	Closed.
Kernersville High School.....	Kernersville, N. C.....	Closed.
Shaw University.....	Raleigh, N. C.....	See Tables III and XI.
Fairfield Union Academy.....	Pleasantville, Ohio.....	Closed.
Select School.....	Sunbury, Ohio.....	Not found.
School in the Mountains.....	Bellefonte, Pa.....	See Bellefonte Academy, (identical.)
Milnwood Academy.....	Shade Gap, Pa.....	Closed.
Luzerne Presbyterian Institute.....	Wyoming, Pa.....	Closed.
Neophogen College.....	Gallatin, Tenn.....	See Table IX.
Le Moyne Commercial School.....	Memphis, Tenn.....	See Le Moyne Normal School, Table III, (identical.)
Riverside Academy.....	Dallas, Tex.....	See Riverside Institute, Lisbon, Tex., (identical.)
Orleans County Grammar School.....	Brownington, Vt.....	Not found.
Chester Academy.....	Chester, Vt.....	Closed.
Newton Academy.....	Shoreham, Vt.....	Now Shoreham Central High School.
St. Vincent's School.....	Wheeling, W. Va.....	Name changed to St. Joseph's School.
Evansville Seminary.....	Evansville, Wis.....	Closed.
River Falls Institute.....	River Falls, Wis.....	Closed.
Milton School.....	Washington, D. C.....	Closed.

TABLE VII.—Statistics of preparatory schools, including secondary instruction having preparatory departments, for 1875; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no, or none; indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of weeks in scholastic year.
								Number preparing for college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of years in course.	
			3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Talladega College.....	Talladega, Ala.....	1869	1869	A. A. Safford, A. M.....	Cong.....	12	15	.....	216	.....	.....	.....	.....	4	39
2	Oak Mound School for Boys.....	Napa, Cal.....	1872	.....	C. M. Walker, A. B.....	.....	3	5	.....	31	10	2	.....	.....	4	44
3	California Military Academy.....	Oakland, Cal.....	1865	.....	Col. David McClure.....	.....	9	.....	20	90	(a)	7	.....	.....	4	40
4	Oakland High School.....	Oakland, Cal.....	0	1869	J. B. McChesney.....	.....	8	40	20	70	14	8	2	9	3	43
5	Franciscan College.....	Santa Barbara, Cal.....	1868	.....	Very Rev. J. M. Romo, O. S. F.....	R. C.....	5	4	20	21	.....	.....	.....	.....	6	42
6	Santa Barbara College.....	Santa Barbara, Cal.....	1869	1869	Elwood Cooper.....	Non-sect.....	9	4	5	71	8	7	6	0	8	40
7	Hartford Public High School.....	Hartford, Conn.....	0	1847	Joseph Hill, A. M.....	Non-sect.....	15	100	.....	320	12	8	3	34	4	40
8	Collegiate and Commercial Institute.....	New Haven, Conn.....	.....	1834	William H. Russell, A. M.....	.....	13	117	.....	.....	.....	.....	.....	.....	4	38
9	Hopkins Grammar School.....	New Haven, Conn.....	.....	1680	William L. Cushing, A. M.....	.....	9	160	40	0	12	35	15	3	5	38
10	Norwich Free Academy.....	Norwich, Conn.....	1854	1854	William Hutchinson, A. M.....	Non-sect.....	4	20	2	95	(a)	6	1	6	4	41
11	Connecticut Literary Institution.....	Suffield, Conn.....	1833	1833	J. A. Shores, A. M.....	Baptist.....	7	28	6	106	.....	.....	.....	.....	4	40
12	Woodstock Academy.....	Woodstock, Conn.....	1800	1801	F. E. Burnette, A. B.....	Non-sect.....	7	2	3	65	13	3	.....	.....	3	39
13	South Georgia Male Institute.....	Dawson, Ga.....	.....	1872	J. W. F. Lowrey.....	Meth.....	2	2	2	80	6	.....	.....	.....	3	40
14	Allen's Academy.....	Chicago, Ill., (737 Michigan avenue.).....	0	1874	Ira W. Allon, A. M., LL. D.....	Non-sect.....	12	50	40	38	11	3	.....	.....	4	40
15	St. Francis Solanus College*.....	Quincy, Ill.....	1873	1859	Rev. P. A. Mueller, O. S. F.....	R. C.....	11	(59)	.....	50	10	12	.....	.....	6	.....
16	Burlington Collegiate Institute.....	Burlington, Iowa.....	1852	1852	L. E. Worman, A. B.....	Baptist.....	5	.....	(60)	.....	.....	.....	.....	.....	3	40
17	Preparatory Department of Griswold College.....	Davenport, Iowa.....	1859	1859	Prof. D. S. Sheldou, A. M.....	P. E.....	3	18	0	26	.....	0	0	0	4	40
18	Bethlehem Academy.....	Elizabethtown, Ky.....	.....	.....	Col. W. F. Perry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Lynnland Military Institute.....	Glendale, Ky.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Edward Little High School.....	Auburn, Me.....	1873	1873	Charles E. Fish.....	Non-sect.....	3	40	5	35	(a)	6	0	20	4	33

21	Gorham Seminary*	1803 1807	Joel Wilson	9	4	71	125	(a)	1	8	3, 4	43
22	Nichols Latin School	1856 1857	Fritz W. Baldwin, A. M.	9	50	.....	.....	13	.....	1	3, 4	39
23	Maine Central Institute	1866 1866	Kingbury Bachelder, A. M.	6	85	.....	.....	159	.....	.....	3, 4	.....
24	Johnson Home School for Boys	1857	D. L. Smith	4	4	.....	.....	15	(a)	.....	.....	40
25	Classical Institute	1842 1828	James H. Hanson, LL. D.	5	75	0	100	(a)	22	0	10, 3, 4	40
26	West Lebanon Academy	1832 1852	George F. Chace, A. M.	3	3	0	50	(a)	0	0	0, 3, 4	40
27	Friends' Elementary and High School, near Entaw,	0 1864	EH M. Lamb	14	15	2	259	(a)	.....	.....	35, 9	40
28	Rockville Academy	1805 1807	Washington Cattell	2	4	.....	.....	25	10	2	5, 4	40
29	Phillips Academy	1780 1778	C. F. P. Bancroft, A. M.	8	140	(90)	.....	(a)	38	6	21, 3, 4	384
30	Chauncy Hall School	1874 1828	Thomas Cushing, William H. Ladd, and Herbert B. Cushing,	18	.....	.....	.....	250	.....	.....	.....	40
31	Classical School	0 1866	G. W. C. Noble, A. M.	5	66	0	0	10	9	0	2, 6	40
32	Classical and Mathematical School	..... 1842	William H. Brooks, A. M.	2	6	.....	.....	1	1	.....	.....	.....
33	English and Classical School for Boys	0 1860	William N. Eayrs, A. B.	3	9	7	25	10	5	1	6, 6	40
34	Private Classical School	..... 1808	John P. Hopkinson	5	61	.....	.....	0	10	8	1, 2	6, 38
35	Private Latin School	..... 1872	Henry S. Mackintosh, A. M.	6	20	0	4	8	0	0	0, 6	40
36	Public Latin School	0 1835	Francis Gardner, A. M.	17	373	.....	.....	10	28	0	6, 9	40
37	Bridgewater Academy	1790 1799	Joshua Eddy Crane, A. M.	3	5	2	70	13	.....	3	3, 4	40
38	High School	..... 1846	Lyman R. Williston, A. M.	12	(100)	.....	.....	300	(a)	9	37, 4, 5	42
39	Private School for Boys	..... 1865	Joshua Kendall	2	12	1	5	.....	2	1	.....	40
40	Concord High School	..... 1851	W. J. Eaton	2	3	.....	.....	30	(a)	.....	4	40
41	Windsor Seminary	1841 1841	Rev. Marshall Henshaw, D. D., LL. D.	9	110	30	100	.....	24	5	11	4, 39
42	Lawrence Academy	1793 1793	Rev. James Fletcher	5	16	8	50	(a)	3	.....	2, 4	40*
43	Monson Academy	1804 1806	Rev. Charles Hammond, A. M.	4	25	2	135	12	2	.....	.....	40
44	Mr. Knapp's Private School	..... 1867	Fred. N. Knapp	3	2	2	6	.....	2	4	6, 4	40
45	Adams Academy	1826 1842	William R. Dinwock, LL. D.	130	0	13	.....	.....	14	1	0, 4	38
46	Greylock Institute	..... 1874	Benjamin F. Mills, A. M.	9	34	16	59	12	6	8	2, 4	40
47	Springfield Collegiate Institute*	0 1874	Rev. M. C. Stebbins, A. M.	7	17	8	30	.....	4	0	.....	52
48	Edwards Place School	0 1855	Ferdinand Hoffmann	2	5	.....	.....	1	(a)	.....	.....	52
49	West Newton English and Classical School	1854 1854	Nathaniel T. Allen, A. M.	11	20	16	50	8	3	3	15	8, 38
50	Warron Academy	1825 1820	L. S. Burbank, A. M.	4	0	28	12	13	0	20	2, 3	38
51	Worcester Academy	1832 1832	J. D. Smith, A. M.	6	4	.....	.....	200	8	.....	1, 4	40
52	Austin Academy	1830 1830	S. C. Kimball	3	5	0	100	6	0	0	2, 3	36
53	St. Paul's School	1855 1856	Rev. Henry A. Coit, D. D.	14	182	.....	.....	12	20	2	6, 4	40
54	Phillips Exeter Academy	1781 1783	Albert C. Perkins, A. M.	6	149	0	13	13	36	0	4	33
55	Collegiate School	.....	Hopkinton, N. H.	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	Kimball Union Academy	1813 1815	George J. Cummings, M. A.	8	35	4	95	14	10	.....	7, 3	39
57	New London Literary and Scientific Institution	1854 1853	Rev. A. L. Lane, A. M.	9	35	0	125	14	4	0	11	4, 40
58	Preparatory Department of Burlington, N. J.	1846 1846	Et. Rev. John Scarborough, D. D.	7	56	.....	.....	.....	.....	.....	.....	4, 40

b Total number of pupils.

a None specified.

* From Report of Commissioner of Education for 1874.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of years in course.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
59	Peddie Institute.....	Hightstown, N. J.....	1865	1865	La Roy F. Griffin, A. M.....	Baptist.....	7	8	0	70	(a)	2	0	2	4	40
60	Stevens High School.....	Hoboken, N. J.....	0	1870	Edward Wall, A. M.....	Non-sect.....	6	1	19	12	.....	6	6	.....	6	38
61	Rutgers College Grammar School.....	New Brunswick, N. J.....	.....	1770	Rev. Abraham Thompson, A. M., rector.	Ref. Ch. in Am.	7	63	5	42	(a)	24	4	9	5	40
62	Princeton College Preparatory School.....	Princeton, N. J.....	.....	1873	Rev. Charles J. Collins, A. M.....	Non-sect.	4	38	8	.....	.....	5	6	.....	3	37
63	Cazenovia Seminary.....	Cazenovia, N. Y.....	1825	1824	Rev. W. S. Smyth, M. A.....	M. E.....	13	70	42	400	12	36	21	32	3	39
64	Claverack Academy and Hudson River Institute.....	Claverack, N. Y.....	1854	1854	Rev. Alonzo Flack, Ph. D.....	Non-sect.	20	40	20	190	12	6	4	15	4	40
65	Fort Edward Collegiate Institute.....	Fort Edward, N. Y.....	1854	1854	Rev. Joseph E. King, D. D., Ph. D.....	Meth.....	15	25	10	265	13	9	3	27	3	39
66	Colgate Academy.....	Hamilton, N. Y.....	1853	1832	Francis W. Towle.....	Baptist.....	8	50	6	33	12	15	5	0	3	39
67	Cook Academy.....	Ithaca, N. Y.....	1872	1873	A. C. Winters.....	Baptist.....	7	25	2	175	(a)	3	1	5	4	39
68	Ithaca High School.....	Ithaca, N. Y.....	1874	1875	Fox Holden.....	Baptist.....	5	25	30	95	12	3	.....	.....	4	40
69	Mr. Kinne's School.....	Ithaca, N. Y.....	0	1869	William Kinne, M. A.....	Non-sect.	2	2	15	0	(a)	0	4	0	37	37
70	Kingston Academy.....	Kingston, N. Y.....	1774	1774	Charles Curtis, M. A.....	Non-sect.	8	40	21	42	.....	.....	.....	.....	3	42
71	Anthor Grammar School.....	New York, N. Y.....	.....	.....	.....	Non-sect.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Charlier Institute for Young Gentlemen.....	New York, N. Y., (108 W. 9th street.)	0	1855	Prof. Elie Charlier.....	Non-sect.	30	50	.....	200	7	.....	.....	.....	10	40
73	Columbia Grammar School.....	New York, N. Y., (333 4th avenue.)	0	1753	Dr. R. S. Bacon, A. M.; and B. H. Campbell, A. M.	Non-sect.	15	80	22	78	6, 10	9	11	14	5-6	40
74	Preparatory Scientific School.....	New York, N. Y., (1267 Broadway.)	.....	1872	Prof. Alfred Colin, M. E.....	Non-sect.	4	0	12	6	9	0	1	1	8	38
75	University Grammar School.....	New York, N. Y.....	0	1837	M. M. Hobby, A. M.....	Non-sect.	7	17	1	43	7	.....	.....	.....	4	40

76	Park Institute	Rye, N. Y.	0 1869	Henry Tallock, A. M.	Non-sect.	5	22	11	10	6	1	1	12	42
77	Union Classical Institute*	Schoenectady, N. Y.	1855	Samm B. Howo, A. M.	Non-sect.	6	40	20	70	12	19	2	3	42
78	St. John's School	Sing Sing, N. Y.	1869	Rev. J. B. Gibson, D. D., rector.	P. E.	9	25	53	10	2	2	7	6	40
79	De Vaux College	Suspension Bridge, N. Y.	1853	Rev. George Herbert Patterson, A. M.	P. E.	8	32	2	28	9	1	0	1	40
80	Rev. M. R. Hooper's Academy	Yonkers, N. Y.	1807	Rev. M. R. Hooper, A. M.	.....	5	20	4	21	.....	1	.....	1	5
81	Chickering Institute	Cincinnati, Ohio	0 1855	J. B. Chickering, A. M.	.....	13	40	50	100	.....	10	4	7	5
82	Department of preparatory instruction in Oberlin College	Oberlin, Ohio	1834	Henry F. Clark, A. M.; and Rev. James H. Laird.	Cong.	9	25.0	.....	429	16	36	645	0	3
83	Miami Classical School	Oxford, Ohio	0 1873	R. H. Bishop, A. M.	Non-sect.	2	37	.....	40	14	5	.....	3	3
84	Chambersburg Academy	Chambersburg, Pa.	1797	J. H. Shumaker, A. M., Ph. D.	Non-sect.	5	20	10	50	12	9	3	12	5
85	Easton Classical and Mathematical School	Easton, Pa.	1870	B. F. Stern, Ph. D.	Non-sect.	2	14	.....	16	10	.....	.....	.....	43
86	Wyoming Seminary	Kingston, Pa.	1844	Rev. David Copeland, A. M., Ph. D.	Meth.	16	40	25	457	12	4	3	6	3
87	Cumberland Valley Institute	Mechanicsburg, Pa.	.....	Prof. A. H. Edge, A. M.	.....	3	5	.....	25	.....	1	.....	.....	40
88	Fewsmith's Classical and Mathematical School	Philadelphia, Pa., (1008 Chestnut street.)	0 1857	William Fewsmith.	Non-sect.	4	10	4	33	10	4	2	6	5
89	Select High School	Philadelphia, Pa., (114 N. 9th street.)	0 1862	George Eastburn, M. A.	Non-sect.	12	10	8	70	(a)	7	3	6	5
90	York Collegiate Institute	York, Pa.	1872	Rev. James McDougall, jr., Ph. D.	Non-sect.	7	20	.....	100	.....	.....	.....	.....	4
91	East Greenwich Academy	East Greenwich, R. I.	1802	Rev. F. D. Blakeslee, A. M.	M. E.	12	67	157	.....	.....	.....	.....	.....	3
92	Rogers High School	Newport, R. I.	0 1873	P. W. Tilton, A. M.	Non-sect.	8	12	4	102	.....	2	0	9	4
93	Laphan Institute	North Scituate, R. I.	1839	W. S. Stockbridge, A. M.	Free B.	5	2	0	94	.....	3	0	4	39
94	English and Classical School	Providence, R. I., (49 Snow street.)	1864	William A. Mowry, A. M.; Charles B. Goff, A. M.	.....	14	114	20	156	8	10	3	5	9
95	University Grammar School	Providence, R. I.	0 1764	Merrick Lyon, A. M., LL. D.; Emory Lyon, A. M., M. D.	Baptist.	6	35	.....	29	8	1	0	11	6
96	Cladun University	Orangeburg, S. C.	1869	Rev. Edward Cooke, D. D.	M. E.	6	11	.....	198	.....	.....	.....	.....	.....
97	Mt. Zion College	Winnabow, S. C.	1773	W. M. Dwight	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	St. Mary's Institute	Sau Antonio, Tex.	1852	Brother Charles Francis	R. C.	3	10	20	240	.....	.....	.....	.....	.....
99	Casleton Seminary*	Casleton, Vt.	1786	Edward J. Hyde, A. M.	Non-sect.	8	5	2	68	12	3	2	1	3
100	Burr and Burton Seminary*	Manchester, Vt.	1832	H. H. Shaw, A. M.	Cong.	10	60	15	50	13	10	.....	3	3
101	Green Mountain Institute	Waterbury, Vt.	.....	H. A. Strode	.....	2	15	2	19	.....	6	1	0	4
102	Kemoro University High School	Amherst C. H., Va.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	Bellevue High School	Bellevue, Va.	1872	William D. Cabell	Non-sect.	4	27	18	9	10	10	2	20	40
104	Norwood High School	Norwood, Va.	0 1850	Col. H. P. Jones, M. A.	Non-sect.	3	15	3	18	13	4	.....	14	4
105	Hanover Academy	Near Taylorsville, Va.	1855	A. S. Hutehank	Baptist.	6	11	14	71	.....	4	.....	1	3
106	Wayland University	Beaver Dam, Wis.	.....	Albert Markham	Non-sect.	6	25	18	45	(a)	9	3	1	4
107	Milwaukee Academy	Milwaukee, Wis.	1864	.....	P. E.	4	6	8	6	.....	2	.....	.....	.....
108	Jarvis Hall	Golden, Colo.	0 1870	Rev. T. L. Bellam, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874. a None specified. b Entered literary course.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1875, &c.—Continued.

Number.	Name.	17	18	19	Library.		22	23	Property, income, &c.				27	28
					20	21			24	25	26	27		
		Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Number of volumes.	Average annual increase.	Annual cost of tuition.	Average cost of board and lodging per year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
74	Preparatory Scientific School.....	x	x	0	\$150-300	200	40	200	40,000	0	0	\$3,179	September, 3d Monday.	
75	University Grammar School.....	0	0	0	100	25	60-120	250	\$25,000	\$0	\$0	3,000	September 13.	
76	Park Institute.....	0	x	0	80	25	250	200	25,000	0	905	September 1.		
77	Union Classical Institute*.....	0	x	0	36	100	600	100	75,000	10,000	b13,296	September 12.		
78	St. John's School.....	x	x	x	700	100	600	(400)	75,000	120,000	6,000	September 15.		
79	De Veaux College.....	x	0	x	1,200	20	120-160	440	75,000	0	18,000	September 1st Wednesday.		
80	Rev. M. R. Hooper's Academy.....	x	x	0	500	50	100	150	50,000	0	0	September 15.		
81	Chickering Institute.....	x	x	0	500	50	100	150	50,000	0	0	September 15.		
82	Department of preparatory instruction in Oberlin College.....			x									September 5.	
83	Miami Classical School.....			0	40	200	40	200	40,000	0	0	1,700	September 8.	
84	Chambersburg Academy.....	0	0	0	50-60	75	50-60	240	40,000	0	0	3,500	September, 1st Wednesday.	
85	Easton Classical and Mathematical School.....	x	x	0	80	27	80	160	200,000	0	0	1,500	September 1.	
86	Wyoming Seminary.....	x	x	0	500	50	30-50	200	200,000	0	0	10,343	September 1.	
87	Cumberland Valley Institute.....	0	x	x	175	15	100	100	18,000	0	800	800	September, 2d Monday.	
88	Fewsmith's Classical and Mathematical School.....	x	x	x	325	100	140	40	83,000	0	0	4,555	September, 2d Monday.	
89	Select High School.....	x	x	x	1,200	200	40	150	46,000	0	0	10,500	September, 1st Monday.	
90	York Collegiate Institute.....	x	x	x	2,500	400	24-33	400	*75,000	60,000	4,200	4,000	September 6.	
91	East Greenwich Academy.....	x	x	0	400	25	75	150	41,000	100,000	7,000	30	August 24.	
92	Rogers High School.....	x	x	0	600	25	24-33	400	30,000	0	0	d1,800	September, 2d Monday.	
93	Lapham Institute.....	x	x	0	1,000	100	60-125	275	100,000	0	0	21,000	August 29.	
94	English and Classical School.....	0	x	0	882	210	75-125	40,000	40,000	0	0	5,639	September, 1st Monday.	
95	University Grammar School.....			0									September, 1st Monday.	
96	Clafin University.....			0									September, 1st Monday.	
97	Mt. Zion College.....			0									September, 1st Monday.	
98	St. Mary's Institute.....			0	et, 200									

NOTE.— x indicates an affirmative answer; 0 signifies no or none; indicates no returns.

Scholastic year begins—

99	Castleton Seminary*	x	x	x	x	400	24	140	20,000	40,000	2,000	2,000	September, 1st Thursday.
100	Burr and Burton Seminary*	x	x	0	0	1,000	27	175	12,000	40,000	2,000	2,000	August.
101	Green Mountain Institute.	x	x	x	x	0	60-100	230	20,000	0	0	3,500	September 15.
102	Kenmore University High School	x	0	x	x	0	100	250	13,000	0	0	5,000	September 20.
103	Bellevue High School	x	0	x	x	200	100	200	30,000	0	0	1,700	October 1.
104	Norwood High School	x	0	x	x	850	30	83	30,000	0	0	5,800	September 10.
105	Hanover Academy	x	x	0	0	1,500	60	200	50,000	0	0	1,000	September, 1st Monday.
106	Wayland University	x	x	x	x	2,000	70	200	20,000	0	0	1,000	September, 1st Monday.
107	Milwaukee Academy	x	x	x	x	50							
108	Jarvis Hall	x	x	x	x								

* From Report of Commissioner of Education for 1874. a Includes tuition. b Including board. c Apparatus. d Includes room rent. e Books and pamphlets.

MEMORANDA.

South Norwalk Military Institute, South Norwalk, Conn., discontinued; Brown's University, near Live Oak, Fla., not found; Winnetka Institute, Winnetka, Ill., closed; Franklin Family School, Topsham, Me., (see Johnson Home School for Boys, identical.)

28	Southern Female College.....	1848	I. F. Cox, A. M.	Non-sect.	9	4	5	1	25	83	15	8	106	3
29	Lumpkin Masonic Female.....	1850	Dr. G. B. Atkinson	Non-sect.	4	2	2	1	60	1	1	0	180	380
30	Wesleyan Female College.....	1836	Rev. W. C. Bass, D. D.	M. E. South	10	5	5	1	20	105	4	0	199	10
31	Georgia Female College.....	1849	Rev. George Young A. M.	Baptist	6	2	4	1	23	56	1	57	0	0
32	Marietta Female College.....	1869	I. C. Branham	Non-sect.	5	1	4	1	20	44	1	44	0	0
33	College Temple.....	1853	M. P. Kollogg, A. M.	Baptist	6	1	6	1	25	54	1	35	0	0
34	Housion Female College.....	1873	George L. Briggs	Baptist	3	1	2	3	30	25	2	25	0	0
35	Cherokee Baptist Female College.....	1873	Rev. L. R. Gwaltney, A. M.	Baptist	6	2	4	4	49	38	3	38	0	0
36	Rome Female College.....	1857	Rev. J. M. M. Caldwell	Presb.	6	4	2	1	18	92	1	94	0	0
37	Le Vert Female College.....	1856	William Park	Methodist	4	1	3	1	3	36	1	36	0	0
38	West Point Female College.....	1869	A. P. Mooty, A. M.	Non-sect.	6	3	3	3	5	77	7	77	0	0
39	Seminary of the Sacred Heart.....	1872	Mrs. Margaret J. Bourke	R. C.	25	1	25	1	53	77	7	77	0	0
40	Albina College.....	1859	Rev. J. B. White, A. M.	Baptist	7	1	6	1	25	66	7	1	109	0
41	Illinois Female College.....	1847	W. H. De Wolfe, A. M.	M. E.	13	4	9	1	36	94	15	109	0	0
42	Jacksonville Female Academy.....	1835	E. F. Ballard, A. M.	Presb.	9	2	7	2	46	42	13	53	0	0
43	Ferry Hill, Lake Forest University.....	1889	Edward P. Weston, A. M.	Presb.	10	3	7	1	18	38	34	32	0	0
44	St. Angelis Academy.....	1868	Sister M. Claudine	R. C.	10	10	10	4	45	28	28	100	0	0
45	Mt. Carroll Seminary.....	1858	Mrs. F. A. W. Shinnor	Baptist	13	1	12	1	77	61	54	2	117	5
46	Rockford Female Seminary.....	1833	Miss Anna P. Hill	Presb. & Pres	17	2	15	3	30	40	0	3	43	0
47	Female College of Indiana.....	1870	Rev. E. W. Fisk, D. D.	Moravian	9	2	2	2	30	40	0	3	43	0
48	Moravian Seminary for Young Ladies.....	1851	Rev. F. K. Holland	Moravian	4	2	7	1	30	64	64	64	0	0
49	De Pauw Female College.....	1865	Rev. Erasmus Rowley, D. D.	M. E.	6	1	5	1	30	64	64	64	0	0
50	Lumenata Conception Academy.....	1869	Sister Mary Gonzaga	R. C.	18	18	18	18	200	200	200	200	0	0
51	Mt. Pleasant Female Seminary.....	1865	Rev. Luther M. Belden	Presb.	7	2	5	3	30	60	60	60	0	0
52	Bowling Green Female College.....	1871	Prof. S. M. Gaines	Presb.	5	2	3	3	30	30	0	30	0	0
53	Baptist Female College.....	1871	T. N. Wells	Baptist	3	1	2	1	2	60	60	60	0	0
54	Franklin Female College.....	1868	Dr. M. L. Bourne	Baptist	5	1	4	2	60	60	60	60	0	0
55	Georgetown Female Seminary.....	1825	J. J. Tucker, A. M.	Baptist	9	2	7	2	30	30	30	30	0	0
56	Liberty Female College.....	1874	James H. Fuqua	Baptist	8	1	7	2	37	87	2	89	0	0
57	Daughter's College.....	1869	J. Ang. Williams	Non-sect.	6	1	5	2	40	40	110	110	0	0
58	Bethel Female College.....	1851	J. W. Rust, A. M.	Baptist	10	2	8	2	30	40	0	100	12	0
59	Lebanon Female College.....	1863	James Rice, A. M.	Baptist	4	1	3	2	22	69	2	71	0	0
60	Hocker Female College.....	1876	Harry Turner	Christian	8	3	5	3	2	61	61	61	0	0
61	Lexington Female College.....	1868	Rev. K. Ryland, D. D.	Baptist	6	3	3	3	12	40	1	41	0	0
62	Louisville Female College.....	1854	Rev. S. Prefstymann, A. M.	Meth. South	12	4	4	0	66	65	7	73	0	0
63	Millersburg Female College.....	1860	Rev. George T. Gould, A. M.	M. E. South	15	2	3	3	45	80	80	80	0	0
64	Bourbon Female College.....	1872	James A. Brown	Non-sect.	10	4	6	1	12	49	6	1	50	0
65	Kentucky College.....	1873	Alfred E. Stonn, M. A.	Non-sect.	10	4	6	2	1	23	70	71	0	0
66	Logan Female College.....	1867	A. B. Start, L.L. D.	Methodist	10	2	8	1	3	105	2	107	0	0
67	Science Hill Academy.....	0	Mrs. Julia A. Tevis	Pres., South	5	2	3	1	15	43	2	45	0	0
68	Shelbyville Female College.....	1849	W. H. Stuart	Pres., South	7	2	5	2	40	45	45	45	0	0
69	Stamford Female College.....	1868	Mrs. Sallie C. Truheart, A. M.	Non-sect.	7	2	5	2	40	45	45	45	0	0
70	Sillman Female Collegiate Institute.....	1868	Edwin H. Fay, A. M.	Presb.	4	1	3	3	25	20	20	20	0	0
71	Maine Wesleyan Seminary and Female College.....	1821	Rev. H. P. Torsey, D. D., L.L. D.	Methodist	14	9	5	5	148	148	148	148	0	0
72	Baltimore Academy of the Visitation.....	1838	Mother Mary Paula Combs	R. C.	22	22	22	22	153	153	153	153	0	0
73	Baltimore Female College.....	1849	N. C. Brooks, L.L. D.	Non-sect.	9	5	4	4	20	80	80	80	0	0
74	The Mises Norris' School.....	1868	Miss Rebecca Norris	Non-sect.	7	2	5	5	20	80	80	80	0	0

* From Report of Commissioner of Education for 1874.

α There were also 203 male students in the institution during the year.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students in preparatory department.	Collegiate department.				
							Total.	Male.	Female.			Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarships.
75	Burkittsville Female Seminary.....	Burkittsville, Md.....	1867	1866	Rev. W. C. Wire, A. M.....	Lutheran.....	7	8	9	10	11	12	13	14	15	16
76	Cambridge Female Seminary.....	Cambridge, Md.....	1858	1860	J. F. Baucher, A. M.....	Non-sect.....	5	1	4	1	20	50			50	
77	Frederick Female Seminary.....	Frederick, Md.....	1840	1843	James H. Hackelton, A. M.....	Non-sect.....	5	1	4	4	20	23			23	
78	Abbott Academy.....	Andover, Mass.....	1827	1828	Miss Philena McKeen.....	Non-sect.....	8	2	6	1	6	74	4	0	78	5
79	Lassell Seminary for Young Women.....	Auburndale, Mass.....	1850	1851	Charles C. Bragdon, A. M.....	Methodist.....	10	3	7	2	36	20	10		39	2
80	Gannett Institute.....	Boston, Mass., (69 Chester Square).....	.....	1852	Rev. George Gannett, A. M.....	Cong.....	23	15	8	3	.....	.....	.....	.....	85	.....
81	Bradford Academy.....	Bradford, Mass.....	1804	1803	Miss Annie E. Johnson.....	Cong.....	11	2	9	.....	0	165	.....	.....	168	.....
82	Smith College.....	Northampton, Mass.....	1871	1875	Rev. L. Clark Seelye, D. D.....	Non-sect.....	12	6	6	6	0	16	1	.....	17	20
83	Wheaton Female Seminary.....	Norton, Mass.....	1837	1835	Mrs. C. C. Metcalf.....	Cong.....	19	6	13	4	46	64	10	2	76	12
84	Mablewood Institute for Young Ladies.....	Pittsfield, Mass.....	1848	1841	Rev. C. V. Spear, A. M.....	Non-sect.....	7	3	4	.....	.....	.....	.....	100	.....
85	Mt. Holyoke Female Seminary.....	South Hadley, Mass.....	1836	1837	Miss Julia E. Ward.....	Non-sect.....	40	10	30	.....	.....	.....	.....	1	285	15
86	Wellesley College.....	Wellesley, Mass.....	1875	1875	Miss Ada L. Howard.....	Non-sect.....	27	2	25	.....	250	60	0	0	60	0
87	Oread Institute.....	Worcester, Mass.....	1850	1850	Harris R. Greene, A. M.....	Non-sect.....	9	4	5	0	0	70	0	0	70	0
88	Michigan Female Seminary.....	Kalamazoo, Mich.....	1857	1867	Miss Jeannette Fisher.....	Presb.....	8	0	8	.....	.....	.....	.....	0	70	0
89	Young Ladies' Seminary and Collegiate Institute.....	Monroe, Mich.....	1850	1849	Rev. E. J. Boyd, A. M.....	Non-sect.....	9	2	7	2	46	59	18	9	86	.....
90	St. Mary's Hall.....	Fairbault, Minn.....	.....	1866	Rt. Rev. H. B. Whipple, D. D.....	P. E.....	11	3	8	.....	.....	.....	.....	.....	80	.....
91	Minneapolis Female Seminary.....	Minneapolis, Minn.....	1871	1871	Mrs. B. E. Bennett.....	Non-sect.....	5	1	4	.....	2	69	.....	.....	69	66
92	Whitworth Female College.....	Brookhaven, Miss.....	1859	1859	Rev. H. F. Johnson, A. M.....	M. E. South.....	13	5	8	1	30	180	2	.....	182	0
93	Central Female Institute.....	Clinton, Miss.....	1853	1853	Rev. Walter Hillman, L. L. D.....	Baptist.....	7	3	4	.....	67	44	.....	44	.....
94	Columbus Female Institute.....	Columbus, Miss.....	1846	1847	Miss L. S. Street.....	Non-sect.....	4	3	1	.....	2	25	30	6	36	8
95	Franklin Female College.....	Holly Springs, Miss.....	1849	1849	William Clark, A. M.....	P. E.....	5	1	4	.....	4	56	29	0	29	.....
96	Meridian Female College.....	Meridian, Miss.....	1866	1865	Rev. C. M. Gordon.....	Baptist.....	6	1	5	.....	4	45	40	1	41	.....
97	Union Female College.....	Oxford, Miss.....	1854	1854	Rev. J. S. Howard, A. M.....	Cumb. Presb.....	5	1	4	.....	37	55	8	.....	63	.....
98	Chickasaw Female College.....	Pontotoc, Miss.....	1854	1854	P. F. Witherspoon.....	Presb. (O.S.).....	4	1	3	.....	58	27	.....	.....	27	0
99	Christian College.....	Columbia, Mo.....	1851	1851	J. K. Rogers, A. M.....	Christian.....	7	4	3	.....	.....	.....	.....	.....	.....	.....
100	Stephens College.....	Columbia, Mo.....	1857	1857	Rev. E. S. Dulin, D. D., L. L. D.....	Baptist.....	10	3	7	1	34	107	5	0	112	0

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no returns.

No.	Name	Year	City	Denom.	Prin.	Teach.	Sch.	Col.
101	Howard College	1859	Fayette, Mo	M. E. South.	6	1	5	1
102	Independence Female College*	1872	Independence, Mo.	Presb.	5	1	4	0
103	Central Female College	1871	Lexington, Mo	M. E. South.	5	1	4	2
104	Clay Seminary	1856	Liberty, Mo.	M. E. South.	3	1	2	0
105	Inglestide Female College*	1874	Palmira, Mo.	Non-sect.	3	1	2	40
106	Lindewood College for Young Ladies*	1870	St. Charles, Mo.	Presb.	7	2	5	71
107	Mary Institute, (Washington University.)	1853	St. Louis, Mo.	Non-sect.	18	2	16	0
108	St. Louis Seminary	1872	St. Louis, Mo.	Non-sect.	3	1	2	25
109	Ursuline Academy	1871	St. Louis, Mo.	Non-sect.	21	1	20	80
110	Adams Female Seminary	1823	Derry, N. H.	Orthodox	11	3	3	17
111	Robinson Female Seminary	1867	Exeter, N. H.	Non-sect.	12	11	11	3
112	Tilden Ladies' Seminary	1853	West Lebanon, N. H.	Non-sect.	9	3	6	3
113	Borden Female College	1853	Burlington, N. J.	Non-sect.	9	2	7	0
114	Ivy Hall*	1861	Bridgeton, N. J.	P. E.	23	7	16	3
115	St. Mary's Hall	1846	Burlington, N. J.	P. E.	23	7	16	3
116	Pennington Seminary and Female College	1854	Pennington, N. J.	Methodist.	8	4	4	20
117	Academy of the Sacred Heart.	1861	Near Albany, N. Y.	R. C.	17	1	16	4
118	St. Agnes School	1870	Albany, N. Y.	P. E.	24	9	15	3
119	Young Ladies' Institute c	1842	Albany, N. Y.	Non-sect.	3	1	3	0
120	Brooklyn Heights Seminary	1851	Brooklyn, N. Y., (38 Montague Place.)	Non-sect.	21	2	13	8
121	Packer Collegiate Institute	1853	Brooklyn, N. Y.	Non-sect.	4	33	29	617
122	Buffalo Female Academy	1851	Buffalo, N. Y.	Non-sect.	9	3	6	3
123	Holy Angels Academy	1861	Buffalo, N. Y.	R. C.	10	10	10	133
124	St. Clare's Academy*	1860	Buffalo, N. Y.	R. C.	10	10	6	140
125	Ontario Female Seminary	1825	Canandaigua, N. Y.	Cong. & Episc.	1	1	1	0
126	St. Joseph's Academy	1866	Lockport, N. Y.	R. C.	12	12	4	80
127	Academy of the Sacred Heart.	1851	Mandevilleville, N. Y., New York City.	R. C.	38	8	30	10
128	Jano Grey School	1866	Mt. Morris, N. Y.	P. E.	5	1	4	1
129	Academy of M. St. Vincent, on the Hudson	1865	New York, N. Y.	R. C.	5	5	3	3
130	Marguerite Institute.	1873	New York, N. Y., (4 East Forty-second street.)	P. E.	7	3	4	16
131	D'Youville Academy*	1871	Pittsburg, N. Y.	R. C.	5	5	5	0
132	Cook's Collegiate Institute.	1848	Poughkeepsie, N. Y.	Non-sect.	11	4	7	10
133	Poughkeepsie Female Academy	1847	Poughkeepsie, N. Y.	Non-sect.	11	4	7	37
134	Ashville Female College*	1852	Ashville, N. C.	M. E. South	5	2	3	50
135	Greensboro Female College*	1837	Greensboro, N. C.	Methodist	9	4	5	114
136	Davenport Female College	1858	Lenoir, N. C.	Methodist	5	2	3	1
137	Chowan Baptist Female Institute.	1849	Marfreesboro, N. C.	Baptist	10	3	7	12
138	Wesleyan Female College	1854	Marfreesboro, N. C.	Baptist	15	5	10	63
139	Baptist Female Seminary	1871	Raleigh, N. C.	M. E. South	8	2	6	40
140	St. Mary's School	1842	Raleigh, N. C.	P. E.	13	3	10	4
141	Salem Female Academy	1866	Salem, N. C.	Moravian	26	3	23	0
142	Thomasville Female College	1853	Thomasville, N. C.	Non-sect.	6	2	4	60
143	Bartholomew Classical School for Young Ladies.	1875	Thomasville, Ohio, (north-west corner Fourth and John streets.)	Non-sect.	9	3	6	100
144	Cincinnati Wesleyan College.	1842	Cincinnati, Ohio.	M. E.	20	8	12	58

c Principal deceased, and school now closed.

b New charter.

a Now principal of public school, Carrollton, Mo.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corpus of instruction.			Collegiate department.					
							Total.	Male.	Female.	Instructors in preparatory department.	Students in preparatory department.	Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarships.
145	Cleveland Female Seminary.....	Cleveland, Ohio.....	1853 1853	1853 1853	S. N. Sanford, A. M.....	P. E.....	13	6	7	14	69	4	0	73	0
146	Cooper Seminary*.....	Dayton, Ohio.....	1845 1843	1845 1843	Mrs. B. G. Galloway.....	Presb.....	6	1	5	2	20	40	0	40	.....
147	Ohio Wesleyan Female College.....	Delaware, Ohio.....	1853 1853	1853 1853	William Richardson, A. M.....	M. E.....	8	2	6	50	115	10	135	.....	.....
148	Glendale Female College.....	Glendale, Ohio.....	1854 1854	1854 1854	Rev. Ludlow D. Potter, D. D.....	Presb.....	14	5	9	21	96	7	0	103	0
149	Granville Female College*.....	Granville, Ohio.....	1834 1834	1834 1834	Rev. George H. Webster, A. M.....	Presb.....	7	3	4	15	33	24	3	60	.....
150	Young Ladies' Institute.....	Granville, Ohio.....	1832	1832	Rev. D. Shephardson, D. D.....	Baptist.....	10	1	9	16	32	9	1	42	.....
151	Highland Institute.....	Hillsboro', Ohio.....	1864 1857	1864 1857	Miss Emilio L. Grand Girard.....	Non-sect.....	7	1	6	7	37	16	0	60	680
152	Hillsboro' Female College.....	Hillsboro', Ohio.....	1855 1839	1855 1839	Rev. Joseph M. D. Mathews, D. D.....	M. E.....	6	1	5	7	37	16	0	60	680
153	Oxford Female College.....	Oxford, Ohio.....	1854 1854	1854 1854	Rev. Robert D. Morris, D. D.....	Presb.....	8	3	5	9	77	24	101	.....	.....
154	Western Female Seminary.....	Oxford, Ohio.....	1853 1854	1853 1854	Miss Helen Peabody.....	Non-sect.....	15	2	13	12	103	0	0	103	0
155	Lake Erie Female Seminary.....	Palmsville, Ohio.....	1859 1859	1859 1859	Miss Mary E. Evans.....	Non-sect.....	14	2	12	12	103	0	0	103	0
156	St. Helen's Hall.....	Portland, Oreg.....	1869 1869	1869 1869	Rt. Rev. B. W. Morris.....	P. E.....	8	4	4	76	24	.....	.....	24	1
157	Allentown Female College.....	Allentown, Pa.....	1867 1867	1867 1867	Rev. Francis Wollo.....	Reformed.....	8	4	4	76	24	.....	.....	249	0
158	Moravian Seminary for Young Ladies.....	Bethlehem, Pa.....	1863 1749	1863 1749	Rev. W. R. Hoffer, A. M.....	Moravian.....	30	6	24	.....	.....	.....	.....	249	0
159	Blairsville Ladies' Seminary.....	Blairsville, Pa.....	1851	1851	Rev. J. Jewett Parks, A. M.....	Presb.....	6	1	5	16	29	5	1	35	98
160	Wilson College.....	Chambersburg, Pa.....	1869 1870	1869 1870	Rev. James F. Kennedy, D. D., Vice-president.....	Presb.....	10	6	4	16	29	5	1	35	98
161	Pennsylvania Female College.....	Collegeville, Pa.....	1853 1853	1853 1853	J. W. Sunderland, LL. D.....	Non-sect.....	14	7	7	50	30	20	1	51	.....
162	Madame Clement's School.....	Germanatown, Pa.....	0	1857	Madame Clement.....	P. E.....	12	4	8	25	.....	.....	.....	50	.....
163	Miss Mary E. Stevens's School.....	Germanatown, Pa., (West Chelton avenue, near Wayne street.).....	.....	1867	Miss Mary E. Stevens.....	P. E.....	12	6	6	14	.....	.....	.....	37	.....
164	University Female Institute.....	Lewisburg, Pa.....	1846 1852	1846 1852	Miss H. E. Spratt.....	Baptist.....	12	3	9	2	44	66	5	71	10
165	Irving Female College.....	Mechanicsburg, Pa.....	1857 1856	1857 1856	Rev. T. P. Egan, A. M.....	Non-sect.....	5	2	3	12	36	.....	.....	36	0
166	Brooke Hall Female Seminary.....	Media, Pa.....	1856	1856	Miss Maria L. Eastman.....	P. E.....	12	1	11	.....	.....	.....	.....	50	4
167	Academy of Notre Dame.....	Philadelphia, Pa.....	1867 1854	1867 1854	Sister Julia.....	R. C.....	12	.....	12	130	.....	.....	.....	70	.....
168	Chestnut Street Female Seminary*.....	Philadelphia, Pa., (1615 Chestnut street.).....	.....	1850	Miss M. L. Bonney and Miss H. A. Dillaye.....	Non-sect.....	13	5	8	.....	.....	.....	.....	95	.....

169	M. A. Longstreth's School.	0	1829	M. A. Longstreth	.....	30	4	26	3	121	59	89	4	152	53
170	Pittsburgh Female College.	1854	1854	Rev. I. C. Pershing, D. D.	M. E.	25	11	4	3	121	59	89	4	152	53
171	Pennsylvania Female College.	1869	1869	Rev. Thomas C. Strong, D. D.	Non-sect	10	4	16	6	71	71	3		74	
172	Washington Female Seminary	1852	1856	Miss N. Sherrard	Presb.	20	1	8	1	20				100	
173	Cottage Hill Seminary	1868		Miss S. E. Thornbury and Miss M. J. Mifflin.	.....	5	1								
174	Columbia Female College.	1854	1856	Rev. Samuel B. Jones, D. D.	M. E. South.	9	4	5		0	68	50	2	99	0
175	Duo West, Female College.	1860	1859	J. I. Bonner	Baptist	9	3	6	1	20	80			96	
176	Greenville Baptist Female College.	1854	1854	Prof. C. H. Judson	Non-sect	8	2	5	1	47	68			72	0
177	Williamston Female College.	1875	1874	Rev. Samuel Landek, A. M.	Non-sect	9	4	6	1	20	115	0	0	139	0
178	Athens Female Seminary	1869	1867	Mrs. Mary W. Sullins	Non-sect	3	1	3	2					36	0
179	Bristol Female College.	1873	1869	W. J. Morrisett, A. M.	Baptist	6	3	2	1	20	40			40	
180	Brownsville Female College.	1871	1850	G. W. Johnson	Baptist	6	2	4	2	40	80	4	2	86	0
181	Brownsville Female College.	1870	1872	Rev. John Williams, A. M.	Methodist	4	1	3			12			60	
182	Bellevue Female College.	1854	1857	Rev. W. T. Plummer, A. M.	Non-sect	7	1	6	1	31	67	7	1	75	
183	Tennessee Female College.	1871	1872	William J. Vaughn	Non-sect	7	3	4	1	35	67	2	0	69	0
184	Old Peoples' Female College.	1843	1844	A. J. Hailo, A. M.	Methodist	14	5	9	3	77	165	3	11	179	
185	Memphis Conference Female Institute.	1839	1840	Rev. A. W. Jones, D. D.	Non-sect	4	2	2	1	15	28	12	0	40	
186	East Tennessee Female Institute	1851	1855	M. C. Butler	Non-sect	4	2	3	1	30	101			101	
187	La Grange Female College	1851	1851	Prof. Henry F. Scott	Cumb. Presb	10	3	7	1	46				36	0
188	Cumberland Female College	1857	1858	Mrs. Harriet N. Collins	Methodist	8	3	5	2			16	6	134	
189	State Female College	1869	1865	James E. Steeby, A. M.	Non-sect	15	3	12	1	30	154	60	5	219	0
190	Murfreesboro Female Institute.	1849		Rev. W. E. Ward, D. D.	Non-sect	6	2	4		36	68	0	0	68	
191	W. E. Ward's Seminary for Young Ladies	1861	1867	Rev. A. W. Wilson, A. M.	M. E. South.	4	1	3	1					11	0
192	Rogersville Female College.	1850	1850	A. G. McDougal	Baptist	9	2	5	1	51	98	0	1	110	0
193	Savannah Female College.	1856	1852	Z. C. Graves, LL. D.	Non-sect	2	6	2	6	25	100			76	0
194	Mary Sharp College	1873		Rev. B. J. Smith, A. M.	Non-sect	4	3	1	20	53				53	
195	Austin Collegiate Female Institute.	1851	1850	Rev. W. H. Verner	M. E. South.	5	2	3	1	20	53			76	0
196	Bryan Female Seminary	1871		Rev. A. D. Pitts, A. M., D. D.	M. E. South.	4	1	3	1	78				44	
197	Chappell Hill Female College	1854	1853	Rev. W. H. Seales	M. E. South.	4	2	3		61	40	4		44	
198	Dallas Female College*	1845	1843	Rev. E. S. Smith	Baptist	4	2	3						80	
199	Andrew Female College.	1871	1866	Rev. William Royall, D. D.	Non-sect	12		12		45				100	
200	Baylor Female College.	1859	1859	Rev. Oliver J. Stark	R. C.	9	4	5	2	25	83	0	0	83	0
201	Lamar Female Seminary	1865	1869	Sister Mary St. Claire	M. E. South.	8	4	4		34	52			166	
202	Nazareth Convent			Rev. Lorenzo White, A. M.	Methodist	10	4	6	2	22	98	1	1	100	5
203	Waco Female College	1844	1842	Richard W. Jones, M. A.	M. E. South.	14	4	10		122				122	
204	Vermont Methodist Seminary and Female College.	1855	1855	Charles L. Coakley, A. M.	Baptist	11	3	8	2	34	36	7	4	47	
205	Martha Washington College	1855	1856	Richard H. Rawlings, A. M.	Non-sect	7	3	4	1		68			68	0
206	Hollins Institute	1859	1859	S. W. and I. T. Averett	Baptist	8	4	4						90	0
207	Albemarle Female Institute	1875	1873	Rev. Paul Whitehead	M. E. South.	10	3	7		43	28	4		32	
208	Keokuk Female College*	1874	1874	Rev. J. P. Scherer, A. M.	Evang. Luth.	6	4	9						75	0
209	Farmville College.	1856	1854	Mrs. P. M. Wright	Non-sect	6	4	2						50	44
210	Marion Female College.	1841	1840	W. T. Davis, A. M.	M. E. South.	21	7	14	4	40				100	0
211	Petersburg Female College	1870	1870	Miss Mary J. Baldwin	Presb.	11	5	6						65	
212	Southern Female College	1841	1840	Miss Mary J. Baldwin	Presb.	11	5	6						65	
213	Augusta Female Seminary	1870	1870	Rev. J. T. Miller, A. M.	Lutheran	15	8	7	2	25	146	51	3	203	3
214	Staunton Female Seminary	1815	1845	Rev. R. H. Phillips, A. M.	P. E.	15	8	7	2	25	146	51	3	203	3
215	Virginia Female Institute*														

* Suspended at present.

* From Report of Commissioner of Education for 1874.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students in preparatory department.	Collegiate department.					
							Total.	Male.	Female.			Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarship.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
216	Wesleyan Female Institute.....	Staunton, Va.....	1849	1850	Rev. William A. Harris, D. D....	M. E. South.	13	6	7	4	50	4	0	52	0	52	
217	Episcopal Female Institute.....	Winchester, Va.....	1874	1874	Rev. J. C. Wheat, D. D.....	P. E.....	6	6	0	2	15	2	0	45	0	45	
218	Parkersburg Female Academy.....	Parkersburg, W. Va.....	1865	1864	Sister M. Bernardine.....	R. C.....	12	0	12	4	60	2	0	50	0	50	
219	Wheeling Female Collego.....	Wheeling, W. Va.....	1850	1850	Miss A. Taylor.....	Non-sect.....	10	3	7	1	18	0	0	5	65	0	
220	Wisconsin Female Collego.....	Fox Lake, Wis.....	1855	1856	Rev. A. O. Wright.....	Cong.....	6	2	4	1	18	60	0	5	65	0	
221	Milwaukee Collego.....	Milwaukee, Wis.....	1851	1852	Charles S. Farrar, A. M.....	Non-sect.....	17	2	15	3	67	99	6	1	168	0	
222	St. Clara Academy.....	Sinsinawa Mound, Wis.....	1852	1850	Sister M. Emille, O. S. D.....	R. C.....	15	0	15	0	40	57	0	57	0	57	

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no return.

Number.	Name.	Library.		Cost of—				Property, income, &c.				Date of next commencement.
		Number of volumes.	Average annual increase.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
17	18	19	20	21	22	23	24	25	26	27	28	29
Is the institution authorized by law to confer collegiate degrees?	Number of years in collegiate course.	Number of weeks in scholastic year.										
1	Florence Synodical Female College	x	4	40	\$300	\$30	\$60	\$35,000	0	0	\$6,000	June 15.
2	Huntsville Female College	x	5	40	237	30-40	60	50,000	0	0	11,250	June 10.
3	Huntsville Female Seminary	x	4	39	260	30	50	50,000	0	0	10,000	June 22.
4	Judson Female Institute	x	5	39	160	30	50	30,000	0	0	9,000	June, last Thursday.
5	Marion Female Seminary	x	5	38	138	45	60	30,000	0	0	6,885	June 30.
6	Gentenary Institute*	x	4	38	165	30-40	60	15,000	0	0	1,500	June 16.
7	Synodical Female Collegiate Institute	x	4	40	150	40	50	6,500	0	0	3,950	July 1.
8	Troy Female College	x	5	36	0	36-50	60	200,000	0	0	6,000	June 24.
9	Alabama Central Female College	x	4	36	152	30	60	30,000	0	0	4,450	June 29.
10	Tuscaloosa Female College	x	5	40	185	30	50	40,000	3,000	300	1,800	June 15.
11	Alabama Conference Female College	x	5	40	160	30	50	20,000	0	0	2,000	May 24.
12	Young Ladies' Seminary	x	4	45	350	50	50	20,000	0	0	8,000	June.
13	College of Notre Dame*	0	4	45	2,000	.....	.....	25,000	0	0	.....	June 27.
14	School for Girls	0	4	40	2,500	.....	48-120	50,000	0	0	.....	June 22.
15	Hartford Female Seminary	0	4	39	500	40	67.5	75,000	0	0	.....	June 30.
16	Grove Hall	0	8	39	100	40	72	80,000	0	0	.....	June 22.
17	Congregation de Notre Dame	0	4	39	250	60	75	10,000	0	0	.....	June 30.
18	Young Ladies' Institute	x	4	40	300	45	60	15,000	0	0	6,850	June, last Wednesday.
19	Furlow Masonic Female College	x	4	40	165	30	60	20,000	0	0	4,227	June 21.
20	Southern Masonic Female College	x	4	40	170	30	60	20,000	0	0	2,500	June 23.
21	Andrew Female College*	x	4	40	125	42	54	10,000	0	0	2,500	July 1.
22	Bechel Female College	x	4	40	135	30	50	15,000	0	0	5,000	July 5.
23	Dalton Female College	x	4	40	135	36	50	15,000	0	0	5,000	July 5.
24	Monroe Female College	x	4	40	200	50	60	20,000	0	0	3,000	July 5.

* From Report of Commissioner of Education for 1874.

a Includes tuition.

b Includes board.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; ... indicates no return.

Number.	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in collegiate course.	Number of weeks in scholastic year	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Average annual increase.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
		17	18	19	20	21	22	23	24	25	26	27	28	29
25	Griffin Female College.....	x	4	4	1,300	100	\$160	\$40	\$50	\$10,000	.....	.....	.....	.....
26	Hamilton Female College.....	x	4	4	40	.....	150	30	50	10,000	.....	.....	.....	July, 1st Wednesday.
27	La Grange Female College.....	x	4	4	100	.....	150	50	60	50,000	\$0	\$0	3,000	July, first Wednesday.
28	Southern Female College.....	x	4	3 $\frac{1}{2}$	300	.....	155	40	60	14,000	0	0	5,000	June 14.
29	Lauphlin Masonic Female College.....	x	6	4	.....	0	150	30	50	10,000	0	0	3,000	June 22.
30	Wesleyan Female College.....	x	5	4	3,000	50	225	50	80	120,000	.....	.....	.....	June 18.
31	Georgia Female College.....	x	4	4	100	.....	125	30	40	23,000	0	0	14,000	June 20.
32	Marietta Female College.....	x	4	4	160	.....	160	40	50	10,000	0	0	5,000	June 24.
33	College Temple.....	x	4	4	5,000	0	165	40	55-80	50,000	.....	.....	.....	June 25.
34	Houston Female College.....	x	4	4	50	.....	180	40	60	10,000	0	0	1,500	June, last Wednesday.
35	Cherokee Baptist Female College.....	x	4	4	1,000	.....	220	30	50	15,000	.....	.....	.....	June 29.
36	Rome Female College.....	x	4	4	300	.....	125	32	60	7,000	.....	.....	.....	June 23.
37	Le Vert Female College.....	x	5	4	1,000	.....	172	32	60	50,000	.....	.....	.....	June 17.
38	West Point Female College.....	x	4	3 $\frac{1}{2}$	2,758	.....	200	32	60	50,000	.....	.....	.....	June.
39	Seminary of the Sacred Heart*.....	x	4	4	41,950	50	160	32	40	102,000	.....	.....	.....	July.
40	Almira College.....	x	4	4	2,000	.....	190	40	40	60,000	0	0	15,000	June 30.
41	Illinois Female College*.....	x	4	4	3,000	.....	200	60	60	80,000	.....	.....	.....	June 14.
42	Jacksonville Female Academy.....	x	4	4	.....	.....	300	60	60	30,000	.....	.....	.....	June, first Thursday.
43	Ferry Hall, Lake Forest University.....	x	4	4	.....	.....	300	60	60	80,000	.....	.....	.....	May 31.
44	St. Angela's Academy.....	x	4	4	300	150	160	.....	.....	15,000	.....	.....	.....	June.
45	Mt. Carroll Seminary.....	x	5	4	3,000	10	160	.....	.....	75,000	.....	.....	.....	February 1.
46	Rockford Female Seminary.....	x	4	3 $\frac{1}{2}$	3,000	150	175	.....	.....	100,000	.....	.....	.....	June, first Wednesday.
47	Femald College of Indiana.....	x	4	4	d2,090	25	160	24	32	25,000	4,000	380	10,105	June, last Wednesday.
48	Moravian Seminary for Young Ladies.....	x	3	4	500	.....	6200	.....	.....	40,000	.....	.....	.....	June 21.
49	De Pauw Female College*.....	x	4	4	1,000	.....	200	32	40	50,000	.....	.....	.....	June, last Wednesday.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1875, &c.—Continued.

Number.	Name.	Library.			Cost of—			Property, income, &c.				Date of next commencement.
		Number of volumes.	Average annual increase.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
17	18	19	20	21	22	23	24	25	26	27	28	29
		Number of years in collegiate law to confer collegiate degrees?	Number of weeks in scholastic year.	Is the institution authorized by law to confer collegiate degrees?								
98	Chickasaw Female College.....	x	4	x	2,000	\$17.	\$30-40	\$50	\$30,000	\$0		June 17.
99	Christian College.....	x	4	x	0	20	30	40-50	50,000	0		June 16.
100	Stephens College.....	x	4	x	600	200	30	50	45,000	1,200	\$6,230	June 8.
101	Howard College.....	x	4	x	0	18	40	50	25,000	0	2,500	June 23.
102	Independence Female College*.....	x	3	x	200	22	30	50	15,000	0		June 12.
103	Central Female College.....	x	4	x	200	18	40	50	40,000	0		June 12.
104	Clay Seminary.....	0	4	0	200	200	40	50	7,500	0		June, second Wednesday.
105	Inglisite Female College*.....	x	4	x	400	14	25	50	10,000	0		June, first Friday.
106	Lindenwood College for Young Ladies*.....	x	4	x	400	20	40	50	40,000	0		June 4.
107	Mary Institute, (Washington University).....	x	4	x	500	75	55	80	55,000	0		June 17.
108	St. Louis Seminary.....	x	4	x	36	18	30	70	20,000	0	66,000	May 17.
109	Ursuline Academy.....	x	4	x	2,000	150	15	24	5,000	3,120		
110	Adams Female Seminary.....	x	3	x	310	30	30	630	90,000	14,000	325	June 15.
111	Robinson Female Seminary.....	0	3	0	310	165	30	30-105	50,000	0	5,000	June 12-17.
112	Tilden Ladies' Seminary.....	x	4	x	1,000	650	40	50-60	25,000	0	12,000	June 14.
113	Bordentown Female College.....	x	4	x	1,000	2350	40	200,000	200,000	0	14,000	June 16.
114	Ivy Hall*.....	0	4	0	1,000	6456	0	100,000	200,000	0	0	July 20.
115	St. Mary's Hall.....	x	7	x	2,000	200	0	300,000	300,000	0	40,000	June 30.
116	Yonnington Seminary and Female Collegiate Institute.....	x	3	x	0	350	(30-125)	200,000	200,000	0	0	June 20.
117	Academy of the Sacred Heart.....	x	6	x	2,000	240	50	60	300,000	0	0	June 16.
118	St. Agnes School.....	x	9	x	1,050	240	100-120	130-170	60,000	0	0	June 16.
119	Young Ladies' Institute.....	0	3	0	40	456	60-80	40,000	40,000	0	0	June.
120	Brooklyn Heights Seminary.....	0	4	0	10,000	350	0	0	60,000	0	0	June 15.
121	Packer Collegiate Institute.....	0	40	0	3,550	4175	0	0	360,000	2,500	47,075	June 15.

NOTE. x indicates an affirmative answer; 0 signifies no or none; indicates no return.

	0	3	40	1,221	570-306	24-40	48-64	54,200	400	21	6,402	June 12.
122 Buffalo Female Academy.....	0	40	508	150	12	24	20,000	0	0	0	6,402	June 12.
123 Holy Angels Academy.....	0	6	532	150			25,000				5,238	June 30.
124 St. Clare's Academy*.....	0	4	630	300			50,000				2,800	June 25.
125 Ourio Female Seminary.....	0	4	630	200			50,000				2,000	June, last Tuesday.
126 St. Joseph's Academy.....	x	6	42	200			400,000	0	0	0	2,000	June, last Tuesday.
127 Academy of the Sacred Heart.....	x	5	40	200			10,000				1,500	June 23.
128 Jeano Gray School.....	x	4	40	5,000	95	40	500,000				3,500	June, last Thursday.
129 Academy of Ms. St. Vincent, on the Hudson.....	x	0	150	800	200	500	40,000				7,500	October 1.
130 Marguerite Institute.....	0	7	40	300	40,48	60	50,000				3,500	June 30.
131 D'Yonville Academy*.....	0	4	40	300	300	60	30,000				7,500	June 15.
132 Cook's Collegiate Institute.....	0	4	42	2,000	40,48	60	30,000				7,500	May 27.
133 Foughkeepsie Female Academy.....	x	4	40	300	30-38	46	70,000				15,000	June, first Thursday.
134 Asheville Female College*.....	x	4	40	300	40	50	70,000				15,000	June 28.
135 Greensboro' Female College*.....	x	4	40	150	24	50	25,000				15,000	June 21.
136 Davenport Female College.....	x	4	40	150	50	50	35,000				15,000	June 27.
137 Chowan Baptist Female Institute.....	x	4	40	0	108	40	40,000				15,000	June 27.
138 Wesleyan Female College.....	x	4	40	0	170	40	35,000				15,000	June 27.
139 Baptist Female Seminary.....	x	4	41	1,000	170	70	35,000				15,000	June 27.
140 St. Mary's School.....	x	42	3,500	229			65,000				12,000	May 31.
141 Salem Female Academy.....	x	42	500	127	25,35	45	12,000	5,500			12,000	June 6.
142 Thomasville Female College.....	x	4	40	600	130	150						June 9.
143 Dartmouth Classical School for Young Ladies.....	0	6	40	600								June 15.
144 Cincinnati Wesleyan College.....	x	4	38	500	80	100	225,000					June 15.
145 Cleveland Female Seminary.....	x	4	40	1,000	40	48	175,000					June 18.
146 Cooper Seminary*.....	x	4	40	200	50	100	100,000				10,000	June 29.
147 Ohio Wesleyan Female College.....	x	4	37	2,000	30	30	100,000				10,000	June 29.
148 Glendale Female College.....	x	4	38	2,300	100	50-60	75,000				2,000	June 15.
149 Granville Female College*.....	0	4	40	170	15	30	30,000				2,000	June 16.
150 Young Ladies' Institute.....	x	4	40	190	26	36	25,000				2,000	June 29.
151 Highland Institute.....	x	4	39	100	18	35	30,000				2,000	June 14.
152 Hillsboro' Female College.....	x	4	38	800	20	40	40,000				2,000	June 8.
153 Oxford Female College.....	0	4	39	2,000	40	40	100,000				21,316	June 13.
154 Western Female Seminary.....	0	4	38	2,000							21,316	June 16.
155 Lake Erie Female Seminary.....	0	4	39	2,000							21,316	June 16.
156 St. Helen's Hall.....	0	4	39	1,400							21,316	June 22.
157 Allentown Female College.....	3	40	275	300	32-40	40-50	110,000	6	0	0	21,316	June 22.
158 Moravian Seminary for Young Ladies.....	x	40	5,000	75			45,000				21,316	June 22.
159 Blairsville Ladies' Seminary.....	3	40	500	170	29	60	100,000	0	0	0	21,316	June 22.
160 Wilson College.....	x	4	38	1,050	300	60	27,000				21,316	June 22.
161 Pennsylvania Female College.....	0	4	42	2,000	150	40	80,000	20,000	1,400	0	21,316	June 22.
162 Madamio Clewcut's School.....	0	4	40	350	50	80	50,000				21,316	June 22.
163 Miss Mary E. Stevens's School.....	0	4	40	750	400	125	50,000				21,316	June 22.
164 University Female Institute.....	0	3	43	140	75	153	25,000				21,316	June 22.
165 Irving Female College.....	x	4	40	3,000	30	36	80,000				21,316	June 22.
166 Brooke Hall Female Seminary.....	x	4	40	650	50	30	33,000				21,316	June 22.
167 Academy of Notre Dame*.....	x	4	39	440	50	30	65,000				21,316	June 22.
168 Chestnut Street Female Seminary*.....	x	4	40	300	48-72	80	65,000				21,316	June 22.
169 M. A. Longstreth's School.....	0	38	600	600	100	125	12,000				21,316	June 22.
170 M. A. Longstreth's School.....	0	40	400	600	100	140	12,000				21,316	June 22.

* From Report of Commissioner of Education for 1874.
 a Includes receipts from boarders.
 b For English branches.
 c Includes board.
 d Includes tuition of the clergy, \$300.
 e For all expenses; to daughters of the clergy.
 f Includes tuition in English branches.
 g Total receipts.
 h Includes board.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no return.

Number.	Name.	Is the institution authorized by law to confer collegiate degrees?		Number of years in collegiate course.		Number of weeks in scholastic year.		Library.		Cost of—			Property, income, &c.				Date of next commencement.
		17	18	19	20	21	22	23	24	25	26	27	28	29			
		x	4	40	570	50	\$240	\$484	\$65	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.				
170	Pittsburgh Female College.....	x	4	40	570	50	\$240	\$484	\$65	\$100,000	\$21,950	\$1,275	\$3,633	June 21.			
171	Pennsylvania Female College.....	x	4	40	280	.....	280	40	40	125,000	.....	.....	4,862	June 22.
172	Washington Female Seminary.....	.....	3	40	3,000	.....	250	24	36-50	15,000	.....	.....	.....	June 14.
173	Cottage Hill Seminary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
174	Columbia Female College.....	x	5	39	500	.....	225	.....	50	50,000	0	0	4,500	June 30.	
175	Due West Female College.....	x	4	40	400	25	108	20	50	15,000	0	0	5,200	July, first Thursday.			
176	Greenville Baptist Female College.....	x	4-5	40	150	.....	150	25-40	50	20,000	0	0	6,200	June 20.		
177	Williamston Female College.....	x	4	40	100	.....	140	20	30-50	15,000	0	0	.....	June 15.	
178	Atheus Female Seminary.....	x	4	40	0	.....	100	27	35	6,000	0	0	450	June 4.		
179	Bristol Female College.....	x	3	40	300	.....	130	24	44	15,000	.....	.....	.....	June 10.
180	Brownsville Female College.....	x	3-4	40	300	.....	180	30	40,50	25,000	500	.....	.....	June 9.
181	Weston Female College.....	x	4	40	30	.....	180	34,44	50	8,000	.....	.....	2,500	June, first Wednesday.
182	Bellevue Female College.....	x	4	40	800	.....	140	30-40	50	12,000	0	.....	5,000	June.	
183	Tennessee Female College.....	x	4	40	800	30	214	44	54-64	20,000	.....	.....	8,000	June 7.	
184	Odd Fellows' Female College.....	x	4	40	4,000	100	180	30	50	20,000	0	0	6,009	June, second Thursday.			
185	Memphis Conference Female Institute.....	x	5	40	4,000	.....	.....	40	50	35,000	.....	.....	26,000	June, second Wednesday.
186	East Tennessee Female Institute.....	x	4	40	0	.....	.....	30	40	20,000	0	0	2,400	June 9.	
187	La Grange Female College.....	x	4	40	500	.....	180	44	54	15,000	.....	.....	.....	June 11.
188	Cumberland Female College.....	x	4	40	400	.....	150	30	50	20,000	.....	.....	3,000	June 9.
189	State Female College.....	x	4	40	200	.....	200	40	60	75,000	.....	.....	.....	June, second week.
190	Murfreesboro' Female Institute.....	x	4	40	.....	.....	140	40	40	12,000	.....	.....	2,800	June 6.
191	W. E. Ward's Seminary for Young Ladies.....	x	5	40	2,000	.....	240	60	80	75,000	0	0	12,000	June 10.		
192	Rogersville Female College.....	x	5	40	2,500	0	135	22-32	32-42	.....	.....	.....	3,000	May 26.
193	Savannah Female College.....	x	4	40	130	.....	130	20	50	6,000	.....	.....	.....	June.

194	Mary Sharp College.....	x	4	41	1,500	100	40	60	25,000	0	0	11,000	June 18.
195	Austin Collegiate Female Institute.....	x	4	40	.....	300	30	60	20,000	.....	.....	5,000	June 8.
196	Bryan Female Seminary.....	x	4	40	.....	180	35	42-50	4,500	0	0	1,500	June 20.
197	Chappell Hill Female College.....	x	4	40	400	150-180	35	55	13,000	.....	.....	5,000	June 28.
198	Dallas Female College*.....	x	4	36	.....	630-0	40	60	15,000	.....	.....	2,500	.....
199	Andrew Female College.....	x	4	40	.....	.....	20-35	50	12,000	.....	600	.....	June 14.
200	Haylor Female College.....	x	4	40	800	125	35	55	10,000	6,000	.....	.....	June 10.
201	Lamar Female Seminary.....	x	3	40	600	175	30	40-50	20,000	.....	.....	.....	June, last Wednesday.
202	Nazareth Convent.....	x	4	40	.....	130	20	30	8,000	.....	.....	7,500	May 31.
203	Waco Female College.....	x	4	39	.....	180	36	50	35,000	.....	.....	3,500	June 15.
204	Vermont Methodist Seminary and Female College.....	x	4	46	1,300	140-150	40	60	60,000	0	0	.....	June 21.
205	Martha Washington College.....	x	4	39	1,000	165	25	60	75,000	.....	.....	12,000	June 22.
206	Hollins Institute.....	x	4	40	.....	175	25	60	30,000	0	0	7,000	June, fourth Wednesday.
207	Albemarle Female Institute.....	x	4	39	.....	150	40	50	37,400	0	0	2,900	June 2.
208	Roanoke Female College*.....	x	4	40	.....	170	40	80	10,000	0	0	4,500	June 7.
209	Farmville College.....	x	4	40	50	110	24	60,80	10,000	.....	.....	2,000	June 10.
210	Marion Female College.....	x	4	40	0	175	46	50	6,000	0	0	3,000	June.
211	Petersburg Female College.....	x	4	38	1,000	180	40	50	20,000	0	0	3,500	June 20.
212	Southern Female College.....	x	4	40	1,000	228	46	50	55,000	0	0	.....	June 5.
213	Angusta Female Seminary.....	x	4	40	2,500	235	50	60	75,000	0	0	.....	June 10.
214	Staunton Female Seminary.....	x	4	40	.....	180	35,45	60	40,000	0	0	10,000	June 14.
215	Virginia Female Institute*.....	x	3	40	0	250	30	50	15,000	0	0	4,500	June 15.
216	Wesleyan Female Institute.....	x	4	42	0	175	12-16	30-40	.....	.....	.....	.....	June 29.
217	Episcopal Female Institute.....	x	5	40	600	300	26	30,000	.....	.....	.....	.....	June 14.
218	Parkersburg Female Academy.....	x	4	40	800	149	50	60	35,000	6,200	470	.....	June 30.
219	Wheeling Female College.....	x	4	40	821	350	50	60	75,000	0	0	10,000	June 21.
220	Wisconsin Female College.....	x	4	40	.....	290	150	.....	45,000	.....	.....	.....	July 8.
221	Milwaukee College.....	x	4	42	.....	.....	.....	.....	.....	.....	.....	.....	.....
222	St. Clair Academy.....	x	4	42	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Includes tuition.

* From Report of Commissioner of Education for 1874.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Wesleyan Female College.....	Wilmington, Del.	Elmwood Seminary	Glen's Falls, N. Y.
Lucy Cobb Institute.....	Athens, Ga.	English, French, and German School, 222 Madison ave.	New York, N. Y.
St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	Simonton Female College....	Statesville, N. C.
College of the Sisters of Bethany.	Topeka, Kans.	Cincinnati Young Ladies' Seminary.	Cincinnati, Ohio.
St. Catherine's Academy	Lexington, Ky.	Chegaray Institute, 1527 Spruce street.	Philadelphia, Pa.
Patapsco Female Institute.....	Ellicott City, Md.	Soulé Female College	Murfreesboro', Tenn.
Simmons College.....	Boston, Mass.	St. Cecilia's Female College..	Nashville, Tenn.
Notre Dame Academy.....	Boston Highlands, Mass.	Galveston Female High School	Galveston, Tex.
Female College	Sardis, Miss.	Ursuline Academy.....	Galveston, Tex.
Sharon Female College.....	Sharon, Miss.	Paine Female College.....	Goliad, Tex.
St. Teresa's Academy.....	Kansas City, Mo.	Richmond Female Institute..	Richmond, Va.
Academy of the Visitation....	St. Louis, Mo.	Mozart Institute.....	Staunton, Va.
Delacove Institute.....	Trenton, N. J.		
Athenæum Seminary, corner Clinton st. and Atlantic ave.	Brooklyn, N. Y.		

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Young Ladies' High School.....	New London, Conn..	A public school.
North Georgia Female College.....	Atlanta, Ga.....	Not found.
Montpelier Institute for Young Ladies.	Macon, Ga.....	Not in existence.
Woman's College of the Northwestern University.	Evanston, Ill.....	Included in report of the university. (See Table IX.)
Southern Illinois Female College..	Salem, Ill.....	Not found.
Wilson Collegiate Seminary.....	Wilson, N. C.....	Merged in Wilson College. (See Table IX.)
Mt. Auburn Young Ladies' Institute.	Cincinnati, Ohio....	Closed.
Oberlin College, ladies' department.	Oberlin, Ohio.....	Included in report of college. (See Table IX.)
Oakland Female Institute.....	Norristown, Pa.....	Closed.
Jackson Female College.....	Jackson, Tenn.....	See Memphis Conference Female Institute, (identical.)
Mrs. Haile's Memphis Female Seminary.	Memphis, Tenn.....	Mrs. Haile removed to Humboldt, Tenn.
Fairmount College for Young Ladies	Sewanee Mt., Tenn..	See Fairmount, Moffat, Tenn., Table VI, Part 2, (identical)
Washington Female College.....	Washington County, Tenn.	Now a mixed school.
Galveston Female Seminary.....	Galveston, Tex.....	Name changed to Galveston Female High School.
Suffolk Female Institute	Suffolk, Va.....	See Table VI, Part 2.

TABLE IX.—Statistics of universities and colleges for 1875; from replies to inquiries by the United States Bureau of Education.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.								
							Number of instructors.		Students.										
							7	8	9	10		11	12						
1	Southern University.....	Greensboro', Ala.....	1856	1859	M. E. South.....	Rev. Luther M. Smith, A. M., D. D.	1	2	3	4	5	6	7	8	9	10	11	12	.....
2	Howard College.....	Marion, Ala.....	1843	1843	Baptist.....	J. T. Murfee, LL. D.	1	2	3	4	5	6	7	8	9	10	11	12	.....
3	Spring Hill College.....	Near Mobile, Ala.....	1836	1836	R. C.....	Rev. D. Beaudouin, S. J.	1	2	3	4	5	6	7	8	9	10	11	12	131
4	University of Alabama.....	Tuscaloosa, Ala.....	1820	1831	Non-sect.....	Charles G. Smith, M. D., LL. D.													
5	Arkansas College.....	Fayetteville, Ark.....	1852	1872	Presb.....	Rev. Isaac J. Jourg, A. B.	(26)												
6	Cano Hill College.....	Evening Shade, Ark.....	1872	1871	Conn. Presb.....	Rev. F. L. Bartle, A. M.	50	50	53										
7	Evening Shade College.....	Little Rock, Ark.....	1850	1859	Masoni.....	John W. Shaver, Jr.	49	49	52										
8	St. John's College of Arkansas.....	Benitch, Cal.....	1868	1867	Prot. Epis.....	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.	2	2	3	4	5	6	7	8	9	10	11	12	.....
9	Missionary College of St. Augustine.....	Los Angeles, Cal.....	1869	1867	R. C.....	Rev. James McGill, C. M.													
10	St. Vincent's College *.....	Oakland, Cal.....	1868	1869	Non-sect.....	John Le Conte, M. D.													36
11	University of California.....	San Francisco, Cal.....	1869	1865	R. C.....	Rev. A. Masada, S. J.													625
12	St. Ignace College.....	San Francisco, Cal.....	1872	1863	R. C.....	Rev. Bro. J. Asdin													102
13	St. Mary's College.....	San Francisco, Cal.....	1859	1859	Presb.....	(Vacant)													
14	University College of San Francisco.....	San Francisco, Cal.....	1855	1851	R. C.....	Rev. A. Varsi, S. J.	1	40	0										
15	Santa Clara College.....	Santa Clara, Cal.....	1853	1851	Meth. Epis.....	Rev. A. S. Gibbons, A. M., M. D.	3	66	43	11	73								
16	University of the Pacific.....	Santa Clara, Cal.....	1816	1844	R. C.....	Bro. Bernard Matthews, O. S. F.		45	8	8	19								
17	College of Our Lady of Guadalupe.....	Santa Rosa, Cal.....	1862	1861	Meth. South.....	A. L. Fitzgerald, A. M.	1	110	83	30	163								
18	Pacific Methodist College.....	Vacaville, Cal.....	1871	1871	Baptist.....	A. S. Worrell, A. M.	4	(110)	46	46									
19	California College *.....	Washington, Cal.....	1871	1871	Non-sect.....	S. S. Hurmon, A. M.		62	92	62	14								
20	Washington College.....	Woodward, Cal.....	1869	1869	Christina.....	J. M. Martin		54	59	59									
21	Hesperian College *.....	Hartford, Conn.....	1823	1824	Prot. Epis.....	Rev. Thomas R. Pynchon, D. D.		0	0	0	0								
22	Tribity College.....	Middletown, Conn.....	1831	1830	Meth. Epis.....	Rev. Cyrus P. Foss, D. D.		0	0	0	0								
23	Wesleyan University.....	Middletown, Conn.....	1831	1830	Meth. Epis.....	Rev. Cyrus P. Foss, D. D.		0	0	0	0								

* From Report of Commissioner of Education for 1874.

a Suspended until July, 1876, on account of removal to another part of the city.

TABLE IX.—Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of Instructors.		Preparatory department.				Number of students unclassified.	
							7	8	Male.	Female.	Preparing for classical course.	Preparing for scientific course.		11	12
24	Yale College.....	New Haven, Conn.....	1701	1701	Non-sect.....	Rev. Noah Porter, D. D., LL. D.....	0	0	0	0	0	0	0	0
25	Delaware College.....	Newark, Del.....	1869	1870	Non-sect.....	William H. Furnell, LL. D.....	0	0	0	0	0	0	0	0
26	University of Georgia.....	Athens, Ga.....	1785	1801	Non-sect.....	Rev. Henry H. Tucker, D. D., chancellor.....	0	0	0	0	0	0	0	0
27	Atlanta University.....	Atlanta, Ga.....	1867	1869	Non-sect.....	Edmund A. Ware, A. M.....	38	2	35	5				
28	Bowdon College.....	Bowdon, Ga.....	1857	1856	Non-sect.....	A. C. Reese.....	16	12						
29	Mercer University.....	Macon, Ga.....	1837	1838	Baptist.....	Rev. A. J. Battle, D. D.....								
30	Pio Nono College.....	Macon, Ga.....	1876	1874	R. C.....	Rev. C. P. Gaboury.....	75							
31	Emory College.....	Oxford, Ga.....	1836	1838	M. E. South.....	Rev. O. L. Smith, D. D.....	1	45	25	20				
32	Abingdon College.....	Abingdon, Ill.....	1855	1855	Christian.....	Prof. Oval Pirkey.....								
33	Hettinger College.....	Abingdon, Ill.....	1854	1854	Meth. Epis.....	Rev. J. G. Evans, A. M.....	2	130	80	25	40			
34	Illinois Wesleyan University.....	Bloomington, Ill.....	1851	1850	Methodist.....	Rev. W. H. Adams, A. M., B. D.....	8	175	100	100	175			
35	St. Viator's College.....	Bourbonnais Grove, Ill.....	1873	1868	R. C.....	Rev. Peter Beaudoin.....								
36	Carthage College.....	Carthage, Ill.....	1870	1870	Lutheran.....	Rev. D. L. Tressler, A. M.....	2	90	30	30	90			150
37	St. Ignatius College.....	Chicago, Ill.....	1870	1870	R. C.....	Rev. J. DeBieck, S. J.....		133	0	80	53			
38	University of Chicago.....	Chicago, Ill.....	1857	1857	Baptist.....	Hon. Alonzo Abernethy.....		94	6	21	8			
39	Rock River University.....	Dixon, Ill.....	1868	1875	Non-sect.....	Rev. O. G. May, A. M., and Rev. M. M. Tooke, D. D., (chancellors.).....		40	21	8	12			
40	Eureka College*.....	Eureka, Ill.....	1855	1856	Christian.....	A. M. Weston, A. M.....		58	19	77				
41	Northwestern University.....	Evanston, Ill.....	1831	1853	Meth. Epis.....	Rev. C. H. Fowler, D. D., LL. D.....	10	(412)						
42	Ewing College.....	Ewing, Ill.....	1874	1874	Non-sect.....	J. W. Patton.....		113	37	41	109			
43	Knox College*.....	Galesburgh, Ill.....	1837	1841	Presb. & Cong.....	Hon. Newton Bateman.....		112	75	31				
44	Lombard University*.....	Galesburgh, Ill.....	1832	1837	Univ.....	Rev. William Livingston, A. M.....	4	46	25	71				
45	Illinois College*.....	Jacksonville, Ill.....	1835	1829	Non-sect.....	Rev. J. M. Startsvant, D. D., LL. D.....	2	61		38				
46	Swedish-American Ansgari College.....	Knoxville, Ill.....	1875	1875	Non-sect.....	Rev. Charles Anderson.....		26	0	0				
47	McKendree College.....	Lebanon, Ill.....	1834	1830	Meth. Epis.....	Rev. John W. Locke, D. D.....	1	76	18	49	45			
48	Lincoln University.....	Lincoln, Ill.....	1865	1864	Cumb. Presb.....	Rev. A. J. McGlumphy, D. D.....		137	65					
49	Evangelisch-Lutherisches Collegium.....	Meudota, Ill.....	1875	1868	Lutheran.....	Rev. I. A. List.....								
50	Monmouth College.....	Monmouth, Ill.....	1857	1856	United Presb.....	Rev. David A. Wallace, D. D., LL. D.....	2	82						

51	Northwestern College.....	1865	1861	Evang.....	Rev. A. A. Smith, A. M.	5	229	74	4	21
52	Rock Island, Ill.....	1865	1860	Lutheran.....	Rev. T. N. Hasselquist, D. D.		54			
53	College of the Sacred Heart of Jesus*.....			R. C.....	Rev. William Glino	2	45	0	9	36
54	St. Joseph's Ecclesiastical College.....		1861	R. C.....	Very Rev. F. M. Klostermann, O. S. F.					
55	Shurtleff College.....	1835	1835	Baptist.....	Rev. A. A. Kendrick, D. D.	3	82	54	34	35
56	Westfield College.....	1865	1867	United Breth.....	Rev. S. E. Allen, A. M.	2	77	30	12	34
57	Whetson, Ill.....	1860	1858	Cong.....	Rev. J. Blanchard	2	74	48	48	0
58	Bedford, Ind.....	1855	1872	Christian.....	Elder James M. Mathes	3	13	11		
59	Indiana University.....	1828	1828	Non-sect.....	Rev. Lemuel Moss, D. D.	3	67	45	100	12
60	Bloomington, Ind.....		1828	Non-sect.....	Rev. J. A. Knebel, A. M., D. D.		65	35	5	95
61	Bourbon, Ind.....	1830	1832	Presb.....	Rev. Joseph F. Tuttle, D. D.	7	129		80	
62	Crawfordsville, Ind.....	1830	1843	Evang-Luth.....	Dr. William Sillor		255	0		95
63	Fort Wayne, Ind.....	1846	1846	Method. Epis.....	Rev. R. D. Robinson, D. D.		39	12		
64	Fort Wayne, Ind.....	1872	1872	Baptist.....	Rev. W. T. Stott, A. M.	4	167	110	153	119
65	Franklin, Ind.....	1837	1837	Method. Epis.....	Rev. Alexander Martin, D. D.	3	37	0	37	
66	Greencastle, Ind.....	1833	1837	Presb.....	Rev. George C. Heckman, D. D.	3				
67	Hanover, Ind.....	1831	1852	United Breth.....	Rev. William J. Pruner	2	30	15	30	15
68	Hartsville, Ind.....	1854	1855	Christian.....	Rev. O. A. Burgess, A. M.	2	29	16	14	10
69	Irwington, Ind.....	1871	1872	Universalist.....	Rev. R. N. John, (noting)	3	48	31	6	0
70	Logansport, Ind.....	1859	1858	Christian.....	Rev. T. C. Smith, A. M.	3	68	24		
71	Merou, Ind.....	1851	1854	Method. Epis.....	Rev. F. A. Hester, D. D.	20	260		200	
72	Moore's Hill, Ind.....	1844	1842	R. C.....	Rev. Patrick J. Colovin, C. S. C.	3	47	67	30	58
73	Notre Dame, Ind.....	1839	1839	Friends.....	Joseph Moore, A. M.		50	40	8	8
74	Richmond, Ind.....	1867	1868	F. W. Bapt.....	Rev. Samuel D. Bates, A. M.	3	30		11	19
75	Ridgeville, Ind.....		1860	R. C.....	Rev. Isidoro Hobbs, O. S. B.		160		160	
76	St. Meinrad, Ind.....		1873	R. C.....	Very Rev. Jos. Lesen, D. D., O. M. C.					
77	Terra Haute, Ind.....	0	1873	R. C.....	Very Rev. Jos. Lesen, D. D., O. M. C.					
78	Algona, Iowa.....	1870	1870	Method. Epis.....	Rev. W. F. Barclay, A. B.		121	0	74	200
79	Decorah, Iowa.....	1866	1861	Lutheran.....	Rev. Laur. Larson		85	71	21	60
80	Des Moines, Iowa.....	1875	1866	Baptist.....	Frederick Mott	4	34	12	21	25
81	Fairfield, Iowa.....	1857	1875	Presb.....	Rev. A. G. Wilson, A. M., (retor)	5	150	100	85	43
82	Fayette, Iowa.....	1847	1857	Method. Epis.....	Rev. J. W. Bassell, A. M.	2	157	101	68	
83	Grunnell, Iowa.....	1869	1847	Cong.....	Rev. George F. Magoun, D. D.	5	43	52		
84	Humboldt, Iowa.....	1867	1868	Non-sect.....	Rev. S. H. Tall	3	120	75	100	95
85	Indianola, Iowa.....	1857	1868	Method. Epis.....	Rev. Alexander Barnes, D. D.	3	177	100		
86	Iowa City, Iowa.....	1857	1860	Non-sect.....	Rev. George Thacher	5	25	7	6	25
87	Mt. Pleasant, Iowa.....	1853	1873	Method. Epis.....	George F. W. Willey, A. M., (vice-president)	2	16	14	9	21
88	Mt. Pleasant, Iowa.....	1857	1855	Methodist.....	Rev. J. W. Spaulding, Ph. D.	8	271	165		
89	Oskaloosa, Iowa.....	1856	1856	Method. Epis.....	Rev. William F. King, D. D.	2	115	42	82	
90	Oskaloosa, Iowa.....	1866	1856	Christian.....	F. M. Bruner, A. M.	1	109	91	31	22
91	Pella, Iowa.....	1853	1873	Friends.....	John W. Woody, A. M.	4	116	90	71	135
92	Central University of Iowa.....	1857	1853	Baptist.....	Rev. L. A. Dumm, D. D.	5	92	91		25
93	Wabash College.....	1851	1857	Friends.....	D. Samls Wright, A. M.	5	69	77	12	6
94	Western College, Iowa.....	185	1857	Cong.....	Rev. William M. Brooks, A. M.	5	98	51	11	5
95	St. Bonaventura's College.....	1868	1859	United Breth.....	Rev. E. B. Koplar, A. M.	5	18		10	
96	Baker University.....	1857	1859	R. C.....	Very Rev. Oswald Moosmuller, O. S. B.		45			

* From Report of Commissioner of Education for 1874.

TABLE IX.—Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							7	8	9	10	11		12
							Number of instructors.	Students.				Preparing for scientific course.
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
97	University of Kansas.	Lawrence, Kans.	1864	1865	Non-sect.	Rev. James Marvin, D. D.	1	60	59	35	84	.....
98	Ottawa University.	Ottawa, Kans.	1865	1869	Baptist.	Robert Atkinson, (acting)	3	28	34	10	.....	.....
99	St. Mary's College.	St. Mary's, Kans.	1869	1869	R. C.	Rev. F. H. Stuntbeck, S. J.	.....	.....	.....	.....	.....	.....
100	Washington College.	Topeka, Kans.	1865	1865	Cong.	Rev. Peter McVicar, M. A., D. D.	1	.....	.....	.....	.....	.....
101	St. Joseph's College.	Bardstow, Ky.	1834	1819	R. C.	Rev. Michael M. Coghlan.	6	147	111	7	23	.....
102	Berea College.	Berea, Ky.	1865	1858	Non-sect.	Rev. E. H. Fairchild	.....	125	.....	30	50	.....
103	Cecilian Junction College.	Cecilian Junction, Ky.	1867	1860	R. C.	H. A. Cecil	2	83	0	62	21	.....
104	Centre College.	Danville, Ky.	1819	1823	Presb.	Ormond Beatty, LL. D.	2	48	32	20	54	.....
105	Eminence College.	Eminence, Ky.	1837	1857	Christian	W. S. Gilmer.	.....	100	0	11	14	.....
106	Kentucky Military Institute.	Farmdale, Ky.	1846	1846	Non-sect.	Col. R. D. Allen, A. M., C. E., M. D.	1	25	0	.....	.....	.....
107	Georgetown College.	Georgetown, Ky.	1829	1830	Baptist.	Rev. Basil Manly, Jr., D. D., LL. D.	1	.....	.....	.....	.....	.....
108	Kentucky University*.	Lexington, Ky.	1837	1858	Non-sect.	John B. Bowman, LL. D., regent; Henry H. White, LL. D., chairman of faculty.	.....	.....	.....	.....	.....	.....
109	Kentucky Wesleyan University.	Millersburgh, Ky.	1860	1866	M. E. South.	Rev. T. J. Dodd, D. D.	.....	.....	.....	12	10	166
110	Murray Institute.	Murray, Ky.	1870	1870	Non-sect.	J. P. Brannock, A. M.	.....	.....	.....	2	35	.....
111	Concord College.	New Liberty, Ky.	1866	1865	Baptist.	H. J. Greenwell, A. B.	1	30	23	.....	.....	.....
112	Central University.	Richmond, Ky.	1866	1874	Presb. South.	Rev. Robert L. Breck, D. D., (chancellor)	.....	81	0	81	.....	.....
113	Bethel College.	Russellville, Ky.	1856	1856	Baptist	Leslie Waggener, (chairman of faculty.)	1	20	.....	10	.....	.....
114	St. Mary's College.	St. Mary's, Ky.	1837	1821	R. C.	Rev. David Fennecy, C. R.	.....	.....	.....	4	.....	.....
115	Louisiana State University*.	Baton Rouge, La.	1853	1860	Non-sect.	David F. Boyd.	.....	.....	.....	18	.....	.....
116	St. Charles College.	Grand Coteau, La.	1852	1837	R. C.	Rev. Robert Ollivier, S. J.	.....	.....	.....	.....	.....	.....
117	Centenary College of Louisiana.	Jackson, La.	1848	1825	M. E. South.	Rev. C. G. Andrews, A. M., D. D.	.....	.....	.....	26	.....	.....
118	Leland University.	New Orleans, La.	1870	1873	Baptist.	Rev. L. B. Barker, A. M.	.....	.....	.....	63	33	83
119	New Orleans University.	New Orleans, La.	1873	1873	Meth. Epis.	Rev. W. D. Godman, D. D.	.....	.....	.....	73	65	.....
120	St. Mary Jefferson College.	St. James, La.	1861	1864	R. C.	Rev. J. B. Bigot, S. M.	.....	.....	.....	1	12	.....
121	Bowdoin College.	Brunswick, Me.	1794	1802	Cong.	Jeshua L. Chamberlain, LL. D.	.....	.....	.....	0	0	.....

132	Bates College	Lowiston, Mo	1863	F. W. Baptist	1863	Rev. O. B. Cheney, S. T. D.	2	45	3	43	5
133	Colby University	Waterville, Me	1820	Baptist	1818	Rev. Henry E. Robbins, D. D.	0	0	0	0	0
134	St. John's College	Annapolis, Md.	1784	Non-sect.	1785	James M. Garnett, M. A., LL. D.	2	52			
135	Loyola College	Baltimore, Md	1853	R. C	1852	Rev. S. A. Kelly, S. J.					
136	Johns Hopkins University	Baltimore, Md	1867	Non-sect	1782	Daniel C. Gilman, A. M.					
137	Washington College	Chestertown, Md	1782	Non-sect.	1782	William J. Rives	7	137	50	87	
138	Keokuk Hill College	Ellipton City, Md	1865	R. C	1857	Rev. Brother Beal					
139	St. Charles College	Near Ellipton City, Md	1830	R. C	1830	Rev. S. Forté, S. S., D. D.	26	122	122		
140	Mt. St. Mary's College	Emmitsburg, Md	1800	R. C	1809	Rev. John McCloskey	2	36	12	23	10
141	Western Maryland College	Westminster, Md	1808	Meth. Prot.	1827	Rev. J. T. Ward, D. D.	0	0	0	0	0
142	Amherst College	Amherst, Mass.	1825	Cong	1821	Rev. William A. Stearns, D. D., LL. D.	0	0	0	0	0
143	Boston College	Boston, Mass.	1863	R. C	1864	Rev. Robert Fulton, S. J.	5	130	0	130	0
144	Boston University	Boston, Mass.	1869	Meth. Epis	1873	Rev. William F. Warren, D. D., LL. D.	0	0	0	0	0
145	Harvard College	Cambridge, Mass	1638	Non-sect.	1838	Charles W. Eliot, LL. D.	0	0	0	0	0
146	Tufts College	College Hill, Mass.	1852	Universalist	1854	Elmer H. Capron					
147	Williams College	Williamstown, Mass	1793	Cong	1793	Rev. P. A. Chardonne, D. D., LL. D.					
148	College of the Holy Cross	Worcester, Mass.	1865	R. C	1843	Rev. Joseph B. O'Hagan, S. J.	75	22	20	75	
149	Adrian College	Adrian, Mich	1859	Methodist	1859	Rev. G. B. McElroy, D. D.	22	25	26	26	
150	Albion College	Albion, Mich. J.	1861	Meth. Epis	1864	Rev. C. B. Jocelyn, D. D.	60	80	80	80	
151	University of Michigan	Ann Arbor, Mich	1836	Non-sect.	1841	James E. Angell, LL. D.	0	0	0	0	0
152	Battle Creek College	Battle Creek, Mich.	1874	7th-day Advet	1874	James White	3	152	126	23	23
153	Hillsdale College	Hillsdale, Mich	1855	F. W. Baptist	1863	Rev. De Witt C. Durgin, D. D.	6	171	240	41	57
154	Hopu College	Holland City, Mich.	1866	Ref. (Dutch)	1865	Rev. Philip Phelps, Jr.	4	75	7	72	72
155	Kalamazoo College	Kalamazoo, Mich	1855	Baptist	1855	Rev. Kendall Brooks, D. D.	4	106	98	21	132
156	Olivet College	Olivet, Mich	1859	Cong & Presb	1858	Rev. H. Q. Butterfield, D. D.	4	151	163	20	13
157	University of Minnesota	Minneapolis, Minn.	1868	Non-sect.	1868	William W. Fowler, A. M.	4	102	43	18	113
158	Guelton College	Northfield, Minn.	1866	Cong	1857	Rev. James W. Strong, D. D.	83	54	67	0	0
159	St. John's College	St. Joseph, Minn	1857	R. C	1857	Rev. Alex. S. Edelbrock, O. S. B.	3	21	11	10	10
160	Mississippi College	Clinton, Miss	1850	Baptist	1868	W. W. Hooper, (acting)	2	66	16	4	4
161	Shaw University	Holly Springs, Miss	1876	Methodist	1848	Alex. P. Stewart, (chancellor)	2	40	35	62	13
162	University of Mississippi	Oxford, Miss	1844	Non-sect.	1852	John S. Robinson, A. M.	2	45			
163	Madison College*	Sharon, Miss	1852	Non-sect.	1855	Winthrop H. Hopson, A. M., M. D.	1	19	11	11	19
164	Christian University	Canton, Mo	1853	Christian	1844	Rev. Antony Verrin, C. M.	1	54	0	54	
165	St. Vincent's College*	Cape Girardeau, Mo	1843	R. C	1840	Daniel Reid, LL. D.	1	160	44		
166	University of the State of Missouri	Columbia, Mo	1839	Non-sect	1855	Rev. J. C. Willis, A. M., D. D.	1	43			
167	Central College	Fayette, Mo	1855	M. E. South	1849	Rev. James C. Hall, A. M.	2	42	40		
168	Westminster College	Fulton, Mo	1853	Pres. South	1866	Richard T. Bond, A. M.	3	64	68	20	39
169	Lewis College	Gaslow, Mo	1866	Meth. Epis	1869	Rev. M. M. Brown, A. M.	1	10	28		
170	Pritchett School Institute	Gaslow, Mo	1866	Non-sect.	1869	Rev. Leo Baier, A. M.	33	40	32		
171	Lincoln College	Greenwood, Mo	1870	United Presb	1869	W. A. Buckner, A. M.	33	40	40		
172	Hannibal College *	Hannibal, Mo	1869	Non-sect.	1869	Rev. Oliver Brown, (senior prof.)	27	32	26	29	
173	Woodland College *	Independence, Mo	1869	Christian	1869	J. F. Cook, LL. D.	2	40	25	15	95
174	Thayer College	Kidder, Mo	1863	Cong	1866	Rev. W. R. Rothwell, D. D., (chairman of faculty.)	2	40			
175	La Grange College	La Grange, Mo	1869	Cong	1866	Rev. W. R. Rothwell, D. D., (chairman of faculty.)	2	40			
176	William Jewell College	Liberty, Mo	1849	Baptist	1854	J. T. Williams, A. M.	4	110	15	29	
177	Baptist College	Louisiana, Mo	1869	Baptist	1869	Brother Gelvinian, (acting)	4	110			
178	St. Joseph College *	St. Joseph, Mo	1872	R. C	1872						

* From Report of Commissioner of Education for 1874. a Classes not yet organized; students to be received October 3, 1876. b Preparing for scientific and modern courses.

174	Elmira Female College*	Elmira, N. Y.	1855	Presb.	Rev. A. W. Cowles, D. D.	0	0	81
175	Hobart College	Geneva, N. Y.	1822	Prot. Epis	Rev. William Stevens Perry, D. D., L. L. D.	0	0	0
176	Madison University	Hamilton, N. Y.	1834	Baptist	Rev. Ebenezer Dodge, D. D., L. L. D.	6	87	37
177	Cornell University	Ithaca, N. Y.	1865	Non-sect	Andrew D. White, L. L. D.	0	0	0
178	Ingham University	Le Roy, N. Y.	1857	Presb.	Mrs. E. E. L. Staunton	5	51	0
179	College of the City of New York	New York, N. Y.	1866	Non-sect	Alex. S. Webb, L. L. D.	276	135	121
180	College of St. Francis Xavier*	New York, N. Y.	1847	R. C.	Rev. Henry Hudson, S. J.	9	242	242
200	Columbia College	New York, N. Y.	1754	Prot. Epis	F. A. P. Barnard, S. T. D., L. L. D., L. H. D.	0	0	0
202	Manhattan College	New York, N. Y.	1863	R. C.	Brother Paulian	499	0	100
203	Rutgers Female College*	New York, N. Y.	1867	Non-sect	Rev. Charles F. Deems, D. D.	0	84	84
204	University of the City of New York	New York, N. Y.	1830	Non-sect	Hayward Crosby, D. D., L. L. D., (chancellor)	0	0	0
205	Vassar College	Poughkeepsie, N. Y.	1864	Non-sect	John H. Raymond, L. L. D.	0	159	159
206	University of Rochester	Rochester, N. Y.	1850	Baptist	Marlin E. Anderson, L. L. D.	0	0	0
207	Union College*	Schenectady, N. Y.	1795	Non-sect	Rev. E. Nott Potter, D. D.	0	0	0
208	Syracuse University	Syracuse, N. Y.	1870	Meth. Epis	Rev. E. O. Haven, D. D., L. L. D.	0	0	0
209	University of North Carolina	Chapel Hill, N. C.	1789	Non-sect	Rev. Charles Phillips, D. D., (chairman of faculty)	0	0	0
210	Davidson College	Davidson College, N. C.	1838	Presb.	Prof. J. R. Blake, A. M., (chair- man of faculty)	0	0	0
211	Rutherford College	Happy Home, N. C.	1869	Non-sect	Rev. R. L. Abeneathy, A. M.	174	69	108
212	North Carolina College	Mc. Pleasant, N. C.	1850	Lutheran	Rev. John B. Davis, D. D.	60	30	120
213	Trinity College	Trinity, N. C.	1853	M. E. South	Rev. B. Craven, D. D., L. L. D.	40	0	30
214	Wake Forest College	Wake Forest, N. C.	1834	Baptist	Rev. W. M. Wingate, D. D.	40	0	30
215	Wilson College	Wilson, N. C.	1872	Non-sect	Sylvester Hassell, A. M.	(83)	48	72
216	Buchtel College*	Akron, Ohio	1869	Universalist	Rev. S. H. McClester, A. M.	4	52	72
217	Ohio University	Athens, Ohio	1826	Non-sect	Rev. William H. Scott, A. M.	2	45	9
218	Baldwin University	Berea, Ohio	1856	Meth. Epis	Aaron Schuyler, L. L. D.	2	130	80
219	German Wallace College	Berea, Ohio	1864	Meth. Epis	Rev. William Nast, D. D.	33	14	18
220	McConkie College	Bloomfield, Ohio	1873	Presb. (suscep.)	Rev. William Ballantine, A. M.	2	30	14
221	Hebrew Union College	Cincinnati, Ohio	1874	Jewish	Isaac M. Wise	2	13	1
222	St. Xavier College	Cincinnati, Ohio	1842	R. C.	Rev. Edward A. Higgins, S. J.	197	0	190
223	University of Cincinnati	Cincinnati, Ohio	1870	Non-sect	H. T. Faldy, C. E., Ph. D., (dean of faculty)	0	0	0
224	Farmers' College of Hamilton County	College Hill, Ohio	1852	Non-sect	J. S. Lowe	16	18	34
225	Ohio Wesleyan University	Delaware, Ohio	1812	Meth. Epis	Rev. Charles H. Payne, D. D.	2	203	0
226	Kenyon College	Gambier, Ohio	1824	Prot. Epis	Rev. E. C. Benson, A. M., (acting)	3	75	41
227	Denison University	Granville, Ohio	1831	Baptist	Rev. E. Bragg Andrews, A. M.	2	136	107
228	Hiram College	Hiram, Ohio	1867	Disciples	B. A. Hinsdale, A. M.	2	54	4
229	Western Reserve College	Hudson, Ohio	1826	Non-sect	Rev. Carroll Cutler, D. D.	2	54	4
230	Ohio Central College	Hevia, Ohio	1854	U. Presb	Rev. William MacLure, D. D.	2	160	80
231	Marietta College	Marietta, Ohio	1835	Non-sect	Rev. I. W. Andrews, D. D., L. L. D.	6	246	112
232	Mt. Union College	Mt. Union, Ohio	1836	Non-sect	Rev. O. N. Hartshorn, L. L. D.	6	25	5
233	Franklin College	New Athens, Ohio	1824	Non-sect	Rev. B. G. Harshbough, vice-president	0	40	30
234	Muskingum College	New Concord, Ohio	1837	Non-sect	Rev. David Paul, D. D.	9	198	230
235	Oberlin College	Oberlin, Ohio	1834	Cons	Rev. James H. Fairchild, D. D.	0	431	90
236	Richmond College*	Richmond, Ohio	1835	Non-sect	L. W. Ong, A. M.	80	41	46
237	Oneida University	Seio, Ohio	1859	Meth. Epis	A. D. Lee, A. M.	24	13	13

* Now in charge of Pennsylvania Female College; succeeded by Prof. E. H. Frisbee.

* From Report of Commissioner of Education for 1874.

TABLE IX.—Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.		Preparatory department.				Number of students unclassified.
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Male.	Female.		10	11
238	Wittenberg College.	Springfield, Ohio.	1845	1844	Evang. Luthl.	Rev. J. B. Helwig, D. D.	3	7	5	40	12	12	12
239	Heidelberg College.	Tiffin, Ohio.	1856	1851	Ref., (German)	Rev. George W. Willard, D. D.	3	83	24	83	24	14	14
240	Urbana University.	Urbana, Ohio.	1836	1851	New Churchl.	Rev. Frank Sewall, A. M.	2	82	47	25	34	2	2
241	Ottobeh University.	Westerville, Ohio.	1847	1847	U. Brethren.	Rev. H. A. Thompson, D. D.	4	79	45	51	75	4	4
242	Gonova College.	West Geneva, Ohio.	1853	1849	Ref. Presb.	Rev. Henry H. George	4	60	69	18	18	5	5
243	Willoughby College*.	Willoughby, Ohio.	1864	1865	Methodist.	W. W. Gist	5	60	28	36	42	5	5
244	Wilmington College.	Wilmington, Ohio.	1875	1870	Friends	Benjamin Trueblood, A. B.	5	60	18	36	42	5	5
245	University of Wooster.	Wooster, Ohio.	1866	1866	Presb.	Rev. A. E. Taylor, D. D.	2	90	28	41	30	4	4
246	Wilberforce University.	Near Xenia, Ohio.	1863	1830	African M. E.	Rt. Rev. Daniel A. Payne, D. D.	2	36	41	30	4	106	106
247	Xenia College.	Xenia, Ohio.	1856	1856	Method. Epis.	William Smith, A. M.	1	30	30	9	16	21	21
248	Antioch College.	Yellow Springs, Ohio.	1859	1823	Non-sect.	Sam'l C. Derby, A. M., (vice-pres't)	1	36	41	30	4	106	106
249	Corvallis College.	Corvallis, Oreg.	1868	1868	M. E. South	B. L. Arnold	2	32	9	16	21	21	21
250	Pacific University and Thabatin Acad.	Forest Grove, Oreg.	1854	1854	Evang.	Rev. S. H. Marsh, D. D.	3	128	92	10	37	4	4
251	McMinnville College.	McMinnville, Oreg.	1858	1859	Baptist	Rev. Mark Bailey, A. M.	4	40	27	18	49	4	4
252	Christian College.	Monmouth, Oreg.	1865	1865	Christian	T. F. Campbell	4	51	54	1	1	130	130
253	Philomath College.	Philomath, Oreg.	1866	1865	U. Brethren	Rev. R. E. Williams, A. B.	2	30	0	30	44	2	2
254	Williamette University*.	Salem, Oreg.	1853	1854	Method. Epis.	T. M. Gateh, A. M., Ph. D.	2	83	20	29	44	0	0
255	Mableton College.	Allentown, Pa.	1867	1867	Lutheran	Rev. F. A. Mableton, A. M.	0	0	0	0	0	0	0
256	Lebanon Valley College.	Allentown, Pa.	1867	1866	U. Brethren	L. H. Hammond, A. M.	0	0	0	0	0	0	0
257	Dickinson College.	Carlisle, Pa.	1783	1783	Method. Epis.	Rev. J. A. McCutley, D. D.	0	21	0	0	21	0	0
258	Pennsylvania Military Academy.	Chester, Pa.	1865	1863	Non-sect.	Col. Theodore Lyatt, M. A.	0	0	0	0	0	0	0
259	Lincoln University.	Chester County, Pa.	1854	1854	Presb.	Rev. Isaac N. Kendall, D. D.	4	0	0	0	0	0	0
260	Lafayette College.	Easton, Pa.	1826	1831	Presb.	Rev. W. C. Cattell, D. D.	0	0	0	0	0	0	0
261	Orsinus College.	Freeland, Pa.	1869	1870	Reformed.	Rev. J. H. A. Bomberger, D. D.	2	2	44	21	21	15	15
262	Pennsylvania College.	Gettysburg, Pa.	1832	1832	Evang. Luthl.	Rev. M. Valentine, D. D.	2	36	15	21	21	0	0
263	Thiel College.	Greenville, Pa.	1876	1870	Evang. Luthl.	H. W. Roth	0	0	0	0	0	0	0
264	Haverford College.	Haverford College, Pa.	1833	1830	Friends	Thomas Chase, A. M.	1	46	35	0	0	0	0
265	Monongahela College.	Jefferson, Pa.	1867	1867	Baptist	Rev. H. K. Craig	0	0	0	0	0	0	0
266	Franklin and Marshall College.	Lancaster, Pa.	1853	1853	Ref., (German)	Rev. J. W. Nevin, D. D., LL. D.	3	57	0	28	0	0	0

2671	St. Vincent's College.	1870	R. C.	Rt. Rev. B. Wimmer, O. S. B.	25	22
268	University at Lewisburg.	1846	Rapidist	Rev. J. R. Leomonts, LL. D.	54	100
269	St. Francis College.	1844	R. C.	Rev. D. J. Devlin.	25	14
270	Allegheny College.	1817	Meth. Epis	Rev. Lucius H. Bagwell, D. D.	4	46
271	Mercersburg College.	1865	Reformed	Rev. E. W. Highce, D. D.	4	42
272	Palatineburg College.	1868	Reformed	Rev. G. W. Aghlinburgh, D. D.	4	45
273	New Castle College.	1875	Non-sect	John R. Steeves, A. B.	1	(25)
274	Westminster College.	1852	U. Presb	Rev. E. T. Jeffers, D. D.	4	8
275	La Salle College.	1863	R. C.	Brother Joachim.	4	250
276	St. Joseph's College b.	1852	R. C.			170
277	Western University of Pennsylvania.	1755	Non-sect	C. J. Stillé, LL. D. (provost)	4	212
278	Western University of Pennsylvania.	1819	Non-sect	George Woods, LL. D. (chancellor)	4	86
279	The Lohigh University.	1866	Prot. Epis	Rev. John M. Leavitt, D. D.	101	136
280	Swarthmore College.	1864	Froneds.	Edward H. Magill, A. M.	6	95
281	Villanova College.	1845	R. C.	Very Rev. Thomas Galberry, O. S. A.	1	52
282	Washington and Jefferson College.	1802	Presb.	Rev. George P. Hays, D. D.	2	20
283	Waynesburg College.	1850	Cumb. Presb.	Rev. A. K. Miller, D. D.	1	19
284	Brown University.	1764	Baptist	Rev. E. G. Robinson, S. T. D., LL. D.	0	0
285	College of Charleston.	1785	Non-sect.	N. Russell Middleton.	0	0
286	University of South Carolina.	1805	Non-sect.	Rev. A. W. Cummings, A. M., D. D. (chairman of faculty).	2	110
287	Erskine College.	1839	Asso. Ref. Pres	Rev. William M. Gray, D. D.	76	0
288	Furman University*.	1851	Baptist.	Rev. James G. Furman, D. D.	1	92
289	Wofford College.	1854	M. E. South.	James H. Carlisle, A. M., LL. D.	1	44
290	Newberry College.	1858	Lutheran.	Rev. J. P. Smeltzer, D. D.	1	0
291	East Tennessee Wesleyan University.	1867	Meth. Epis.	Rev. John F. Spencer, A. M.	48	17
292	Beech Grove College.	1869	Non-sect.	M. Parker, A. M.	1	12
293	King College.	1868	Presb.	Rev. J. D. Tadlock	1	3
294	South Western Presbyterian University.	1875	Pres. (South)	Rev. J. B. Shearer, D. D.	1	20
295	Neophogon Male and Female College.	1873			80	60
296	Hiwassee College, Tenn.	1849	M. E. South.	John M. Walton, LL. D.		186
297	Greenoville and Musculum College.	1850	Non-sect.	Rev. J. H. Brunner, A. M.	1	30
298	Southwestern Baptist University.	1878	Baptist.	Rev. W. S. Doak, A. M.	3	30
299	East Tennessee University.	1867	Non-sect.	Rev. William Shelton, D. D.	4	57
300	Cumberland University.	1842	Cumb. Presb.	Rev. Thomas W. Humes, S. T. D.	4	29
301	Bethel College.	1847	Cumb. Presb.	Nathan Green, A. M., LL. D. (chancellor)	2	0
302	Manchester College.	1856	Non-sect	Rev. W. W. Hendrix.	65	51
303	Maryville College.	1842	Presb.	W. M. James	50	40
304	Christian Brothers' College.	1854	R. C.	Rev. P. M. Bartlett, D. D.	3	91
305	Moshelm Male and Female Institute.	1870	Lutheran	Brother Maurilian.	4	90
306	Mossy Creek Baptist College.	1853	Baptist.	Rev. James M. Wagner, A. M.	2	45
307	Central Tennessee College.	1866	Meth. Epis	N. B. Goforth.	1	50
308	Fisk University.	1867	Non-sect.	Rev. John Bruden, D. D.	17	30
309	Vanderbilt University.	1873	M. E. South	Rev. E. M. Cravath.	6	17
310	University of the South.	1858	Prot. Epis	L. C. Garland, LL. D. (chancellor)	0	0
311	Woodbury College.	1859	Non-sect.	General J. Gargas, (vice chancellor)	6	98
312	Texas Military Institute.	0	Non-sect.	A. P. Soltz.	40	45

* From Report of Commissioner of Education for 1874. a Students in music, book-keeping, and normal departments. b Classes temporarily suspended. c As Greenville College.

TABLE IX.—Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						
							Number of instructors.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Number of students unclassified.	
	I		3	4	5	6	7	8	9	10	11	12	
313	St. Joseph's College.....	Brownsville, Tex.....	1856	1866	R. C.....	Rev. P. F. Parisot, O. M. T.....	100		5	27			
314	University of St. Mary.....	Galveston, Tex.....	1840	1855	L. C.....	Rev. Joseph C. Carrier, C. S. C.....	65						
315	Southwestern University.....	Georgetown, Tex.....	1840	1840	M. E. South.....	Rev. F. A. Mood, A. M., D. D., (regent).	18		(18)				
316	Henderson Male and Female College.....	Henderson, Tex.....	1876	1873	Non-sect.....	Oscar H. Cooper.....	5	50	70	40	80		
317	Austin College*.....	Huntsville, Tex.....	1845	1850	Presb.....	Rev. S. M. Luckett, A. M.....							
318	Baylor University.....	Independence, Tex.....	1845	1846	Baptist.....	Rev. William Carey Crane, D. D., LL. D.	1	25	5	20			
319	Wiley University.....	Marshall, Tex.....	0	1873	Method. Epis.....	Rev. W. H. Davis, A. B.....	3	92	88	80			
320	Salado College.....	Salado, Tex.....	1860	1860	Non-sect.....	Samuel D. Sanders, A. M., M. D.....	1	40	46	8	87		
321	Trinity University.....	Tehuacana, Tex.....	1869	1869	Comb. Presb.....	Rev. W. E. Beeson, D. D.....	4	101	96	77	120		
322	Waco University*.....	Waco, Tex.....	1861	1861	Baptist.....	Rev. R. C. Ingleson, A. M., D. D.....	3	103	87				
323	Marvin College.....	Waxahatchie, Tex.....	1873	1869	Methodist.....	John E. Bishop, A. M.....	2	43	47				
324	University of Vermont and State Agricultural College.....	Burlington, Vt.....	{ 1791 1865	{ 1800 1865	{ Non-sect..... Cong.....	Matthew H. Buckham, A. M..... C. B. Hulbert.....	0	0	0	0	0	0	
325	Middlebury College.....	Middlebury, Va.....	1900	1800	Prof. Epis.....	Rev. Josiah Swett, D. D.....	10				7		
326	Norwich University.....	Northfield, Vt.....	1834	1834	Prof. Epis.....	Rev. James A. Duncan, A. M., D. D.....							
327	Randolph Macon College*.....	Ashland, Va.....	1832	1831	M. E. South.....	Rev. E. E. Wiley, D. D.....							
328	Emory and Henry College.....	Emory, Va.....	1839	1837	M. E. South.....	Rev. J. M. P. Atkinson, D. D.....	87		0	0	0		
329	Hampden Sidney College.....	Hampden Sidney, Va.....	1783	1775	Presb.....	General G. W. C. Lee.....	0	0	0	0	0	0	
330	Washington and Lee University.....	Lexington, Va.....	1782	1749	Non-sect.....	B. Puryear, A. M., (chairman of faculty.)	0	0	0	0	0	0	
331	Richmond College.....	Richmond, Va.....	1844	1846	Baptist.....	Rev. D. F. Bittle, D. D.....	3	53	30	23			
332	Roanoke College.....	Salem, Va.....	1853	1854	Lutheran.....	James F. Harrison, M. D., (chairman of faculty.)							
333	University of Virginia.....	University of Virginia, Va.....	1819	1825	Non-sect.....	Benj. S. Ewell, LL. D.....	2	18	10	2			
334	College of William and Mary.....	Williamsburg, Va.....	1693	1693	Non-sect.....	W. K. Pendleton, LL. D.....							
335	Bethany College.....	Bethany, W. Va.....	1840	1841	Christian.....	Rev. William Colegrove, A. M.....	68		7	17			
336	West Virginia College.....	Flemington, W. Va.....	1868	1868	F. W. Baptist.....								

337	West Virginia University	Morgantown, W. Va	1867	1867	1867	Non-sect.	Rev. J. W. Scott, D. D., LL. D., (vice-president.)	3	73	15	30	
338	Lawrence University	Appleton, Wis	1847	1853	1853	Meth. Epis.	Rev. George M. Steele, D. D.	6	127	104	12	85
339	Beloit College	Beloit, Wis	1846	1847	1847	Cong. & Presb.	Rev. Aaron L. Chaplin, D. D.	2	87	0	50	20
340	Galesville University	Galesville, Wis	1859	1860	1860	Meth. Epis.	Rev. Harrison Gilliland, A. M., D. D.	5	55	51		
341	University of Wisconsin	Madison, Wis	1848	1849	1849	Non-sect.	Rev. John Bascom, D. D., LL. D.	5	59	14	52	21
342	Milton College	Milton, Wis	1867	1870	1870	S. D. Baptist	Rev. W. C. Whitford, A. M.	5	118	60	33	55
343	St. John's College	Prairie du Chien, Wis	1873	1874	1874	R. C.	Brother Oliver		150	0	30	100
344	Racine College	Racine, Wis	1853	1852	1852	Prot. Epis	Rev. James De Koven, D. D.	9	118	0	61	57
345	Ripon College	Ripon, Wis	1853	1863	1863	Cong.	Rev. W. E. Merriman, D. D.	5	132	133		
346	Pio Nono College and Teachers' Sem-inary	St. Francis Station, Wis	1854	1871	1871	R. C.	Rev. Th. Brunner		104			
347	Northwestern University	Watertown, Wis	1864	1865	1865	Lutheran	Rev. Augustus F. Ernst, A. M.	1	67		67	
348	Georgetown College	Georgetown, D. C	1815	1789	1789	R. C.	Rev. P. F. Healy, S. J.	7	155	(145)		
349	Columbia University	Washington, D. C	1821	1832	1832	Baptist	James C. Welling, LL. D.		103			
350	Howard University	Washington, D. C	1867	1866	1866	Non-sect.	Rev. Edward P. Smith	2	30	0	30	0
351	National Deaf-Mute College	Washington, D. C	1864	1864	1864	Non-sect.	Edward M. Gallaudet, Ph. D., LL. D.		16	0	15	1
352	Colorado College	Colorado Springs, Colo	1874	1874	1874	Cong.	Rev. James G. Dougherty		11	6	15	9
353	Evans University*	Evans, Colo	1874			Presb.	J. F. Stewart		20	15	7	
354	University of Deseret	Salt Lake City, Utah	1850	1850	1850	Non-sect.	John R. Park, M. D.	4	172	119		
355	Holy Angels' College*	Vancouver City, Wash.		1865	1865	R. C.	Rev. Louis D. G. Schram					

* From Report of Commissioner of Education for 1874.

98	Bowdon College*	4	4	45	24	10	3	1	5	1	1	1	1	4	3	0	1	6	4	41
99	Mercer University	6	6	141	20	52	52	33	33	26	3	4	3	4	3	0	1	4	4	40
30	Pio Nono College	11	6	57	6	4	4	3	3	3	15	25	4	3	4	4	4	6	40	4
31	Emory College	16	6	64	10	25	25	15	15	14	14	14	14	14	14	14	14	14	4	40
32	Abingdon College	12	9	101	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	39
33	Hedding College	8	0	27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	40
34	Illinois Wesleyan University	10	18	100	16	4	8	2	7	1	7	12	15	12	6	9	5	1	30	4
35	St. Viator's College	16	16	86	14	8	6	5	3	5	3	5	3	1	4	2	0	0	0	4
36	Cardiagn College	7	7	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
37	St. Ignace College	13	13	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
38	University of Chicago	10	(15)	d111	26	23	3	16	11	11	11	11	11	11	11	11	11	11	48	4
39	Rock River University	16	6	83	20	12	1	7	1	7	1	5	6	6	3	4	2	4	0	4
40	Eureka College*	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	336
41	Northwestern University	65	53	e224	(74)	(51)	(31)	(28)	(28)	(28)	(28)	(28)	(28)	(28)	(28)	(28)	(28)	(28)	(28)	336
42	Byring College	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
43	Knox College*	6	0	39	11	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4
44	Lombard University*	7	7	35	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	4
45	Illinois College	10	9	39	5	3	3	7	7	2	12	8	8	2	7	5	3	2	0	4
46	Swedish-American Ansgari College	5	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
47	McKendree College	8	7	130	9	17	1	8	4	7	16	14	12	9	16	3	7	2	0	4
48	Lincoln University	11	6	61	23	9	10	9	2	2	3	3	3	3	3	3	3	3	3	4
49	Evangelisch-Lutherisches Collegium	4	4	26	9	3	12	12	12	12	12	12	12	12	12	12	12	12	12	4
50	Monmouth College	9	8	151	24	7	18	2	30	2	17	4	1	1	12	20	6	8	0	4
51	Northwestern College	7	6	42	4	3	3	2	2	1	8	4	4	4	4	5	2	0	0	4
52	Augustana College	9	6	38	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
53	College of the Sacred Heart of Jesus*	4	7	50	16	6	6	9	9	5	5	1	1	1	1	1	1	1	1	5
54	St. Joseph's Ecclesiastical College	8	6	58	13	2	4	1	0	10	3	8	4	2	4	2	1	0	0	4
55	Shurtleff College	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
56	Westfield College	9	9	3	8	5	2	5	4	6	5	0	0	0	0	0	0	0	0	4
57	Wheaton College	9	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
58	Redford College*	5	5	91	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
59	Indiana University	12	5	f134	(35)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)	4
60	Bourbon College	4	4	86	31	27	1	16	16	12	10	10	10	10	10	10	10	10	10	4
61	Wabash College*	11	7	1	0	13	51	47	22	18	2	2	2	2	2	2	2	2	2	4
62	Concordia College	8	8	0	0	17	3	2	9	2	1	1	1	1	1	1	1	1	1	4
63	Fort Wayne College	4	4	19	5	5	5	9	9	1	1	1	1	1	1	1	1	1	1	4
64	Franklin College	12	9	280	37	18	30	28	14	14	4	30	15	20	12	10	2	3	0	4
65	Indiana Asbury University	10	10	3	87	15	16	13	13	16	13	6	3	6	3	6	3	6	3	4
66	Hanover College*	16	6	71	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37
67	Hartsville University	10	7	114	24	8	18	7	10	6	7	11	6	4	1	1	1	1	1	4
68	North Western Christian University	10	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	317
69	Smithson College	8	8	23	1	4	2	1	2	2	2	3	1	2	1	1	1	1	1	4
70	Union Christian College	6	6	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
71	Moore's Hill College	5	5	38	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6
72	University of Notre Dame du Lac	7	7	200	70	40	40	25	15	15	18	16	10	6	10	6	2	2	1	4
73	Earlham College	6	6	55	13	7	3	6	9	1	0	7	3	4	3	2	1	2	0	7
74	Kidgewille College	5	4	21	11	12	12	5	5	13	1	1	1	1	1	1	1	1	1	4
75	St. Meinrad's College	5	5	41	11	12	12	5	5	13	1	1	1	1	1	1	1	1	1	39
76	St. Bonaventure's College*	7	7	35	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4

*From Report of Commissioner of Education for 1874.
 a Includes 32 in special and partial courses.
 b In partial course.
 c Includes two special students.
 d Includes 32 in special and partial courses.
 e Includes 21 special students.
 f Includes 8 special students.
 g Includes 21 special students.

181	Collego of New Jersey	21	10	474	121	92	108	109	22	14	8	1	6	6	63	4
182	Seton Hall College	10	4	42	6	4	13	13	4	6	1	1	0	0	0	7
183	Alfred University	10	0	116	0	0	116	9	0	0	0	0	0	0	0	4
184	St. Bonaventure's College	6	0	658	19	18	12	9	0	0	0	0	0	0	0	4
185	St. Stephen's College	7	0	54	16	0	10	0	0	1	0	0	0	0	60	4
186	Wells College*	12	1	76	2	8	8	9	2	13	18	1	0	0	0	5
187	Brooklyn Collegiate and Polytechnic Institute	12	0	6127	85	0	12	0	0	0	0	0	0	0	0	4
188	St. Francis College	6	2	100	0	0	12	6	0	0	0	0	0	0	0	4
189	St. John's College	8	0	0	0	0	0	0	0	0	0	0	0	0	0	42
190	Canisius College	17	5	120	0	0	0	0	0	0	0	0	0	0	0	6
191	St. Joseph's College	10	7	10	7	3	3	3	1	9	6	5	3	0	14	4
192	St. Lawrence University	6	5	1	49	1	5	0	2	3	1	5	3	0	0	4
193	Hamilton College	13	1	139	34	30	34	40	4	5	2	3	0	0	0	4
194	Elmira Female College*	12	8	0	0	0	0	0	0	0	0	0	0	0	0	38
195	Hobart College	5	2	42	18	12	4	8	4	0	0	0	3	0	1	4
196	Madison University	11	6	31	5	8	4	8	1	0	0	0	0	0	25	4
197	Cornell University	33	33	333	28	9	21	5	10	11	83	12	31	5	12	4
198	Duquesne University	20	17	6136	0	22	7	10	8	55	6	34	2	0	128	39
199	College of the City of New York	15	35	342	88	40	40	25	68	30	23	13	1	0	0	4
200	College of St. Francis Xavier*	33	25	74	33	17	10	14	0	0	0	0	0	0	0	4
201	Columbia College	9	10	151	48	33	29	41	0	0	0	0	2	14	4	40
202	Manhattan College	10	5	0	0	0	0	0	0	0	0	0	0	0	0	4
203	Rutgers Female College*	13	13	0	0	0	0	0	0	0	0	0	0	0	0	42
204	University of the City of New York	17	17	0	0	54	38	20	42	30	20	0	0	0	12	4
205	Vassar College	8	34	0	0	63	58	51	0	2	4	0	1	3	0	4
206	University of Rochester	8	0	225	0	0	0	0	0	0	0	0	0	0	93	4
207	Union College*	15	14	0	0	3	3	32	8	2	4	6	0	0	1	4
208	Syracuse University	11	11	0	6	151	21	0	10	13	0	0	0	0	0	4
209	University of North Carolina	7	7	0	0	67	15	0	0	13	0	0	0	0	0	4
210	Davidson College	7	7	0	0	88	19	23	3	6	2	0	0	0	0	4
211	Rutherford College	9	4	1	0	0	0	0	0	0	0	0	0	0	0	4
212	North Carolina College	5	5	0	0	20	13	4	0	0	0	0	0	0	0	4
213	Trinity College	6	6	0	0	113	31	30	15	5	1	0	0	0	0	4
214	Wake Forest College	6	6	0	0	60	13	15	5	5	1	2	0	0	0	4
215	Wilson College	10	10	85	(36)	(26)	(9)	(6)	0	0	0	0	0	0	0	3,4,5
216	Bachtel College*	11	11	98	3	3	7	2	2	15	15	7	7	14	20	4
217	Ohio University	4	4	40	5	1	6	0	1	5	2	0	0	0	0	39
218	Baldwin University	10	10	102	8	6	3	5	2	17	9	15	8	7	2	4
219	German Wallace College	6	5	1	0	4	0	3	0	4	0	21	5	2	200	4
220	McClure College	3	3	1	9	3	3	0	0	5	3	1	6	0	247	4
221	Hebrew Union College	14	20	77	16	0	13	0	0	0	0	0	0	0	0	8
222	St. Xavier College	7	7	0	0	4	3	1	0	0	0	0	0	0	0	7
223	University of Cincinnati	8	2	24	1	4	6	1	0	15	10	6	1	0	0	4
224	Farmers' College of Hamilton County	11	11	0	5	163	44	33	38	2	1	0	0	0	0	38
225	Ohio Wesleyan University	6	6	47	16	0	9	0	14	8	16	0	0	0	0	4
226	Kenyon College	8	8	0	0	1	0	8	16	0	14	0	0	0	0	38
227	Denison University	9	9	987	27	19	21	9	0	6	24	0	0	0	0	4
228	Hiram College	9	0	30	1	3	3	3	6	6	4	3	1	0	25	4

* From Report of Commissioner of Education for 1874.
 a For students in scientific department, see Table X.
 b Classic, 1 and scientific.
 c Includes students in special course.
 d Includes 7 special students.
 e One for each county.
 f Each county of Ohio may send 1 student free.
 g Includes students in elective studies.

TABLE IX.—Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Collegiate department.												No. of weeks in scholastic year.															
		Corps of instruction.				Whole number of students.	Students in classical course.						Students in scientific course.																
		No. of faculty.	No. of resident professors and instructors.	No. of non-test instructors.	No. of endowed professors.		Fresh-man.		Sophomore.		Junior.		Senior.		Fresh-man.		Sophomore.		Junior.		Senior.								
							Male.	Female.	Male.	Female.	Male.	Female.	Male.		Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
229	Western Reserve College.....	8	8	4	4	72	25	2	20	1	14	0	9	1															
230	Ohio Central College.....	9	6	82	22	23	23	14	17	6	14	17	3	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	
231	Martletta College.....	17	13	4	3	346	63	22	14	9	24	3	53	6	75	24	59	4	7	2	8	3	2	0	0	0	0	0	
232	Mt. Union College.....	6	4	2	36	19	12	0	1	0	1	0	1	1	9	7	3	11	7	3	5	1	5	0	0	0	0	0	
233	Franklin College.....	3	3	1	50	7	35	8	38	4	28	3	28	3	651	637	3	655	3	655	0	0	0	0	0	0	0	0	
234	Muskingum College.....	11	11	2	1	292	35	8	38	4	28	3	28	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
235	Oberlin College.....	4	4	0	0	82	635	619	10	3	12	3	10	3	12	3	10	3	12	3	10	3	12	3	10	3	12	3	10
236	Richmond College*.....	9	9	0	0	85	41	1	10	14	19	10	10	2	24	15	13	4	4	1	7	0	0	0	0	0	0	0	
237	One Study University.....	0	0	0	0	104	13	6	6	11	10	11	10	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
238	Wittenberg College.....	6	6	0	0	17	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
239	Heidelberg College.....	6	6	0	0	72	7	0	7	1	7	1	7	1	8	2	9	3	2	7	3	0	0	0	0	0	0	0	
240	Urbana University.....	6	6	0	0	26	7	1	6	1	3	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
241	Otterbein University.....	4	4	0	0	24	3	2	3	2	3	2	3	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
242	Geneva College.....	5	5	4	4	16	2	3	1	2	1	2	1	2	4	7	3	2	3	1	3	1	3	0	0	0	0	0	0
243	Willoughby College*.....	13	10	3	4	171	44	2	20	5	33	2	18	5	10	4	7	3	2	3	1	3	0	0	0	0	0	0	
244	Wilmington College.....	8	6	6	0	2	89	10	3	6	2	4	2	2	1	10	11	4	20	7	3	0	0	0	0	0	0	0	
245	University of Wooster.....	0	0	0	0	40	4	5	3	2	4	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
246	Wilberforce University.....	2	5	4	1	6	0	0	3	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
247	Xenia College.....	5	4	1	0	83	7	4	6	7	5	2	2	0	11	10	6	6	4	4	2	0	0	0	0	0	0	0	
248	Antioch College.....	2	2	0	0	13	0	0	0	0	0	0	0	0	7	6	2	2	2	2	2	2	2	2	2	2	2	2	
249	Corvallis College.....	5	4	1	0	6	0	0	3	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
250	Pacific University and Tuatlatu Academy.....	2	2	0	0	83	7	4	6	7	5	2	2	0	11	10	6	6	4	4	2	0	0	0	0	0	0	0	
251	McMinnville College.....	4	2	0	0	11	10	5	3	1	9	2	4	5	2	4	5	2	4	2	5	1	3	0	0	0	0	0	
252	Christian College.....	8	7	1	0	64	10	5	4	5	3	1	9	2	4	5	2	4	2	5	1	3	0	0	0	0	0	0	
253	Philomath College.....	6	5	1	0	48	12	17	17	10	10	9	9	0	4	5	2	4	2	5	1	3	0	0	0	0	0	0	
254	Willamette University*.....	4	4	0	0	23	5	0	4	0	3	0	1	0	3	4	3	1	1	2	1	1	0	0	0	0	0	0	
255	Muhlenberg College.....	4	4	0	0	23	5	0	4	0	3	0	1	0	3	4	3	1	1	2	1	1	0	0	0	0	0	0	
256	Lebanon Valley College.....	4	4	0	0	23	5	0	4	0	3	0	1	0	3	4	3	1	1	2	1	1	0	0	0	0	0	0	

2571	Dickinson College	6	6	0	0	86	16	19	17	17	0	0	11	6	0	0	4	38
2578	Pennsylvania Military Academy	11	11	0	0	109	16	25	16	6	40	36	35	2	0	0	4	38
2580	Lincoln University	10	10	0	0	73	26	48	43	26	(c)	(c)	(c)	(c)	8	4	4	39
2600	Lafayette College	28	26	2	3	170	53	6	8	10	39	15	6	10	6	4	40	40
2601	Ursinus College	6	6	0	1	39	15	6	8	10	39	15	6	10	6	4	40	40
2622	Pennsylvania College	8	10	5	5	83	21	20	26	16	4	4	2	2	2	4	39	42
2623	Thiel College	5	4	1	2	28	7	8	3	4	4	8	4	4	4	4	39	40
2624	Haverford College	7	5	2	0	42	4	17	5	15	1	1	d1	0	0	4	39	40
2625	Monongahela College	6	6	0	0	12	5	2	3	1	0	0	0	0	0	4	39	40
2626	Franklin and Marshall College	7	7	0	1	71	15	0	19	0	0	0	100	0	0	4	39	40
2627	St. Vincent's College	37	7	0	2	179	6	16	18	10	16	2	2	1	0	34	40	40
2628	University at Lewisburg	7	7	0	0	69	6	16	18	10	16	2	2	1	0	34	40	40
2629	St. Francis College	10	9	3	0	63	17	14	2	13	2	3	2	1	0	5	43	40
2700	Allegheny College	11	8	0	0	46	13	14	14	5	13	0	13	0	0	4	40	40
2711	Mercersburg College	10	10	0	0	46	13	14	14	5	13	0	13	0	0	4	40	40
2722	Palatinado College	4	4	1	1	16	8	8	8	8	8	8	8	8	8	8	42	42
2723	New Castile College	9	8	1	0	96	(67)	(19)	(10)	16	0	7	18	4	0	0	5	40
2734	Westminster College	8	7	1	0	117	23	3	20	0	10	0	16	4	0	0	4	38
2755	La Salle College	18	14	4	0	140	30	20	14	10	10	12	8	6	0	0	4	44
2766	St. Joseph's College	17	15	2	0	e130	44	33	21	10	(e)	(e)	(e)	(e)	8	4	40	40
2778	Western University of Pennsylvania	12	12	0	0	67	11	0	3	0	4	0	24	0	0	0	4	40
2789	The Lehigh University	8	14	0	0	119	15	5	10	6	1	3	6	14	0	10	5	39
2800	Swarthmore College	15	13	2	0	87	10	15	10	6	1	3	6	14	0	10	5	42
2811	Villanova College	8	8	0	0	38	12	12	10	4	4	(c)	(c)	(c)	0	0	7	42
2822	Washington and Jefferson College	8	8	2	2	131	35	32	22	23	5	2	10	2	0	4	39	40
2823	Waynesburg College	6	6	0	0	64	76	57	58	8	8	8	8	8	8	8	4	40
2824	Brown University	15	14	0	4	255	64	76	57	58	8	8	8	8	8	8	4	40
2854	College of Charleston	6	6	1	0	37	12	8	9	8	36	1	1	6	0	124	40	40
2855	University of South Carolina	9	8	1	0	56	26	10	10	10	10	5	5	5	5	5	40	40
2856	Erskine College	5	5	0	0	54	0	18	30	10	10	5	5	5	5	5	40	40
2857	Furman University*	5	5	0	0	50	15	10	10	10	10	5	5	5	5	5	40	40
2858	Wofford College	7	6	0	0	92	27	21	12	21	8	1	2	1	0	4	36	40
2859	Newberry College	4	4	0	0	34	13	11	5	5	5	5	5	5	5	5	41	41
2900	Newberry College	4	4	0	0	16	2	1	1	1	1	1	1	1	1	1	40	40
2911	East Tennessee Wesleyan University	4	4	0	0	10	4	1	2	1	1	1	1	1	1	1	40	40
2922	Beech Grove College	4	4	0	0	43	18	12	4	4	4	4	4	4	4	4	40	40
2923	King College	4	4	0	0	43	18	12	4	4	4	4	4	4	4	4	40	40
2924	South Western Presbyterian University	6	6	0	0	70	0	6	6	6	6	6	6	6	6	6	39	39
2925	South Western Presbyterian University	16	13	3	0	195	0	6	6	6	6	6	6	6	6	6	40	40
2926	Hwasasco College	4	4	0	0	24	4	1	4	4	4	4	4	4	4	4	40	40
2927	Greenville and Tusculum College	6	6	1	0	69	18	10	11	6	10	7	6	1	0	3	40	40
2928	Southwestern Baptist University	11	11	0	0	84	18	21	16	5	10	(g)	(g)	2	0	275	40	40
2929	East Tennessee University	5	5	0	0	83	14	15	17	17	1	10	4	7	0	4	40	40
3000	Cumberland University	5	5	0	0	38	8	5	8	8	5	8	8	8	8	8	4	40
3001	Bethel College	5	5	0	0	100	20	14	17	15	16	1	1	2	0	4	40	40
3002	Manchester College	4	4	0	0	27	9	1	5	1	4	1	1	1	1	1	4	40
3003	Maryville College	4	4	0	0	27	9	1	5	1	4	1	1	1	1	1	4	39

* From the Report of the Commissioner of Education for 1874.

^a Includes sophomores.

^b These are in literary course.

^c For students in scientific department, see Table X, Part 2.

^d The income of the general fund is appropriated for the expenses of the college.

^e Includes 19 partial and special students.

^f Includes 20 special students.

^g For students in scientific department, see Table X, Part 1.

331	Richmond College	7	7	0	142	38	25	17										0	0	39
332	Ronoke College	7	18	0	122	42	25	17										0	4	43
333	University of Virginia	14	6	0	329													102	4	39
334	College of William and Mary	6	6	0	66													15	3-5	38
335	Redhany College	10	10	0	152	37	0	14	0	30	0	14	0	4	0	4	0	0	0	4
336	West Virginia College	6	6	0	1	1	1	1	1	1	1	1	1	1	1	1	1	8	1	40
337	West Virginia University	8	8	0	52	10	3	6	5	0	16	17	10	8	5	6	2	6	6	41
338	Lawrence University	8	7	1	91	4	2	6	2	2	0	6	3	0	0	0	0	0	500	4
339	Beloit College	8	8	0	77	51	15	21	11	6	3	6	3	0	0	0	0	6(9)	4	39
340	Galesville University	5	5	0	29	8	6	1	4	1	3	4						0	4	38
341	University of Wisconsin	20	20	0	201	27	6	10	1	9	3	29	10	15	6	16	11	8	16	4
342	Milton College	0	5	1	77	14	8	12	3	2	3	13	7	4	5	2	3	1	0	4
343	St. John's College	13	12	0	150	35	40	60	15	0	0	0	0	0	0	0	0	0	0	40
344	Racine College	10	9	1	31	8	4	3	0	4	0	4	0	0	0	0	0	0	0	38
345	Ripon College	12	12	0	56	4	1	8	2	7	1	0	0	5	4	3	8	1	0	39
346	Pio Nono College and Teachers' Seminary	8	8	0	30	13	9	5	3	3	0	0	0	0	0	0	0	0	0	4
347	Northwestern University	6	7	1	61	25	21	8	7	0	0	0	0	0	0	0	0	0	0	40
348	Georgetown College	19	12	7	48															44
349	Columbian University	14	3	0	22	10	2	4	4	4	0	0	0	0	0	0	0	0	0	4
350	Howard University	9	7	1	63	16	5	0	3	0	3	0	0	0	0	0	0	0	0	38
351	National Deaf-Mute College	4	4	0	17	6	3	0	0	0	0	0	0	0	0	0	0	0	0	40
352	Notorado College	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
353	Evans University	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42
354	University of Deseret	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
355	Holy Angels' College ^a	3	3	0	56															40

*From the report of Commissioner of Education for 1874. α No separate classical and scientific courses. b Nineteen permanent; fifty for a single course c Partly.

TABLE IX.—Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Cost of—		Libraries.						Property, income, &c.					Date of next commencement.	
		Tuition per annum.	Board per month.	Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
1	Southern University.....	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
2	Howard College.....	\$70	\$8-16	2,000	170		\$0	1,500		\$100,000	\$20,000	\$2,000	\$9,000	\$0	\$0	July, 1st Wed.
3	Spring Hill College.....	100	10	1,000	500	50		800	35	65,000	0	0	45,000	0	0	June 17.
4	University of Alabama.....	50	30	5,000	230			0		130,000	*300,000	*24,000	*1,500	0	0	July, 1st Wed.
5	Arkansas College.....	35	16	4,000			0			*130,000	3,500	350	2,000			June.
6	Cane Hill College.....	40	1							5,000	0	0	2,500	0	0	June 15.
7	Evening Shade College.....	20	9	0						6,000	18,000	1,800	20,000	0	0	June 24.
8	St. John's College of Arkansas.....	30	15-20	600	57	2	50			75,000	0	0	20,000	0	0	June 8.
9	Missionary College of St. Augustine.	400	30							30,000						June 7.
10	St. Vincent's College*.....	280		1,000						11,520	6779,900	231,830	0	84,800	0	June 7.
11	University of California.....	0		12,000	2,000		0	0	0	750,000	0	0	0	0	0	May.
12	St. Ignatius College.....	6300		5,000				5,000		200,000	0	0	53,500	0	0	June 1.
13	St. Mary's College.....			3,500						200,000	0	0	0	0	0	June 1.
14	University College of San Francisco.									200,000	0	0	0	0	0	June 5.
15	Santa Clara College.....	150	20	(13,000)			0	1,700	100	120,000	35,000	0	253,000	0	0	June 8.
16	University of the Pacific.....	48-60	20	1,025	300			0	0	60,225		3,125	6,463			August 16.
17	College of Our Lady of Guadalupe.	125	124	550	48		0	0	0							May 19.
18	Pacific Methodist College.....	67	16-20	490	500	20		580	30	36,000	20,000	10,000	4,000			June 2.
19	California College*.....	50-60		2,000						25,000						June 2.
20	Washington College.....	2300								32,000						June 2.
21	Hesperian College*.....	43-45	20	160						30,000	10,000	1,000	4,500	0	0	June 2.
22	Trinity College.....	90	16-24	18,000			31,300			*700,000	*300,000	*16,000				June 29.
23	Wesleyan University.....	75	12-16	26,000			27,000			*537,700	*367,756	*31,293				June 24.
24	Yale College.....	115	25	78,000			43,000	19,000		318,053	21,203	63,003				June 29.

170	60	24	19,500	2,000	300	6,700	50	200,000	350,000	28,000	50,000	0	0	June 28.
St. Louis University	100	25-30	2,000	0	0	0	0	35,000	0	4,000	0	0	45,000	June 15.
Washington University	24-45	12-16	1,200	0	0	0	0	0	0	0	0	0	0	June 24.
Druay College*	36	11	0	0	0	0	0	0	0	0	0	0	0	June 24.
Central Wesleyan College	15-21	16	950	0	54	0	0	8,000	0	2,478	614	0	0	June 14 and 15.
Deane College	0	12	1,400	0	150	0	0	150,000	0	0	0	0	0	June 23.
University of Nebraska	50	23	1,500	0	0	300	0	23,000	0	0	0	0	0	June 22.
Nebraska College*	90	0	20,000	0	700	0	0	100,000	350,000	21,000	15,000	0	100,000	June 20.
State University of Nevada	60	60	400	0	0	550	0	12,400	0	0	0	0	0	June 28.
Dartmouth College	75	13-28	6,814	1,200	0	3,800	200	690,000	390,000	20,000	3,859	0	26,400	June 21.
St. Benedict's College	75	0	20,500	900	0	40,000	0	600,000	862,405	57,750	18,128	0	65,783	June 28.
Rutgers College	0	0	6,000	100	0	350	0	300,000	0	0	0	0	0	June 21.
College of New Jersey	6430	0	6,000	200	184	0	0	87,000	86,000	6,025	3,543	2,992	0	July 5.
Satton Hall College	24-36	12	4,676	500	0	0	0	192,000	0	110	32,650	0	0	June 22.
St. Bonaventura's College	0	22-25	5,000	0	66	0	0	150,000	2,000	7,000	15,200	0	0	June 22.
St. Stephen's College	200	30	3,000	0	0	0	0	300,000	100,000	0	0	0	0	June 4th Wed.
Wells College	100	0	3,000	0	50	0	0	138,630	0	6,000	10,500	0	0	June 22.
Brooklyn Collegiate and Polytechnic Institute	60	0	0	0	0	0	0	75,000	0	0	0	0	0	Sept. 1.
St. Francis College	80	0	0	0	0	0	0	*150,000	0	0	0	0	0	June 22.
St. John's College	80	0	10,000	0	0	800	0	120,000	0	5,873	355	0	0	July 1.
Gammas College	0	0	2,050	0	0	0	0	*230,000	*300,000	*18,300	*6,560	0	*30,000	June 22.
St. Joseph's College	50	0	7,000	0	0	0	0	154,700	100,000	7,000	0	0	0	June 17.
St. Lawrence College	60	14-16	12,000	0	5,000	2,500	0	75,000	233,050	13,747	1,635	0	3,500	June 22.
Hamilton College	60	14-20	1,200	0	0	0	0	165,000	303,347	24,711	4,293	0	68,392	June 22.
Elmira Female College*	0	0	1,000	0	0	0	0	844,700	1,253,999	82,735	19,480	35,000	50,000	June 21 and 22.
Hobart College	50	14-18	13,000	5,500	200	3,000	0	123,500	0	0	6,718	0	0	June 15.
Madison University	30	12	30,000	15,000	0	0	0	210,200	0	0	150,000	0	0	June 29.
Cornell University	30	24	4,000	0	0	0	0	228,000	0	21,519	0	0	0	June 28.
Ingham University	14-30	20	20,000	450	0	30,000	100	787,600	4,581,694	301,087	12,100	0	0	July 1.
College of the City of New York	60	0	12,000	0	0	4,000	0	178,000	0	0	652,224	0	0	June 18.
College of St. Francis Xavier*	200	30	18,066	1,500	0	0	0	500,000	500,000	35,000	0	0	5,000	June 18.
Columbia College	50	0	8,500	1,500	0	0	0	0	0	0	0	0	0	June 28.
Manhattan College	200	0	5,000	0	0	0	0	0	0	0	0	0	0	June 18.
Rutgers Female College*	0	0	0	0	0	0	0	0	0	0	0	0	0	June 28.
University of the City of New York	100	30	9,622	625	0	0	0	676,950	281,000	19,524	48,868	0	56,000	June 28.
Vassar College	75	16-30	12,000	0	400	0	0	378,632	212,016	0	0	0	0	June 28.
University of Rochester	45	16-20	8,000	500	0	6,000	0	200,000	465,000	22,000	6,705	0	100,000	June 23.
Union College*	60	0	10,000	0	0	0	0	300,000	250,000	14,000	4,800	0	5,000	June 28.
Syracuse University	60	8-15	10,000	0	100	15,000	0	175,000	125,000	3,500	7,500	0	0	June 1.
University of North Carolina	70	10-12	6,000	0	0	0	0	150,000	85,000	6,000	4,000	0	0	June, last Thurs.
Davidson College	10-40	11-14	5,000	200	0	800	100	25,000	0	0	0	0	0	August 2
Rutherford College	40	11-12	1,800	600	0	8,500	0	60,000	0	1,700	0	0	0	May 21.
North Carolina College	70	10	3,000	0	56	0	0	20,000	20,000	1,200	3,600	0	0	June 8.
Trinity College	60	0	1,800	0	0	0	0	0	0	0	0	0	0	June 24 Thurs.
Walton Forest College	70	0	1,200	0	100	0	0	20,000	20,000	1,200	5,000	0	0	June 29.
Wilson College	54	0	0	0	0	0	0	0	0	0	0	0	0	June 29.

a Estimated.
b Board and tuition.
c Total income from all sources.
d Total income from all sources.
e Annual cost.
f Library, art, and cabinet fund of \$50,000, from the income of which \$1,500 are annually devoted to the library.
g \$13,500 net yet productive.
h \$14,000 of this will not be productive till 1880.
i Board and tuition.

TABLE IX.—Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Cost of—		Libraries.				Property, income, &c.					Date of next commencement.	
		Tuition per annum.	Board per month.	College library.		Society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
				Number of volumes.	Number of pamphlets.									Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	47	48	49	50	51	52
39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
216	Brechtel College*	\$30		1,000			100	\$250,000	\$40,000	\$2,400	\$3,600	\$3,821	\$20,000	June 30.
217	Ohio University	30	8-15	5,000	1,000		2,502	50,000	70,000	4,025	2,681		50,000	June 22.
218	Baldwin University	44	9	2,000	50		960	44,500	75,000	7,500			50,000	June 8.
219	German Wallace College.	6-30	7-14	550	100	\$0	400	47,533	38,853	4,195	144		25,812	June 8.
220	McCorle College.	28 1/2-34 1/2	10-12	100				26,900	8,000	700	567			July, 1st Thurs.
221	Hebrew Union College.						2,000	150,000	664,000		12,000			September 4.
222	St. Xavier College.	75		14,000	0		0				150		0	June 8.
223	University of Cincinnati.	0		500	0		5,000	35,000	66,000	4,200	750			June 29.
224	Farmers' College of Hamilton County.	20	16											June 29.
225	Ohio Wesleyan University	30	15-25	10,000	2,500	100	3,500	179,000	240,292	17,000	4,000	0		June 29.
226	Kenyon College.	36	14-16	3,639	300	500	10,015	100,000	90,000	6,300	800	0		June 29.
227	Denison University	15	8-14	9,000	5,000	300	1,640	100,000	190,000	14,000	1,900	0	0	June 22.
228	Hiram College	21-30	12-16	9,000	0		1,640	25,000	40,000	3,200	3,334		2,500	June 23.
229	Western Reserve College	3	10-16					100,000	207,000	15,500				June 23.
230	Ohio Central College.													June 23.
231	Marietta College.	38	9-14	15,130	5,000		11,570	130,000	78,000	10,965	16,575	0	83,000	June 28.
232	Mt. Union College	39	12	4,163			2,100	35,473	78,000	1,600	2,500			July 1.
233	Franklin College	40	10-12					10,000						June 29.
234	Muskingum College	24, 30	9		250	200	4,000	360,000	115,000	9,200	1,600			August 2.
235	Oberlin College	9	12	7,000				25,000						June 29.
236	Richmond College*	30	10-12	200			4,000	25,000						June 24.
237	One Study University	43	14	800			1,000	25,000		0	3,500	0	0	June 20.
238	Wittenberg College	30	8	1,000	300	25	6,000	190,000	120,000	9,000	2,600	0	0	June 10.
239	Heidelberg College.	22, 26	10	4,000				32,000	60,000	4,500	2,000	0	0	June 14.
240	Urbana University	12	20	5,000	100		620	50,000	30,000	6,000	1,100	0	0	July 1.
241	Ottorbein University	12	12-14	950	300	100	300	75,000	70,000	6,000	3,000	0	0	June 1.
242	Geneva College	30	13	400				20,000			2,528			June 17.

TABLE IX — Statistics of universities and colleges for 1875, &c.—Continued.

Number.	Name.	Cost of—		Libraries.						Property, income, &c.					Date of next commencement.		
		Tuition per annum.	Board per month.	College library.			Society libraries.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.			
				Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.							Value of grounds, buildings, and apparatus.	48	49	50	51	52
288	Furman University*	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	June, 3d Wed.
289	Wofford College	\$04	12-16	4,000				3,00		\$75,000	\$150,000	\$10,000	\$3,200	\$0			June 29.
290	Newberry College	45	10	4,000	800			50	10	4,000			3,200				June, 3d Thurs.
291	East Tennessee Wesleyan University.	16-48	12	1,500						12,000			1,350				June 1.
292	Beech Grove College.	50	10	0	0	0	\$0	1,000		30,000	28,000	1,700	1,800	0			June.
293	King College.	40-50	12	1,000				2,000		18,000	18,000	1,650	1,650	0			June 7.
294	South Western Presbyterian University	40-70	15-20	1,100				0		75,000	100,000	6,000	5,500	0	\$0		June 1.
295	Neophogen Male and Female College.	50	12	1,200	300			400		20,000			6,000				June 1.
296	Hwassee College.	40	10	1,450				0		8,000	0	0	2,000	0			May 25.
297	Greenville and Tusculum Colleges.	36	10					600							18,000		April.
298	Southwestern Baptist University	40, 60	14-16	436	70	400		951	30	70,000	62,000	22,881	2,543	0			June 1st Thurs.
299	East Tennessee University	36	10	3,000						150,000	390,000	22,881	3,000	0			June 14.
300	Cumberland University	65	16-20	7,000						20,000			2,500				June 8.
301	Bethel College.	50	10-124	404						12,000			2,500				June 8.
302	Manchester College.	50	10					800		10,000		800	900				June 23.
303	Maryville College.	21	8-12	2,000				700	300	75,000	13,200	800	6,500				June 26.
304	Christian Brothers' College.	55	25	1,200				400		40,000			800	125			June.
305	Mosheim Male and Female Institute.	15-30	8-10					400		2,500							May 19.
306	Mossy Creek Baptist College.	42	10							20,000			1,800				June 2.
307	Central Tennessee College.	9	6	800	200	75				10,000	10,000	500	800	0			May 18.
308	Fisk University	11	10	1,500	300	1,000				150,000	0	0	0	0			May 25.
309	Vanderbilt University.	70	16-20	6,000						400,000	300,000	21,000	5,247	0	6,000		June 21.
310	University of the South.	100	21	6,000	1,500			350		150,000	30,000	2,500	13,000				August 3.

Institution	18-24	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
La Grange College	La Grange, Ala.	Martin Luther College	Buffalo, N. Y.
Christian College of State of California	Santa Rosa, Cal.	St. John's College	Fordham, N. Y.
Blackburn University	Carlinville, Ill.	Weaverville College	Weaverville, N. C.
Highland University	Highland, Kans.	Capital University	Columbus, Ohio.
Lane University	Lecompton, Kans.	Oregon State University	Eugene City, Oreg.
Warren College	Bowling Green, Ky.	Wilbur College	Wilbur, Oreg.
College of the Immaculate Conception	New Orleans, La.	Bradyville College	Bradyville, Tenn.
Straight University	New Orleans, La.	West Tennessee College	Jackson, Tenn.
Frederick College	Frederick, Md.	Franklin College	Nashville, Tenn.
Grand Traverse College	Benzenia, Mich.	Burritt College	Spencer, Tenn.
Jefferson College	Washington, Miss.	Gonzaga College	Washington, D. C.
		University of Idaho	Boisé City, Idaho.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
Talladega College	Talladega, Ala	See Table VII.
Petaluma College	Petaluma, Cal.	Not found.
San Rafael College	San Rafael, Cal.	Not found.
Franciscan College	Santa Barbara, Cal.	See Table VII.
Christ's College	Montpelier, Ga.	Not in existence.
Mendota College	Mendota, Ill.	Removed to Carthage, Ill.
Augustana College	Paxton, Ill.	Removed to Rock Island, Ill.
North Western Christian University	Indianapolis, Ind.	Removed to Irvington, Ind.
Burlington University	Burlington, Iowa.	See Burlington Collegiate Institute, Table VII.
Borromeo College	Pikesville, Md.	Discontinued.
Newburyport College of Modern Languages	Newburyport, Mass.	Not found.
Pass Christian College	Pass Christian, Miss.	Closed.
Tougaloo University	Tougaloo, Miss.	See Table III.
McGeo College	College Mound, Mo.	Suspended.
Burlington College	Burlington, N. J.	Suspended.
Mt. St. Mary's Seminary of the West	Cincinnati, Ohio	See Table XI.
Harlem Springs College	Harlem Springs, Ohio	See Table VI.
St. Louis College	Louisville, Ohio.	Not found.
Maimonides College	Philadelphia, Pa.	Not found.
Clafin University	Orangeburg, S. C.	See Table VII.
Mt. Zion College	Winnsboro, S. C.	See Table VII.
Stewart College	Clarksville, Tenn.	Name changed to South Western Presbyterian University.
University of Nashville	Nashville, Tenn.	Buildings lent to the State for two years for a State Normal School.
Texas University	Georgetown, Tex.	Name changed to Southwestern University.
St. Mary's College	San Antonio, Tex.	See St. Mary's Institute, Table VII, identical.
Washington Territorial University	Seattle, Wash.	See Table VI.

TABLE X.—PART I.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed by the national land grant for 1875; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.												
						Students.		Instructors.	Corps of instruction.		Students.										
						Male.	Female.		Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.	Second year.	Third year.	Fourth year.	Number in partial course.	Number of graduate students.				
1	State Agricultural and Mechanical College.	Auburn, Ala.	1872	1872	Rev. I. T. Tichenor, D. D.	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
2	Arkansas Industrial University.	Fayetteville, Ark.	1871	1872	N. P. Gates	1	33	.....	6	0	50	4	0	9	0	18	0	19	.....	5	0
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	Oakland, Cal.	1868	1869	John Le Conte, M. D.	1	.....	.....	37	2	139	81	0	(20)	(15)	(7)	.....	.....	.....	15	0
4	Sheffield Scientific School of Yale College.	New Haven, Conn.	1701	1846	Rev. Noah Porter, D. D., LL. D.	0	0	0	30	0	187	72	.....	63	.....	52	.....	.....	10	27	.....
5	Agricultural department of Delaware College.	Newark, Del.	1867	1870	William H. Parnell, LL. D.	0	0	0	6	1	33	7	7	4	2	5	8	0	0	.....	1
6	Florida Agricultural College.	Fla.	.....	.....	L. H. Charbonnier, A. M.	.....	.....	.....	6	.....	86	26	.....	20	.....	30	.....	10	.....	1	
7	Georgia State College of Agriculture and Mechanic Arts, (University of Georgia.)	Athens, Ga.	1872	1872	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	North Georgia Agricultural College.	Dahlonega, Ga.	1872	1873	Hon. D. W. Lewis	.....	.....	(245)	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Illinois Industrial University.	Urbana, Ill.	1867	1867	John M. Gregory, LL. D.	0	0	0	23	5	332	100	40	75	20	48	13	34	2	.....	3
10	Purdue University.	La Fayette, Ind.	1869	1874	A. C. Shortridge.	.....	.....	.....	8	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Iowa State Agricultural College.	Ames, Iowa	1857	1869	A. S. Welch, LL. D.	4	20	9	16	1	273	100	47	40	19	34	8	14	11	.....	33
12	Kansas State Agricultural College.	Manhattan, Kans.	1863	1863	John A. Anderson	.....	.....	.....	14	1	257	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

α College not yet established.

24	Missouri Agricultural and Mechanical College, (University of Missouri.)	Columbia, Mo.....	1839 1870	{ Daniel Read, LL. D., (president) George C. Swallow, M. D., LL. D., (dean of agr. fac.) Charles F. Williams, Ph. D., (director.)	11	(a)	18	10	6	2	65
25	School of Mines and Metallurgy, (University of Missouri.)	Rolla, Mo.....	1870 1871	18	8						
26	Agricultural College, (University of Nebraska.)	Lincoln, Nebr.....	1869 1872	A. K. Benton, A. M., LL. D., (chancellor.)	3	0	18	13	5		
27	College of Agriculture, (University of Nevada.)	Elko, Nev.....	1874	(a)	(a)						
28	New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	Hanover, N. H.....	1866 1868	Rev. Asa D. Smith, D. D., LL. D.	14	0	29	7	14	8	0
29	Rutgers Scientific School, (Rutgers College.)	New Brunswick, N. J.....	1770 1864	Rev. William H. Campbell, D. D., LL. D.	9	2	44	17	10	14	3
30	College of Agriculture, Mechanic Arts, &c., (Cornell University.)	Ithaca, N. Y.....	1865 1868	0	0	0	32	2	187	60	2
31	United States Military Academy	West Point, N. Y.....	1802	Colonel Thomas H. Rager, U. S. A., (superintendent.)	45						
32	Agricultural and Mechanical College, (University of North Carolina.)	Chapel Hill, N. C.....	1789	Rev. Charles Phillips, D. D., (chairman of faculty.)	(a)						
33	Ohio Agricultural and Mechanical College,	Columbus, Ohio.....	1870 1870	Edward Orton, Ph. D.	0	0	0	11	0	100	0
34	Corvallis State Agricultural College.	Corvallis, Oreg.....	1868 1868	B. L. Arnold	1	50	25	4		150	
35	Pennsylvania State College.	State College, Pa.....	1854 1859	Rev. James Calder, D. D.	2	74	16	9	0	54	19
36	Agricultural and Scientific department, (Brown University.) ^b	Providence, R. I.....	1764	Rev. E. G. Robinson, D. D., LL. D.							
37	South Carolina Agricultural College and Mechanics' Institute, (Clarin University.)	Orangeburg, S. C.....	1872 1875	Rev. Edward Cooke, A. M., D. D.	2					35	
38	Tennessee Agricultural College, (East Tennessee University.)	Knoxville, Tenn.....	1807 1869	Rev. Thomas W. Humes, S. T. D.	(a)					44	23
39	Agricultural and Mechanical College of Texas.	Bryan, Tex.....									
40	University of Vermont and State Agricultural College.	Burlington, Vt.....	1865 1865	Matthew H. Buckhan, A. M.	0	0	0	7	0	19	0
41	Virginia Agricultural and Mechanical College.	Blacksburg, Va.....	1872 1872	G. L. C. Minor, A. M.	7	C	232				
42	Hampton Normal and Agricultural Institute.	Hampton, Va.....	1870 1872	S. C. Armstrong, (principal.)	3	14	21	17	0	208	59
43	Agricultural department of West Virginia University.	Morgantown, W. Va.....	1867 1867	Rev. Alex. Martin, D. D.	(a)					(a)	
44	Departments of Civil Engineering, Mining, and Metallurgy, (University of Wisconsin.)	Madison, Wis.....	1848 1866	John Bascom, LL. D.	6	0	15				

* From Report of the Commissioner of Education for 1875. a Reported with classical department, (see Table IX.) b No separate organization, (see Table IX.)

TABLE X.—PART I.—Statistics of schools of science (mining, engineering, agriculture, &c.) for 1875, &c.—Continued.

Number.	Name.	22	23	24	25	26	Libraries.				Property, income, &c.					37	38	
							General library.				Society libraries.		33	34	35			36	37
		Number of State scholarships.	Number of other free scholarships.	Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition.	Number of volumes.	No. of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.				Value of grounds, buildings, and apparatus.	Amount of productive funds.			Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Date of next commencement.
1	State Agricultural and Mechanical College	42	20	4	40	\$70	1,720	100	260	\$0	2,500	\$100,000	\$259,300	\$16,224	\$0	\$0	June 28.	
2	Arkansas Industrial University	219	0	4	40	30	300	(a)	53	0	0	140,000	130,000	10,400	2,000	0	June 15.	
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	0	0	4	35	0	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	June 7.	
4	Sheffield Scientific School of Yale College	27	1	3	37	150	5,000	(a)	12,000	0	(a)	(a)	280,123	17,000	(a)	(a)	June 27.	
5	Agricultural department of Delaware College.	30	0	3	40	200	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	June 21.	
6	Florida b.																	
7	Georgia State College of Agriculture and Mechanic Arts, (University of Georgia.)	219	0	3, 4	40		(a)	(a)	(a)	(a)	(a)	40,000	243,000	17,010	0	5,000	August 2.	
8	North Georgia Agricultural College.	0	0	3	36	0	41,000		500	0	25	\$80,000	45,000	*3,500	0	0	July, 1st Wed.	
9	Illinois Industrial University	0	0	4	40	e15	10,600		500	0	25	359,411	319,000	29,410	66,748	7,500	June 7.	
10	Purdue University	0	0	3, 4	40	0	800		0	0	0	360,000	300,000	21,000	0	0	June 16.	
11	Iowa State Agricultural College	0	0	4	34	0	3,540		0	0	0	400,000	300,000	40,000	0	0	November 15.	
12	Kansas State Agricultural College	0	0	6	37	0	3,000		0	0	150	35	117,591	19,799	0	0	May 21.	
13	Agricultural and Mechanical College, * (Kentucky University.)	300	0	4	40	25	0		0	0	200	250,000	165,000	9,900	2,600	0	June 10.	
14	Agricultural and Mechanical College of Louisiana.	(c)	0	4	43		300	100		0	0	25,000	190,200	13,754	0	0	July 31.	
15	Maine State College of Agriculture and Mechanic Arts.			4	33	0	2,200	500	500			100,000	134,400	8,264		12,500	August 2.	
16	United States Naval Academy.	0	0	6	33	0	17,678	705	900	0	0	3,000,000	0	0	0	0	June 30.	
17	Maryland Agricultural College	30	0	4	40		0	0		0	1,500	100,000	0	0	0	0	June 21.	
18	Massachusetts Agricultural College	0	5	4	39	75	1,500	0	100	0	300	250,000	250,000	6,000	6,000	0	June 21.	
19	Massachusetts Institute of Technology	0	2	4	36	200	(3,000)		0	0	0	0	250,000	17,500	47,000	0	0	
20	Michigan State Agricultural College	0	0	4	37	0	3,700		0	0	500	200	231,407	16,196	0	0	November 2.	
21	Colleges of Agriculture and of Mechanic Arts, (University of Minnesota.)	0	0	2			(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	0	June 22.

22	School of Agriculture and Mechanic Arts, (University of Mississippi.)	4	38	25	(a)							6,000	(a)	June 29.
23	Agricultural and Mechanical department of Auburn University.	4	39	0	50		0					9,852	0 15,000	June 21.
24	Missouri Agricultural and Mechanical College, (University of Missouri.)	4	40		(a)		(a)					(a)	(a)	July 4.
25	School of Mines and Metallurgy, (University of Missouri.)	3	38	20	1,478	800	370	0	200			7,000	5,000	June 29.
26	Agricultural College, (University of Nebraska.)	3	38	0	150							(a)	(a)	June 23.
27	College of Agriculture, (University of Nevada.)													
28	New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	12	30	30	1,300	1,000	50	0	.146	49	106,000	6,600	180 5,000	April 19.
29	Rutgers Scientific School, (Rutgers College.)	40	0	4	36	75	(a)	(a)	(a)	(a)	f8,000	6,900	1,200	June 21.
30	College of Agriculture, Mechanic Arts, &c., (Cornell University.)	4	3,4	37	760	(a)	(a)	(a)	(a)	(a)	(a)	2,100	(a)	June 15.
31	United States Military Academy	4	39			25,000								June 1.
32	Agricultural and Mechanical College, (University of North Carolina.)	3												
33	Ohio Agricultural and Mechanical College.	6	37	0	1,000		0	200			500,000	30,000	0	June 21.
34	Corvallis State Agricultural College	60	40	80							5,000	30,000	5,000	July 1.
35	Pennsylvania State College	0	40	0	1,800		1,400	50	532,000	500,000	30,000	0	0	June 29.
36	Agricultural and Scientific department, (Brown University.) ^h	30	4	40	75									June 21.
37	South Carolina Agricultural College and Mechanical Institute, (Coflin University.)	4	32	0							101,800	11,508	5,000	
38	Tennessee Agricultural College, (Blair Tennessee University.)	4	40	36	(a)						(a)	(a)	(a)	June 14.
39	Agricultural and Mechanical College of Texas.													
40	University of Vermont and State Agricultural College.	4	39	45	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	855	June 28.
41	Virginia Agricultural and Mechanical College.	3	43								*49,917	*20,685	*560	August 10.
42	Hampton Normal and Agricultural Institute.	3	36		1,289		21	0	0	183,848	136,087	12,323	0	May 18.
43	Agricultural department of West Virginia University.	2	41		(a)						(a)	(a)	(a)	June 22.
44	Departments of Civil Engineering, Mining, and Metallurgy, (University of Wisconsin.)	0	0	38	18	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	June 21.

* From Report of Commissioner of Education for 1874.
 a Reported with classical department, (see Table IX.)
 b College not yet established.
 c For incidental fees; tuition free.
 d From fees and room rent.
 e Two to each State senator, and one to each member of House of Representatives.

f College farm for experimental purposes included in "value of grounds, &c.," in Table IX.
 g Tuition in agriculture is free.
 h No separate organization, (see Table IX.)
 i Interest annually due on State bonds; only \$5,000 received during the year.

TABLE XI.—Statistics of schools of theology for 1875; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Students.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	
1	Theological department of Talladega College.	Talladega, Ala.	1869		Cong	Albert A. Safford, A.M., (principal)	7	8	9	10	11	12	13
2	Pacific Theological Seminary	Oakland, Cal.	1869-1869		Cong	Rev. J. A. Beuton, D. D., (senior professor.)	2	2	2	7	0	2	0
3	San Francisco Theological Seminary	San Francisco, Cal.	1869-1871		Presb.	Rev. W. A. Scott, D. D., LL. D.	4	4	4	8		8	2
4	Theological Institute of Connecticut	Hartford, Conn.	1834-1834		Cong	Rev. Noah Porter, D. D., LL. D.	3	3	4	16			8
5	Berkeley Divinity School.	Middleton, Conn.	1854-1854		Prot. Epis	Rev. J. Williams, D. D., LL. D., (dean.)	6	1	39	34		34	10
6	Yale Divinity School.	New Haven, Conn.	1701-1822		Cong	Rev. Joseph T. Robert, LL. D.	6	4	4	99	1	86	34
7	Augusta Institute.	Augusta, Ga.	1869		Baptist	Rev. W. H. H. Adams, A. M., B. D.	2	0	0	70	0	0	0
8	Theological department of Illinois Wesleyan University.	Bloomington, Ill.	1850-1875		Methodist		3						0
9	Theological department of Blackburn University.	Carlinville, Ill.	1838-1867		Presb.								
10	Baptist Union Theological Seminary.	Chicago, Ill.	1865-1867		Baptist	Rev. G. W. Northrup, D. D.	6			70	3		9
11	Chicago Theological Seminary	Chicago, Ill.	1855-1858		Cong	Rev. G. S. F. Savage, D. D., (secretary.)	7	0	5	35	2		8
12	Presbyterian Theological Seminary of the Northwest.	Chicago, Ill.	1857-1859		Presb.	Rev. L. J. Halsey, D. D., (secretary)	6	0	4	23	0	19	9
13	Bible department of Eureka College.	Eureka, Ill.	1855-1864		Christian	A. M. Weston, A. M.	2	0	0	27			
14	Garrett Biblical Institute	Evanston, Ill.	1855-1856		Meth. Epis	Rev. Henry Bannister, D. D., (act'g.)	6	9	0	81	0	23	17
15	Theological department of Lincoln University.	Lincoln, Ill.	1872-1874		Cumb. Presb.	Rev. S. Richards, D. D.	4		1	80			10
16	Warburg Seminary	Mendota, Ill.	1875-1853		Lutheran	Rev. Prof. Sigm. Fritschel	2	1	1	30			11
17	Jubilee College.	Robinson, Ill.	1845-1839		Prot. Epis	Rev. William E. McLaren, D. D.	1						
18	Augustana Theological Seminary	Rock Island, Ill.	1865-1860		Lutheran	Rev. T. N. Hasselquist, D. D.	3		2	18	0	0	6
19	Concordia College	Springfield, Ill.	1853-1846		Evang. Luth.	Rev. A. Crumer	4			119			
20	Theological department of Shurtleiff College.	Upper Alton, Ill.	1835-1862		Baptist	Rev. A. A. Kennrick, D. D.	3		2	5			2
21	St. Meinrad's Theological Seminary	St. Meinrad, Ind.	1890		R. C.	Abbot Martin	6			21			

22	Theological department of Griswold College.	Davenport, Iowa	1859 1860	Prot. Epis	Rev. W. H. Barris, D. D., (acting dean.)	3	23	4	1
23	German Presbyterian Theological School of the Northwest.	Dubuquo, Iowa	1871 1865	Presb.	Rev. Jacob Konzatt	3	1	18	1
24	Department of Theology, Iowa Wesleyan University.*	Mt. Pleasant, Iowa	1855	Meth. Epis.	Rev. John Wheeler, D. D.				
25	Bible department of Oskaloosa College.	Oskaloosa, Iowa	1856 1872	Christian	F. M. Bruner, A. M.	1	0	15	0
26	Danville Theological Seminary.	Danville, Ky	1854 1855	Presb.	Rev. Stephen Yerkes, D. D., (senior professor.)	4	0	19	0
27	Western Baptist Theological Institute	Georgetown, Ky	1840 1841	Baptist	Rev. Basil Manly, jr., D. D.	2	0	23	
28	Bible College of Kentucky University*	Lexington, Ky	1865 1865	Christian	{ John B. Bowman, LL. D., (regent.) Robert Milligan, A. M., (presiding officer.)	2		43	
29	Theological Seminary of the Diocese of Kentucky.	Louisville, Ky	1834 1832	Prot. Epis	Rt. Rev. B. B. Smith, D. D., (rector)			0	0
30	Theological department of Bethel College.	Russellville, Ky	1866 1867	Baptist	Rev. W. W. Gardner, D. D., (senior professor.)	6		20	
31	Thomson Biblical Institute, (New Orleans University).	New Orleans, La.	1873 1873	Meth. Epis	Rev. W. D. Godman, D. D	1		15	
32	Bangor Theological Seminary.	Bangor, Me	1814 1816	Cong	Rev. Enoch Pond, D. D.	5	0	4	0
33	Theological School of Bates College	Louiston, Me	1863 1870	Presb Baptist.	Rev. O. B. Cheney, D. D.	4		1	22
34	Centenary Biblical Institute.	Baltimore, Md., (44 State street.)	1867 1872	Meth. Epis	Rev. J. Emory Round, M. A.	2	13	0	63
35	St. Mary's Theological Seminary of St. Stephen.*	Baltimore, Md	1860 1791	R. C	Very Rev. J. P. Dubrenl, D. D.	6		90	
36	Theological department of Mt. St. Mary's College.*	Emmitsburgh, Md	1808	R. C	Rev. John McCloskey	3		0	14
37	Mt. St. Clement's College	Ichester, Md	1868	R. C	Rev. George Runkel	12	2	134	
38	Woodstock College	Woodstock, Md	1867 1868	R. C	James Perron	12	0	0	94
39	Andover Theological Seminary.	Andover, Mass	1807 1808	Cong	Rev. John L. Taylor	7	3	7	64
40	Boston University School of Theology.	Boston, Mass	1869 1847	Meth. Epis	Rev. James F. Leinmer, S. T. D., (dean.)	11	4	100	2
41	Divinity School of Harvard University	Cambridge, Mass	1650 1816	Undenom.	Charles W. Eliot, LL. D., (ex officio.)	5	1	4	17
42	Episcopal Theological School.	Cambridge, Mass	1867 1867	Prot. Epis	Rev. John S. Stone, D. D., (dean)	4	0	(c)	15
43	Tufts College Divinity School.	College Hill, Mass	1852 1868	Universalist	Rev. Elmer H. Capen	5	3	0	22
44	Newton Theological Institution	Newton Centre, Mass	1826 1825	Baptist	Rev. Alvah Hovey, D. D	5	3	0	22
45	New Church Theological School.	Waltham, Mass.	1866	N. J. Church	Rev. Thomas Worcester	1		77	53
46	Theological department of Hillsdale College.	Hillsdale, Mich	1855 1873	F. W. Baptist	Rev. De Witt C. Durging, D. D	3	1	1	24
47	Theological department of Hope College	Holland City, Mich	1866 1868	Ref. Dutch	Rev. Philip Phelps, jr.	4	0	0	0
48	Seabury Divinity School	Faribault, Minn	1869 1869	Prot. Epis	Rt. Rev. H. B. Whipple, D. D.	8	1	25	4
49	Angsburg Seminary	St. Joseph, Minn	1874 1869	Evang. Luth.	Rev. A. W. Adams, A. M.	4		16	
50	St. John's Seminary	Dry Grove, Miss	1857 1867	R. C	Rev. Alexius Etchbrock, O. S. B.	4		26	0
51	Bishop Green Associate Mission and Training School.	Cape Girardeau, Mo	1869	Prot. Epis	Rev. William K. Douglas, S. T. D.	3	1	0	15
52	St. Vincent's College, (theological department).*	Fulton, Mo	1843 1844	R. C	Very Rev. Antony Verrina, C. M.	15	1	157	0
53	Theological School of Westminster College.	Fulton, Mo		Presb					

* From Report of the Commissioner of Education for 1874.

^a Beneficiaries; the funds are invested and used to educate young men in other seminaries until buildings are provided in Louisville. ^d Partially.

^b Also 52 in a normal department. ^e None separately; there is a common endowment for all the professorships of \$100,000.

TABLE XI.—Statistics of schools of theology for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Students.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.
54	Vardeman School of Theology, (William Jewell College.)	Liberty, Mo.	1849	1868	Baptist	Rev. W. R. Lothwell, D. D.	7	8	9	10	11	12	13
55	Concordia College.	St. Louis, Mo.	1853	1839	Evang. Luth.	Rev. C. F. W. Walther	5	5	3	0	90	1	23
56	Divinity School of Nebraska College *	Nebraska City, Nebr.	1868	1865	Prot. Epis.	Rev. John McNamara, D. D.	4	2	0	2	0	1	0
57	German Theological School of Newark	Bloomfield, N. J.	1871	1869	Presb.	Rev. Charles E. Knox	6	6	9	103	1	37	18
58	Drew Theological Seminary	Madison, N. J.	1867	1867	Meth. Epis.	Rev. John F. Hurst, D. D.	4	1	4	45	4	44	9
59	Theological Seminary of the Reformed Church in America.	New Brunswick, N. J.	0	1784	Ref. Dutch	Rev. S. M. Woodbridge, D. D., (senior professor.)	7	7	7	116	4	107	.1
60	Theological Seminary of the Presbyterian Church.	Princeton, N. J.	1822	1812	Presb.	Rev. Charles Hodge, D. D., LL. D., (senior professor.)	5	1	5	50	0	40	9
61	Auburn Theological Seminary	Auburn, N. Y.	1820	1820	Presb.	Rev. E. A. Huntington, D. D., (professor and librarian.)	4	4	346	1	16	33	30
62	Tabernacle Free College.	Brooklyn, N. Y., (Schermerhorn st.)	1871	1872	Non-sect.	Rev. T. De Witt Talmage, D. D.	4	4	1	10	0	7	7
63	Martin Luther College, (theological department.)*	Buffalo, N. Y.	1868	1854	Lutheran	Rev. J. An. A. Grabau.	3	0	3	28	0	1	21
64	St. Lawrence University, (theological department.)	Canton, N. Y.	1856	1858	Universalist	Rev. Ebenezer Fisher, D. D.	1	0	1	2	0	1	8
65	De Lancy Divinity School.	Geneva, N. Y.	0	1860	Prot. Epis.	Rev. James Rankine, D. D., (rector)	5	5	37	8	8	33	21
66	Hamilton Theological Seminary	Hamilton, N. Y.	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D., (senior professor.)	2	2	1	1	1	1	7
67	Hartwick Seminary, (theological department)	Hartwick Seminary, N. Y.	1816	1815	Lutheran	Rev. J. Bergstresser, A. M.	2	2	2	2	1	8	7
68	Newburgh Theological Seminary	Newburgh, N. Y.	1836	1804	United Presb.	James Harper, (acting)	3	3	3	72	0	52	13
69	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y.	1822	1821	Prot. Epis.	Rev. George F. Seymour, S. T. D., (dean.)	7	5	5	142	6	117	41
70	Union Theological Seminary.	New York, N. Y.	1839	1836	Presb.	Rev. William Adams, D. D., LL. D.	7	5	5	142	6	117	41

71	Seminary of Our Lady of Angels.	Niagara Falls, N. Y.	1863 1856	R. C.	Rev. Robert E. V. Rice, C. M.	4	0	0	87	1	10	9
72	Rochester Theological Seminary.	Rochester, N. Y.	1850 1856	Baptist.	Rev. Augustus H. Strong, D. D.	7	133	4	78	1	45	20
73	St. Joseph's Provincial Seminary.	Troy, N. Y.	1864	R. C.	Very Rev. Henry Gabriel, S. T. L.	7	10	1	10	2	2	2
74	Theological department of Bible Memorial Institute.	Charlotte, N. C.	1867 1867	Presb.	Rev. Stephen Mattoon, D. D.	4	5	5	5	0	0	0
75	Theological department of North Carolina College.	Mt. Pleasant, N. C.	1859 1870	Evang. Luth.	Rev. J. B. Davis, D. D.	2	40	2	40	0	0	0
76	Theological department of Shaw University.	Raleigh, N. C.	1875 1865	Baptist.	Rev. H. M. Tupper, A. M.	2	40	4	40	0	0	0
77	Theological department of Trinity College.	Trinity, N. C.	1853 1866	M. E. South	Rev. B. Craven, D. D., LL. D.	4	0	0	16	0	0	0
78	Theological department of German Wallace College.	Berea, Ohio	1864 1864	Math. Epis.	Rev. William Nast, D. D.	5	1	0	20	0	0	0
79	St. Charles Borromeo Theological Seminary.	Carthage, Ohio	1860	R. C.	Very Rev. Henry Dress, C. P. P. S.	7	50	4	50	4	30	14
80	Lane Theological Seminary.	Cincinnati, Ohio	1829 1832	Presb.	Rev. Henry Smith, D. D., (chairman of faculty.)	5	0	4	36	0	0	0
81	Mt. St. Mary's Provincial Seminary.	Cincinnati, Ohio	0 1849	R. C.	Rev. Francis Joseph Pabisch, D. D., LL. D.	8	0	0	34	3	5	11
82	St. Mary's Theological Seminary.	Cleveland, Ohio	1849	R. C.	Rev. S. A. Moses.	3	25	25	25	12	8	8
83	German Lutheran Seminary.	Columbus, Ohio	1834 1831	Evang. Luth.	Rev. William F. Lehmann	3	0	0	23	2	2	6
84	Union Biblical Seminary.	Dayton, Ohio	1870 1871	U. Brethren	Rev. L. Davis, D. D., (sen. prof.)	3	0	0	22	2	2	2
85	Theological Seminary of Diocese of Ohio.	Gambier, Ohio	1825	Prot. Epis.	Right Rev. G. T. Bedell, D. D.	3	4	4	4	1	2	12
86	Department of Theology in Oberlin College.	Oberlin, Ohio	1834 1834	Cong.	Rev. James H. Fairchild, D. D.	6	4	1	51	2	33	12
87	Theological department of Wittenberg College.	Springfield, Ohio	1845 1845	Lutheran	Rev. J. B. Helwig	2	23	23	23	0	0	0
88	Heidelberg Theological Seminary.	Tiffin, Ohio	1840 1851	Reformed.	Rev. J. H. Good, D. D.	2	2	2	2	13	0	0
89	Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, Ohio	1872 1866	Memorite	Carl J. van der Smissen	3	0	0	16	0	0	0
90	Theological Seminary of Wilberforce University.	Near Xenia, Ohio	1863 1865	African M. E.	Right Rev. Daniel A. Payne, D. D.	2	3	0	20	2	2	2
91	United Presbyterian Theological Seminary.	Xenia, Ohio	1794	United Presb.	Rev. William Bruce, D. D.	5	0	0	29	0	0	10
92	Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa.	1850 1825	United Presb.	Rev. A. D. Clark, D. D.	4	46	46	46	0	0	16
93	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa.	1844 1825	Presb.	Rev. M. W. Jacobus, D. D., LL. D., (senior professor.)	6	5	85	5	69	14	14
94	Meravian College and Theological Seminary.	Bethlehem, Pa.	1864 1807	Moravian	Right Rev. Edmund de Schweinitz, S. T. D.	3	33	33	33	0	0	4
95	Theological department of Ursinus College.	Freseland, Pa.	1869 1870	Reformed	Rev. P. H. A. Bomberger, D. D.	3	0	15	15	0	0	4
96	Theological Seminary of the Evangelical Lutheran Church.	Gettysburg, Pa.	1827 1826	Lutheran	Rev. J. A. Brown, D. D., (chairman of faculty.)	3	2	3	40	0	32	12
97	Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa.	1831 1825	Reformed.	Rev. E. V. Gerhart, D. D.	3	0	0	32	0	22	10
98	Philadelphia Theological Seminary of St. Charles Borromeo.	Lower Merion, Pa.	1838 1832	R. C.	Very Rev. Charles P. O'Connor	9	0	0	100	0	0	0
99	Meadville Theological School.	Meadville, Pa.	1846 1847	Unitarian.	Rev. A. A. Livermore	4	3	0	10	0	0	5
100	Theological department of Lincoln University.	Oxford, Pa.	1871 1871	Presb.	Rev. I. N. Readall, D. D.	(7)	3	16	16	0	0	0
101	Divinity School of the Protestant Episcopal Church.	Philadelphia, Pa.	1802 1862	Prot. Epis.	Rev. D. R. Goodwin, D. D., LL. D., (Dean.)	5	1	4	25	1	12	8
102	St. Vincent's Seminary.	Philadelphia, Pa., (German town.)	1864	R. C.	Very Rev. James Rolando, (superior.)	5	0	0	47	0	0	0
103	Theological Seminary of the Evangelical Lutheran Church.	Philadelphia, Pa.	1864	Evang. Luth.	Rev. Charles F. Schaeffer, D. D., (chairman of faculty.)	5	0	0	47	0	0	15

b One partially.

c Also three lecturoships.

d From Report of the Commissioner of Education for 1874.

TABLE XI.—Statistics of schools of theology for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Students.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.
			3	4	5	6	7	8	9	10	11	12	13
104	St. Michael's Seminary.....	Pittsburgh, Pa.....	.....1844	.....1844	R. C.....	Rev. Stephen Wall.....	8	1	1	70	0	.....	6
105	Missionary Institute.....	Selma, Ala.....	.....1858	.....1856	Evang. Luth.....	Rev. Henry Ziegler, D. D.....	2	.....	62	10	.....	.....	6
106	Crozer Theological Seminary.....	Upland, Pa.....	.....1807	.....1868	Baptist.....	Rev. Henry G. Weston, D. D.....	5	.....	45	3	.....	.....	11
107	Augustinian College of Villanova.....	Villanova, Pa.....	.....1848	.....1842	R. C.....	Rev. N. Proposta, O. S. A., (regent)	4	0	0	15	10	.....	5
108	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.....	Columbia, S. C.....	.....1832	.....1829	Presb.....	Rev. George Howe, D. D., LL. D., (chairman of faculty.)	5	.....	23	.....	.....	.....	18
109	Southern Baptist Theological Seminary.....	Greenville, S. C.....	.....1808	.....1869	Baptist.....	Rev. James P. Boyce, D. D., LL. D.	6	.....	.....	65	5	35	633
110	Theological department of Cumberland University.....	Lebanon, Tenn.....	.....1842	.....1856	Cumb. Presb.....	Nathan Green, A. M., LL. B., (chancellor)	2	.....	61	25	.....	2	5
111	Theological department of Central Tennessee College.....	Nashville, Tenn.....	.....1866	.....1870	Meth. Epis.....	Rev. J. Braden, A. M., D. D.....	3	3	0	16	0	0	0
112	Theological department of Vanderbilt University.....	Nashville, Tenn.....	.....1873	.....	M. E. South.....	L. C. Garland, LL. D., (chancellor); Rev. T. O. Summers, D. D., LL. D., (dean)	3	.....	.....	52	.....	.....	.....
113	Theological department of Baylor University.....	Independence, Tex.....	.....1845	.....1864	Baptist.....	Rev. William Carey Crane, D. D., LL. D.	1	1	.....	12	0	0	.....
114	Protestant Episcopal Theological Seminary.....	Fairfax County, Va.....	.....1854	.....1823	Prot. Epis.....	Right Rev. John Johns, D. D., LL. D.	5	.....	.....	51	.....	.....	9
115	Union Theological Seminary of the General Assembly of the Presbyterian Church.....	Hampden Sidney, Va.....	.....1867	.....1824	Presb.....	Rev. B. M. Smith, D. D., (chairman of faculty.)	4	0	4	74	0	55	24
116	St. John's Theological Seminary.....	Norfolk, Va.....	.....	.....	R. C.....	Rev. Charles H. Corey, A. M.....	3	.....	.....	45	.....	.....	.....
117	Richmond Institute.....	Richmond, Va.....	.....1866	.....	Baptist.....	Rev. S. A. Repass.....	3	.....	.....	11	.....	10	2
118	Theological Seminary of the Evangelical Lutheran Church.....	Salem, Va.....	.....1831	.....	Lutheran.....	.....	.....	.....	.....	.....	.....	.....	.....
119	Nashotah House*.....	Nashotah Mission, Wis.....	.....1847	.....1842	Prot. Epis.....	Rev. A. D. Cole, D. D.....	5	1	1	50	0	7	.....

120	Seminary of St. Francis of Sales	St. Francis, Wis.	.....	1856	R. C.	.....	Rev. C. Wapellhorst	.....	12	.....	245	.....	4
121	Theological department of Howard University	Washington, D. C.	.....	1867	Union Evang.	.....	Rev. Lorenzo Westcott, A. M., (dean.)	.....	3	0	0	25	0
122	Wayland Seminary	Washington, D. C.	.....	1865	Baptist	.....	Rev. G. M. P. King, A. M.	.....	4	.....	92	.....	9
123	Matthews' Hall	Golden, Colo.	.....	1872	Prot. Epis.	.....	Right Rev. I. F. Spalding, D. D.	.....	1	2	2	.....	5

* From Report of Commissioner of Education for 1874.

a Partially.

b Thirty partial graduates, three full graduates.

29	Theological Seminary of the Diocese of Kentucky	3	40	1,654				0		16,900	1,200	June 8.
30	Theological department of Bethel College	(b)	36	15,000	275	10,000	80,000	10,000	80,000	170,000	10,000	June 6.
31	Thomson Biblical Institute, (New Orleans University)	0	37	2,300	100	1,500						June 28.
32	Bangor Theological Seminary	(b)	42	15,000			12,000			3,100	212	June 28.
33	Theological School of Bates College	0	43	9,000	500							July 1.
34	Centenary Biblical Institute	0	45	18,000	2,000							June 30.
35	St. Mary's Theological Seminary of St. Sulpice*	0	43	34,000	12,000							June 29.
36	Theological department of Mt. St. Mary's College	0	38	17,000	1,400							June 28.
37	Mt. St. Clement's College	0	39	17,000	750							June 21.
38	Woodstock College	0	40	13,000	300	10,000	124,830			322,043	22,543	June.
39	Andover Theological Seminary	0	41	1,000	100	1,000						June 15.
40	Boston University School of Theology	d15	38	4,500						2,000	130	June 28.
41	Divinity School of Harvard University	0	39	17,000								June 12.
42	Episcopal Theological School	(f)	40	13,000								June 15.
43	Tufts College Divinity School	0	39	1,200	200							June 12.
44	Newton Theological Institution	0	40	1,031	1,242							June 27.
45	New Church Theological School	0	40	1,031	1,242							June.
46	Theological department of Hillsdale College	0	37	1,000	100							June 15.
47	Theological department of Hope College	0	38	4,500								June 28.
48	Scabary Divinity School	(b)	32	1,200	200							June 12.
49	Augsburg Seminary	(b)	34	1,031	1,242							June 15.
50	St. John's Seminary	(b)	40	1,031	1,242							June 27.
51	Bishop Green Associate Mission and Training School	0	40	1,031	1,242							June.
52	St. Vincent's College, (theological department)*	0	40	1,031	1,242							June.
53	Theological School of Westminster College	0	40	1,031	1,242							June.
54	Vardeman School of Theology, (William Jewell College)	0	40	1,031	1,242							June.
55	Concordia College	0	40	1,031	1,242							June.
56	Divinity School of Nebraska College*	0	40	1,031	1,242							June.
57	German Theological School of Newark	0	40	1,031	1,242							June.
58	Drew Theological Seminary	0	36	10,875	100							June 21.
59	Theological Seminary of the Reformed Church in America	0	36	26,600								June 21.
60	Theological Seminary of the Presbyterian Church	76	34	26,779	804	30,000	300,000	17,000	17,000	250,000	17,000	May 18.
61	Auburn Theological Seminary	0	35	10,000	300	5,865	200,000	30,000	30,000	450,000	30,000	May 16.
62	Tabernacle Free College	0	26	10,000	300	5,865	200,000	30,000	30,000	450,000	30,000	April 25.
63	Martin Luther College, (theological department)*	28	41	300	25	5,000	13,000			92,000	6,440	May 4.
64	De Lawrence University, (theological department)	2	39	5,600		1,000	19,000			26,671	1,866	April 5.
65	De Lancy Divinity School	0	39	230		1,000	40,000			35,900	2,148	June 21.
66	Hamilton Theological Seminary	0	39	3,500	30	6,000	35,000			34,400	3,244	June 21.
67	Hartwick Seminary, (theological department)	0	30	3,500	200	6,000	35,000			666,020	25,045	June 25.
68	Newburgh Theological Seminary	0	37	15,208	9,200	350	*650,000			750,000	55,000	April, last week.
69	General Theological Seminary of the Protestant Episcopal Church.	0	34	33,500		0	200,000			0	0	June 30.
70	Union Theological Seminary	0	40	4,500		0	*150,000			0	0	May 8.
71	Recheator Theological Seminary	20	34	10,000	1,000	25,000	80,000			238,000	16,660	June 28.
72	St. Joseph's Provincial Seminary	0	34	8,000	400		200,000			0	0	May 15.
73	Theological department of Biddle Memorial Institute	2,3	34	8,000	400		200,000			0	0	June 29.
74	Theological department of North Carolina College	0	30									June 7.

* From Report of Commissioner of Education for 1874.
 a In money and subscriptions. b Tuition is free. c \$26,000 of this are temporarily unproductive. d Only six of these are sufficient for the support of a student each.
 e Cost of building in 1836. f The general convention of Universalists holds \$180 a year to every needy student.

	3	39	3,500	0	50,000	116,856	7,356	June 7. June 21. June 31. May 10. June 27. May 11. June 8. May 18.
103 Theological Seminary of the Evangelical Lutheran Church.....	3	39	3,500	0	50,000	116,856	7,356	June 7. June 21. June 31. May 10. June 27. May 11. June 8. May 18.
104 St. Michael's Seminary.....	6	40	3,500	500	60,000	.....	.....	.....
105 Missionary Institute.....	3	39	2,500	800	15,000	.....	1,200	.....
106 Crozer Theological Seminary.....	3	36	7,500	1,100	*150,000	.....	228,000	.....
107 Augustinian College of Villanova.....	5	42	.....	.....	.....	.....	15,000	.....
108 Theological Seminary of the General Assembly of the Presby- terian Church in the United States.....	3	39	18,884	419	40,000	160,000	9,000	.....
109 Southern Baptist Theological Seminary.....	3, 4	34	5,000	500	25,000	.....	.....	May 1.
110 Theological department of Cumberland University.....	2	40	3,000	.....	15,000	18,000	1,800	June 8.
111 Theological department of Central Tennessee College.....	3	36	.....	.....	.....	0	0	May 18.
112 Theological department of Vanderbilt University.....	4	.....	.....	.....	.....	.....	.....	.....
113 Theological department of Baylor University.....	3-4	40	.....	.....	.....	.....	.....	.....
114 Protestant Episcopal Theological Seminary.....	3	40	10,000	3,000	*100,000	*115,000	8,000	June 7.
115 Union Theological Seminary of the General Assembly of the Presbyterian Church.....	3	35	10,000	1,000	50,000	223,000	12,000	June 22. April 12.
116 St. John's Theological Seminary.....	.....	.....	.....	.....	.....	.....	.....	.....
117 Richmond Institute.....	4	36	1,900	300	50,000	8,000	.....	May.
118 Theological Seminary of the Evangelical Lutheran Church.....	3	39	500	.....	.....	.....	.....	June 8.
119 Nashotah House*.....	6	42	6,000	.....	70,000	25,000	2,000	June 29.
120 Seminary of St. Francis of Sales.....	9	40	.....	.....	.....	.....	.....	June 30.
121 Theological department of Howard University.....	0	3	37	400	0	.....	.....	June 14.
122 Wayland Seminary.....	3	35	1,400	.....	35,000	.....	.....	May, last week.
123 Matthews' Hall.....	3	40	.....	.....	10,000	.....	.....	June 28.

* From Report of the Commissioner of Education for 1874. α Sons of preachers in the North Carolina Conference of the Methodist Episcopal Church have free tuition.

TABLE XI.—Memoranda.

Name.	Location.	Remarks.
Howard College School of Theology.....	Marion, Ala.....	Not a distinct department.
Augustana Seminary.....	Paxton, Ill.....	Removed to Rock Island.
Swedish-Lutheran Mission Institute.....	Keokuk, Iowa.....	Succeeded by the Swedish-American Ansgari College at Knoxville, Illinois. (see Table IX.)
St. Joseph's College.....	Bardstown, Ky.....	See Table IX.
Theological department of Adrian College.....	Adrian, Mich.....	Not a distinct department.
Baker Theological Institute, (Cladin University). Nashville Institute.....	Orangeburg, S. C. Nashville, Tenn.....	Not a distinct department.
St. Vincent's College.....	Wheeling, W. Va.....	See Table VI. Temporarily suspended.

TABLE XII.—Statistics of schools of law for 1875; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.
			3	4	5	6	7	8	9	10
1	College of Law, Southern University	Greensboro', Ala.	.....	.....	Rev. L. M. Smith, A. M., D. D., chancellor.	3	.....	.....	.....	.....
2	School of Law, University of Alabama	Tuscaloosa, Ala.	.....	.....	H. M. Souderville, A. M., LL. B., prof. of law.	1	.....	.....	.....	.....
3	Yale Law School.	New Haven, Conn.	1745	1824	Hon. Francis Wayland, A. M., dean	10	3	4	84	18
4	Law department, University of Georgia	Athens, Ga.	1866	.....	Rev. H. H. Tucker, D. D., chancellor.	3	.....	.....	.....	13
5	Law department, Illinois Wesleyan University.	Bloomington, Ill.	1851	1874	Rouben M. Benjamin, A. M., dean.	4	0	25	.....	8
6	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill.	.....	1873	Hon. Henry Booth, LL. D.	6	30	136	34	26
7	Law department, McKendree College.	Lobancon, Ill.	1834	1870	Rev. John W. Locky, D. D.	1	.....	.....	7	3
8	Law department, Lincoln University.	Lincoln, Ill.	.....	.....	Rev. A. J. McGlumphy, D. D., president	4	.....	.....	15	.....
9	Department of Law, Indiana University.	Bloomington, Ind.	.....	1842	Rev. Lemuel Moss, D. D.	3	.....	.....	40	.....
10	Lowa College of Law, (Simpson Centenary College)	Des Moines, Iowa.	1875	1875	C. C. Cobb, LL. D., dean	5	10	34	.....	18
11	Law department, Iowa State University	Iowa City, Iowa.	1847	1866	William G. Hammond, LL. D., chancellor.	2	5	56	23	72
12	Law department, Iowa Wesleyan University *	Mt. Pleasant, Iowa.	1855	1871	Rev. John Wheeler, D. D., president.	2	.....	.....	16	.....
13	Law College, Kentucky University *	Lexington, Ky.	1865	1865	John B. Bowman, LL. D., president; Madison C. Johnson, LL. D., presiding officer.	5	.....	.....	16	.....
14	College of Law, Central University.	Richmond, Ky.	1873	1874	William Chonault	2	.....	.....	4	.....
15	Law department, University of Louisiana.	New Orleans, La.	1847	1847	Carleton Hunt, dean	4	.....	.....	36	7
16	School of Law, University of Maryland	Baltimore, Md.	1813	1812	Hon. George W. Dobbin, dean	3	0	59	24	14
17	Boston University School of Law.	Boston, Mass.	1869	1872	Hon. George S. Hillard, LL. D., dean.	15	2	165	83	54
18	Law School of Harvard University.	Cambridge, Mass.	.....	1817	C. C. Langdell, LL. D., dean	5	0	161	96	35
19	Law department, University of Michigan	Ann Arbor, Mich.	.....	1858	Hon. T. M. Cooley, LL. D., dean	5	0	321	.....	159
20	Law College of the State of Missouri	Columbia, Mo.	1839	1872	Hon. Philemon Bliss, dean	4	3	21	9	9
21	Law School of Washington University.	St. Louis, Mo.	1853	1867	George M. Stewart, A. M., dean	0	0	65	60	17
22	Albany Law School, (Union University).	Albany, N. Y.	1851	1851	Isaac Edwards, LL. D.	0	.....	.....	89	84
23	Law School of Hamilton College.	Clinton, N. Y.	.....	.....	Rev. Samuel G. Brown, D. D., LL. D., pres. t.	2	.....	.....	.....	.....
24	Columbia College Law School.	New York, N. Y.	1860	1858	Theodore W. Dwight, LL. D., dean	5	2	522	238	.....

No.	Department of Law, University of the City of New York.	New York, N. Y.	1830-1857	Hon. Henry E. Davies, LL. D.	0	67	17	40
25	Department of Law, University of the City of New York.	New York, N. Y.	1830-1857	Hon. Henry E. Davies, LL. D.	0	67	17	40
26	Law department, Rutherford College	Happy House, N. C.	1871	Rev. R. L. Abernethy, A. M., president	1	16	1	0
27	Law department, Trinity College	Trinity, N. C.	1853-1867	Rev. B. Craven, D. D., LL. D.	1	60	18	36
28	Cincinnati Law School, (Cincinnati College)	Cincinnati, Ohio	1819-1833	Rufus King, dean	4	6		
29	Ohio State and Union Law College	Cleveland, Ohio	1856-1846	Hon. John Covell, LL. D.	4			
30	Law department, Willerforce University	Near Xenia, Ohio	1863-1872	Hon. Rev. D. A. Payne, D. D.	2	1	3	
31	Law department, Lafayette College	Easton, Pa.	1875	Hon. William S. Kirkpatrick, dean	5	7		
32	Law department, University of Pennsylvania	Philadelphia, Pa.	1850	B. Coppes Mitchell, A. M., dean	5	59		
33	Law School, University of South Carolina	Columbia, S. C.	1868-1868	Rev. A. W. Cummings, A. M., D. D.	1	24	3	6
34	Neophogon Law School	Galathea, Tenn.	1842-1847	S. F. Wilson	4	13	1	
35	Law School, Cumberland University	Lebanon, Tenn.	1842-1847	Nathan Green, A. M., LL. D., chancellor	2	52		55
36	Law department, Vanderbilt University	Nashville, Tenn.	.....	L. C. Garland, LL. D., chancellor; Thomas L. Malone, M. A., dean	3	25		
37	Law School, University of Virginia	Near Charlottesville, Va.	1819-1825	James F. Harrison, M. D., ch'n of faculty	2	93		15
38	School of Law and Equity, Washington and Lee University.	Lexington, Va.	1871-1871	J. Randolph Tucker, LL. D., senior professor	2	17		5
39	Law College, University of Wisconsin	Madison, Wis.	1848-1868	Hon. P. L. Spooner, dean	7	97	8	36
40	Columbian University Law School	Washington, D. C.	1821-1864	James C. Walling, LL. D.	4	130		35
41	Law department, Howard University	Washington, D. C.	1867-1869	William F. Bascom, dean	2	4	1	11
42	Law School of Georgetown University	Washington, D. C.	1870	Rev. T. F. Healy, S. J., president	1	39		11
43	National University Law School	Washington, D. C.	1870-1870	W. B. Wedgewood, LL. D., vice-chancellor	3	125		38

* From Report of Commissioner of Education for 1874.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1875; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.			Number of years in course.	Number of weeks in scholastic year.
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.		
	1	2	3	4	5	6	7	8	9	10	11	12
I. MEDICAL AND SURGICAL.												
1. Regular.												
1	College of Medicine, Southern University	Greensboro', Ala	.....	.....	Rev. L. M. Smith, A. M., D. D., chancellor.	5	.....	.....	.....	.....	.....	.....
2	Medical College of Alabama	Mobile, Ala	1860	1860	William H. Anderson, M. D., dean	8	0	50	0	36	2	24
3	College of Medicine, University of California	San Francisco, Cal	1864	1864	A. A. O'Neil, A. M., M. D., dean	12	1	0	0	14	2	20
4	Medical College of the Pacific, (University College)	San Francisco, Cal	1859	1858	Henry Gibbons, Jr., M. D., dean	7	2	35	1	13	3	20
5	Medical Institution of Yale College	New Haven, Conn	1810	1813	Charles A. Lindsley, M. D., dean	2	1	42	13	14	3	34
6	Atlanta Medical College*	Atlanta, Ga	1854	1855	V. H. Taliaferro, M. D., dean	10	1	140	.....	.....	2	17
7	Medical College of Georgia, (University of Georgia)	Augusta, Ga	1832	1832	Louis A. Dugas, M. D., LL. D., dean	12	.....	63	.....	33	1	14
8	Savannah Medical College	Savannah, Ga	1838	1853	Juriah Harris, M. D., president; W. Duncan, M. D., dean.	14	.....	*13	0	9	2	16
9	Chicago Medical College, (Northwestern University)	Chicago, Ill	1859	1859	Nathan S. Davis, A. M., M. D., dean	19	0	140	11	46	3	37
10	Rush Medical College, (Chicago University)	Chicago, Ill	1843	1844	Joseph W. Freer, M. D.	23	.....	200	.....	78	3	20
11	Woman's Hospital Medical College	Chicago, Ill	1870	1870	W. Godfrey Davis, M. D., F. R. C. S.	17	0	34	.....	10	1	33
12	Medical College of Evansville	Evansville, Ind	1846	1846	George B. Walker, M. D., dean	10	0	25	.....	6	1	23
13	College of Physicians and Surgeons	Indianapolis, Ind	1873	1873	Henry Jameson, dean	8	2	62	.....	27	2	20
14	Indiana Medical College, (Indiana University)	Indianapolis, Ind	1869	1869	Rev. Lemuel Moss, D. D., president.	13	0	136	.....	19	2	20
15	Medical department of Iowa State University	Iowa City, Iowa	.....	1870	W. F. Peck, M. D., dean	7	7	10	.....	19	2	22
16	College of Physicians and Surgeons	Keokuk, Iowa	1849	1850	J. C. Hughes, M. D., dean	8	2	175	.....	86	3	16
17	Transylvania Medical College, (Kentucky University)	Lexington, Ky	.....	1872	James M. Bush, M. D., dean	7	.....	3	.....	0	2	17
18	Hospital College of Medicine, (Central University)	Louisville, Ky	1873	1874	William H. Bolling, M. D., dean	13	.....	89	.....	57	2	24
19	Kentucky School of Medicine*	Louisville, Ky	1851	1852	E. S. Gaillard, M. D., LL. D., dean	9	.....	.....	.....	.....	2	20
20	Louisville Medical College*	Louisville, Ky	1869	1869	E. S. Gaillard, M. D., LL. D., dean.	8	.....	306	.....	.....	2	24
21	Medical department, University of Louisville*	Louisville, Ky	1837	1837	J. M. Bodine, M. D., dean	12	0	170	.....	.....	2	20

22	Charity Hospital Medical College.	1874 1874	D. Warren Erickoll, M. D., dean.	10	1	316	2	12	17
23	Medical department, University of Louisiana.	1835 1834	T. G. Richardson, M. D., dean.	8	0	118	41	3	21
24	Medical School of Maine, (Dewdown College)	1820 1820	Joshua L. Chamberlain, LL. D.	2	6	95	9	15	16
25	College of Physicians and Surgeons	1872 1872	Thomas Orie, M. D., dean	11	110	40	2	40	23
26	School of Medicine, (University of Maryland)	1807 1807	Samuel C. Chew, M. D., dean	13	5	50	2	20	20
27	School of Medicine, (Washington University)	1826 1826	J. E. Lindsay, M. D., dean	13	102	78	2	29	21
28	Medical School of Harvard University	1782	Calvin Ellis, M. D., dean.	(35)	102	78	2	3	38
29	Medical department, University of Michigan	1749	A. B. Palmer, M. A., M. D., dean	10	0	312	17	52	26
30	Detroit Medical College	1868 1868	Edward W. Jonks, M. D.	16	19	99	33	0	6
31	Medical College, (University of the State of Missouri)	1839 1873	Joseph G. Norwood, M. D., dean.	9	2	8	0	8	21
32	Kansas City College, (University of Physicians and Surgeons.	1869 1869	Simcoo S. Todd, M. D.	9	28	0	6	2	21
33	Missouri Medical College	1840 1840	John S. Meoro, M. D.	11	200	75	20	75	22
34	St. Louis Medical College	1832 1842	John T. Hedgen, M. D., dean	9	0	135	47	2	21
35	New Hampshire Medical Institution (Dartmouth College)	1769 1797	C. P. Frost, M. D., dean	1	9	84	18	25	3
36	Albany Medical College, (Union University)	1839 1839	Rev. E. N. Potter, D. D., (rector)	7	3	125	39	3	24
37	Long Island College Hospital	1858 1860	Samuel G. Arnold, M. D., LL. D., dean.	(19)	44	44	6	44	3
38	Medical department, University of Buffalo	1846 1847	M. G. Potter, M. D., dean	4	110	45	136	3	30
39	Belleuve Hospital, Medical College.	1861 1861	Isaac E. Taylor, M. D.	18	45	434	108	3	32
40	College of Physicians and Surgeons, (Columbia College)	1807 1807	Alonzo Clark, M. D.	25	450	77	95	3	20
41	Medical department, University of the City of New York	1841	Charles I. Pardee, M. D., dean	32	67	3	9	3	26
42	New York Free Medical College for Women	1871 1871	Frederic R. Marvin, M. D.	17	1	67	3	9	3
43	Women's Medical College of the New York Infirmary	1864 1864	Samuel Willets, president board trustees; Morey N. Baker, M. D., secretary of college.	16	40	10	3	3	34
44	Medical College of Syracuse University	1870 1872	Frederick Hyde M. D., dean	12	3	72	10	11	3
45	Cincinnati College of Medicine and Surgery	1851 1851	D. D. Bramble, M. D., dean	10	282	193	102	3	50
46	Medical College of Ohio	1819 1819	Roberts Bartholow, M. D., dean	10	292	36	3	32	30
47	Miami Medical College	1859 1852	John A. Murphy, M. D., dean	12	188	86	33	2	20
48	Cleveland Medical College, (Western Reserve College)	1843 1843	John Bennett, M. D., dean.	11	86	33	2	20	20
49	Medical department, University of Wooster	1864 1864	Gustav C. E. Weber, M. D., dean	9	3	84	6	21	3
50	Columbus Medical College	1873 1876	D. N. Kinsman, M. D.	5	7	60	33	3	24
51	Starling Medical College.	1846 1846	Francis Cartor, M. D., dean	10	4	30	19	2	20
52	Medical department, Willamette University	1853 1867	D. Payton, M. D.	7	1	23	3	7	24
53	Jefferson Medical College	1825 1824	John B. Biddle, M. D., dean	7	10	500	170	e2	43
54	Medical department, University of Pennsylvania	1749 1765	Robert E. Rogers, M. D., dean	(13)	492	75	12	3	32
55	Woman's Medical College of Pennsylvania	1850 1850	Prof. Rachel L. Bodley, A. M., dean.	14	75	63	20	2	20
56	Medical College of the State of South Carolina	1832 1837	R. A. Kinloch, M. D., dean.	7	0	0	0	0	0
57	Medical department, University of North Carolina	1868 1868	A. W. Cummings, A. M., D. D.	1	7	0	0	0	0
58	Medical department, Vanderbilt University	1874	L. C. Garland, M. D., chancellor;	(12)	*210	0	0	0	21
59	Texas Medical College and Hospital	1873 1873	J. M. Callaway, M. D., dean.	5	2	23	8	2	16
60	Medical department, University of Vermont	1791 1869	A. P. Grinnell, M. D., dean	4	8	62	5	30	2
61	Medical College of Virginia	1851 1857	James B. McCaw, M. D., dean	14	37	17	2	17	2
62	Medical School, University of Virginia	1819 1835	James F. Harrison, M. D., chairman of faculty.	4	d1	50	20	1	39
63	Medical department, Georgetown University	1848 1848	Robert Royburn, M. D., dean	6	19	30	13	3	21
64	Medical department, Howard University	1867 1868	Gideon S. Palmer, M. D., dean	7	27	6	3	21	21
65	National Medical College, (Columbian University)	1821 1825	John C. Riley, M. D., dean.	8	0	54	8	e2	21

* From Report of Commissioner of Education for 1874.
 † Recently deceased.
 ‡ School suspended.
 § With three years' study.
 ¶ Three years of study, two of lectures.
 †† Instructor.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1875, &c.—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.			Number of years in course.	Number of weeks in scholastic year.
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.		
1		2	3	4	5	6	7	8	9	10	11	12
2. <i>Eclectic.</i>												
66	College of American Medicine and Surgery	Macon, Ga.	1839	1839	A. L. Clinckales, M. D., dean	4	3	30	16	16	16	16
67	Bennett College of Eclectic Medicine and Surgery	Chicago, Ill.	1868	1857	Milton Jay, M. D., dean	12	2	80	25	28	2	22
68	Eclectic Medical College of the City of New York	No. 1 Livingston Place and East Fifteenth st., New York, N. Y.	1865	1865	Robert S. Newton, M. D.	8	2	100	20	29	3	...
69	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	John M. Scudder, M. D.	7	...	188	...	68	3	30
3. <i>Homoeopathic.</i>												
70	Hahnemann Medical College and Hospital of Chicago*	Chicago, Ill.	1859	1860	J. S. Mitchell, A. M., M. D., dean	14	0	92	...	...	...	29
71	School of Medicine of Boston University	East Concord street, Boston, Mass.	1869	1873	J. T. Talbot, M. D., dean	18	9	170	...	30	3	36
72	Homoeopathic Medical College, (University of Michigan)	Ann Arbor, Mich.	1875	1875	Samuel A. Jones, M. D., dean	2	...	24	...	...	...	25
73	Homoeopathic Medical College of Missouri*	St. Louis, Mo.	1857	1858	John T. Temple, A. M., M. D.	8	4	...	35	...	...	18
74	Missouri School of Midwifery and Diseases of Women and Children.	St. Louis, Mo.	1875	1875	Alfred E. Riess, M. D.	3	...	19	2	16	1	24
75	St. Louis Homoeopathic Medical College.	2023 Morgan street, St. Louis, Mo.	1875	1875	F. E. Moore, M. D., dean	7	...	...	...	...	...	20
76	New York Homoeopathic Medical College.	563 Fifth avenue, New York, N. Y.	1859	1859	J. W. Dowling, M. D., dean	22	...	138	...	38	3	40
77	New York Medical College and Hospital for Women	Northeast corner Lexington avenue and Thirty-seventh st., New York, N. Y.	1863	1863	Mrs. C. S. Lozier, M. D., dean	1	12	27	1	9	3	32

78	Pulte Medical College	1872|1872	William Owens, M. D., dean	11	0	54	8	23	3	36
79	Homoeopathic Hospital College	1849|1849	N. Schneider, M. D.	12					3	20
80	Hahnemann Medical College of Philadelphia	1848|1848	A. R. Thomas, M. D., dean	12	1	140	12	52	2, 3	20
II. DENTAL.										
81	New Orleans Dental College	1867|1867	A. F. McLain, M. D., D. D. S., dean	7	0	9	0	1	2	17
82	Baltimore College of Dental Surgery	1839|1849	Ferdinand J. S. Gorgens, M. D., D. D. S., dean	10		50	25	17	2	35
83	Maryland Dental College	1872|1872	R. B. Winder, M. D., D. D. S., dean	10		16		10	2	26
84	Boston Dental College	1867|1867	L. J. Wetherbee, D. D. S.	6		25	4	14	3	17
85	Dental School of Harvard University	1867	Thomas H. Chandler, D. M. D., dean	14	0	31	3	5	2	20
86	Dental College of Michigan University	1875|1875	J. Taft, D. D. S., dean	5	2	14	10		3	26
87	Missouri Dental College	1869|1869	W. H. Eames, D. D. S., dean	12		14		6	2	22
88	New York College of Dentistry	1863|1866	Frank Abbott, M. D., dean	9		66	2	16	2	20
89	Ohio College of Dental Surgery	1844|1845	J. Taft, D. D. S., dean	6	2	28	10	6	2	20
90	Ohio College of Dental Surgery	1851|1856	Elias Willman, M. D., D. D. S., dean	14	6	90	8	27	2	35
91	Pennsylvania College of Dental Surgery	1862|1863	J. H. McQuillen, M. D., D. D. S., dean	18	3	105	8	41	2	48
92	Philadelphia Dental College	1873|1873	Edward Clay Wise, D. D. S.	9	0	13	3	8	3	16
III. PHARMACEUTICAL.										
93	California College of Pharmacy	1872|1872	William T. Wenzell	4		40		5	1	24
94	Chicago College of Pharmacy	1859|1859	James W. Mill	5	0	30		9		42
95	School of Pharmacy, Iowa Wesleyan University*		Rev. J. W. Spaulding, Ph. D., president of university.			3			1	40
96	Louisville College of Pharmacy	1873|1870	C. Lewis Diehl	3		36		4	2	20
97	Maryland College of Pharmacy	1841|1841	J. Brown Baxley, dean	2	1	60		14	e ²	24
98	Massachusetts College of Pharmacy	1852|1867	Samuel M. Colcord	3	0	75		6	2	35
99	School of Pharmacy, University of Michigan	1868	Albert B. Prescott, Prof. Pharm.	11	0	74	2	18	2	26
100	St. Louis College of Pharmacy*	1865|1864	Theodore Fay, M. D., dean	3						24
101	College of Pharmacy of the City of New York	1831|1829	Paul Balluff	5	0	170	0	38	2	41
102	College of Pharmacy of Baldwin University	1856|1866	Aaron Schuyler, LL. D.	4		4		4	1	30
103	Cincinnati College of Pharmacy	1850|1871	F. L. Eaton	3		80	0	17	2	21
104	Philadelphia College of Pharmacy	1829|1821	Dillwyn Parrish	0	3	316		80	2	21
105	Tennessee College of Pharmacy	1872|1872	Gen. E. Kirby Smith	6		8		8	2	20
106	National College of Pharmacy	1872|1872	Robert B. Ferguson	3	0	26		5	2	22

* From Report of Commissioner of Education for 1874.
 a With three years' study. b No diploma is given without three years of study.
 c With four years' practical experience in compounding and dispensing.
 d With four years' study.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1875, &c.—Continued.

Number.	Name.	Library.			Amount of—			Property, income, &c.				Date of next commencement.	
		Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Matriculation fee.	Graduation fee.	Annual cost of tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.		Receipts for the last year from tuition and other fees.
	I.	13	14	15	16	17	18	19	20	21	22	23	24
	I. MEDICAL AND SURGICAL.												
	1. Regular.												
1	College of Medicine, Southern University	500	0		\$0	\$25	\$30	\$0	\$175,000	\$0	\$0	\$0	March 20.
2	Medical College of Alabama							\$130	75,000	0	0	0	
3	College of Medicine, University of California	0			0	5	40		130	0	0	\$1,000	November.
4	Medical College of the Pacific, (University College)	2,200				5	25	164	6200,000	\$25,000	0	0	June 29.
5	Medical Institution of Yale College	3,300				6	25		25,000	0	0	3,700	March 4.
6	Atlanta Medical College*	5,000	1,000		0	5	30	65	50,000	0	0	3,300	March 1.
7	Medical College of Georgia, (University of Georgia)	*4,000				5	30	105	*40,000	0	0	0	March 1.
8	Savannah Medical College					5	20	50	445,000	0	0	6,868	March 21.
9	Chicago Medical College, (Northwestern University)					5	25	70				1,100	February 16.
10	Rush Medical College, (Chicago, University)	50	40			5	25	50	4,000			500	March.
11	Woman's Hospital Medical College					5	25	60				5,000	February.
12	Medical College of Evansville					5	25	40	5,000	10,000	2,000	5,000	March 1.
13	College of Physicians and Surgeons	500	5,000	25	2,000	10	25	25	64,500	0	0	5,000	February 28.
14	Indiana Medical College, (Indiana University)					5	25	30				0	March 1.
15	Medical department of Iowa State University					5	25	30				0	February 17.
16	College of Physicians and Surgeons	7,000			0	5	20	(c)	75,000	0	0	9,000	
17	Transylvania Medical College, (Kentucky University)				0	5	30	60	16,000	0	0	3,900	July, last week.
18	Hospital College of Medicine, (Central University)				0	5	30	120	6,500			11,000	July.
19	Kentucky School of Medicine*					5	30	130	62,000			0	March.
20	Louisville Medical College*	4,000				5	30	60				4,765	March 1.
21	Medical department, University of Louisville*	1,500	300			5	30	165	35,000	0	0	11,830	March 15.
22	Charity Hospital Medical College	2,000			0	5	30	155	100,000	0	0	5,297	July 13.
23	Medical department, University of Louisiana.	4,000				5	20	73	25,000	2,500	150	0	February 29.
24	Medical School of Maine, (Bowdoin College)					5	20	150				0	
25	College of Physicians and Surgeons					5	20	150				0	

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1875, &c.—Concluded.

Number.	Name.	Library.				Amount of—			Property, income, &c.				Date of next commencement.
		Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Matriculation fee.	Graduation fee.	Annual cost of tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	I	13	14	15	16	17	18	19	20	21	22	23	24
3. Homoeopathic.													
70	Hahnemann Medical College and Hospital of Chicago*.....	0				\$5	\$30	\$115	\$50,000	\$50,000	\$2,500	\$6,500	February 11.
71	School of Medicine of Boston University.....	1,500	1,000	200	\$0	a10	30	100	150,000			6,000	March 1.
72	Homoeopathic Medical College, (University of Michigan).....					5	5	15				2,000	March 29.
73	Homoeopathic Medical College of Missouri*.....					5	30	75		0	0	2,600	February 25.
74	Missouri School of Midwifery and Diseases of Women and Children.....						25	75	400			600	May 27.
75	St. Louis Homoeopathic Medical College.....					5	30	50					February.
76	New York Homoeopathic Medical College.....					5	30	6115	10,000			14,929	March 2.
77	New York Medical College and Hospital for Women.....	200	300			5	0	50	135,000	10,000	600	3,500	March.
78	Pulte Medical College.....	480	1,700	120	0	5	30	75		0	0	3,500	February 3.
79	Homoeopathic Hospital College.....					75	34	250	75,000			9,545	February 16.
80	Hahnemann Medical College of Philadelphia.....	2,000	500		0	5	30	100	50,000				March 9.
II. DENTAL.													
81	New Orleans Dental College.....	0				5	30	100	c500	0	0	550	March 15.
82	Baltimore College of Dental Surgery.....	(1,000)				5	30		e10,000			8,000	March.
83	Maryland Dental College.....					5	30	130				2,500	October 1.
84	Boston Dental College.....	75				5	30					3,000	March 2.
85	Dental School of Harvard University.....	88	27			a10	5	30	20,000	0	0	4,433	February 9.
86	Dental College of Michigan University.....						5	d15	20				March 23.
87	Missouri Dental College.....	300	100	50			5	30	1,000			1,500	October 10.
88	New York College of Dentistry.....					5	30	105	64,000	0	0	6,471	February 23.
89	Ohio College of Dental Surgery.....	50	100			5	30	110	20,000			3,000	March 1.
90	Pennsylvania College of Dental Surgery.....					5	30	150				7,050	February 26.
91	Philadelphia Dental College.....					5	30	100				12,734	February 25.
92	American Dental College.....					20	30	130	12,500				November 15.

III. PHARMACEUTICAL.

93	California College of Pharmacy	100	270	500	23	10	e1,000	0	e500	October.
94	Chicago College of Pharmacy	2,500	800	250	4	5	15,000	0	2,000	October 2.
95	School of Pharmacy, Iowa Wesleyan University *	30	60	3	5	10	.....	.....	.....	March 10.
96	Louisville College of Pharmacy	330	50	.....	4	10	5,000	1,350	1,600	March 10.
97	Maryland College of Pharmacy	850	575	50	4	10	f2,000	2,500	3,975	March, 2d week.
98	Massachusetts College of Pharmacy	100	.....	.....	d10, 25	.....	d15, 20	.....	.....	June 28.
99	School of Pharmacy, University of Michigan	100	.....	.....	5	5	e500	.....	.....	March 12.
100	St. Louis College of Pharmacy	1,200	180	70	2	10	e4,000	19,700	1,400	March 21.
101	College of Pharmacy of the City of New York	100	.....	.....	5	5	.....	.....	.....	February 17.
102	College of Pharmacy of Baldwin University	100	200	.....	5	10	g1,000	.....	.....	March 9.
103	Cincinnati College of Pharmacy	2,350	.....	.....	4	10	76,000	16,000	1,550	March 14.
104	Philadelphia College of Pharmacy	200	100	.....	5	10	e750	.....	.....	March 1.
105	Tennessee College of Pharmacy .....	.....	.....	.....	5	15	e500	.....	.....	April 11.
106	National College of Pharmacy .....	.....	.....	.....	5	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

a To residents of Michigan; \$25 to others.

b Fee for entire term of 3 years, \$180.

c Apparatus.

d For non-residents of Michigan.

e Includes subscriptions to capital stock.

f Value of apparatus, library, and cabinet.

g Furniture and apparatus.

TABLE XIII.—Memorandum.

Name.	Location.	Remark.
Medical department of Lincoln University	Chester County, Pa.	Closed.

TABLE XIV.—PART 1.—*Summary of examinations for admission to the United States Military Academy for the year 1875.*

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.						
				Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
Alabama.....	5	5								
Arkansas.....	5	3	2							2
California.....	1	1			1	1	1			
Connecticut.....	2	2								
Delaware.....	1	1								
Florida.....	1		1							
Georgia.....	2	2								
Illinois.....	11	5	6	1						2
Indiana.....	9	5	4		1	3	2	1	3	2
Iowa.....	3	2	1			1	1	1	1	1
Kansas.....	1	1								
Kentucky.....	6	4	2				1			1
Louisiana.....	5	3	2			2		1	1	1
Maine.....	2	1	1		1	1	1	1		
Maryland.....	1	1								
Massachusetts.....	7	5	2			2			1	
Michigan.....	3	2	1	1						
Minnesota.....	1	1								
Mississippi.....	1	1								
Missouri.....	6	3	3			1		2	2	2
Nebraska.....										
Nevada.....	1	1								
New Hampshire.....	1		1							1
New Jersey.....	1	1								
New York.....	19	12	7			1	4	4	3	3
North Carolina.....	2	2								
Ohio.....	10	7	3			2		2	1	3
Oregon.....	1	1								
Pennsylvania.....	17	11	6		1	2	2	4	4	3
Rhode Island.....	1	1								
South Carolina.....	6	2	4	1		2	2	1	3	1
Tennessee.....	7	5	2						1	1
Texas.....	1		1			1		1	1	
Vermont.....	1	1								
Virginia.....	6	1	5	1		3	3	4	2	3
West Virginia.....	5	3	2				1		1	
Wisconsin.....	1					1	1			
Arizona.....										
Colorado.....	1		1			1				
Dakota.....										
District of Columbia.....	1	1								
Idaho.....										
Montana.....										
New Mexico.....										
Utah.....	1	1								
Washington.....										
Wyoming.....	1	1								
Foreign.....										
At large.....	37	22	15	2	1	6	4	2	8	5
Total.....	194	121	72	6	4	31	25	27	34	31

TABLE XIV.—PART 2.—Summary of examinations for admission to the United States Naval Academy for the year 1875.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.						
				Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History, &c.
Alabama	2	2	0	0	0	0	0	0	0	0
Arkansas	3	1	2	0	0	0	2	1	0	0
California	1	1	0	0	0	0	0	0	0	0
Connecticut	2	1	1	1	0	0	0	0	0	0
Delaware	2	1	1	1	0	0	0	0	0	0
Florida	3	1	2	0	0	0	2	0	0	0
Georgia	2	1	1	0	0	0	1	0	0	0
Illinois	11	3	8	2	0	3	6	3	2	0
Indiana	10	7	3	0	0	1	2	2	2	0
Iowa	6	1	5	1	0	2	4	3	4	0
Kansas	1	1	0	0	0	0	0	0	0	0
Kentucky	9	2	7	0	0	3	7	3	5	0
Louisiana	5	4	1	0	1	1	1	1	1	0
Maine	3	1	2	0	0	2	2	2	1	0
Maryland	2	0	2	0	0	0	2	0	0	0
Massachusetts	4	2	2	0	0	1	2	2	1	0
Michigan	5	4	1	0	0	0	1	1	0	0
Minnesota	0	0	0	0	0	0	0	0	0	0
Mississippi	1	0	1	0	0	0	1	0	0	0
Missouri	7	5	2	0	0	2	2	0	0	0
Nebraska	0	0	0	0	0	0	0	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0
New Hampshire	1	1	0	0	0	0	0	0	0	0
New Jersey	4	2	2	0	0	2	2	0	0	0
New York	14	6	8	2	0	4	5	4	5	0
North Carolina	2	1	1	0	0	0	1	0	0	0
Ohio	10	4	6	1	0	1	5	2	2	0
Oregon	1	0	1	0	0	1	1	1	1	0
Pennsylvania	13	5	13	3	5	6	10	8	9	0
Rhode Island	1	1	0	0	0	0	0	0	0	0
South Carolina	3	2	1	0	0	0	1	0	0	0
Tennessee	9	3	6	0	0	4	6	5	4	0
Texas	8	3	5	1	0	2	4	2	4	0
Vermont	1	0	1	0	0	1	1	1	1	0
Virginia	5	2	3	1	0	0	2	1	0	0
West Virginia	0	0	0	0	0	0	0	1	0	0
Wisconsin	3	2	1	0	0	0	1	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	0
Dakota	0	0	0	0	0	0	0	0	0	0
District of Columbia	1	1	0	0	0	0	0	0	0	0
Idaho	1	0	1	0	0	1	1	1	0	0
Montana	2	1	1	0	0	0	1	1	1	0
New Mexico	0	0	0	0	0	0	0	0	0	0
Utah	0	0	0	0	0	0	0	0	0	0
Washington	1	0	1	0	0	1	1	1	1	0
Wyoming	0	0	0	0	0	0	0	0	0	0
Foreign	0	0	0	0	0	0	0	0	0	0
At large	23	18	5	2	0	1	2	2	2	0
Total	187	90	97	15	6	39	79	49	46	0

a Not examined in this branch

TABLE XV.—PART I.—Degrees conferred in 1875 by universities, colleges, scientific

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agricultural Engineering; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.					
		All degrees.		In course, L. B.	A. B.		A. M.		
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	
									2	3	4	5	6	7	8
1	Agricultural and Mechanical College of Alabama, Auburn, Ala	4	0						
2	Southern University, Greensboro', Ala	7	0			2		3	
3	Howard College, Marion, Ala	2	3			2			
4	Spring Hill College, near Mobile, Ala	7				7			
5	Evening Shade College, Evening Shade, Ark.	0	0						
6	Arkansas Industrial University, Fayetteville, Ark.	0	0						
7	St. John's College of Arkansas, Little Rock, Ark.	8	3			5			
8	University of California, Oakland, Cal.	42				10		3	
9	St. Ignatius College, San Francisco, Cal.	8				5			
10	St. Mary's College, San Francisco, Cal.	7	0			6			
11	University College of San Francisco, San Francisco, Cal.	13							
12	Santa Clara College, Santa Clara, Cal.	6	1			2			
13	University of the Pacific, Santa Clara, Cal.	10	2			1		5	1
14	Pacific Methodist College, Santa Rosa, Cal.	5							
15	Trinity College, Hartford, Conn.	31	6			17		14	5
16	Yale College, New Haven, Conn.	220	14			96			9
17	Delaware College, Newark, Del.	10	1	5	1				
18	University of Georgia, Athens, Ga.	75	0			20			
19	Atlanta University, Atlanta, Ga.	0	0						
20	Mercer University, Macon, Ga.	39	2	7	20			3	1
21	Abingdon College, Abingdon, Ill.	9			3				
22	Illinois Wesleyan University, Bloomington, Ill.	32	5		12			5	1
23	Carthage College, Carthage, Ill.	4	0		3				
24	Eureka College, Eureka, Ill.	2			1			1	
25	Northwestern University, Evanston, Ill.	110	3	1	13			16	
26	Ewing College, Ewing, Ill.	0	0						
27	McKendree College, Lebanon, Ill.	43	3		10			6	2
28	Lincoln University, Lincoln, Ill.	62							
29	Monmouth College, Monmouth, Ill.	34	3		17				
30	Northwestern College, Naperville, Ill.	66							
31	Augustana College, Rock Island, Ill.	0							
32	Shurtleff College, Upper Alton, Ill.	11	3		8				
33	Illinois Industrial University, Urbana, Ill.	0	0						
34	Westfield College, Westfield, Ill.	6			3			1	
35	Wheaton College, Wheaton, Ill.	11	0		23			8	
36	Indiana University, Bloomington, Ind.	45	5		12				3
37	Bourbon College, Bourbon, Ind.	0	0						
38	Fort Wayne College, Fort Wayne, Ind.	0	0						
39	Franklin College, Franklin, Ind.	4	1		1			3	
40	Indiana Asbury University, Greencastle, Ind.	635	63						
41	Hartsville University, Hartsville, Ind.	4	1		3				1
42	North Western Christian University, Irvington, Ind.	8						8	
43	Purdue University, Lafayette, Ind.	e1	0						
44	Smithson College, Logansport, Ind.	4			1				
45	Union Christian College, Merom, Ind.	7						1	
46	Moore's Hill College, Moore's Hill, Ind.	2	3					2	3
47	Earlham College, Richmond, Ind.	3	0		1				
48	Ridgeville College, Ridgeville, Ind.	2	0		1				
49	Iowa State Agricultural College, Ames, Iowa	20	0						
50	Norwegian Luther College, Decorah, Iowa	6	0		6				
51	University of Des Moines, Des Moines, Iowa	2	0		2				1
52	Upper Iowa University, Fayette, Iowa	10	1		5				1
53	Simpson Centenary College, Indianola, Iowa	13			1			f6	
54	Iowa State University, Iowa City, Iowa	123			23				
55	German College, Mt. Pleasant, Iowa	1							1

a These were conferred on young women, and are "mistress of science."

b Degrees not specified.

TABLE XV.—PART I.—Degrees conferred in

NOTE.—0 shows that no degrees were

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				
		All degrees.		In course, L. B.	A. B.		A. M.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
	1							
56	Iowa Wesleyan University, Mt. Pleasant, Iowa	34	2		6		10	1
57	Cornell College, Mt. Vernon, Iowa	25	2		3		7	
58	Oskaloosa College, Oskaloosa, Iowa	7			2			
59	Penn College, Oskaloosa, Iowa	1						
60	Central University of Iowa, Pella, Iowa	3	4		3			2
61	Whittier College, Salem, Iowa	10	1					
62	Tabor College, Tabor, Iowa	6	0		6			
63	Western College, Western College, Iowa	9			1		6	
64	University of Kansas, Lawrence, Kans	7	1		3			
65	Kansas State Agricultural College, Manhattan, Kans	2	0		2			
66	Berea College, Berea, Ky	3			3			
67	Cecilian College, Cecilian Junction, Ky	3			3			
68	Centre College, Danville, Ky	22	2		15		7	
69	Eminence College, Eminence, Ky	9			4		5	
70	Kentucky Military Institute, Farmdale, Ky	3			3			
71	Georgetown College, Georgetown, Ky	12	0		4		2	
72	Kentucky Wesleyan University, Millersburgh, Ky	5			5			
73	Central University, Richmond, Ky	57						
74	Bethel College, Russellville, Ky	11	8		6			6
75	Louisiana State University, Baton Rouge, La	48						
76	St. Charles College, Grand Côteau, La	0	0					
77	St. Mary-Jefferson College, St. James, La	4			4			
78	Bowdoin College, Brunswick, Me	72	6		37		13	1
79	Bates College, Lewiston, Me	18	53		18			
80	Maine State College of Agriculture and the Mechanic Arts, Orono, Me	e18						
81	Colby University, Waterville, Me	18	5		16		2	3
82	St. John's College, Annapolis, Md	5	2		5			
83	Loyola College, Baltimore, Md	3			3			
84	Maryland Agricultural College, College Station, Md	4	0		2			
85	Rock Hill College, Ellicott City, Md	3			2		1	
86	Western Maryland College, Westminster, Md	d3	2					1
87	Amherst College, Amherst, Mass	55	2		46		8	
88	Massachusetts Agricultural College, Amherst, Mass	18	0					
89	Boston College, Boston, Mass	0	0					
90	Boston University, Boston, Mass	100						
91	Massachusetts Institute of Technology, Boston, Mass	e0	0					
92	Harvard University, Cambridge, Mass	202	6		133		13	1
93	Tufts College, College Hill, Mass	29	1		12		3	
94	College of the Holy Cross, Worcester, Mass	16	0		13		3	
95	Worcester County Free Institute of Industrial Science, Wor- cester, Mass	19						
96	Adrian College, Adrian, Mich	7	0		5		1	
97	University of Michigan, Ann Arbor, Mich	391	2		42		23	
98	Battle Creek College, Battle Creek, Mich	0	0					
99	Hillsdale College, Hillsdale, Mich	32	4		8			4
100	Hope College, Holland City, Mich	11			6		5	
101	Kalamazoo College, Kalamazoo, Mich	d7	2		3		2	1
102	Michigan State Agricultural College, Lansing, Mich	16	0					
103	Olivet College, Olivet, Mich	10			5		4	
104	University of Minnesota, Minneapolis, Minn	9	0	1	3			
105	Carleton College, Northfield, Minn	0	0					
106	St. John's College, St. Joseph, Minn	9			7		2	
107	Mississippi College, Clinton, Miss	7			6			
108	University of Mississippi, Oxford, Miss	15	1		11		2	
109	Alcorn University, Rodney, Miss	0	0					
110	University of the State of Missouri, Columbia, Mo. i	h32	1		13		2	
111	Central College, Fayette, Mo	2	0				1	
112	Westminster College, Fulton, Mo	3	0		3			

a Includes masters in pharmacy.

b These are S. T. D.

c Includes three degrees of mechanical engineer.

d Degrees not specified.

e Includes seven degrees of mechanical engineer, one degree in chemistry, and one in physics.

1875 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

SCIENCE.										PHILOSOPHY.		ART.		THEOL- OGY.		MEDICINE. ^e		LAW.		Number.			
Sc. B.		Sc. M.		In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	Ph. B.		Ph. D.		In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.		In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
In course.	Honorary.	In course.	Honorary.							In course.	Honorary.	In course.	Honorary.											In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
11	7	7	1								1						1						56
		7															1						57
		5																					58
1																							59
10			1														2						60
		2																					61
4																						1	62
																							63
																							64
																		2					65
																							66
																		2					67
																							68
6																							69
																							70
																							71
																							72
																5	1	57				1	73
																		41					74
																					7		75
																							76
8																		2	15			3	77
6				9																			78
																							79
																							80
																							81
																		1					82
2																							83
																							84
																							85
1													1										86
13																							87
																							88
																							89
2				11		7	1									16		30				54	90
4				1		1										4			f5		g38	5	91
										2		3				12						1	92
																							93
19																							94
																							95
		1																					96
18		3		20						21			1					82		18	159	1	97
																							98
22																		2					99
																							100
										1													101
16																							102
		1																					103
2				3																			104
																							105
																							106
1																							107
2																							108
																							109
				2														1	6			9	110
										1													111
																							112

^f These are D. M. D.

^g Three were not in course.

^h Includes one Ph. M.

ⁱ Eight degrees in horticulture were also conferred.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				
		All degrees.		In course, L. B.	A. B.		A. M.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
113	Pritchett School Institute, Glasgow, Mo.....	5	.....	3	2	.....	.....	.....
114	Lincoln College, Greenwood, Mo.....	5	0	.....	5	.....	.....	.....
115	Thayer College, Kidder, Mo.....	0	.....	.....	.....	.....	.....	.....
116	La Grange College, La Grange, Mo.....	4	2	.....	3	.....	1	.....
117	St. Louis University, St. Louis, Mo.....	7	.....	.....	4	.....	3	.....
118	Washington University, St. Louis, Mo.....	23	0	.....	4	.....	1	.....
119	University of Nebraska, Lincoln, Nebr.....	1	.....	.....	.....	.....	.....	.....
120	Dartmouth College, Hanover, N. H.....	39	a19	.....	.....	2	.....	10
121	Stevens Institute of Technology, Hoboken, N. J.....	b8	0	.....	.....	.....	.....	.....
122	Rutgers College, New Brunswick, N. J.....	59	9	.....	23	1	16	3
123	College of New Jersey, Princeton, N. J.....	.....	c11	.....	.....	.....	.....	2
124	Seton Hall College, South Orange, N. J.....	15	.....	.....	8	.....	6	.....
125	Alfred University, Alfred, N. Y.....	d5	.....	.....	2	.....	.....	.....
126	St. Stephen's College, Annandale, N. Y.....	12	1	.....	8	.....	4	.....
127	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.....	4	.....	.....	1	.....	.....	.....
128	St. Lawrence University, Canton, N. Y.....	12	1	.....	2	.....	2	1
129	Hobart College, Geneva, N. Y.....	10	e7	.....	7	.....	.....	2
130	Madison University, Hamilton, N. Y.....	38	5	.....	26	.....	11	3
131	Cornell University, Ithaca, N. Y.....	55	.....	.....	8	.....	.....	.....
132	Ingham University, Le Roy, N. Y.....	f6	.....	.....	.....	.....	.....	.....
133	College of the City of New York, New York, N. Y.....	30	4	.....	17	.....	.....	3
134	College of St. Francis Xavier, New York, N. Y.....	25	3	.....	16	3	9	.....
135	Columbia College, New York, N. Y.....	156	g8	.....	21	.....	27	.....
136	Manhattan College, New York, N. Y.....	h20	0	.....	.....	.....	.....	.....
137	University of the City of New York, New York, N. Y.....	135	.....	.....	.....	.....	.....	.....
138	Vassar College, Poughkeepsie, N. Y.....	42	0	.....	42	.....	.....	.....
139	University of Rochester, Rochester, N. Y.....	24	.....	.....	22	.....	.....	.....
140	Union University, Schenectady, N. Y.....	123	.....	.....	.....	.....	.....	.....
141	Syracuse University, Syracuse, N. Y.....	56	1	.....	15	.....	15	.....
142	University of North Carolina, Chapel Hill, N. C.....	0	0	.....	.....	.....	.....	.....
143	Davidson College, Davidson College, N. C.....	18	.....	.....	15	.....	3	.....
144	Rutherford College, Happy Home, N. C.....	6	3	.....	4	.....	2	1
145	North Carolina College, Mt. Pleasant, N. C.....	3	0	.....	1	.....	2	.....
146	Trinity College, Trinity, N. C.....	20	0	.....	14	.....	6	.....
147	Wake Forest College, Wake Forest, N. C.....	9	2	.....	6	.....	2	.....
148	Ohio University, Athens, Ohio.....	10	2	.....	8	.....	2	2
149	Baldwin University, Berea, Ohio.....	19	.....	.....	7	.....	.....	.....
150	German Wallace College, Berea, Ohio.....	4	0	.....	2	.....	2	.....
151	St. Xavier College, Cincinnati, Ohio.....	6	0	.....	5	.....	1	.....
152	University of Cincinnati, Cincinnati, Ohio.....	0	0	.....	.....	.....	.....	.....
153	Ohio Agricultural and Mechanical College, Columbus, Ohio.....	0	0	.....	.....	.....	.....	.....
154	Ohio Wesleyan University, Delaware, Ohio.....	27	5	.....	23	.....	.....	2
155	Kenyon College, Gambier, Ohio.....	8	0	.....	8	.....	.....	.....
156	Denison University, Granville, Ohio.....	h11	4	.....	.....	.....	.....	.....
157	Hiram College, Hiram, Ohio.....	12	.....	.....	3	.....	5	.....
158	Western Reserve College, Hudson, Ohio.....	11	2	.....	11	.....	.....	.....
159	Marietta College, Marietta, Ohio.....	23	0	.....	22	.....	1	.....
160	Mt. Union College, Mt. Union, Ohio.....	75	3	.....	59	.....	5	.....
161	Franklin College, New Athens, Ohio.....	2	6	.....	1	.....	.....	.....
162	Muskingum College, New Concord, Ohio.....	5	.....	.....	.....	.....	3	.....
163	Oberlin College, Oberlin, Ohio.....	56	0	.....	35	.....	11	.....
164	One Study University, Selo, Ohio.....	15	0	.....	4	.....	.....	.....
165	Wittenberg College, Springfield, Ohio.....	36	2	.....	19	.....	17	.....
166	Heidelberg College, Tiffin, Ohio.....	8	8	.....	8	.....	8	5
167	Otterbein University, Westerville, Ohio.....	18	0	.....	9	.....	1	.....
168	Geneva College, West Geneva, Ohio.....	8	0	.....	4	.....	.....	.....
169	Wilmington College, Wilmington, Ohio.....	4	.....	.....	4	.....	.....	.....
170	University of Wooster, Wooster, Ohio.....	53	6	.....	20	.....	8	.....

a Includes 1 honorary M. D.

b These are mechanical engineer.

c Includes 1 D. S.

d Includes 3 S. A.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				
		All degrees.		A. B.		A. M.		
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
171	Wilberforce University, near Xenia, Ohio.....	4	a1					
172	Xenia College, Xenia, Ohio.....	b4						
173	Antioch College, Yellow Springs, Ohio.....	6	1		4		2	1
174	Corvallis College, Corvallis, Oreg.....	2	0					
175	Corvallis State Agricultural College, Corvallis, Oreg.....	2						
176	Pacific University and Tualatin Academy, Forest Grove, Oreg.....	3						
177	McMinnville College, McMinnville, Oreg.....	0	0					
178	Christian College, Monmouth, Oreg.....	6	0					
179	Philomath College, Philomath, Oreg.....	4	0				1	
180	Willamette University, Salem, Oreg.....	7						
181	Muhlenberg College, Allentown, Pa.....	20	0		7		13	
182	Lebanon Valley College, Annville, Pa.....	7	1		1		6	
183	Moravian College and Theological Seminary, Bethlehem, Pa.....	4			4			
184	Dickinson College, Carlisle, Pa.....	23	5		23			2
185	Pennsylvania Military Academy, Chester, Pa.....	19	3		1			2
186	Lafayette College, Easton, Pa.....	50	3		26		14	
187	Pennsylvania College, Gettysburg, Pa.....	35	2		16		19	1
188	Thiel College, Greenville, Pa.....	a8						
189	Haverford College, Haverford College, Pa.....	13	1		10		3	1
190	Franklin and Marshall College, Lancaster Pa.....	22	6		15		7	3
191	St. Vincent's College, near Latrobe, Pa.....	4	2		2		1	
192	University at Lewisburg, Lewisburg, Pa.....	30	6		16		10	3
193	Allegheny College, Meadville, Pa.....	10	2		10			
194	Mercersburg College, Mercersburg, Pa.....	12	2		9		3	
195	New Castle College, New Castle, Pa.....	2			1			
196	Westminster College, New Wilmington, Pa.....	15	4		15			
197	University of Pennsylvania, Philadelphia, Pa.....	50	5		16		28	1
198	Western University of Pennsylvania, Pittsburg, Pa.....	12	1		4		2	
199	Pennsylvania State College, State College Post-Office, Pa.....	4	0		1			
200	Swarthmore College, Swarthmore, Pa.....	13	0		8			
201	Villanova College, Villanova, Pa.....	5	1		2			
202	Washington and Jefferson College, Washington, Pa.....	23	9		21	2	1	
203	Brown University, Providence, R. I.....	70	9		43		27	5
204	College of Charleston, Charleston, S. C.....	6			6			
205	University of South Carolina, Columbia, S. C.....	6	0					
206	Erskine College, Due West, S. C.....	8	3		8			
207	Wofford College, Spartanburg, S. C.....	a18						
208	Newberry College, Walhalla, S. C.....	6	2		4		2	2
209	East Tennessee Wesleyan University, Athens, Tenn.....	6	3		1			2
210	King College, Bristol, Tenn.....	3	2		3			
211	Southwestern Presbyterian University, Clarksville, Tenn.....	4			4			
212	Neophogen Male and Female College, Gallatin, Tenn.....		1					
213	Hiwassee College, Hiwassee College, Tenn.....	8	0		8			
214	Greeneville and Tusculum College, Home, Tenn.....	2	1		2			
215	East Tennessee University, Knoxville, Tenn.....	11	2		8		3	
216	Cumberland University, Lebanon, Tenn.....	77	9		13			4
217	Bethel College, McKenzie, Tenn.....	2					2	
218	Manchester College, Manchester, Tenn.....	6			3		3	
219	Maryville College, Maryville, Tenn.....	10	2		5		5	
220	Christian Brothers' College, 252 Adams street, Memphis, Tenn.....	2	1		2			1
221	Mosheim Male and Female Institute, Mosheim, Tenn.....	6			5			
222	Mossy Creek Baptist College, Mossy Creek, Tenn.....		7			7		
223	Central Tennessee College, Nashville, Tenn.....		2					
224	Fisk University, Nashville, Tennessee.....	3	0		3			
225	University of the South, Sewanee, Tenn.....	4	c2		2			
226	Woodbury College, Woodbury, Tenn.....	0	0					
227	Texas Military Institute, Austin, Tex.....	0	0					
228	Southwestern University, Georgetown, Tex.....	0	0					
229	Baylor University, Independence, Tex.....	2	1		2			
230	Salado College, Salado, Tex.....	d3	0		2			
231	Trinity University, Tehuacana, Tex.....	16	3		9			

a Degrees not specified.

b 3 M. E. L., and 1 M. L. L.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				
		All degrees.		In course, L. B.	A. B.		A. M.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
232	University of Vermont and State Agricultural College, Burlington, Vt.	47	10	.....	8	.....	6	2
233	Middlebury College, Middlebury, Vt.	15	5	.....	7	.....	8	3
234	Norwich University, Northfield, Vt.	4	.....	.....	.....	.....	.....	.....
235	Virginia Agricultural and Mechanical College, Blacksburg, Va.	c12	0	.....	.....	.....	.....	.....
236	Emory and Henry College, Emory, Va.	11	2	.....	11	.....	.....	2
237	Hampden Sidney College, Hampden Sidney, Va.	6	0	.....	6	.....	.....	.....
238	Virginia Military Institute, Lexington, Va.	d22	0	.....	.....	.....	.....	.....
239	Washington and Lee University, Lexington, Va.	24	6	.....	3	.....	6	.....
240	Richmond College, Richmond, Va.	0	0	.....	.....	.....	.....	.....
241	Roanoke College, Salem, Va.	19	2	.....	19	.....	.....	2
242	University of Virginia, University of Virginia, Va.	41	.....	.....	.....	.....	.....	.....
243	College of William and Mary, Williamsburg, Va.	4	4	.....	3	.....	.....	1
244	Bethany College, Bethany, W. Va.	17	5	7	6	.....	.....	5
245	West Virginia University, Morgantown, W. Va.	7	1	.....	6	.....	.....	.....
246	Lawrence University, Appleton, Wis.	18	0	.....	3	.....	3	.....
247	Beloit College, Beloit, Wis.	10	2	.....	3	.....	7	1
248	University of Wisconsin, Madison, Wis.	e68	2	1	12	.....	.....	2
249	Milton College, Milton, Wis.	4	7	.....	3	.....	.....	1
250	St. John's College, Prairie du Chien, Wis.	2	.....	.....	2	.....	.....	.....
251	Racine College, Racine, Wis.	14	f1	.....	9	.....	5	.....
252	Ripon College, Ripon, Wis.	13	0	.....	7	.....	.....	.....
253	Northwestern University, Watertown, Wis.	3	0	.....	2	.....	1	.....
254	Georgetown College, Georgetown, D. C.	20	7	.....	7	.....	.....	3
255	Columbian University, Washington, D. C.	43	.....	.....	.....	.....	.....	.....
256	Howard University, Washington, D. C.	21	.....	.....	4	.....	.....	.....
257	National Deaf-Mute College, Washington, D. C.	6	0	.....	6	.....	.....	.....
258	Territorial School of Mines, Golden City, Colo.	0	0	.....	.....	.....	.....	.....

a Includes 1 *ad eundem*.

b One is honorary.

c Includes 3 degrees in the School of Mechanics, and 3 in the School of Agriculture and of Mechanics.

TABLE XV.—PART 2.—Degrees conferred in professional schools not connected with universities and colleges.

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Number.	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.		Law.		
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1		2	3	4	5	6	7	8	9
SCHOOLS OF THEOLOGY.									
1	San Francisco Theological Seminary, San Francisco, Cal.	2	2						
2	Theological Institute of Connecticut, Hartford, Conn.	a8							
3	Berkeley Divinity School, Middletown, Conn.	a10							
4	Baptist Union Theological Seminary, Chicago, Ill.	9	9						
5	Chicago Theological Seminary, Chicago, Ill.	9	6						
6	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	a9							
7	Garrett Biblical Institute, Evanston, Ill.	10	10						
8	Theological department of Griswold College, Davenport, Iowa.	a1							
9	German Presbyterian Theological School, Dubuque, Iowa.	a1							
10	Bangor Theological Seminary, Bangor, Me.	b17							
11	Woodstock College, Woodstock, Md.	a6							
12	Andover Theological Seminary, Andover, Mass.	b13							
13	The Episcopal Theological School, Cambridge, Mass.	3	3						
14	Newton Theological Institution, Newton Centre, Mass.	a24							
15	Seabury Divinity School, Faribault, Minn.	4	4						
16	Augsburg Seminary, Minneapolis, Minn.	a3							
17	Bishop Green Associate Mission and Training School, Dry Grove, Miss.	a1							
18	Concordia College, St. Louis, Mo.	a23							
19	German Theological School, Bloomfield, N. J.	b7							
20	Drew Theological Seminary, Madison, N. J.	18	18						
21	Theological Seminary of the Reformed Church, New Brunswick, N. J.	a9							
22	Theological Seminary of the Presbyterian Church, Princeton, N. J.	b31							
23	Theological Seminary of Auburn, Auburn, N. Y.	b9							
24	The Tabernacle Free College, Brooklyn, N. Y.	b13							
25	Hamilton Theological Seminary, Hamilton, N. Y.	b21							
26	Newburgh Theological Seminary, Newburgh, N. Y.	b7							
27	General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	b13							
28	Union Theological Seminary, New York, N. Y.	a41							
29	Seminary of Our Lady of Angels, Niagara Falls, N. Y.	1	1						
30	St. Joseph's Provincial Seminary, Troy, N. Y.	e20							
31	Biddle Memorial Institute, Charlotte, N. C.	a2							
32	Lane Theological Seminary, Cincinnati, Ohio.	b12							
33	German Lutheran Seminary, Columbus, Ohio.	a8							
34	Union Biblical Seminary, Dayton, Ohio.	b6							
35	United Presbyterian Theological Seminary, Xenia, Ohio.	a10							
36	Allegheny Theological Seminary, Allegheny City, Pa.	a16							
37	Western Theological Seminary, Allegheny City, Pa.	b14							
38	Theological Seminary of the Evangelical Lutheran Church, Gettysburg, Pa.	b12							
39	Theological Seminary of the Reformed Church, Lancaster, Pa.	10	10						
40	Meadville Theological School, Meadville, Pa.	a5							
41	Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	a8							
42	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	b15							
43	St. Michael's Seminary, Pittsburgh, Pa.	a6							
44	Missionary Institute, Selinsgrove, Pa.	a6							
45	Crozer Theological Seminary, Upland, Pa.	a11							
46	Theological Seminary of the Presbyterian Church, Columbia, S. C.	b18							

a Number of graduates reported.

b Number of graduates; diplomas conferred.

c Number of priests ordained during the year.

TABLE XV.—PART 2.—Degrees conferred in professional schools, &c.—Continued.

Number.	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
47	Southern Baptist Theological Seminary, Greenville, S. C.	a3							
48	Protestant Episcopal Theological Seminary, Fairfax County, Va.	b9							
49	Union Theological Seminary, Hampden Sidney, Va.	c24							
50	Theological Seminary of the Evangelical Lutheran Church, Salem, Va.	e2							
51	Wayland Seminary, Washington, D. C.	b9							
52	Matthews' Hall, Golden, Colo.	b5							
SCHOOLS OF LAW.									
53	Union College of Law of the University of Chicago and the Northwestern University, Chicago, Ill.	26						26	
54	Law School of the University of Maryland, Baltimore, Md.	14						14	
55	Cincinnati Law School, Cincinnati, Ohio	36						36	
56	Law department, National University, Washington, D. C.	38						38	
SCHOOLS OF MEDICINE.									
57	Medical College of Alabama, Mobile, Ala.	36			36				
58	Rush Medical College, Chicago, Ill.	78			78				
59	Women's Hospital Medical College, Chicago, Ill.	10			10				
60	Medical College of Evansville, Evansville, Ind.	6			6				
61	College of Physicians and Surgeons, Indianapolis, Ind.	27			27				
62	College of Physicians and Surgeons, Keokuk, Iowa	86			86				
63	Charity Hospital Medical College, New Orleans, La.	12			12				
64	College of Physicians and Surgeons, Baltimore, Md.	40			40				
65	School of Medicine, University of Maryland, Baltimore, Md.	50			50				
66	Washington University, School of Medicine, Baltimore, Md.	29			29				
67	Detroit Medical College, Detroit, Mich.	29			29				
68	College of Physicians and Surgeons, Kansas City, Mo.	e			e				
69	Missouri Medical College, St. Louis, Mo.	75			d75				
70	St. Louis Medical College, St. Louis, Mo.	47			47				
71	Medical department, University of Buffalo, Buffalo, N. Y.	44			44				
72	Bellevue Hospital Medical College, New York, N. Y.	196			196				
73	New York Free Medical College for Women, New York, N. Y.	9			9				
74	Woman's Medical College of the New York Infirmary, New York, N. Y.	3			3				
75	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	65			65				
76	Medical College of Ohio, Cincinnati, Ohio	102			102				
77	Miami Medical College, Cincinnati, Ohio	36			36				
78	Cleveland Medical College, Cleveland, Ohio	e33			31				
79	Starling Medical College, Columbus, Ohio	19			19				
80	Jefferson Medical College, Philadelphia, Pa.	170			170				
81	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	12			12				
82	Medical College of the State of South Carolina, Charleston, S. C.	20			20				
83	Texas Medical College and Hospital, Galveston, Tex.	8			8				
84	Medical College of Virginia, Richmond, Va.	17			15		2		
85	College of American Medicine and Surgery, Macon, Ga.	16			16				
86	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	28			28				
87	Eclectic Medical College of the City of New York, New York, N. Y.	f41			29				
88	Eclectic Medical Institute, Cincinnati, Ohio	68			68				
89	Missouri School of Midwifery and Diseases of Women and Children, St. Louis, Mo.	16			g16				
90	New York Homeopathic Medical College, New York, N. Y.	38			38				
91	New York Medical College and Hospital for Women, New York, N. Y.	9			9				

a Full graduates; 30 diplomas were conferred on partial graduates.

b Number of graduates reported.

c Number of graduates; diplomas conferred.

d Five were *ad eundem*.

e Includes 1 *ad eundem* and 1 honorary.

f Includes 8 *ad eundem* and 4 honorary.

g Ten degrees of doctor of midwifery and 6 of doctor of midwifery and diseases of women and children.

TABLE XV.—PART 2.—Degrees conferred in professional schools, &c.—Concluded.

Number.	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.		Law.		
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
92	Pulte Medical College, Cincinnati, Ohio.....	23			23				
93	Hahnemann Medical College of Philadelphia, Philadelphia, Pa.....	52			52				
94	New Orleans Dental College, New Orleans, La.....	1				1			
95	Baltimore College of Dental Surgery, Baltimore, Md.....	17				17			
96	Maryland Dental College, Baltimore, Md.....	10				10			
97	Boston Dental College, Boston, Mass.....	14				14			
98	Missouri Dental College, St. Louis, Mo.....	6				6			
99	New York College of Dentistry, New York, N. Y.....	16				16			
100	Ohio College of Dental Surgery, Cincinnati, Ohio.....	6				6			
101	Pennsylvania College of Dental Surgery, Philadelphia, Pa.....	27				27			
102	Philadelphia Dental College, Philadelphia, Pa.....	41				41			
103	American Dental College, Austin, Tex.....	8				8			
104	California College of Pharmacy, San Francisco, Cal.....	5					5		
105	Chicago College of Pharmacy, Chicago, Ill.....	9					9		
106	Louisville College of Pharmacy, Louisville, Ky.....	4					4		
107	Maryland College of Pharmacy, Baltimore, Md.....	14					14		
108	Massachusetts College of Pharmacy, Boston, Mass.....	6					6		
109	College of Pharmacy of the City of New York, New York, N. Y.....	38					38		
110	Cincinnati College of Pharmacy, Cincinnati, Ohio.....	17					17		
111	Philadelphia College of Pharmacy, Philadelphia, Pa.....	80					86		
112	Tennessee College of Pharmacy, Nashville, Tenn.....	as					as		
113	National College of Pharmacy, Washington, D. C.....	5					5		

a Five were doctor of pharmacy and 3 pharmaceutical chemist.

TABLE XV.—PART 3.—Degrees conferred in schools for the superior instruction of women.

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; L. C., Laureate of Letters; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

Number.	Institutions and locations.	All degrees.											
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	L. C.	M. P. L.	B. Sc.	Mis. Mus.
1		2	3	4	5	6	7	8	9	10	11	12	13
1	Florence Synodical Female College, Florence, Ala.	6						6					
2	Judson Female Institute, Marion, Ala.	4		4									
3	Alabama Central Female College, Tuscaloosa, Ala.	7		7									
4	Tuscaloosa Female College, Tuscaloosa, Ala.	1			1								
5	Alabama Conference Female College, Tuskegee, Ala.	7							7				
6	Furlow Masonic Female College, Americus, Ga.	5		5									
7	Southern Masonic Female College, Covington, Ga.	11		11									
8	Bethel Female College, Cuthbert, Ga.	6			6								
9	Dalton Female College, Dalton, Ga.	7							7				
10	Monroe Female College, Forsyth, Ga.	6		6									
11	Lumpkin Masonic Female College, Lumpkin, Ga.	2			2								
12	Wesleyan Female College, Macon, Ga.	4		2	2								
13	College Temple, Newnan, Ga.	8			7				1				
14	Almira College, Greenville, Ill.	8		8									
15	Ferry Hall, Lake Forest, Ill.	6								6			
16	Female College of Indiana, Greencastle, Ind.	5		5									
17	Bowling Green Female College, Bowling Green, Ky.	7							7				
18	Franklin Female College, Franklin, Ky.	2		2									
19	Millersburg Female College, Millersburg, Ky.	7							7				
20	Shelbyville Female College, Shelbyville, Ky.	2			2								
21	Stanford Female College, Stanford, Ky.	3		1					2				
22	Silliman Female Collegiate Institute, Clinton, La.	7							7				
23	Baltimore Female College, Baltimore, Md.	7		5		2							
24	Frederick Female Seminary, Frederick, Md.	6							6				
25	Minneapolis Female Seminary, Minneapolis, Minn.	25											
26	Whitworth Female College, Brookhaven, Miss.	15			1				14				
27	Franklin Female College, Holly Springs, Miss.	4			4								
28	Union Female College, Oxford, Miss.	1			1								
29	Chickasaw Female College, Pontotoc, Miss.	3			3								
30	Bordentown Female College, Bordentown, N. J.	6							6				
31	Pennington Seminary and Female Collegiate Institute, Pennington, N. J.	6							6				
32	Wesleyan Female College, Murfreesboro', N. C.	11							11				
33	Cincinnati Wesleyan College, Cincinnati, Ohio.	20		7								13	
34	Ohio Wesleyan Female College, Delaware, Ohio.	30		5					11			14	
35	Highland Institute, Hillsboro', Ohio.	7						7					
36	Hillsboro' Female College, Hillsboro', Ohio.	3							3				
37	Wilson College, Chambersburg, Pa.	11		6									5
38	Pennsylvania Female College, Collegeville, Pa.	5		3	2								
39	Irving Female College, Mechanicsburg, Pa.	3		2					1				

a Two are L. A. and 3 L. S.

TABLE XV.—PART 3.—Degrees conferred in schools, &c.—Concluded.

Number.	Institutions and locations.	All degrees.											
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	L. C.	M. D. L.	B. Sc.	Mis. Mus.
	1	2	3	4	5	6	7	8	9	10	11	12	13
40	Brooke Hall Female Seminary, Media, Pa.	12			12								
41	Pennsylvania Female College, Pittsburgh, Pa.	a14		8									
42	Pittsburgh Female College, Pittsburgh, Pa.	9						4	5				
43	Columbia Female College, Columbia, S. C.	17			17								
44	Due West Female College, Due West, S. C.	16			16								
45	Greenville Baptist Female College, Greenville, S. C.	6			6								
46	Williamston Female College, Williamston, S. C.	4				4							
47	Athens Female Seminary, Athens, Tenn.	9									9		
48	Brownsville Female College, Brownsville, Tenn.	8		b6		2							
49	Bellevue Female College, Collierville, Tenn.	4				2				2			
50	Odd Fellows' Female College, Humboldt, Tenn.	c4								2			
51	Memphis Conference Female Institute, Jackson, Tenn.	30				9			21				
52	East Tennessee Female Institute, Knoxville, Tenn.	3									3		
53	La Grange Female College, La Grange, Tenn.	5			5								
54	Cumberland Female College, McMinnville, Tenn.	4			4								
55	State Female College, Memphis, Tenn.	11				11							
56	Murfreesboro' Female Institute, Murfreesboro', Tenn.	12				3			9				
57	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	29				29							
58	Mary Sharp College, Winchester, Tenn.	22			11	11							
59	Chappell Hill Female College, Chapel Hill, Tex.	3							3				
60	Episcopal Female Institute, Winchester, Va.	1			1								
61	Milwaukee College, Milwaukee, Wis.	3			3								

a Includes 6 M. P., (mistress of philosophy.)

b Maid of arts.

c Includes 2 degrees of "mistress of modern literature."

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards; from replies to inquiries by the United States Bureau of Education.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidentals.
1	Auburn, Ala.	Agricultural and Mechanical College of Alabama.	1873	.....	Col.	1,720	260	.....	\$0	\$0	\$80	\$50
2	Auburn, Ala.	Society Libraries.	.....	.....	Soc'y.	2,500	.....	.....	.....	.....	.....	.....
3	Florence, Ala.	Florence Synodical Female College.	1855	.....	Acad.	2,500	.....	.....	0	.....	.....	.....
4	Florence, Ala.	State Normal School.	1873	.....	Acad.	1,000	.....	.....	.....	.....	.....	.....
5	Gainesville, Ala.	Club or Society Library.	.....	.....	Soc'l	700	.....	.....	.....	.....	.....	.....
6	Greene Springs, Ala.	Greene Springs School.	1847	.....	Acad.	500	17	.....	0	.....	.....	.....
7	Greensboro', Ala.	Society Library.	.....	.....	Soc'y.	1,500	.....	.....	.....	.....	.....	.....
8	Greensboro', Ala.	Southern University.	1859	.....	Col.	2,000	.....	.....	.....	.....	.....	.....
9	Greensboro', Ala.	Society Libraries (2).	.....	.....	Soc'y.	1,500	.....	.....	0	.....	.....	.....
10	Huntsville, Ala.	Huntsville Female College.	1853	.....	Acad.	3,000	0	.....	.....	.....	.....	.....
11	Huntsville, Ala.	Huntsville Female Seminary.	1829	.....	Acad.	3,000	50	.....	0	.....	.....	.....
12	Huntsville, Ala.	Howard College.	1841	Free	Col.	1,000	35	.....	.....	.....	.....	.....
13	Marion, Ala.	Society Libraries (2).	.....	.....	Soc'y.	800	.....	.....	.....	.....	.....	.....
14	Marion, Ala.	Marion Female Institute.	1836	.....	Acad.	3,000	.....	.....	.....	.....	.....	.....
15	Marion, Ala.	Marion Female Seminary.	1835	.....	Acad.	1,000	.....	.....	.....	.....	.....	.....
16	Mobile, Ala.	Franklin Society Reading Room and Library.	1835	Sub	Soc'l	3,670	215	1,500	0	.....	250	250
17	Mobile, Ala.	Law Library.	1869	.....	Law	3,000	.....	.....	.....	.....	.....	.....
18	Mobile, Ala.	Medical College of Alabama.	1869	.....	Med.	500	.....	.....	0	.....	.....	.....
19	Near Mobile, Ala.	Spring Hill College.	1829	.....	Col.	5,000	250	.....	.....	.....	.....	.....
20	Montgomery, Ala.	Alabama State Library.	1893	.....	Acad.	14,000	.....	.....	.....	.....	.....	.....
21	Montgomery, Ala.	Hamner Hall School for Boys.	1874	.....	Acad.	500	.....	.....	.....	.....	.....	.....
22	Selma, Ala.	Young Men's Christian Association.	.....	.....	Y. M. C. A.	600	.....	.....	.....	.....	.....	.....
23	Sumnerfield, Ala.	Contemporary Institute.	.....	.....	Acad.	1,000	.....	.....	0	.....	.....	.....
24	Talladega, Ala.	Institution for the Deaf and Dumb and the Blind.	1811	.....	Acad.	300	.....	.....	.....	.....	.....	.....
25	Talladega, Ala.	Synodical Female Collegiate Institute.	1860	.....	Acad.	300	.....	.....	.....	.....	.....	.....
26	Talladega, Ala.	Talladega College.	1852	.....	Acad.	300	.....	.....	.....	.....	.....	.....
27	Tuscaloosa, Ala.	Alabama Historical Society.	1851	.....	Col.	250	.....	.....	.....	.....	.....	.....
28	Tuscaloosa, Ala.	Tuscaloosa Female College.	1850	.....	List'd	.....	.....	.....	.....	.....	.....	.....
29	Tuscaloosa, Ala.	University of Alabama.	1831	.....	Acad.	1,200	.....	.....	.....	.....	.....	.....
30	Tuskegee, Ala.	Alabama Conference Female College.	1855	Free	Col.	4,000	.....	.....	0	.....	.....	.....

NOTE.—Explanation of abbreviations: Acad., Academy; Sch., School; Col., College; Soc'y., College society libraries; Soc'l, Social; Med., Medical; Theol., Theological; Hist'l, Historical; Sci., Scientific; Pub., Public; Mer., Mercantile; Y. M. C. A., Young Men's Christian Association; Gov't, Government; Terr., Territorial; Gar., Garrison; A. & R., Asylum and reformatory; Mis., Miscellaneous; 0 signifies no or none; signifies no answer.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards, &c.—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
31	Tuskegee, Ala.	Park High School.			Acad.	400						
32	Sitka, Alaska	Post Library	1868		Gar	596						
33	Camp McDowell, Ariz.	Post Library	1867		Gar	300						
34	Fort Whipple, Ariz.	Regimental Library	1868		Gar	328						
35	Tucson, Ariz.	Territorial Library	1873		Ter	600						
36	Batesville, Ark.	Arkansas College	1873		Acad.	400	53		\$0			\$80
37	Fayetteville, Ark.	Arkansas Industrial University	1875		Soc'l	273			1,750	152		250
38	Fort Smith, Ark.	Public Library Association	1846		State	4,000			0			
39	Little Rock, Ark.	Arkansas State Library	1839		Acad.	630			0			
40	Little Rock, Ark.	Institution for the Education of the Blind	1867		Sub	3,024	250		0			
41	Little Rock, Ark.	Mercantile Library			Mer				0			
42	Anaheim, Cal.	Public School Library	1869		Sch	350		4,500				
43	Angel Island, Cal.	Post Library	1869		Gar	776						
44	Benicia, Cal.	Missionary College of St. Augustine	1870		Col	600	25		50			
45	Benicia, Cal.	St. Mary of the Pacific	1872		Acad	700						
46	Benicia, Cal.	Young Ladies' Seminary	1852		Acad	600						
47	Brooklyn, Cal.	Mills Seminary	1871		Acad	325	20		0			
48	Gilroy, Cal.	School Library	1868		Sch	430						
49	Grass Valley, Cal.	Grass Valley High School	1856		Acad	300						
50	Grass Valley, Cal.	Public Library	1860	Free	Pub.	1,650	65	1,000	100	\$50	50	
51	Knight's Ferry, Cal.	St. Vincent's College	1867	Free	Col.	1,200		480				150
52	Los Angeles, Cal.	Old Fellows' Library	1863	Free	Soc'l	800	0		0	0	0	0
53	Maryville, Cal.	Monterey Library	1849	Sub	Soc'l	512	20					
54	Monterey, Cal.	Napa Collegiate Institute	1870	Free	Acad	2,340	60	900				300
55	Napa, Cal.	Old Fellows' Library	1855	Free	Soc'l	300						
56	Nevada City, Cal.	Public School Library	1866		Sch	300			600			
57	Nevada City, Cal.	California Institution for the Deaf and Dumb and the Blind.			Acad.	300						
58	Oakland, Cal.	California Military Academy	1865		Acad	1,500						
59	Oakland, Cal.	Convent of Our Lady of the Sacred Heart.	1869		Acad	900	100					
60	Oakland, Cal.	Oakland High School	1869		Acad	400	80					
61	Oakland, Cal.	Oakland Library Association	1867	Sub	Soc'l	4,000	332	13,954		511		1,080
62	Oakland, Cal.	Old Fellows' Library	1867	Free	Soc'l	2,498	454	7,774		1,000		535
63	Oakland, Cal.	Old Fellows' Library	1869	Free	Theol	1,860	150		100	9		20
64	Oakland, Cal.	Pacific Theological Seminary	1869		Theol	1,860						0

65	Oakland, Cal.	1869	Free	Col.	12,000	2,300	172	62,400
66	San Francisco, Cal.	1864	Free <td>Col.</td> <td>1,600</td> <td>75</td> <td>175</td> <td>75</td>	Col.	1,600	75	175	75
67	San Francisco, Cal.	1864	Med.	Med.	802	100	0	0
68	Oroville, Cal.	1860	Sub.	Soc'l	1,655	234	0	0
69	Petaluma City, Cal.	1856	Sub.	Soc'l	1,750	500	0	0
70	Placerville, Cal.	1869	Gar.	Gar.	580	1,500	0	6,000
71	Point San José, Cal.	1850	Company and Post Library	State.	37,000	5,000	0	0
72	Sacramento, Cal.	1857	Lib. Association	Soc'l	5,539	87	0	0
73	Sacramento, Cal.	1872	Free	Soc'l	3,013	350	0	1,000
74	Sacramento, Cal.	1873	Odd Fellows' Library	Acad.	600	6,800	0	400
75	Sacramento, Cal.	1863	Sacramento Business College	Acad.	350	0	0	0
76	Sacramento, Cal.	1868	Supreme Court Library	Acad.	5,600	500	0	2,500
77	San Francisco, Cal.	1866	Academy of Notre Dame	Acad.	1,000	0	0	0
78	San Francisco, Cal.	1859	Bancroft Pacific Library	Acad.	12,000	0	0	0
79	San Francisco, Cal.	1875	Bibliothèque de la Ligue Nationale Française	Hist.	6,000	63,600	0	0
80	San Francisco, Cal.	1870	City and County Alms House	Soc'l	6,672	100	0	0
81	San Francisco, Cal.	1870	City and County Industrial School	A. & R.	800	0	0	0
82	San Francisco, Cal.	1866	Enreka Yurn-Verein	Soc'l	470	0	0	125
83	San Francisco, Cal.	1866	Home Institute	Acad.	500	0	0	0
84	San Francisco, Cal.	1870	Law Library	Law	12,500	0	0	0
85	San Francisco, Cal.	1855	Madame Zetiska's Institute	Acad.	300	50	0	0
86	San Francisco, Cal.	1855	Mechanics' Institute	Soc'l	24,108	1,800	10,000	13,879
87	San Francisco, Cal.	1853	Mercantile Library	Mer.	41,563	3,000	85,940	4,707
88	San Francisco, Cal.	1873	Military Library	Gar.	900	0	0	6,500
89	San Francisco, Cal.	1866	New Jerusalem Church Free Library	Soc'l	610	50	0	75
90	San Francisco, Cal.	1854	Odd Fellows' Library	Soc'l	26,883	2,500	5,000	2,500
91	San Francisco, Cal.	1855	St. Ignatius College	Col.	5,000	0	0	0
92	San Francisco, Cal.		Sociality Library, (gentlemen's)	Soc'y	3,000	0	0	0
93	San Francisco, Cal.		Sociality Library, (ladies')	Soc'y	1,500	0	0	0
94	San Francisco, Cal.		Students' Library	Soc'y	1,500	0	0	0
95	San Francisco, Cal.	1863	Free	Col.	3,500	0	0	0
96	San Francisco, Cal.	1867	St. Mary's College	Soc'l	800	0	0	0
97	San Francisco, Cal.	1872	St. Mary's Library Association	Soc'l	280	42	0	100
98	San Francisco, Cal.	1853	San Francisco Art Association	Soc'l	5,000	500	2,500	2,000
99	San Francisco, Cal.	1850	San Francisco Verein	Soc'l	2,500	0	0	800
100	San Francisco, Cal.	1875	Society of California Pioneers	Hist.	2,500	0	250,000	15,000
101	San Francisco, Cal.	1875	Society of Red Men	Soc'l	500	0	0	0
102	San Francisco, Cal.	1874	Territorial Pioneers of California	Hist.	530	0	0	2,000
103	San Francisco, Cal.	1871	Theological Seminary of San Francisco	Theol.	5,000	100	0	0
104	San Francisco, Cal.	1853	United States Mint	Gov't	300	0	0	0
105	San José, Cal.	1853	Young Men's Christian Association	Y.M.C.A.	5,000	0	0	0
106	San José, Cal.	1851	College of Notre Dame	Acad.	2,000	0	0	0
107	San José, Cal.	1872	San José Library Association	Soc'l	4,000	1,085	1,181	652
108	San José, Cal.	1862	State Normal School	Acad.	1,372	300	0	0
109	San Mateo, Cal.	1864	Laurel Hall	Acad.	800	0	0	0
110	San Quentin, Cal.	1786	State Prison	A. & R.	3,103	0	0	0
111	Santa Barbara, Cal.	1874	Francisco College	Col.	2,500	0	0	0
112	Santa Barbara, Cal.	1874	Odd Fellows' Library	Soc'l	1,300	200	2,400	800
113	Santa Barbara, Cal.	1873	Santa Barbara College	Acad.	1,000	500	0	500
114	Santa Clara, Cal.	1851	Santa Clara College	Col.	10,000	0	0	0
115	Santa Clara, Cal.	1851	University of the Pacific	Col.	1,025	0	0	0
	Santa Cruz, Cal.		Public School Library	Sch	1,500	0	0	0

c For periodicals and binding.

b Estimated.

a Legislative appropriation.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards, &c.—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
116	Santa Cruz, Cal.	Santa Cruz Library	1868	Sub	Soc'l	600	100	2,500	\$0	\$800	\$200	\$500
117	Santa Inoz, Cal.	College of Our Lady of Guadalupe	1864	Sub	Col.	550	30		0			
118	Santa Rosa, Cal.	Christian College			Col.	200						
119	Santa Rosa, Cal.	Library Association		Sub	Soc'l	840						
120	Santa Rosa, Cal.	Pacific Methodist College	1861		Col.	490	30					
121	Santa Rosa, Cal.	Ulatius Society	1861		Soc'y.	490	30					
122	Stockton, Cal.	In sane Asylum of California	1869		A. & R.	1,125						
123	Stockton, Cal.	Odd Fellows' Library		Sub	Soc'l	2,000	0		0			96
124	Stockton, Cal.	Society of Natural History										
125	Vacaville, Cal.	California College	1871		Col.	2,000						
126	Vallejo, Cal.	Vallejo Library	1856	Sub	Soc'l	12,000	0		0			150
127	Yreka, Cal.	Public School Library			Sch	400						
128	Central City, Colo.	Public School Library	1868	Both	Acad.	1,450						
129	Colorado Springs, Colo.	El Paso County Library	1875	Sub	Soc'l	357		1,500	0	0	0	0
130	Denver, Colo.	St. Mary's Academy	1864		Acad.	500	50					
131	Denver, Colo.	Supreme Court Library	1872		Law	1,000						
132	Denver, Colo.	Territorial Library	1863		Ter	5,000						
133	Denver, Colo.	Wolfe Hall	1870		Acad.	400			0			
134	Golden City, Colo.	Jarvis Hall Collegiate School	1872		Acad	2,000	50		0			
135	Golden City, Colo.	University Schools of Colorado	1869	Free	Acad.	1,547						
136	Ashford, Conn.	Babcock Library	1865	Free	Pub.	1,650	100		2,700	162		0
137	Baltic, Conn.	School Libraries			Sch	600						10
138	Berlin, Conn.	Berlin Library	1843	Sub	Soc'l	829	20	1,000	0	30	30	0
139	Berlin, Conn.	District School Library			Sch	450						
140	Bridgeport, Conn.	Bridgeport Library	1850	Sub	Soc'l	9,500	208			1,205		
141	Bridgeport, Conn.	Golden Hill Institute	1850		Acad.	1,500	40		0			
142	Bridgeport, Conn.	Golden Hill Seminary	1857		Acad.	800						
143	Bristol, Conn.	Young Men's Christian Association	1869	Sub	Y.M.C.A	1,200	200	10,000	0	359	389	0
144	Buckingham, Conn.	Circulating Library			Mis	450						
145	Canaan, Conn.	Douglas Library	1823	Free	Pub	1,734	35		1,300	78		
146	Clinton, Conn.	Morgan School	1872		Acad	500			0			
147	Colechester, Conn.	Jacobs Academy	1802		Acad	300						
148	Colechester, Conn.	Colechester Library	1854	Sub	Soc'l	1,260	80		500			50
149	Collinsville, Conn.	High School Library			Sch	300						

150	Covertry, Conn.	State	1,110	857	0	0	110
151	Cromwell, Conn.	Soc'l	10,000	300	0	0	0
152	Danbury Library	Sub	400	2,526	10,000	0	0
153	Darien, Conn.	A. & R.	25	2,184	0	0	0
154	Fitch's Home	Mis	255	2,500	0	0	0
155	Derby, Conn.	Free	75	400	1,000	100	100
156	Derby, Conn.	Sub	200	1,100	2,600	250	250
157	Durham, Conn.	Soc'l	30	550	0	50	40
158	East Berlin, Conn.	Soc'l	16	823	0	34	10
159	East Haddam, Conn.	Soc'l	112	1,600	0	15	5
160	East Windsor, Conn.	Soc'l	3,500	3,500	0	0	0
161	Farmington, Conn.	Acad.	75	625	0	175	150
162	Guilford, Conn.	Soc'l	20	480	0	20	20
163	Hampton, Conn.	Acad.	50	2,000	0	0	0
164	Hartford, Conn.	Mis	4,500	4,500	0	0	0
165	Hartford, Conn.	Hist'l	16,000	16,000	9,000	1,500	0
166	Hartford, Conn.	Sch	1,271	1,271	0	0	0
167	Hartford, Conn.	Law	1,000	1,000	0	0	0
168	Hartford, Conn.	Acad.	300	300	0	0	0
169	Hartford, Conn.	Med	1,100	1,100	0	0	0
170	Hartford, Conn.	A. & R.	450	450	0	0	0
171	Hartford, Conn.	Acad	2,000	2,000	0	0	0
172	Hartford, Conn.	Free	350	350	0	0	0
173	Hartford, Conn.	Sub	12,000	12,000	4,000	350	400
174	Hartford, Conn.	State	7,000	7,000	35,000	8,000	4,250
175	Hartford, Conn.	Theol	15,000	15,000	130,000	0	3,500
176	Hartford, Conn.	Col	26,788	26,788	0	0	0
177	Hartford, Conn.	Free	1,456	1,456	0	0	0
178	Hartford, Conn.	Pub	350	350	0	0	0
179	Hartford, Conn.	Acad	24,000	24,000	15,000	4,000	1,600
180	Hartford, Conn.	Soc'l	548	548	600	50	35
181	Kensington, Conn.	Acad	350	350	500	500	0
182	Lakeville, Conn.	Soc'l	713	713	500	50	40
183	Lebanon, Conn.	Mis	1,952	1,952	1,621	0	0
184	Ledyard, Conn.	Pub	431	431	200	12	12
185	Litchfield, Conn.	Acad	300	300	0	0	0
186	Litchfield, Conn.	Soc'l	700	700	0	0	0
187	Lyme, Conn.	Pub	1,900	1,900	3,000	2,101	150
188	Manchester, Conn.	Sub	16,000	16,000	500	1,000	1,000
189	Meriden, Conn.	Sub	1,000	1,000	0	40	300
190	Middletown, Conn.	Theol	1,000	1,000	0	0	0
191	Middletown, Conn.	Acad	1,300	1,300	0	0	0
192	Middletown, Conn.	A. & R.	143	1,602	0	0	150
193	Middletown, Conn.	Free	4,100	4,100	1,900	1,900	0
194	Middletown, Conn.	Pub	26,600	26,600	27,600	0	0
195	Middletown, Conn.	Col	1,300	1,300	0	0	0
196	Middletown, Conn.	Sub	1,000	1,000	0	0	0
197	Milford, Conn.	Y.M.C.A	1,300	1,300	0	0	0
198	Moodus, Conn.	Soc'l	400	400	0	0	0
199	Mystic Bridge, Conn.	Soc'l	50	50	0	30	12
200	Mystic River, Conn.	Acad	400	400	0	0	0
201	Naugatuck, Conn.	Sch	500	500	0	0	0

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
286	Georgetown, D. C.	Georgetown Female Seminary	1868	Free	Acad.	350			\$25,000	\$2,500		\$800
287	Georgetown, D. C.	Peabody Library Association	1876	Free	Pub	575						
288	Washington, D. C.	Academy of the Visitation	1850		Acad.	2,000						
289	Washington, D. C.	Adjutant-General's Office			Gov't	1,700				3,000		
290	Washington, D. C.	Attorney-General's Office	1853		Gov't	12,000						
291	Washington, D. C.	Bar Association	1871	Sub	Law	1,000						
292	Washington, D. C.	Book Exchange	1870	Sub	Mis.	10,000		7,000				
293	Washington, D. C.	Bureau of Education	1868		Gov't	4,523						\$1,675
294	Washington, D. C.	Bureau of Medicine and Surgery			Gov't	1,000						
295	Washington, D. C.	Bureau of Navigation			Gov't	1,950						
296	Washington, D. C.	Bureau of Ordnance	1838		Gov't	2,300						
297	Washington, D. C.	Bureau of Statistics	1866		Gov't	6,000						
298	Washington, D. C.	Columbia Institution for the Deaf and Dumb	1864		Acad.	2,000			0	500	500	
299	Washington, D. C.	Columbian University	1862		Col	5,750		567			1,250	1,800
300	Washington, D. C.	Department of Agriculture	1860	Free	Gov't	7,000				1,500		
301	Washington, D. C.	Department of State	1789	Free	Gov't	29,000				2,500		
302	Washington, D. C.	Department of the Interior	1850	Free	Gov't	5,589		1,098				
303	Washington, D. C.	Executive Mansion	1810		Gov't	1,453						
304	Washington, D. C.	First Auditor's Office	1789		Gov't	2,000						
305	Washington, D. C.	Gonzaga College	1858		Col	10,000						
306	Washington, D. C.	Government Hospital for the Insane	1855		A. & R.	1,400						
307	Washington, D. C.	House of Representatives	1783		Gov't	125,000						
308	Washington, D. C.	Howard University	1869	Free	Col.	210,000				0		
309	Washington, D. C.	Theological Department	1872		Theol.	400	30					
310	Washington, D. C.	Law Department	1869		Law	300						
311	Washington, D. C.	Hydrographer's Office	1867		Gov't	7,000						
312	Washington, D. C.	I. O. O. F. Library Association	1860	Free	Soc'l	3,600	100	6,000		0	400	250
313	Washington, D. C.	I. O. O. F. Library Association of East Washington	1874	Free	Soc'l	520	200	250		0	338	130
314	Washington, D. C.	Irving Circulating Library	1875	Sub	Mis.	1,100						
315	Washington, D. C.	Land-Office			Gov't	500						
316	Washington, D. C.	Library of Congress	1802		Gov't	300,000	15,400			15,000	15,000	29,340
317	Washington, D. C.	Light-House Board	1832		Gov't	1,500						
318	Washington, D. C.	Marine Barracks	1832	Free	Gov't	1,500						

	1810	Free	Soc'l	1,600	500	250	250
319	Washington, D. C.	Masonic Library of the District of Columbia.	Acad.	1,600			
320	Washington, D. C.	Mt. Vernon Seminary	Acad.	400			
321	Washington, D. C.	Navy Department	Gov't	350			
322	Washington, D. C.	Niango's Circulating Library	Mis	4,000	1,800		
323	Washington, D. C.	Park Seminary	Acad.	3,500			
324	Washington, D. C.	Patent-Office	Gov't	23,000	533		
325	Washington, D. C.	Post-Office Department	Gov't	6,301	300		
326	Washington, D. C.	St. Vincent's Orphan Asylum	A. & R.	500			
327	Washington, D. C.	Sigmal-Office, United States Army	Gov't	2,900	775		
328	Washington, D. C.	Soldiers' Home	Gov't	2,500			
329	Washington, D. C.	Solicitor of the Treasury	Gov't	6,000		1,000	
330	Washington, D. C.	Supervising Architect's Office	Gov't	250			
331	Washington, D. C.	Supervising Architect's Office	Gov't	40,000	2,500		
332	Washington, D. C.	Surgeon-General's Office	Gov't	8,440	87		
333	Washington, D. C.	Treasury Department	Gov't	6,000			
334	Washington, D. C.	United States Coast Survey	Gov't	7,000	203		
335	Washington, D. C.	United States Naval Observatory	Gov't	25,000			
336	Washington, D. C.	United States Senate	Gov't	13,000	805		
337	Washington, D. C.	War Department	Gov't	15,000	250		
338	Washington, D. C.	Washington City Library	Sub. Y.M.C.A.	1,215	400	175	
339	Washington, D. C.	Wayland Seminary	Theol.	1,500	250		
340	Jacksonville, Fla.	Florida Circulating Library	Soc'l	500			
341	Jacksonville, Fla.	St. Joseph's Academy	Acad.	500			
342	Milton, Fla.	Masonic Academy	Gov't	1,000	0		
343	Pensacola, Fla.	United States Navy Yard	Gov't	650			
344	St. Augustine, Fla.	City Library	Pub	500	500	1,000	800
345	Tallahassee, Fla.	State Library	State	10,000			150
346	Athens, Ga.	University of Georgia	Col.	14,000		1,000	1,000
347	Athens, Ga.	Hilmer Library	Col.	1,000			
348	Athens, Ga.	Demosthenian Society	Soc'y	3,000			
349	Athens, Ga.	Phi Kappa Society	Soc'y	3,000			
350	Athens, Ga.	Law Department	Law	600			
351	Augusta, Ga.	Medical College of Georgia	Med.	5,000	0		
352	Dalhousie, Ga.	North Georgia Agricultural College	Col.	1,000			
353	Atlanta, Ga.	Atlanta Medical College	Col.	300			
354	Atlanta, Ga.	Atlanta University	Col.	3,000			
355	Atlanta, Ga.	Clark University	Acad.	1,000	5,000		
356	Athens, Ga.	Georgia State Library	State	20,000	0		
357	Atlanta, Ga.	Young Men's Library	Soc'l	4,510	2,000		
358	Augusta, Ga.	Augusta Institute	Sub.	375	15,000		
359	Augusta, Ga.	Catholic Young Men's Society	Sub.	933	300	200	800
360	Augusta, Ga.	Young Men's Library Association	Soc'l	4,400	300	1,100	200
361	Barnesville, Ga.	Gordon Institute	Sub.	540	8,200	850	600
362	Bowdon, Ga.	Bowdon College Society Libraries, (2)	Acad.	1,000	0		
363	Cave Spring, Ga.	Georgia Institution for the Deaf and Dumb	Acad.	600			
364	Covington, Ga.	Southern Masonic Female College	Acad.	500			
365	Carthage, Ga.	Andrew Female College	Acad.	600			
366	Dalton, Ga.	Dalton Female College	Acad.	500			
367	Griffin, Ga.	Griffin Female College	Acad.	1,300	100		
368	La Grange, Ga.	Southern Female College	Acad.	300	0		
369	La Grange, Ga.	Phi Kkto Society	Soc'y	300			

& Books and pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Classes.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidental.
370	Macon, Ga.	Academy for the Blind.	1852	Acad.	800	40			\$0			
371	Macon, Ga.	College of American Medicine and Surgery.	1839	Med.	500							
372	Macon, Ga.	Mercer University.	1840	Col.	6,000							
373	Macon, Ga.	Ciceronian Society.		Soc'y	3,000							
374	Macon, Ga.	Phi Delta Society.		Soc'y	3,000							
375	Macon, Ga.	Pio Nemo College.	1875	Col.	300							
376	Macon, Ga.	Public Library and Historical Society.	1874	Soc'l	1,800				0	\$1,800	\$1,800	\$1,000
377	Macon, Ga.	Westeyan Female College.	1839	Acad	3,000	50			150			
378	Near Milledgeville, Ga.	Talmage School.	1853	Acad	3,000							
379	Newman, Ga.	College Temple.	1853	Free	5,000				0			0
380	Oxford, Ga.	Emory College.	1838	Col.	3,000							
381	Oxford, Ga.	Society Libraries.		Soc'y	4,000							
382	Rome, Ga.	Rome Female College.	1857	Acad.	1,000							
383	Savannah, Ga.	Georgia Historical Society.	1839	Hist'l	9,326	600			15,000	5,000		
384	Savannah, Ga.	Savannah Medical College.	1853	Med.	4,000							
385	Savannah, Ga.	United States Military Post and Company Library.		Gar.	450							
386	Talbotton, Ga.	Collinsworth Institute.	1856	Acad	350							
387	Talbotton, Ga.	Le Vert College.	1856	Free	300							
388	West Point, Ga.	West Point Female College.	1870	Acad	1,000							
389	West Point, Ga.	Young Men's Library Association.	1872	Soc'l	900	200					450	50
390	Dade City, Idaho.	Territorial Library.	1863	Ter.	1,846							
391	Abingdon, Ill.	Abingdon College.	1855	Col	300							
392	Abingdon, Ill.	Society Libraries.		Soc'y	500							
393	Abingdon, Ill.	Headling College.	1860	Col.	200							
394	Abingdon, Ill.	Society Libraries, (3).		Soc'y	1,150							
395	Addison, Ill.	Evangelical Lutheran Normal School.	1847	Acad.	5,000							
396	Atron, Ill.	Public Library.	1852	Soc'l	3,000	235			0			
397	Amboy, Ill.	High School Library.		Sch.	395							
398	Amboy, Ill.	Illinois Central Library Association.		Soc'l	808							
399	Anron, Ill.	Jennings Seminary.	1857	Acad	300							
400	Anron, Ill.	Library Association.	1864	Soc'l	2,250	50			0			
401	DeFavia, Ill.	Bacovia Free Library.	1873	Free	1,000	100		8,000			200	300
402	Belleville, Ill.	Institute of the Immaculate Conception.	1870	Acad.	1,500							

403	Bellefonte, Ill.	Sageorbnnd Library.	1836	Sub.	Soc'l	4,000	7,200					25
404	Belyidene, Ill.	Library Wesleyan University.	1874	Sub	Col.	456	3,340	0				10
405	Bloomington, Ill.	Illinois Wesleyan University.	1850	Sub	Col.	2,000						
406	Bloomington, Ill.	Society Librarian.	1874	Sub	Soc'y	400						
407	Bloomington, Ill.	Law Department.	1874	Sub	Law	2,000	25,000	130	2,000	673		1,246
408	Bloomington, Ill.	Library Association.	1856	Sub	Soc'l	7,000						
409	Bloomington, Ill.	Victor's College.	1871	Sub	Col.	1,200	100					
410	Bonbonnis Grove, Ill.	Library Association.	1867	Sub	Soc'l	1,600	1,500	0	165	50		115
411	Bushnell, Ill.	Library Association.	1869	Sub	Soc'l	1,000	100	0				40
412	Carbo, Ill.	Public School Library	1874	Sub	Sch	400						
413	Carbondale, Ill.	Southern Illinois Normal University	1875	Sub	Acad.	1,441						
414	Carlinville, Ill.	Blackburn University	1867	Sub	Col.	1,200						
415	Carthage, Ill.	Carthage College.	1871	Sub	Col.	2,000	50					
416	Centralia, Ill.	Public Library.	1872	Free	Pub.	614						
417	Chicago, Ill.	Academy of Sciences.	1874	Free	Soc'l	1,500	100	0	0	0		0
418	Chicago, Ill.	Allen's Academy.	1874	Free	Acad.	2,500	100					
419	Chicago, Ill.	American Electrical Society.	1874	Free	Soc'l	100						
420	Chicago, Ill.	Baptist Union Theological Seminary	1869	Free	Theol.	15,000		2,000	200			0
421	Chicago, Ill.	Beauch College of Eclectic Medicine and Surgery.	1868	Free	Med.	500						
422	Chicago, Ill.	Board of Trade.	1873	Free	Mts	300						
423	Chicago, Ill.	Chicago Astronomical Society	1863	Free	Soc'l	654						
424	Chicago, Ill.	Chicago College of Pharmacy	1839	Free	Med	2,500	350		1,000			
425	Chicago, Ill.	Chicago Historical Society	1856	Free	Hist.	300						
426	Chicago, Ill.	Chicago Theological Seminary.	1855	Free	Hist.	5,500		44,000	4,400			
427	Chicago, Ill.	Chicago Turngemeinde	1856	Free	Soc'l	1,500						20
428	Chicago, Ill.	Chicago University	1857	Free	Soc'l	18,000	125		250	1,700		250
429	Chicago, Ill.	Cobb's Library	1866	Free	Mts	9,126						
430	Chicago, Ill.	Dearborn Observatory	1866	Free	Soc'l	300	2,000					
431	Chicago, Ill.	Law Institute.	1857	Free	Law	7,000	10,000		7,500	5,000		2,000
432	Chicago, Ill.	Newsboys and Bootblacks' Association	1871	Free	A. & R	600						
433	Chicago, Ill.	North Chicago Rolling Mill	1870	Free	Soc'l	700	300					850
434	Chicago, Ill.	Presbyterian Theological Seminary of the Northwest	1839	Free	Theol.	8,000	250		2,500	303		10
435	Chicago, Ill.	Public Library	1872	Free	Pub.	11,251	403,356		63,616	32,317		31,057
436	Chicago, Ill.	St. Ignace College.	1870	Free	Col.	9,010						
437	Chicago, Ill.	Seminary of the Sacred Heart.	1859	Free	Acad.	2,738						
438	Chicago, Ill.	Union Catholic Library Association.	1868	Free	Soc'l	1,972	216					333
439	Chicago, Ill.	West Side Library, 239 West Madison street.	1869	Free	Mts	6,000	1,000					0
440	Chicago, Ill.	Young Men's Christian Association.	1867	Free	Y.M.C.A	2,670	140		2,000			0
441	Duquoin, Ill.	Calbertson Library	1867	Free	Mts	1,250	6					0
442	Duquoin, Ill.	High School Library	1867	Free	Acad.	540			2,000			0
443	Duquoin, Ill.	Ladies' Library Association.	1867	Free	Soc'l	2,000						
444	Dixon, Ill.	Hose Company No. 1.	1872	Free	Soc'l	700	125					45
445	Dwight, Ill.	Keaton's Circulating Library	1874	Free	Mts	800						
446	East St. Louis, Ill.	Public Library and Reading Room.	1874	Free	Pub.	4,622	1,563		7,298	7,500		1,647
447	Ediot, Ill.	National Improvement and Library Association.	1874	Free	Soc'l	1,000	25		150	75		75
448	Edwardsville, Ill.	Public School Library	1874	Free	Soc'l	700						
449	Eggle, Ill.	Free Public Library	1874	Free	Pub.	1,800						1,000
450	Elmwood, Ill.	Young Men's Library and Reading Room	1875	Free	Soc'l	250	50		200	125		75
451	El Paso, Ill.	Ladies' Library	1873	Free	Soc'l	613						
452	Eureka, Ill.	Evreka College	1856	Free	Col	2,000						

α Books and pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books and bindings.	Salaries and incidentals.
538	Rock Island, Ill.	Augustana College	1861	Free	Col.	5,000			\$0			
539	Rock Island, Ill.	Public Library	1872	Free	Pub.	3,676	785	15,972	0	\$3,000	\$1,120	
540	Rock Island, Ill.	United States Arsenal.	1870		Gar.	474						
541	St. Anne, Ill.	Saviour's College	1864		Acad.	1,000			0			
542	Sandwich, Ill.	Literary Association	1865	Sub	Soc'l	305	0	300	0	125	50	\$0
543	Sparta, Ill.	Addisonian Library	1872	Sub	Soc'l	504	62	745	0	95	90	75
544	Sparta, Ill.	Circulating Library	1869	Sub	Soc'l	4,500	450		0	0		720
545	Springfield, Ill.	Library Association	1853	Free	State	42,000	1,603	0	0	0		
546	Springfield, Ill.	State Library	1818		Law	5,500			0	700	700	
547	Springfield, Ill.	Supreme Court, Central Grand Division.	1837	Law	Law	335						
548	Springfield, Ill.	United States District Court	1855	Sub	Soc'l	900	300			1,000	500	400
549	Springfield, Ill.	Library and Free Reading Room	1873	Free	Pub.	300	75	500	650	100	100	5
551	Stratton, Ill.	Public Library	1871	Free	Soc'l	440	146	5,250		60		
552	Tuscola, Ill.	Library Association of First Presbyterian Church.	1873		Col.	4,500			250	25	125	
553	Upper Alton, Ill.	Shurtleff College	1835		Soc'y	614						
554	Upper Alton, Ill.	Alpha Zeta Society	1847		Soc'y	721						
555	Upper Alton, Ill.	Sigma Phi Society	1850		Thol.	1,260			5,000	500		0
556	Upper Alton, Ill.	Theological Department	1866		Pub.	1,046			0	900	100	400
557	Urbana, Ill.	Free Library	1873	Free	Pub.	10,660	500		0	2,800	600	
558	Urbana, Ill.	Industrial University	1908		Soc'l	935	75	300	0	350	150	150
559	Warsaw, Ill.	Free Public Library	1872	Free	Pub.	400			0	0	0	0
560	Washington, Ill.	Library Association	1870	Sub	Soc'l	405	50	250	800	966	500	250
561	Washington, Ill.	Monroe Advance Society	1870	Sub	Soc'l	400	50		0	0	0	0
562	Warsaw, Ill.	Library Association	1871	Sub	Soc'l	400	50		0	0	50	50
563	Westfield, Ill.	Westfield College	1865		Col.	865			0			
564	Wheaton, Ill.	Wheaton College	1858		Col.	1,500						
565	Wheaton, Ill.	Society Libraries			Soc'y	608						
566	Winnocka, Ill.	Winnocka Institute	1872		Acad.	300						
567	Woodstock, Ill.	Todd Seminary for Boys	1870		Acad.	500	50					
568	Angola, Ind.	Township Libraries			Pub.	1,000						
569	Attica, Ind.	Maclure, Warrington's Library	1868	Free	Pub.	350	10	500	0	350	40	20
570	Attica, Ind.	Township Library		Free	Pub.	358						
571	Battle Ground, Ind.	Battle Ground Collegiate Institute	1860		Acad.	1,500						

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidental.
624	Irvington, Ind.	College of Business.	1870	Acad.	1,200							
625	Irvington, Ind.	North Western Christian University.	1860	Col.	4,000	1,500			\$130			
626	Jeffersonville, Ind.	State Prison, (South).	1858	A. & R.	1,100					\$130		
627	Jeffersonville, Ind.	Township Library		Pub.	600							
628	Jeffersonville, Ind.	Workmen's Institute	1854	Soc'l	537	12	120		\$0	80	85	\$50
629	Kendall, Ind.	Newton County Library	1868	Free	566	25	1,000		0	0	53	20
630	Knightsville, Ind.	Mack's School Library		Sch	1,000							
631	Knightsville, Ind.	Maclure Workmen's Library		Free	500							
632	Knox, Ind.	Stark County Library	1852	Free	500							
633	La Fayette, Ind.	Purdue University	1875	Soc'l	800							
634	La Fayette, Ind.	St. Mary's Academy	1867	Acad.	300				0			
635	La Porte, Ind.	Library and Natural History Association	1856	Soc'l	3,000	175	8,000		2,500			
636	La Porte, Ind.	Odd Fellows's Library		Sub	800							
637	Lawrenceburg, Ind.	Township Library	1853	Free	769	0	1,088		0			75
638	Lebanon, Ind.	Centre Township and Y. M. C. A. Library	1873	Free	450	10	800		0			25
639	Logansport, Ind.	Smithson College.	1873	Col.	350							
640	Madison, Ind.	Library Association.	1854	Soc'l	4,000	115			0			
641	Martinsville, Ind.	Washington Township Library		Free	350							
642	Martinsville, Ind.	Workmen's Library	1836	Free	70	100	2,000		0	20		30
643	Merom, Ind.	Union Christian College	1858	Col.	500							
644	Michigan City, Ind.	Indiana Penitentiary, (North)	1862	A. & R.	700							
645	Moore's Hill, Ind.	Moore's Hill College	1854	Col.	484							
646	Mooresville, Ind.	Brown Township Library		Free	480	7	250		0	0		18
647	Mooresville, Ind.	Hovey's Institute		Free	500							
648	Mooresville, Ind.	Township Library		Free	400							
649	Mt. Vernon, Ind.	Mechanics' Library		Free	450							
650	Mt. Vernon, Ind.	Township Library, &c.		Free	1,000		150		0	0		0
651	Muncie, Ind.	Public Library	1874	Free	2,220				0	1,926	1,200	726
652	New Albany, Ind.	De Pauw Female Seminary	1846	Acad.	1,000							
653	New Albany, Ind.	Young Men's Christian Association		Y.M.C.A	300							
654	New Castle, Ind.	Township School Library		Acad.	335							
655	New Castle, Ind.	Workmen's Library	1855	Free	400	0	50		0	0	0	5
656	New Harmony, Ind.	Workmen's Institute	1858	Free	4,000	100	6,240		1,100			136
657	Notre Dame, Ind.	Library of Notre Dame, (University of Notre Dame).	1843	Sub.	10,000	700						

638	Oxford, Ind.....	1855	Free	Pub.	0	100	0	0	0	0	0	0
639	Perry, Ind.....	1859	Sub.	Soc'l	300	0	0	0	0	0	0	0
640	Plainfield, Ind.....	1868	500	A. & R.	500	0	0	0	0	0	0	0
641	Plymouth, Ind.....	1867	Free	Pub.	300	260	0	0	0	0	0	48
642	Priestown, Ind.....	1855	Free	Pub.	1,500	0	0	0	0	0	0	0
643	Richmond, Ind.....	1847	Free	Col.	2,200	100	0	0	0	0	0	0
644	Richmond, Ind.....	1856	2,200	Soc'y	450	40	0	0	0	0	0	0
645	Richmond, Ind.....	1857	50	Soc'y	942	50	0	0	0	0	0	0
646	Richmond, Ind.....	1861	9,294	Soc'y	392	32,135	0	0	0	0	0	0
647	Richmond, Ind.....	1871	Sub.	Law	40	0	1,675	500	0	0	0	0
648	Ridgeville, Ind.....	1869	300	Col.	300	0	0	0	0	0	0	0
649	Ridgeville, Ind.....	1855	Free	Pub.	600	0	0	0	0	0	0	0
650	Rising Sun, Ind.....	1853	Free	Pub.	1,680	0	0	0	0	0	0	0
651	Rising Sun, Ind.....	1853	Free	Pub.	800	20	1,200	0	0	0	0	75
652	Rising Sun, Ind.....	1855	Free	Pub.	800	0	0	0	0	0	0	0
653	Rockport, Ind.....	1855	Free	Pub.	500	0	0	0	0	0	0	0
654	Rockport, Ind.....	1855	5,850	Sch.	0	0	0	0	0	0	0	0
655	Rockville, Ind.....	1840	3,000	Acad.	3,000	0	0	0	0	0	0	0
656	St. Mary's of the Woods, Ind.....	1840	6,000	Col.	6,000	300	0	0	0	0	0	0
657	St. Mary's of the Woods, Ind.....	1860	1,000	Sub.	1,000	350	1,200	0	2,700	1,500	450	0
658	South Bend, Ind.....	1873	Free	Soc'l	600	0	0	0	0	0	0	0
659	South Bend, Ind.....	1855	Free	Pub.	563	0	700	0	0	0	0	100
660	South Bend, Ind.....	1865	Free	Pub.	500	0	0	0	0	0	0	0
661	Spicedale, Ind.....	1861	3,000	Acad.	3,000	0	0	0	0	0	0	0
662	Terry Haute, Ind.....	1861	3,000	Acad.	3,000	0	0	0	0	0	0	0
663	Terry Haute, Ind.....	1870	Soc'y	Soc'y	650	0	0	0	0	0	0	0
664	Thorntown, Ind.....	1870	Acad.	Acad.	1,200	0	0	0	0	0	0	0
665	Tipton, Ind.....	1873	Free	Y.M.C.A	500	0	0	0	0	0	0	0
666	Valparaiso, Ind.....	1873	Free	Pub.	500	800	0	0	0	0	0	0
667	Vevay, Ind.....	1850	Free	Pub.	3,000	0	100	0	0	0	0	0
668	Vincennes, Ind.....	1834	8,000	Theol.	8,000	0	0	0	0	0	0	0
669	Vincennes, Ind.....	1850	Free	Pub.	550	0	0	0	0	0	0	0
670	Vincennes, Ind.....	1873	Free	Acad.	400	50	200	0	0	0	0	0
671	Vincennes, Ind.....	1855	Free	Pub.	600	0	100	0	0	0	0	50
672	Vincennes, Ind.....	1847	Sub.	Soc'l	2,000	0	200	0	40	0	0	0
673	Vincennes, Ind.....	1855	Free	Acad.	800	0	0	0	0	0	0	0
674	Wabash, Ind.....	1854	Free	Pub.	300	0	100	0	0	0	0	0
675	Wabash, Ind.....	1854	Free	Pub.	648	0	350	0	0	0	0	40
676	Wabash, Ind.....	1865	Free	Pub.	300	0	0	0	0	0	0	0
677	Warsaw, Ind.....	1861	Free	Pub.	350	0	0	0	0	0	0	0
678	Waterloo, Ind.....	1861	Free	Pub.	408	0	350	0	0	0	0	0
679	Waterloo, Ind.....	1855	Free	Pub.	400	3	100	0	0	0	0	15
700	Winchester, Ind.....	1855	Free	Pub.	400	0	0	0	0	0	0	0
701	Caddo Stadion, Ind. T.....	1860	Acad.	Acad.	1,000	0	0	0	0	0	0	0
702	Camp Supply, Ind. T.....	1868	Gar	Gar	500	0	0	0	0	0	0	0
703	Fort Hill, Ind. T.....	1863	Gar	Gar	500	7,500	0	0	0	0	0	0
704	Tahlequah, Ind. T.....	1870	Free	Pub.	1,600	100	500	0	100	100	50	0
705	Albia, Iowa.....	1872	Acad.	Acad.	350	0	0	0	0	0	0	0
706	Albia, Iowa.....	1868	Soc'l	Soc'l	3,540	340	0	0	0	0	0	250
707	Ames, Iowa.....	1852	Col.	Col.	2,300	0	0	0	0	0	0	0
708	Burlington, Iowa.....	1852	Sub.	Soc'l	5,340	214	0	0	0	0	0	0
709	Burlington, Iowa.....	1868	Sub.	Soc'l	5,340	214	0	0	0	0	0	0

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
710	Burlington, Iowa	Swedish Public Library	1871	Sub	Soc'l	500	0	381	\$675	\$349	\$27	\$195
711	Cedar Falls, Iowa	Library Association	1869	Sub	Soc'l	1,025	90	300	50	125	125	
712	Cedar Falls, Iowa	Soldiers' Orphans' Home	1869	Free	A. & R.	1,600	150					
713	Cedar Rapids, Iowa	Enos Free Library	1874	Free	Pub.	1,560	107	1,300	1,000			0
714	Clinton, Iowa	Young Men's Library Association		Sub	Soc'l	1,500	160					
715	College Springs, Iowa	Amity College		Sub	Acad.	560	100		0			
716	Council Bluffs, Iowa	Iowa Institution for the Deaf and Dumb	1833	Sub	Acad.	450			0			
717	Davenport, Iowa	Academy of Natural Sciences	1877	Sub	Soc'l	343	50		0	300	50	0
718	Davenport, Iowa	Academy of the Immaculate Conception	1859	Sub	Acad.	800						
719	Davenport, Iowa	Grisswold College	1866	Sub	Col	4,775	500		0			
720	Davenport, Iowa	Library Association	1866	Sub	Soc'l	3,500	700		0	400		
721	Davenport, Iowa	Soldiers' Orphans' Home	1868	Free	A. & R.	1,300	75		0	100		
722	Davenport, Iowa	Young Men's Christian Association	1863	Free	Y.M.C.A	500	50	3,000	0			0
723	Decorah, Iowa	Norwegian Lutheran Society Library	1861	Free	Col	3,000				150		
724	Decorah, Iowa	Denmark Academy	1851	Sub	Soc'y	407			0			
725	Denmark, Iowa	Des Moines Library	1866	Sub	Soc'l	3,440	100	5,025	0			750
726	Des Moines, Iowa	Des Moines College of Law	1875	Sub	Law	300						
727	Des Moines, Iowa	State Library	1838	Sub	State	14,000	1,608		0		2,500	
728	Des Moines, Iowa	University of Des Moines	1872	Sub	Col	1,000			0			
729	Des Moines, Iowa	German Presbyterian Theological School of the North-west.	1856	Sub	Theol	1,116	100		0			
730	Dubuque, Iowa	High School	1866	Free	Acad	500						
731	Dubuque, Iowa	Iowa Institute of Science and Arts	1839	Free	Soc'l	1,500	40	0	0	500	100	400
732	Dubuque, Iowa	Young Men's Library	1866	Sub	Soc'l	8,000	500					
733	Dubuque, Iowa	State Reform School	1874	Sub	A. & R.	400						
734	Elkora, Iowa	Jefferson County Library Association	1853	Sub	Soc'l	3,844	1,133		0			
735	Fairfield, Iowa	Upper Iowa University	1860	Sub	Col	3,000						
736	Fayette, Iowa	Philomathean Society		Sub	Soc'y	1,000						
737	Fayette, Iowa	Library Association	1874	Sub	Soc'l	800		800	0	283	240	0
738	Fort Dodge, Iowa	Library Association	1872	Sub	Soc'l	1,500	100		0			0
739	Fort Madison, Iowa	Pontifical	1856	Sub	A. & R.	1,972						
740	Fort Madison, Iowa	Eastern Iowa Normal School	1874	Sub	Acad	500	50					

743	Grimmell, Iowa.....	Iowa Colleger.....	1848	Col.....	4,500						
744	Grimmell, Iowa.....	Society Libraries.....	1871	Soc'y.....	1,300						
745	Hopkinton, Iowa.....	Lenox Collegiate Institute.....	1871	Acad.....	0						
746	Hammond, Iowa.....	Public Library.....	1873	Col.....	1,300						
747	InDEPENDENCE, Iowa.....	Humboldt College.....	1873	Free.....	914	300	12,000	0	1,000	500	500
748	Indianola, Iowa.....	Simpson Centenary College.....	1877	Free.....	300						
749	Iowa City, Iowa.....	Iowa State University.....	1880	Free.....	7,000						
750	Iowa City, Iowa.....	Law Department.....	1885	Law.....	1,823	100		0			
751	Jefferson, Iowa.....	Jefferson Academy.....	1875	Hist'l.....	3,773	353		500	530		
752	Kookruk, Iowa.....	Liberty Association.....	1863	Acad.....	1,700						
753	Kossauqua, Iowa.....	Odd Fellows' Library, No. 3.....	1863	Soc'l.....	6,957	350		0			
754	Le Grand, Iowa.....	Le Grand Christian Institute.....	1848	Soc'l.....	1,000			0			
755	Lyonis, Iowa.....	Catholic Young Men's Association.....	1859	Soc'l.....	400			0			30
756	Lyonis, Iowa.....	German Association.....	1859	Sub.....	417	135	600	0	750	135	
757	Lyonis, Iowa.....	Young Men's Association.....	1863	Soc'l.....	2,500	200	2,468	0	500	250	210
758	Madrogor, Iowa.....	Public Library.....	1854	Sub.....	610	30		0	60	40	25
759	Mason City, Iowa.....	Library Association.....	1871	Sub.....	416	40		0	60	60	7
760	Mt. Pleasant, Iowa.....	Iowa Hospital for the Insane.....	1861	A. & R.....	1,000						
761	Mt. Pleasant, Iowa.....	Iowa Wesleyan University.....	1855	Col.....	1,785	109		0			
762	Mt. Pleasant, Iowa.....	Hamline Society.....		Soc'y.....	400	25					
763	Mt. Pleasant, Iowa.....	Philomathian Society.....		Soc'y.....	400	25					
764	Mt. Pleasant, Iowa.....	Ruthern Society.....		Soc'y.....	400	25					
765	Mt. Pleasant, Iowa.....	Mt. Pleasant Female Seminary.....	1865	Acad.....	600						
766	Mt. Vernon, Iowa.....	Cornell College.....	1857	Col.....	4,000	200			250		
767	Mt. Vernon, Iowa.....	Adelphian Society.....	1859	Soc'y.....	1,800	50					
768	Mt. Vernon, Iowa.....	Amphlety on Society.....	1857	Soc'y.....	1,800	50					
769	Mt. Vernon, Iowa.....	County Law Library.....	1837	Law.....	600						
770	Muscatinge, Iowa.....	New London Academy.....	1868	Acad.....	480	40		0			
771	New London, Iowa.....	Sage Library.....	1875	Free.....	400				400		
772	Osage, Iowa.....	Oskatoosa College.....	1860	Col.....	883	60					
773	Oskaloosa, Iowa.....	Penn College.....	1873	Col.....	1,300				80		
774	Ottumwa, Iowa.....	Public Library.....	1872	Sub.....	1,800	100	2,500	0	550	200	300
775	Pella, Iowa.....	Central University of Iowa.....	1871	Col.....	2,000						
776	Salem, Iowa.....	Whittier College.....	1867	Col.....	600	50					
777	Taber, Iowa.....	Taber College.....	1870	Col.....	3,670			0			
778	Vinton, Iowa.....	Iowa College for the Blind.....	1858	Acad.....	1,400	20					
779	Waterloo, Iowa.....	Library Association.....	1868	Sub.....	1,200	300		0	500	400	100
780	Waverly, Iowa.....	Library and Lecturo Association.....	1868	Soc'l.....	1,800	100	3,600	0	100	100	0
781	Western College, Iowa.....	Western College.....	1850	Col.....	740	100					
782	Western College, Iowa.....	Society Libraries, (3).....		Soc'y.....	563						
783	Atchison, Kans.....	St. Benedict's College.....	1839	Col.....	2,020						
784	Atchison, Kans.....	Young Men's Christian Association.....		Y.M.C.A.....	1,500						
785	Atchison, Kans.....	State Normal School.....	1863	Acad.....	400	50		0			
786	Emporia, Kans.....	Post Library.....	1869	Gar.....	406						
787	Fort Dodge, Kans.....	Post Library.....	1863	Gar.....	360						
788	Fort Hays, Kans.....	Geneva Academy.....	1865	Acad.....	500						
789	Geneva, Kans.....	Highland University.....	1867	Col.....	5,000						
790	Highland, Kans.....	City Library.....	1865	Soc'l.....	2,000						500
791	Lawrence, Kans.....	State University.....	1866	Free.....	2,448	26		0			
792	Lawrence, Kans.....	Law Library.....	1866	Sub.....	125						
793	Lawrence, Kans.....	Law Library.....	1866	Sub.....	2,200				1,200	1,000	132

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
794	Leavenworth, Kans.	Pontionary.	1869		A. & R.	1,660		18,000	\$0	\$300		\$0
795	Manhattan, Kans.	State Agricultural College.	1869		Sci.	3,000	20					
796	St. Mary's, Kans.	St. Mary's College.	1869		Col.	700						
797	St. Mary's, Kans.	Society Libraries			Soc'y	1,000						
798	Topeka, Kans.	College of the Sisters of Bethany.	1872		Acad.	1,500						
799	Topeka, Kans.	Kansas State Library.	1871		State	10,500	1,076				\$2,000	
800	Topeka, Kans.	Library Association.	1871	Sub.	Soc'l	2,000				700	100	600
801	Topeka, Kans.	Washburn College.	1865		Col.	3,000						
802	Wyanadotte, Kans.	Library Association.	1867	Sub.	Soc'l	750	40	600		30	50	0
803	Augusta, Ky.	Bracken County Academy.			Acad.	500						
804	Bardstown, Ky.	Bracken County Academy.	1834		Acad.	500						
805	Near Bardstown, Ky.	Nazareth Literary and Benevolent Institution.	1825		Acad.	3,000	150			0		
806	Bardstown, Ky.	St. Joseph's College.	1824		Theol.	3,500	100			0		0
807	Berea, Ky.	Berea College.	1865		Col.	2,000						
808	Bowling Green, Ky.	Green River Female Seminary.	1868		Acad.	500	22					
809	Bowling Green, Ky.	Presbyterian Female College.	1871		Acad.	400						
810	Carlisle, Ky.	Kentucky Normal School.	1873		Acad.	500						
811	Cecilian Junction, Ky.	Cecilian College.	1870		Col.	1,000	24					
812	Covington, Ky.	High School Library.			Acad.	625						
813	Covington, Ky.	Public Law Library.		Sub.	Law	600						
814	Danville, Ky.	Caldwell Female Institute.	1859		Acad.	400				0		
815	Danville, Ky.	Centre College.	1824		Col.	4,160	150			1,250	125	
816	Danville, Ky.	Chamberlain Society.	1824		Soc'y	2,500						
817	Danville, Ky.	Deological Society.	1830		Soc'y	2,500						
818	Danville, Ky.	Danville Theological Seminary.	1853		Theol.	10,000				0		
819	Danville, Ky.	Institution for Deaf-Mutes.	1823		Acad.	750						
820	Elkton, Ky.	Green River Academy.	1843		Acad.	500						
821	Eminence, Ky.	Eminence College.	1860		Col.	1,530	50					
822	Eminence, Ky.	Society Libraries, (2).	1862-1874		Soc'y	650	40					
823	Farmdale, Ky.	Kentucky Military Institute.	1846		Col.	3,500	50					
824	Farmdale, Ky.	Philomathean Society.			Soc'y	1,000	30					
825	Frankfort, Ky.	Kentucky State Library.	1821		State	30,000	657				600	
826	Frankfort, Ky.	St. Aloysius and St. Joseph's Academy.	1868		Acad.	400						

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals and binding.	Salaries and incidental.
877	New Orleans, La.	Louisiana State University: Medical Department.	1834		Med.	2,000			\$0	\$0		
878	Clinton, La.	Silliman Female Collegiate Institute.	1851		Acad.	300						
879	Donaldsonville, La.	St. Aloysius Collegiate Library.	1873	Sub.	Soc'l.	400		500	0	\$50		\$0
880	Grand Coteau, La.	St. Charles College.	1836		Col.	5,500						
881	Grand Coteau, La.	Society Library.	1837		Soc'y.	350						
882	Jackson, La.	Centenary College of Louisiana.	1855		Col.	1,500						
883	Jackson, La.	Franklin Institute.			Soc'y.	1,000						
884	Jackson, La.	Union Literary Society.			Soc'y.	1,000						
885	Jackson, La.	Feliciana Female Collegiate Institute	1866		Acad.	1,500						
886	Marksville, La.	Convent of the Presentation	1860		Acad.	800		12				
887	Minden, La.	Minden Public High School	1873		Acad.	846						
888	Monroe, La.	St. Matthew's Academy.	1870		Acad.	500		50				
889	Monroe, La.	Young Catholic Friends' Society.	1858	Sub.	Soc'l.	2,000		2,146	0	750	500	
890	New Orleans, La.	Academy of Sciences.	1853		Sci.	3,000		150	0	200		
891	New Orleans, La.	Charity Hospital and Mechanical College	1875		Sci.	300						
892	New Orleans, La.	Charity Hospital Medical College.	1846		Med.	1,500						
893	New Orleans, La.	Ellis Circulating Library.	1868	Sub.	Mis.	9,000	1,000	150,000				1,200
894	New Orleans, La.	Fisk Free Library.	1850	Free	Pub.	5,000				1,380	0	700
895	New Orleans, La.	Librairie de la Famille.	1872	Sub.	Mis.	25,000		50,000				
896	New Orleans, La.	Louisiana State Library.	1813		Mis.	21,832		450		300		
897	New Orleans, La.	Louisiana Turnverein.	1855	Sub.	Soc'l.	450		100		0	50	0
898	New Orleans, La.	New Orleans Law Association	1855	Sub.	Law	4,500		300		1,500	1,000	500
899	New Orleans, La.	New Orleans University.	1873		Col.	300						1,500
900	New Orleans, La.	Public School and Lyceum Library.	1844	Free	Acad.	16,000				0		
901	New Orleans, La.	St. Aloysius Academy.	1870		Acad.	1,680		250				
902	New Orleans, La.	Soulé's Commercial College and Literary Institute.	1856		Acad.	1,630						
903	New Orleans, La.	Straight University.	1869		Col.	2,500						
904	New Orleans, La.	Young Men's Christian Association.	1871	Free	Y. M. C. A.	3,000		0		0	0	0
905	St. James, La.	St. Mary Jefferson College.	1864		Col.	4,000						
906	Alfred, Me.	York County Fair Library Association			Law	701						
907	Auburn, Me.	Androsoggin County Law Library	1855		Law	300						
908	Auburn, Me.	Edward Little High School	1869		Acad.	800						
909	Auburn, Me.	Young Men's Christian Association.	1867	Sub.	Y. M. C. A.	1,890		300		600	100	400
910	Augusta, Me.	Kennebec County Law Library.	1800		Law	350		5,000		0		

	1843	A. & E.	2,500	672	5,435	500	600	300
911 Augusta, Me.	Maine Insane Hospital.	Slate	25,000	572	5,435	500	600	300
912 Augusta, Me.	Maine State Library	Soc'y	25,000	572	5,435	500	600	300
913 Near Augusta, Me.	National Home for Disabled Volunteer Soldiers.	Acad.	3,751					
914 Augusta, Me.	St. Catherine's Hall	Soc'y	13,737					
915 Bangor, Me.	Bangor Mechanics' Association.	Theol.	13,000	275		600	480	50
916 Bangor, Me.	Bangor Theological Seminary.	Law	1,000	50		100	100	0
917 Bangor, Me.	Penobscot Bar Library.	Pub.	2,300	30	1,200	200	125	75
918 Bath, Me.	Fenton Library Association.	Law	300					
919 Bath, Me.	Sagadahoc County Law Library	Acad.	600					
920 Bethel, Me.	Gould's Academy	Mis	600	50	6,188	520	250	
921 Biddeford, Me.	Circulating Library	Pub.	3,500	50		200	100	100
922 Biddeford, Me.	City Library	Free	700	100		150	50	0
923 Biddeford, Me.	French Canadian Institute.	Acad.	18,760	300				
924 Brunswick, Me.	Baydoin College.	Col.	5,950					
925 Brunswick, Me.	Athenian Society	Soc'y	4,000					
926 Brunswick, Me.	Medical School of Maine.	Mod.	7,150					
927 Brunswick, Me.	Penetian Society	Soc'y	3,000		10,000	650		
928 Brunswick, Me.	Maine Historical Society	Dist'l	900					
929 Bucksport, Me.	East Maine Conference Seminary	Acad.	1,500	55				
930 Bucksport, Me.	Social Library	Soc'y	2,700	300	9,000	400	250	150
931 Calais, Me.	St. Croix Library.	Soc'y	1,400	150	760	142	142	0
932 Cape Elizabeth, Me.	State Reform School	Acad.	500	50				
933 Castine, Me.	Eastern Maine State Normal School.	Acad.	1,700	50				
934 Castine, Me.	Town Library.	Pub.	1,000	50				
935 Corinna, Me.	Corinna Union Academy.	Acad.	450					
936 Cumberland Centre, Me.	Groody Institute.	Acad.	1,000	50				
937 Dering, Me.	Westbrook Seminary	Acad.	1,000					
938 Dexter, Me.	Morantide Library	Mod.	650	50		200	100	50
939 Eastport, Me.	Sentinel Circulating Library	Mis	800					
940 Ellsworth, Me.	City Library	Pub.	1,114	134				
941 Fairfield, Me.	Circulating Library	Soc'y	347	50		50	50	0
942 Fairfield, Me.	Village Library	Soc'y	2,270					
943 Farmington, Me.	Abbott Family School	Acad.	400					
944 Farmington, Me.	Family School for Girls.	Acad.	1,000					
945 Farmington, Me.	Western Maine State Normal School.	Acad.	500	0				
946 Fryeburg, Me.	Fryeburg Academy	Acad.	2,500	250				250
947 Gardiner, Me.	Public Library	Pub.	2,000					
948 Gardiner, Me.	Gorham Seminary	Acad.	5,000	100	1,500			
949 Hallowell, Me.	Social Library	Soc'y	800	40				
950 Hampden, Me.	Hampden Academy	Acad.	800					
951 Houlton, Me.	Houlton Academy	Acad.	550					
952 Houlton, Me.	Library Association	Soc'y	4,500	50	2,900			25
953 Konf's Hill, Me.	Maine Wesleyan Seminary and Female College	Acad.	4,500	300	6,000	420		
954 Lewiston, Me.	Bates College	Col.	300	50				
955 Lewiston, Me.	Patropian Society	Soc'y	700	50				
956 Lewiston, Me.	Theological Society	Theol.	2,300	25	1,500	85	75	10
957 Lewiston, Me.	Polymian Society	Soc'y	2,180	350	12,000	800	250	250
958 Lewiston, Me.	French's Circulating Library	Pub.	5,300	500	15,000	1,500	1,000	500
959 Lewiston, Me.	Manufacturers' and Mechanics' Library	Mis	1,000	50				
960 Lewiston, Me.	Nichols Latin School	Sub.	1,000					
961 Lewiston, Me.	Parker's Circulating Library	Sub.	870		10,000	500		
962 Lewiston, Me.	Stevens & Co.'s Circulating Library	Mis	1,000	200	15,000	500		

906	Baltimore, Md	Baltimore Colloge of Dental Surgery	1840	Free	Med	41,000					
997	Baltimore, Md	Baltimore Female College	1849	Acad	Acad	3,875					
998	Baltimore, Md	Baltimore Normal School for Colored Teachers	1864	Acad	Acad	1,000	0	0			
999	Baltimore, Md	Board of Trade	1850	Mis	Mis	450					
1000	Baltimore, Md	Boys' School of St. Paul's Parish	1868	Free	Acad	750					
1001	Baltimore, Md	City Library	1874	Free	Mis	5,000	0	0	5,000		2,000
1002	Baltimore, Md	Concordia Library	1865	Sub	Soc'l	3,500	0	0	3,500		600
1003	Baltimore, Md	Friends' Elementary and High School	1843	Acad	Acad	3,000					
1004	Baltimore, Md	General Society for Aid of Mechanics	1851	Soc'l	Soc'l	3,000					
1005	Baltimore, Md	German-American Institute	1852	Sub	Acad	2,000					50
1006	Baltimore, Md	House of Refuge	1840	Sub	A. & R.	1,800					
1007	Baltimore, Md	Library Company of the Baltimore Bar	1840	Sub	Law	7,000					
1008	Baltimore, Md	Loyola College	1852	Sub	Col	21,500					
1009	Baltimore, Md	Maryland Academy of Sciences	1868	Sub	Soc'l	600					
1010	Baltimore, Md	Maryland Historical Society	1844	Sub	Hist'l	15,000					1,500
1011	Baltimore, Md	Maryland Hospital for the Insane	1860	Sub	A. & R.	500				20,000	2,500
1012	Baltimore, Md	Maryland Institute	1847	Sub	Soc'l	16,433					
1013	Baltimore, Md	Mercantile Library Association	1839	Sub	Mer	31,062					
1014	Baltimore, Md	Newton Academy	1845	Sub	Acad	300				35,000	
1015	Baltimore, Md	Old Fellows' Library	1840	Sub	Acad	381				15,753	
1016	Baltimore, Md	Peabody Institute Library	1857	Free	Pub	57,468				32,944	8,880
1017	Baltimore, Md	Pembroke School for Boys	1861	Free	Acad	1,200					
1018	Baltimore, Md	Public School Library	1875	Free	Acad	530					
1019	Baltimore, Md	St. Anthony's Orphan Asylum	1854	Free	A. & R.	50					
1020	Baltimore, Md	St. Catherine's Normal Institute	1875	Free	Acad	1,000					
1021	Baltimore, Md	St. Joseph's Academy	1849	Acad	Acad	356					
1022	Baltimore, Md	St. Mary's Female Orphan Asylum	1854	Acad	A. & R.	15,000					
1023	Baltimore, Md	St. Mary's Theological Seminary of St. Sulpicio	1791	Thol	Thol	408					
1024	Baltimore, Md	St. Vincent's Male Orphan Asylum	1851	Sub	Soc'l	1,370				575	0
1025	Baltimore, Md	Social Democratic Turnovers' Union	1851	Sub	Soc'l	2,000				7,500	950
1026	Baltimore, Md	South Baltimore Mechanics' Library Association	1863	Sub	Soc'l	1,700					700
1027	Baltimore, Md	State Normal School	1866	Sub	Acad	1,500					
1028	Baltimore, Md	State Prison	1846	Sub	A. & R.	500					
1029	Baltimore, Md	Young Men's Catholic Association	1872	Soc'l	Soc'l	977					
1030	Baltimore, Md	Young Men's Christian Association	1864	Free	Y.M.C.A	1,600				1,000	600
1031	Baltimore, Md	Zion School	1850	Acad	Acad	1,300					
1032	Baltimore, Md	Burkittsville Female Seminary	1866	Acad	Acad	600					
1033	Cambridge, Md	Cambridge Female Seminary	1860	Acad	Acad	500					
1034	Carroll, Md	Charlotte Hall School for Boys	1866	Acad	A. & R.	40					
1035	Charlotte Hall, Md	Charlotte Hall School	1871	Free	Acad	800					
1036	Charlotte Hall, Md	St. Mary's Industrial School for Boys	1855	Acad	Soc'y	865					
1037	Chesertown, Md	Washington and Stonewall Library	1871	Free	Soc'y	800					
1038	College Station, Md	Washington College	1783	Col	Col	1,100					
1039	Ellicott City, Md	Mercer Literary Society, (Md. Agricultural College)	1859	Soc'y	Soc'y	1,500					0
1040	Ellicott City, Md	Rock Hill College	1857	Col	Col	5,000					
1041	Near Ellicott City, Md	Rock Hill Literary Society	1848	Col	Soc'y	1,100					
1042	Near Ellicott City, Md	St. Charles College	1855	Col	Soc'y	4,100					
1043	Ellicott City, Md	Society Library	1865	Soc'y	Soc'y	350					
1044	Emmitsburg, Md	St. Clement's Hall	1863	Acad	Acad	300					
1045	Emmitsburg, Md	Mt. St. Mary's College	1808	Free	Col	7,000				1,000	0
		Society Libraries		Soc'y	Soc'y	1,625					

a Books and pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1046	Frederick, Md.	Frederick College.	1797	Col.	2,500				\$0			
1047	Frederick, Md.	Frederick Female Seminary.	1845	Acad.	700	0			0			
1048	Frederick, Md.	Maryland Institution for the Education of the Deaf and Dumb.	1871	Acad.	2,000				0			
1049	Glenwood, Md.	Glenwood Institute.	1863	Acad.	2,450	100			0			
1050	Govanstown, Md.	Notre Dame of Maryland.	1858	Acad.	1,600				0			
1051	Hagerstown, Md.	Boys and Girls' Reading Association.		Sub.	500				0			
1052	Hagerstown, Md.	College of St. James.	1842	Col.	11,000				0			
1053	Hagerstown, Md.	Seminary for Young Ladies.	1853	Acad.	400				0			
1054	Hagerstown, Md.	Mt. St. Clement's College.	1868	Theol.	9,000	500			0	\$0		
1055	Near Knoxville, Md.	St. John's Female Seminary.	1835	Acad.	1,000				0			
1056	Lonaconing, Md.	Old Fellows' Library, No. 85.	1808	Sub.	1,000				100			\$0
1057	Lonaconing, Md.	St. Mary's Library.	1871	Soc'l	529	10			120		\$105	
1058	Lutherville, Md.	Lutherville Female Seminary.	1854	Sub.	506				0			
1059	New Windsor, Md.	New Windsor College.	1874	Acad.	1,300	20			0			
1060	Owing's Mills, Md.	McDonogh School.	1874	Acad.	600	150			0			
1061	Philippolis, Md.	Milton Academy.	1872	Acad.	500				0		150	0
1062	Salisbury, Md.	Circulating Library.	1870	Sub.	552	100			0	50	50	0
1063	Sandy Spring, Md.	Sandy Spring Library.	1841	Sub.	1,200				0			
1064	Sandy Spring, Md.	Stamora School for Girls.	1858	Acad.	400				0			
1065	Westminster, Md.	Western Maryland College.	1873	Col.	400	75			0			
1066	Westminster, Md.	Society Libraries, (9).	1868	Soc'y.	530	230			0			
1067	Woodstock, Md.	Woodstock College.	1869	Theol.	18,000	200			0		600	0
1068	Abington, Mass.	Centre Abington Library.	1854	Soc'l	1,000	50			100		75	
1069	Amesbury, Mass.	Circulating Library.	1868	Sub.	850	250			8,500		250	
1070	Amesbury, Mass.	Public Library of Amesbury and Salisbury.	1856	Sub.	3,465	196			5,350		47	64
1071	Amherst, Mass.	Amherst College.	1831	Free	30,406	940			15,385		1,553	
1072	Amherst, Mass.	Alexandria Society.	1821	Soc'y.	3,754				0			
1073	Amherst, Mass.	Athena Society.	1821	Soc'y.	4,373				0			
1074	Amherst, Mass.	Massachusetts Agricultural College.	1867	Soc'l	1,300	100			0		200	0
1075	Amherst, Mass.	Society Libraries.	1846	Soc'y.	500				0			
1076	Amherst, Mass.	Mt. Pleasant Institute.	1846	Acad.	500				0			
1077	Amherst, Mass.	Public Library.	1874	Free	1,530	200			0		330	360

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1130	Boston, Mass.	House of Correction	1840	.....	A. & R.	750	.....	.....	.....	.....	.....	.....
1131	Boston, Mass.	House of Reformation for Juvenile Offenders	1827	.....	A. & R.	700	.....	.....	.....	.....	.....	.....
1132	Boston, Mass.	Latin Grammar School	.....	.....	Acad.	5,000	.....	.....	.....	.....	.....	.....
1133	Boston, Mass.	Lindsay's Circulating Library	1861	Sub	Mis.	3,000	300	.....	.....	.....	.....	.....
1134	Boston, Mass.	Liscom's Circulating Library	1869	Sub	Mis.	1,000	.....	.....	.....	.....	.....	.....
1135	Boston, Mass.	Loring's Select Library	1839	Sub	Mis.	10,000	50	10,000	.....	.....	.....	.....
1136	Boston, Mass.	Lunatic Hospital, (South Boston)	1864	.....	A. & R.	1,200	.....	.....	.....	.....	.....	.....
1137	Boston, Mass.	Massachusetts College of Pharmacy	1867	.....	Med	850	50	.....	.....	.....	.....	.....
1138	Boston, Mass.	Massachusetts General Hospital	.....	.....	A. & R.	500	.....	.....	.....	.....	.....	.....
1139	Boston, Mass.	Treadwell Library	1857	Free	A. & R.	3,542	123	.....	.....	.....	.....	.....
1140	Boston, Mass.	Massachusetts Historical Society	1791	Sub	Hist'l	23,000	50	.....	5,000	.....	.....	.....
1141	Boston, Mass.	Massachusetts Horticultural Society	1829	Sub	Sci	150,000	.....	.....	.....	.....	.....	.....
1142	Boston, Mass.	Massachusetts Institute of Technology	1866	Sub	Sci	2,800	100	.....	.....	.....	.....	.....
1143	Boston, Mass.	Massachusetts State Prison, Charlestown District	1840	Free	A. & R.	3,200	16	.....	.....	.....	.....	.....
1144	Boston, Mass.	Mechanic Apprentices' Library	1820	Sub	Med	2,500	.....	.....	.....	.....	.....	.....
1145	Boston, Mass.	Medical Library Association of Boston	1875	Sub	Med	21,500	553	26,000	.....	.....	.....	.....
1146	Boston, Mass.	Mercantile Library	1820	Sub	Mer.	4,000	.....	.....	.....	.....	.....	.....
1147	Boston, Mass.	Merrill's Library	.....	Sub	Mis.	1,500	.....	.....	.....	.....	.....	.....
1148	Boston, Mass.	Mrs. S. H. Hayes' Family and Day School	1872	.....	Acad	4,500	.....	.....	.....	.....	.....	.....
1149	Boston, Mass.	Naval Library and Institute	1842	Sub	Soc'l	2,000	30	.....	.....	.....	.....	.....
1150	Boston, Mass.	New Church Library	.....	Sub	Hist'l	1,200	.....	.....	.....	.....	.....	.....
1151	Boston, Mass.	New England Historic-Geographical Society	1845	Sub	Hist'l	12,337	.....	.....	.....	.....	.....	.....
1152	Boston, Mass.	New England Hospital for Women and Children	.....	Sub	A. & R.	550	.....	.....	.....	.....	.....	.....
1153	Boston, Mass.	'Odd Fellows' Library	1854	Sub	Soc'l	2,754	.....	7,624	.....	.....	.....	.....
1154	Boston, Mass.	Perkins Institution for the Blind	1833	.....	Acad.	735	.....	.....	.....	.....	.....	.....
1155	Boston, Mass.	Post Library, Fort Warren	.....	.....	Gar.	1,450	.....	.....	.....	.....	.....	.....
1156	Boston, Mass.	Public Instrumtions, Deer Island	1856	.....	A. & R.	2,000	.....	.....	.....	.....	.....	.....
1157	Boston, Mass.	Public Library	1852	Free	Publ	200,869	18,000	758,493	105,000	141,300	41,500	119,600
1158	Boston, Mass.	Roxbury Athenaeum	1848	Sub	Soc'l	4,700	189	8,200	.....	.....	.....	.....
1159	Boston, Mass.	Roxbury Society for Medical Improvement	1866	.....	Med	1,500	.....	.....	.....	.....	.....	.....
1160	Boston, Mass.	Scammon's Friend Society	1832	.....	Mis	1,000	.....	.....	.....	.....	.....	.....
1161	Boston, Mass.	Social Law Library	1804	Sub	Law	13,000	600	.....	.....	.....	.....	.....
1162	Boston, Mass.	State Library	1826	.....	State	37,000	1,300	.....	.....	.....	.....	.....

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidental.
1215	Concord, Mass.	Public Library	1851	Free	Pub.	10,601	.....	33,000	\$3,400	\$2,438	.....	.....
1216	Conway, Mass.	Social Library	1821	Sub.	Pub.	875	50	1,500	0	115	\$80	.....
1217	Cummington, Mass.	Bryant Library	1872	Free	Pub.	4,030	220	.....	0	.....	.....	\$200
1218	Dalton, Mass.	Dalton Library	1860	Sub.	Pub.	1,000	40	2,000	155	150	75	40
1219	Danvers, Mass.	Peabody Library	1857	Free	Pub.	7,696	205	.....	67,500	.....	.....	.....
1220	Dedham, Mass.	Dedham Historical Society	1859	Sub.	Hist.	1,200	25	.....	0	50	.....	.....
1221	Dedham, Mass.	Norfolk County Law Library	1845	Law.	.....	1,200	.....	.....	7,200	1,500	636	800
1222	Dedham, Mass.	Public Library	1871	Free	Pub.	4,800	712	32,400	0	.....	.....	.....
1223	Deerfield, Mass.	Academy and High School	.....	Acad.	.....	1,000	.....	.....	.....	.....	.....	.....
1224	Deerfield, Mass.	Reading Association	1841	Sub.	Pub.	2,060	38	.....	0	200	175	95
1225	Dennis, Mass.	Dennis Library	1873	Sub.	Pub.	389	75	2,200	0	200	130	70
1226	East Atholboro', Mass.	Daily Circulating Library	1873	Sub.	Mis.	300	100	1,100	0	45	25	35
1227	East Bridgewater, Mass.	Library Association	1871	Sub.	Soc'l	450	15	.....	0	.....	.....	.....
1228	East Cambridge, Mass.	St. John's Literary Institute	1854	Sub.	Soc'l	1,000	75	1,000	500	110	85	5
1229	East Dennis, Mass.	Association Library	1868	Sub.	Pub.	425	65	25,000	.....	.....	.....	.....
1230	East Hampton, Mass.	Public Library Association	1869	Sub.	Pub.	4,350	.....	.....	20,000	.....	.....	.....
1231	East Hampton, Mass.	Williston Seminary	1845	Sub.	Acad.	1,800	.....	.....	0	100	90	10
1232	East Walpole, Mass.	East Walpole Library	1869	Sub.	Pub.	680	80	2,500	.....	.....	.....	.....
1233	Edgartown, Mass.	Library Association	.....	Sub.	Pub.	500	.....	.....	.....	.....	.....	.....
1234	Erving, Mass.	Library Association	1874	Sub.	Soc'l	300	100	800	0	50	50	10
1235	Fairhaven, Mass.	Library Association	1860	Sub.	Soc'l	1,173	50	900	0	140	50	12
1236	Fall River, Mass.	Public Library	1800	Free	Pub.	12,754	1,500	62,083	0	6,236	4,732	1,578
1237	Falmouth, Mass.	First Congregational Church	1786	Free	Soc'l	930	10	200	450	31	25	5
1238	Fitchburg, Mass.	House of Correction	1859	Free	A. & R.	500	0	.....	0	.....	.....	.....
1239	Fitchburg, Mass.	Public Library	1859	Free	Pub.	11,000	550	71,727	0	1,200	240	600
1240	Fitchburg, Mass.	Worcester North District Medical Society	1858	Free	Pub.	500	35	100	0	.....	.....	.....
1241	Foxboro', Mass.	Boyden Library	.....	Free	Pub.	2,300	150	20,000	1,000	570	100	500
1242	Framingham, Mass.	State Normal School	1840	Free	Acad.	2,080	50	.....	0	.....	.....	.....
1243	Framingham, Mass.	Town Library	1855	Free	Pub.	5,700	225	24,000	500	1,035	431	650
1244	Franklin, Mass.	Denn Academy	1865	Free	Acad.	500	.....	.....	3,500	600	275	325
1245	Franklin, Mass.	Franklin Library	1786	Free	Pub.	2,340	200	8,000	0	.....	.....	.....
1246	Freetown, Mass.	Freetown Law Library	.....	Free	Law	4,325	15	.....	3,000	.....	.....	.....
1247	Freetown, Mass.	Peabody Library	1860	Free	Pub.	300	308	600	0	50	50	8
1248	Gill, Mass.	Town Library	1872	Free	Pub.	4,275	20	.....	.....	.....	.....	.....

Year	Name	1872	Free	Pub.	3,400	3,600	15,000	0	0	0	60
1249	Globe Village, Mass.	1872	Free	Pub.	3,400	3,600	15,000	0	0	0	60
1250	Gloucester, Mass.	1854	Free	Pub.	4,500	9,460	0	0	0	0	0
1251	Grafton, Mass.	1866	Pub.	Pub.	3,203	750	0	0	0	0	0
1252	Great Barrington, Mass.	.....	Sub.	Pub.	1,000	0	0	0	0	0	0
1253	Sedgwick Institution, Mass.	.....	Acad.	Acad.	300	0	0	0	0	0	0
1254	Greenfield, Mass.	1855	Sub.	Soc'l	4,600	1,600	0	50	175	0	0
1255	Groton, Mass.	.....	Sub.	Soc'l	450	40	0	50	0	0	0
1256	Groton, Mass.	1793	Lawrence Academy	Acad.	2,500	8,000	0	0	0	0	0
1257	Groton, Mass.	1851	Public Library	Pub.	3,310	76	4,000	0	100	0	0
1258	Harvard, Mass.	1808	Public Library	Pub.	1,826	175	0	0	0	0	0
1259	Harvard, Mass.	1845	Union Library	Soc'l	300	125	0	300	250	50	0
1260	Hatfield, Mass.	1870	Social Library	Pub.	3,000	125	0	0	0	0	0
1261	Haverhill, Mass.	1869	Morse & Son's Circulating Library	Mis.	20,000	50,000	0	4,000	2,400	2,400	0
1262	Haverhill, Mass.	1874	Public Library	Free	5,313	519	25,000	1,000	1,000	1,000	0
1263	Hingham, Mass.	1869	Public Library	Free	2,738	50	0	0	0	0	0
1264	Hingham, Mass.	1773	Second Social Library	Pub.	2,417	20	4,000	0	0	0	0
1265	Hingsdale, Mass.	1874	Public Library Association	Pub.	2,332	368	24,000	800	800	500	0
1266	Holyoke, Mass.	1876	Public Library	Pub.	5,350	550	19,500	1,100	1,100	160	0
1267	Holyoke, Mass.	1870	Public Library	Sub.	1,691	55	0	0	0	0	0
1268	Hopkinton, Mass.	1867	Young Men's Christian Association	Y.M.C.A.	2,500	600	11,000	0	0	0	0
1269	Hopkinton, Mass.	1869	The Cone Library	Pub.	2,200	250	7,500	0	0	0	0
1270	Hudson, Mass.	1872	Public Library	Free	1,632	250	9,100	500	500	150	0
1271	Hudson, Mass.	1868	Public Library	Free	4,439	614	45,000	3,916	3,916	0	0
1272	Hyde Park, Mass.	1874	Public Library	Free	4,400	0	0	0	0	0	0
1273	Ipswich, Mass.	1868	House of Correction	A. & R.	1,200	0	0	0	0	0	0
1274	Ipswich, Mass.	1836	Ipswich Female Seminary	Acad.	2,000	12,000	20,000	0	0	0	0
1275	Ipswich, Mass.	1868	Public Library	Pub.	1,200	200	0	300	300	0	0
1276	Jamaica Plain, Mass.	1868	Sub.	Mis.	566	100	3,000	150	130	0	0
1277	Kingston, Mass.	1870	Library Association	Soc'l	625	45	0	75	75	25	0
1278	Lakeville, Mass.	1860	Town Library	Pub.	1,250	0	0	0	0	0	0
1279	Lancaster, Mass.	1857	State Industrial School for Girls	A. & R.	8,430	459	15,000	150	125	30	0
1280	Lancaster, Mass.	1862	Town Library	Pub.	588	100	5,000	0	0	0	0
1281	Laurensboro, Mass.	1870	Library Association	Soc'l	2,800	700	0	0	0	0	0
1282	Lawrence, Mass.	1872	Free Public Library	Pub.	13,328	463	7,300	2,300	5,000	0	0
1283	Lawrence, Mass.	1868	Free Public Library	Pub.	300	0	0	0	0	0	0
1284	Lawrence, Mass.	1875	House of Correction	A. & R.	500	0	0	0	0	0	0
1285	Lawrence, Mass.	1875	Industrial School	Soc'l	6,000	150	0	2,400	2,400	0	0
1286	Lawrence, Mass.	1854	Public Library	Pub.	2,500	0	0	0	0	0	0
1287	Lee, Mass.	1874	Free	Pub.	3,007	219	5,000	300	300	0	0
1288	Leicester, Mass.	1861	Free	Pub.	400	0	0	0	0	0	0
1289	Leicester, Mass.	1874	Academy Library	Acad.	303	0	0	0	0	0	0
1290	Lenox, Mass.	.....	District School Librarians	Sch.	3,500	5,000	2,500	500	150	350	0
1291	Lenox, Mass.	1856	Library Association	Pub.	6,500	800	20,000	0	0	0	0
1292	Lexington, Mass.	1868	Public Library	Free	4,468	600	15,000	707	695	450	0
1293	Lexington, Mass.	1871	Free Public Library	Free	2,000	125	7,000	250	150	100	0
1294	Lincoln, Mass.	.....	Bar Association	Law	600	0	0	0	0	0	0
1295	Lincoln, Mass.	1844	City Library	Pub.	17,539	980	67,474	5,385	1,253	3,264	0
1296	Lowell, Mass.	1874	Coggeshall's Circulating Library	Sub.	5,000	100	5,000	250	100	0	0
1297	Lowell, Mass.	1825	Middlesex Mechanics Association	Soc'l	12,752	507	0	0	0	0	0
1298	Lowell, Mass.	1844	Reformers' Library, (St. Anne's Church)	Pub.	2,000	13	0	41	41	0	0
1299	Lowell, Mass.	1894	Reform Library	A. & R.	525	30	0	0	0	0	0
1300	Lowell, Mass.	.....	Reform Library	A. & R.	525	30	0	0	0	0	0

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

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1301	Lowell, Mass.	St. Patrick's Female Academy	1852	Sub.	Acad.	625	42	4,000	\$1,500	\$300	\$150	\$100
1302	Lowell, Mass.	Young Men's Catholic Library Association	1855	Sub.	Soc'l	700	60	6,000	0	0	60	1,600
1303	Lowell, Mass.	Young Men's Christian Association	1868	Free	Y.M.C.A.	1,500	50	2,875	500	80	0	62
1304	Lunenburg, Mass.	Town Library	1850	Free	Pub.	1,500	30	70,332	10,000	6,118	2	2,829
1305	Lynn, Mass.	Free Public Library	1862	Free	Pub.	19,508	1,301	600	0	0	50	150
1306	Lynn, Mass.	Young Men's Christian Association	1868	Free	Y.M.C.A.	400	15	2,800	0	0	100	300
1307	Malden, Mass.	Boston Rubber Shoe Company	1873	Sub.	Soc'l	845	100	2,800	0	0	0	0
1308	Malden, Mass.	Central Square Circulating Library	1872	Sub.	Mis.	1,250	300	0	0	0	0	0
1309	Malden, Mass.	Centre Grammar School	.....	.....	Sch.	300	.....	.....	.....	.....	.....	.....
1310	Malden, Mass.	High School	.....	.....	Sch.	675	.....	.....	.....	.....	.....	.....
1311	Manchester, Mass.	Public Library	1871	Free	Pub.	2,650	30	7,000	0	40	450	125
1312	Marion, Mass.	Marion Library	1855	Sub.	Soc'l	1,000	600	23,000	0	0	40	360
1313	Marlboro', Mass.	Public Library	1871	Free	Pub.	6,000	124	2,800	800	106	106	20
1314	Marlboro', Mass.	West Parish Library	1847	Free	Soc'l	1,200	470	6,000	0	1,550	0	100
1315	Medford, Mass.	Public Library	1873	Free	Pub.	6,003	500	25,000	500	1,479	0	75
1316	Medford, Mass.	Public Library	.....	.....	Pub.	1,600	150	5,000	3,500	300	225	0
1317	Medway, Mass.	Dean Library Association	1860	Free	Soc'l	2,600	350	17,000	0	550	300	200
1318	Melrose, Mass.	Melrose Library	1871	Free	Pub.	850	.....	14,500	0	0	0	0
1319	Methuen, Mass.	Public Library	1873	Free	Pub.	500	.....	5,000	0	460	0	0
1320	Middleboro', Mass.	Easton Family School	1854	Free	Acad.	1,200	50	3,350	0	0	0	0
1321	Middleboro', Mass.	Public Library	1874	Free	Pub.	250	.....	.....	.....	.....	.....	.....
1322	Middlefield, Mass.	Public Library	1873	Free	Pub.	2,430	.....	.....	.....	.....	.....	.....
1323	Middlesex, Mass.	Middlesex County Law Library	1815	Free	Law	900	100	1,650	0	145	100	45
1324	Middleton, Mass.	Library Association	1865	Sub.	Pub.	4,215	557	14,000	0	700	0	250
1325	Milford, Mass.	Town Library	1858	Free	Pub.	2,863	300	8,500	0	0	450	0
1326	Millbury, Mass.	Town Library	1867	Free	Pub.	6,000	600	15,000	500	0	0	0
1327	Milton, Mass.	Public Library	1871	Free	Pub.	1,000	50	0	0	0	0	0
1328	Milton, Mass.	Monson Academy	1842	Free	Acad.	1,000	.....	.....	.....	.....	.....	.....
1329	Monsen, Mass.	Society Library	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
1330	Monson, Mass.	Monson School	1866	Sub.	A. & R.	1,600	.....	.....	.....	.....	.....	.....
1331	Montague, Mass.	State Primary School	1869	Sub.	Pub.	1,250	115	8,000	0	0	240	50
1332	Nahant, Mass.	Public Library	1871	Free	Pub.	4,000	600	12,000	0	1,500	0	300
1333	Nantucket, Mass.	Coffin School	1827	Free	Acad.	750	.....	.....	.....	.....	.....	.....
1334	Nantucket, Mass.	Nantucket Athenæum	1834	Sub.	Soc'l	4,903	300	10,061	2,500	800	250	500

1335	Nantucket, Mass.	Town and County Law Library	Free	504	1,523	15,000	10,000	.....	.....
1336	Natick, Mass.	Morse Institute	Pub.	7,803	.....	.....	10,000	.....	.....
1337	Needham, Mass.	Library Association	Soc'l	230	.....	.....	300	.....	.....
1338	New Bedford, Mass.	Free Public Library	Free	31,000	1,012	46,640	52,600	6,692	3,209
1339	New Bedford, Mass.	Friends' Academy	Acad	2,000	8	.....	0	.....	.....
1340	New Bedford, Mass.	House of Correction	A. & R.	300	.....	.....	.....	.....	.....
1341	New Bedford, Mass.	Union for Good Works	Soc'l	375	.....	.....	.....	.....	.....
1342	Newburyport, Mass.	Public Library	Free	16,218	583	35,000	26,600	4,043	1,539
1343	Newburyport, Mass.	Putnam Free and Brown High School	Acad	300	.....	.....	0	.....	.....
1344	New Marlboro', Mass.	South Berkshire Institute	Free	10,088	753	42,000	0	.....	.....
1345	Newton, Mass.	Free Library	Free	3,782	.....	10,000	2,000	1,246	3,032
1346	Newton, Mass.	Newton Athenaeum	Acad	300	50	.....	0	.....	.....
1347	Newton, Mass.	Preston Cottage School	Theol	13,000	300	.....	1,200	.....	700
1348	Newton Centre, Mass.	Free Library	Free	2,000	250	.....	0	300	100
1349	Newton Lower Falls, Mass.	Free Library	Sub	2,200	50	4,000	0	300	250
1350	North Adams, Mass.	Library Association for Deaf-Mutes	Acad	470	.....	.....	.....	.....	.....
1351	Northampton, Mass.	Clarke Institution for Deaf-Mutes	Law	1,350	.....	.....	.....	.....	.....
1352	Northampton, Mass.	Hampshire County Law Library	A. & R.	2,019	.....	.....	.....	.....	.....
1353	Northampton, Mass.	Public Library	Free	10,474	307	20,000	40,000	.....	.....
1354	Northampton, Mass.	North Andover Library	Free	2,000	.....	15,600	0	300	200
1355	North Andover, Mass.	Public Library	Free	1,200	150	2,000	500	150	250
1356	North Attleboro', Mass.	Public Library, Union Improvement District	Free	3,142	385	10,000	1,746	.....	.....
1357	Northboro', Mass.	Free Library	Sub	2,643	100	4,000	175	112	40
1358	Northbridge, Mass.	Whitinsville Social Library	Theol	3,400	100	.....	3,000	.....	.....
1359	North Brookfield, Mass.	Ladies' Association	Soc'l	625	100	1,500	0	200	25
1360	North Brookfield, Mass.	First Parish Library	Free	400	30	1,500	16	.....	0
1361	Northfield, Mass.	Social Library	Soc'l	1,612	30	.....	0	.....	.....
1362	North Reading, Mass.	Wine Library	Free	800	150	8,000	2,000	200	65
1363	Norton, Mass.	Wheaton Female Seminary	Acad	35	.....	.....	.....	.....	.....
1364	Norwood, Mass.	Free Public Library	Free	3,000	200	10,000	200	616	266
1365	Orange, Mass.	Town Library	Free	2,100	.....	18,000	0	.....	.....
1366	Orleans, Mass.	Library Association	Sub	2,436	.....	.....	.....	.....	.....
1367	Oxford, Mass.	Free Public Library	Free	1,165	.....	.....	0	100	0
1368	Palmer, Mass.	Allen & Cowen's Circulating Library	Sub	1,680	275	8,000	0	300	0
1369	Palmer, Mass.	Public Library Association	Sub	500	75	2,500	0	212	75
1370	Peabody, Mass.	Peabody Institute	Free	15,555	502	30,000	100,000	6,000	100
1371	Peabody, Mass.	Eleon Dale Station Reference Library	Free	15,555	80	0	20,000	1,702	2,474
1372	Pepperell, Mass.	Highland Institute	Pub.	690	.....	.....	.....	1,600	400
1373	Phillipsburg, Mass.	Phillips Free Public Library	Acad	1,000	.....	.....	.....	.....	.....
1375	Phillipsburg, Mass.	Berkshire Athenaeum	Free	2,933	250	10,500	5,000	.....	.....
1376	Pittsfield, Mass.	Berkshire Law Library Association	Free	18,000	500	40,000	60,000	2,000	1,500
1377	Pittsfield, Mass.	Maplewood Institute for Young Ladies	Sub	2,000	.....	.....	.....	.....	.....
1378	Pittsfield, Mass.	Pilgrim Society	Acad	1,000	50	.....	.....	.....	.....
1379	Plymouth, Mass.	Public Library	Sub	2,000	.....	.....	700	1,200	.....
1380	Plymouth, Mass.	Ladies' Circulating Library	Free	5,000	400	6,000	3,050	300	550
1381	Princeton, Mass.	Public Library	Sub	774	.....	.....	0	.....	.....
1382	Provincetown, Mass.	Adams Academy	Free	2,180	0	31,200	0	.....	500
1383	Quincy, Mass.	National Sailors' Home	Acad	2,500	.....	.....	0	.....	.....
1384	Quincy, Mass.	.....	A. & R.	400	.....	.....	.....	.....	.....

\$10,000 additional pledged.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1385	Quincy, Mass.	Public Library	1871	Free	Pub.	8	764	45,000	\$0	\$70	...	\$18
1386	Randolph, Mass.	Ladies' Library Association	1836	Sub.	Soc'l	713	50	1,000	0	...	...	0
1387	Randolph, Mass.	Mechanics' Library	1843	Sub.	Soc'l	1,200	...	...	0	...	...	135
1388	Randolph, Mass.	Reading Room Library	1870	Free	Pub.	1,240	60	3,120	0	...	...	...
1389	Reading, Mass.	Public Library	1869	Free	Pub.	3,450	150	17,472	6	...	...	280
1390	Rockland, Mass.	Library Association	1855	Sub.	Soc'l	2,276	160	13,520	0	340	250	...
1391	Rockport, Mass.	Public Library	1871	Sub.	Pub.	1,200	175	10,400	0	...	...	55
1392	Royalston, Mass.	Public Library	1874	Sub.	Pub.	546	115	1,800	0	100	20	20
1393	Royal, Mass.	Town Library	1797	Free	Pub.	30	30	800	0	25	25	10
1394	Rutland, Mass.	Public Library	1863	Free	Pub.	760	75	1,500	0	...	...	50
1395	Rutland, Mass.	Charitable Mechanic Association	1820	Free	Soc'l	4,000	100	8,400	0	250	0	450
1396	Salem, Mass.	Essex Agricultural Library	1856	...	Law	700	0	...	0	...	...	0
1397	Salem, Mass.	Essex County Law Library	1856	...	Law	3,300	...	...	10,000	2,500	...	...
1398	Salem, Mass.	Essex Institute	1848	...	Soc'l	30,635	655	...	...	240	150	0
1399	Salem, Mass.	Essex Lodge, I. O. F.	1874	Sub.	Soc'l	480	100	625	0	...	...	...
1400	Salem, Mass.	Essex South District Medical Society	1805	...	Med.	2,000	0	...	0	...	...	...
1401	Salem, Mass.	Fraternity Lodge, I. O. F.	1870	Sub	Soc'l	800	50	1,000	0	...	...	53
1402	Salem, Mass.	Grammar School Library	...	Sub	Soc'l	300	...	...	0	...	...	...
1403	Salem, Mass.	Peabody Academy of Science	1868	...	Soc'l	1,000	100	...	0	...	...	...
1404	Salem, Mass.	Plummer Farm School	1870	...	A. & R.	600	...	...	0	...	...	...
1405	Salem, Mass.	Salem Athenaeum	1810	Sub	Soc'l	20,000	200	7,000	4,900	1,275	640	553
1406	Salem, Mass.	Salem Fraternity	1869	Sub	Soc'l	1,708	554	7,146	615,000	2,450	...	...
1407	Salem, Mass.	Sons of Temperance	...	Sub	Soc'l	600	...	...	...	...	...	...
1408	Salem, Mass.	State Normal School	1854	...	Acad.	8,500	...	...	...	...	...	...
1409	Salem, Mass.	Young Men's Catholic Temperance Society	...	Sub	Soc'l	1,000	...	...	...	...	...	...
1410	Salisbury, Mass.	Agricultural Library	...	Free	Soc'l	300	...	...	500	...	...	...
1411	Sandwich, Mass.	Sandwich Circulating Library	1864	Sub	Mis	1,200	100	...	...	...	...	...
1412	Seekonk, Mass.	Public School Libraries	...	...	Sch	336	...	...	...	...	...	...
1413	Sheffield, Mass.	Friendly Union	1870	Free	Soc'l	420	50	1,040	0	...	...	50
1414	Shelburne Centre, Mass.	First Independent Social Library Company	1821	Sub	Soc'l	950	15	270	0	16	16	0
1415	Shelburne Falls, Mass.	Arms Library	1814	Sub	Soc'l	4,133	16	8,000	5,400	0	...	...
1416	Sherborn, Mass.	Public Library	1860	Free	Pub.	2,000	120	...	0	...	...	...
1417	Shirley Village, Mass.	Shaker Community	...	Free	Soc'l	0	...	...	0	...	...	...
1418	Shrewsbury, Mass.	Free Public Library	1872	Free	Pub.	1,000	150	3,500	...	200	...	312

1419	Somerville, Mass.	McLean Asylum.	1855	A. & R.	3,500	300	300	1,500
1420	Somerville, Mass.	Public Library.	1873	Free	4,600	0	0	5,162
1421	Southboro', Mass.	Free Library.	1851	Pub.	3,370	1,500	1,500	0
1422	Southbridge, Mass.	Public Library.	1870	Free	14,700	850	850	971
1423	South Dedham, Mass.	Norwood Public Library.	1873	Free	782	200	200	300
1424	South Dennis, Mass.	Library Association.	1873	Pub.	500	25	25	50
1425	South Gardner, Mass.	South Gardner Social Library.	1841	Sub.	1,163	500	500	50
1426	South Hadley, Mass.	Mt. Holyoke Female Seminary.	1838	Acad.	9,500	0	0	0
1427	South Hadley, Mass.	Historical Natural History and Library Society.	1873	Free	425	0	0	150
1428	South Scituate, Mass.	James Library.	1862	Pub.	1,300	20,000	20,000	400
1429	South Sudbury, Mass.	Goodnow Library.	1842	Pub.	5,300	25	25	400
1430	South Williamstown, Mass.	Greylock Institute.	1860	Acad.	400	0	0	0
1431	Spencer, Mass.	Public Library.	1860	Free	2,070	10,000	10,000	45
1432	Springboro', Mass.	Library Company.	1836	Sub.	2,000	25	25	200
1433	Springfield, Mass.	Central Circulating Library.	1867	Sub.	1,200	130	130	175
1434	Springfield, Mass.	City Library Association.	1857	Sub.	36,790	5,000	5,000	7,500
1435	Springfield, Mass.	Gil & Hayes's Circulating Library.	1871	Sub.	1,200	300	300	300
1436	Springfield, Mass.	Hampden County Law Library.	1812	Sub.	1,200	450	450	0
1437	Springfield, Mass.	Young Men's Christian Association.	1865	Free	1,563	250	250	1,000
1438	Springfield, Mass.	Free Public Library.	1870	Free	300	0	0	0
1439	Stockbridge, Mass.	Edwards Place School.	1858	Pub.	2,500	300	300	150
1440	Stockbridge, Mass.	Public Library.	1838	Acad.	500	1,200	1,200	0
1441	Stonham, Mass.	Public Library.	1859	Free	4,000	113	113	0
1442	Stoughton, Mass.	Public Library.	1874	Free	4,651	250	250	800
1443	Stoughton, Mass.	Stoughton Circulating Library.	1870	Sub.	13,000	0	0	500
1444	Stoughton, Mass.	Public Library.	1870	Sub.	2,500	0	0	150
1445	Sunderland, Mass.	Sunderland Library.	1869	Pub.	1,140	239	239	230
1446	Sutton, Mass.	Sutton Free Library.	1875	Free	1,520	0	0	50
1447	Swarmscott, Mass.	Town Free Library.	1868	Sub.	2,225	200	200	100
1448	Swansea, Mass.	Agricultural Library Association.	1858	Free	1,900	500	500	50
1449	Taunton, Mass.	Bristol County Law Library Association.	1870	Sub.	2,000	450	450	0
1450	Taunton, Mass.	Dickerman's Circulating Library.	1866	Free	1,000	200	200	300
1451	Taunton, Mass.	Lunatic Hospital.	1860	A. & R.	12,728	550	550	1,150
1452	Templeton, Mass.	Public Library.	1873	Free	1,400	9,000	9,000	1,470
1453	Templeton, Mass.	Boynton Free Public Library.	1840	Sub.	1,400	75	75	150
1454	Templeton, Mass.	Ladies' Social Circle.	1854	Sub.	1,500	0	0	50
1455	Templeton, Mass.	State Almshouse.	1875	A. & R.	1,250	0	0	700
1456	Topsfield, Mass.	Town Library.	1861	Pub.	1,064	71	71	75
1457	Townsend, Mass.	Public Library.	1861	Sub.	825	350	350	100
1458	Tyngsboro', Mass.	Social Library.	1871	Free	1,000	0	0	250
1459	Upton, Mass.	Town Library.	1874	Free	3,500	325	325	300
1460	Uxbridge, Mass.	Free Public Library.	1854	Free	1,400	100	100	100
1461	Vineyard Haven, Mass.	Sailors' Free Library.	1856	Free	4,897	300	300	375
1462	Wachusett, Mass.	Bechoe Town Library.	1866	Sub.	442	27	27	275
1463	Wales, Mass.	Library Association.	1866	Sub.	550	0	0	0
1464	Walham, Mass.	New Glunch Theological School.	1866	Free	7,560	300	300	1,000
1465	Walham, Mass.	Public Library.	1850	Sub.	2,100	425	425	1,000
1466	Ware, Mass.	Young Men's Association.	1870	Sub.	1,300	100	100	646
1467	Warwick, Mass.	Public Library.	1868	Free	2,400	0	0	35
1468	Watertown, Mass.	Free Public Library.	1868	Free	8,300	729	729	1,100
1469	Watertown, Mass.	United States Arsenal.	1867	Gar.	353	0	0	1,250

• This is for the Fraternity as a whole, not merely for the Library.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1470	Wayland, Mass.	Free Public Library	1848	Free	Pub.	4,782	400	8,000	\$500	\$85	\$62	\$10
1471	Wellesley, Mass.	Library Association	1859	Sub.	Pub.	890	60	2,080	0	0	0	0
1472	Wellesley, Mass.	Wellesley College.	1875	Col.	Col.	10,000						
1473	Wellesley, Mass.	Workers' Library	1874	Sub.	Soc'l	350	300	7,500	0	350	350	0
1474	Westboro', Mass.	Free Public Library	1857	Free	Pub.	2,250	100		0	0	0	0
1475	Westboro', Mass.	State Reform School	1855	A. & R.	A. & R.	2,368			0	0	0	0
1476	West Brookfield, Mass.	Public Library	1874	Free	Pub.	1,408		10,080	0	200	75	200
1477	West Dennis, Mass.	Public Library	1874	Sub.	Pub.	274		1,000	0	75	75	0
1478	Westfield, Mass.	Atheneum	1864	Sub.	Soc'l	7,306	608		10,000			
1479	Westfield, Mass.	State Normal School	1844	Acad.	Acad.	1,500	100		0	0	0	0
1480	Westford, Mass.	Town Library	1797	Free	Pub.	356	240	8,000	0	0	0	0
1481	Westminster, Mass.	Westminster Library	1855	Free	Pub.	850	50	5,000	0	150	100	50
1482	West Newbury, Mass.	Library Association	1874	Sub.	Pub.	750	225	2,800	0	100	250	20
1483	West Newton, Mass.	West Newton English and Classical School	1855	Acad.	Acad.	450			0	0	0	0
1484	Weston, Mass.	Town Library	1857	Free	Pub.	3,800	220	10,000	1,400	252		
1485	West Roxbury, Mass.	Free Library	1823	Free	Pub.	8,000	229	8,000	400	400		
1486	West Seaboard, Mass.	Assinippi Library	1869	Sub.	Pub.	750	75	1,000	0	140	100	24
1487	West Springfield, Mass.	Public Library	1854	Sub.	Pub.	1,623	218	5,000	0	300		
1488	Whately, Mass.	Whately Library	1866	Free	Pub.	375		1,500	0	85		
1489	Wilbraham, Mass.	Wesleyan Academy	1866	Sub.	Acad.	3,469	75	1,783	0	187	187	100
1490	Wilbraham, Mass.	Club Library	1866	Sub.	Soc'l	1,600		300	0	0		
1491	Wilbraham, Mass.	Union Philosophical Society	1832	Sub.	Soc'l	1,000	0	400	0	0		
1492	Wilbraham, Mass.	Williams College	1793	Sub.	Col.	17,500	400		10,000	900	900	0
1493	Williamstown, Mass.	Philologist Society	1795	Soc'y	Soc'y	5,000						
1494	Williamstown, Mass.	Philotechnian Society	1795	Soc'y	Soc'y	5,000						
1495	Williamstown, Mass.	Public Library	1871	Free	Pub.	1,000	200	3,000	0	100	75	25
1496	Winchendon, Mass.	Public Library	1867	Free	Pub.	2,264	164	9,000	0	0		
1497	Winchester, Mass.	Town Library	1860	Free	Pub.	3,100	363	12,000	0	0		
1498	Woburn, Mass.	Town Library	1856	Free	Pub.	6,500	550	20,000	6,000	1,550	728	600
1499	Woburn, Mass.	Warren Academy		Acad.	Acad.	300			0	0		
1500	Worcester, Mass.	American Antiquarian Society	1812	Hist'l	Hist'l	60,497	1,500		80,303	5,800	400	0
1501	Worcester, Mass.	Chamberlain's Circulating Library	1808	Sub.	Mis	2,500	200	17,000	3,000	1,375	600	0
1502	Worcester, Mass.	College of the Holy Cross.	1843	Free	Col.	11,000	200		3,000	0		
1503	Worcester, Mass.	E. J. F. Society		Free	Soc'y	600			0	0		

1504	Worcester, Mass.	Socially and Reading Room Libraries.	Free Public Library	1859	Free	Soc'y	400	4,043	123,132	45,700	17,741	7,794	8,645
1505	Worcester, Mass.	Highland Military Academy	1860	Acad.	2,000	Acad.	34,009	2,000	0	0	0	0	0
1506	Worcester, Mass.	House of Correction	1840	A. & R.	500	A. & R.	2,000	25	0	0	0	0	0
1507	Worcester, Mass.	Orcad Collegiate Institute	1850	Acad.	300	Acad.	2,000	0	0	0	0	0	0
1508	Worcester, Mass.	School of Modern Languages	1875	Sub.	100	Mis.	400	100	4,000	0	0	0	0
1509	Worcester, Mass.	State Normal School	1872	Acad.	567	Acad.	1,000	50	0	0	0	0	0
1510	Worcester, Mass.	Technical Institute of Isoroucou.	1874	Free	1,000	Acad.	1,000	0	1,000	0	0	0	0
1511	Worcester, Mass.	Worcester Academy	1832	Free	1,000	Sci.	1,000	50	0	0	0	0	0
1512	Worcester, Mass.	Worcester County Free Institute of Industrial Science.	1858	Sci.	1,100	Sci.	1,100	30	0	0	350	0	0
1513	Worcester, Mass.	Worcester County Horticultural Society	1840	Law	3,000	Law	3,000	0	0	0	0	0	0
1514	Worcester, Mass.	Worcester County Law Library	1868	Sub.	1,000	Soc'l	1,000	650	0	0	0	0	0
1515	Worcester, Mass.	Worcester County Mechanical Association	1842	Free	1,500	Free	1,500	0	0	0	0	0	0
1516	Worcester, Mass.	Worcester County Musical Association	1798	Med.	100	Med.	1,500	0	0	0	0	0	0
1517	Worcester, Mass.	Worcester District Medical Society	1866	Free	1,536	Pub.	1,536	200	5,000	0	0	0	0
1518	Worcester, Mass.	Library Association	1860	Col.	500	Col.	925	150	0	0	0	0	0
1519	Worcester, Mass.	Adrian College	1868	Soc'y	1,950	Soc'y	1,950	94	600	0	0	0	0
1520	Worcester, Mass.	Society Librarians (3)	1868	Free	2,050	Acad.	2,050	275	0	0	0	0	0
1521	Worcester, Mass.	Ladies' Library Association	1873	Free	1,000	Col.	1,000	50	0	0	0	0	0
1522	Worcester, Mass.	Public School Library	1871	Sub.	600	Soc'l	600	400	2,500	300	300	0	0
1523	Worcester, Mass.	Ladies' Library Association	1870	Free	1,158	Acad.	1,158	400	0	0	0	0	0
1524	Worcester, Mass.	Literary and Library Association	1859	Acad.	750	Acad.	750	0	0	0	0	0	0
1525	Worcester, Mass.	Towanship Library	1839	Free	2,370	Acad.	2,370	0	0	0	0	0	0
1526	Worcester, Mass.	Union School	1841	Free	23,000	Col.	23,000	0	0	0	0	0	0
1527	Worcester, Mass.	High School	1858	Law	1,500	Law	1,500	0	0	0	0	0	0
1528	Worcester, Mass.	The Misses Clark's Young Ladies' School	1856	Med.	1,500	Med.	1,500	0	0	0	0	0	0
1529	Worcester, Mass.	University of Michigan	1830	Y. M. C. A.	900	Y. M. C. A.	900	100	1,516	900	90	45	45
1530	Worcester, Mass.	Young Men's Christian Association	1864	Soc'l	1,800	Soc'l	1,800	100	0	0	0	0	0
1531	Worcester, Mass.	Ladies' Library Association	1872	Acad.	1,500	Acad.	1,500	0	0	0	0	0	0
1532	Worcester, Mass.	Public School Library	1870	Law	1,507	Law	1,507	0	20,000	0	1,000	0	600
1533	Worcester, Mass.	Bay County Law Library	1871	Sub.	450	Sub.	450	100	350	0	250	0	200
1534	Worcester, Mass.	Literary Association	1871	Free	284	Free	284	25	300	0	50	50	48
1535	Worcester, Mass.	Towanship Library	1875	Sch.	630	Sch.	630	0	0	0	0	0	0
1536	Worcester, Mass.	State Public School for Dependent Children	1863	Soc'l	800	A. & R.	800	460	*500	0	235	100	135
1537	Worcester, Mass.	Ladies' Library Association	1853	Sub.	500	Soc'l	500	75	8,500	0	0	0	0
1538	Worcester, Mass.	Bar Library	1830	Mis.	3,514	Law	3,514	500	0	0	0	0	0
1539	Worcester, Mass.	Board of Trade	1820	Soc'l	500	Mis.	500	50	1,600	0	0	200	600
1540	Worcester, Mass.	Detroit Mechanics' Society	1861	Sub.	610	Soc'l	610	0	0	0	0	0	0
1541	Worcester, Mass.	German-American Society	1865	Acad.	935	Acad.	935	0	0	0	0	0	0
1542	Worcester, Mass.	House of Correction	1860	A. & R.	500	A. & R.	500	40	0	0	0	0	0
1543	Worcester, Mass.	Mayhew Business College	1863	Free	22,882	Pub.	22,882	767	0	0	10,151	0	0
1544	Worcester, Mass.	Public Library	1865	Free	516	Y. M. C. A.	516	0	0	0	0	0	0
1545	Worcester, Mass.	Young Men's Christian Association											

*State appropriation.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

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									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1553	Detroit, Mich.	Young Men's Society	1833	Sub	Soc'l	12,790	640	20,000	\$11,000	\$2,000	\$600	\$1,200
1554	Dundee, Mich.	Township Library	1840	Free	Pub.	446	19	300	0	20	20	20
1555	Elk Rapids, Mich.	Ladies' Library	1865	Free	Pub.	531	80	4,420	0	200	150	50
1556	Fenton, Mich.	Ladies' Library Association	1869	Sub	Soc'l	568	100	80	0	0	0	0
1557	Flint, Mich.	Ladies' Library Association	1851	Sub	Soc'l	2,177	80	4,420	0	200	150	50
1558	Flint, Mich.	Michigan Institution for the Deaf and Dumb and the Blind.	1851	Sub	Acad.	800	100	80	0	0	0	0
1559	Fort Brady, Mich.	Post Library	1867	Free	Gar.	349	100	300	0	0	0	0
1560	Fort Wayne, Mich.	Post Library	1866	Free	Gar.	1,200	100	1,000	0	0	0	0
1561	Grand Rapids, Mich.	Business College and Telegraph Institute.	1866	Free	Acad.	1,000	1,000	100,000	0	3,480	1,625	894
1562	Grand Rapids, Mich.	Public Library	1872	Free	Pub.	7,500	1,000	100,000	0	400	200	125
1563	Grand Rapids, Mich.	Young Men's Christian Association	1866	Free	Y. M. C. A.	300	125	3,000	0	100	100	100
1564	Greenville, Mich.	Ladies' Library Association	1868	Sub	Soc'l	900	100	3,000	0	100	100	100
1565	Hillsdale, Mich.	Hillsdale College	1855	Free	Col.	4,000	100	1,000	1,000	100	100	100
1566	Hillsdale, Mich.	Theological department	1873	Free	Theol.	1,900	100	1,000	1,500	100	100	100
1567	Holland City, Mich.	Hope College	1857	Free	Col.	1,200	100	1,000	1,000	125	100	100
1568	Houghton, Mich.	Houghton County Historical Society and Mining Institute.	1866	Free	Hist'l	1,266	60	4,800	0	0	150	120
1569	Ionia, Mich.	Ladies' Library Association	1875	Sub	Soc'l	600	100	1,000	0	200	0	0
1570	Islepuing, Mich.	Township Library	1872	Free	Pub.	300	100	2,600	0	0	0	0
1571	Jackson, Mich.	School Library	1865	Free	Acad.	1,200	100	1,000	0	0	0	0
1572	Jackson, Mich.	School Library, No. 17	1865	Free	Acad.	350	60	5,784	0	0	191	360
1573	Jackson, Mich.	State Prison	1840	Sub	A. & R.	2,500	60	5,784	0	0	191	360
1574	Jackson, Mich.	Young Men's Association	1863	Sub	Soc'l	2,171	60	5,784	0	0	191	360
1575	Kalamazoo, Mich.	Kalamazoo College	1855	Free	Col.	2,600	230	3,692	1,400	0	0	0
1576	Kalamazoo, Mich.	Society Libraries, (2)	1851	Free	Soc'y	500	334	3,692	1,400	0	0	0
1577	Kalamazoo, Mich.	Kalamazoo County Law Library	1869	Sub	Law	334	230	3,692	1,400	0	0	0
1578	Kalamazoo, Mich.	Ladies' Library Association	1869	Sub	Soc'l	2,663	230	3,692	1,400	0	0	0
1579	Kalamazoo, Mich.	Michigan Asylum for the Insane	1860	Free	A. & R.	1,310	35	38,446	0	0	0	0
1580	Kalamazoo, Mich.	Michigan Female Seminary	1867	Free	Acad.	500	315	38,446	0	0	0	0
1581	Kalamazoo, Mich.	Public Library	1867	Free	Pub.	3,923	110	3,822	1,000	100	200	350
1582	Kalamazoo, Mich.	Young Men's Library Association	1858	Sub	Soc'l	1,784	110	3,822	1,000	100	200	350
1583	Lansing, Mich.	Library and Literary Association	1871	Sub	Soc'l	1,070	60	400	1,000	100	100	100
1584	Lansing, Mich.	Public Library	1871	Free	Pub.	530	60	400	1,000	100	100	100

1855	1856	1857	Sci	3,700	550	426	99
Lansing, Mich	State Agricultural College	1857	Soc'y	3,700	550	426	99
Lansing, Mich	Society Libraries	1858	State	30,886	200	1,500	
Lansing, Mich	State Reform School	1862	A. & R.	2,040	0	350	125
Lapeer, Mich	Ladies Library Association	1859	Soc'l	1,500	100	323	
Marquette, Mich	City Library	1859	Free	1,336	300		
Marshall, Mich	Ladies' Library Association	1860	Soc'l	1,672	100		100
Monroe, Mich	City Library	1845	Pub	500	25		
Monroe, Mich	St. Mary's Academy	1845	Acad	500	0		
Monroe, Mich	Young Ladies' Seminary and Collegiate Institute	1852	Acad	400	0		0
Muskegon, Mich	Library Association	1869	Soc'l	6,000	300		
Muskegon, Mich	Oliver College	1861-1863	Sub				
Olivet, Mich	Society Libraries, (2)	1863	Soc'y	650			
Owasso, Mich	Ladies' Library Association	1867	Soc'l	875	87	125	100
Plymouth, Mich	District School Libraries		Soc'l	1,400			
Pontiac, Mich	School Library		Sch	375			
Port Huron, Mich	Ladies' Library Association	1866	Sub	1,933	100	551	130
St. Clair, Mich	Ladies' Library Association	1869	Sub	730	100	240	110
St. Clair, Mich	Union School District Library		Soc'l	331			
St. Joseph, Mich	Union School District Library		Sch	400			
St. Joseph, Mich	Library Association	1872	Sub	525	75	125	25
Tecumseh, Mich	Union School Library		Soc'l	500	500		
Three Rivers, Mich	Ladies' Library	1865	Soc'l	1,200	150	350	25
Three Rivers, Mich	Lockport Township Library		Free	1,400	50		0
Ypsilanti, Mich	State Normal School	1853	Acad	350			
Alton, Minn	St. Croix Valley Academy	1868	Acad	300			
Carver County, Minn	Library Association	1863	Acad	384	50	87	58
Chadfeld, Minn	Library Association	1874	Soc'l	725	1,200	100	75
Du Luth, Minn	Library Association	1869	Soc'l	700	0	70	
Faribault, Minn	Institution for the Deaf and Dumb and the Blind	1866	Acad	314	35		
Faribault, Minn	Department for the Blind	1866	Acad	1,500	750		
Faribault, Minn	Library Association		Soc'l	600			
Faribault, Minn	St. Mary's Hall	1866	Acad	5,000	0		
Faribault, Minn	Seabury Divinity College	1867	The'l	450	25		
Faribault, Minn	Shaftnack School	1872	Acad	2,000	300	5,000	300
Hastings, Minn	Library Association	1872	Soc'l	350	50		
Mankato, Minn	State Normal School	1870	The'l	1,200	200	100	
Minneapolis, Minn	Augustine Seminary	1870	Soc'l	4,070	232	6,948	1,000
Minneapolis, Minn	Minneapolis Atheneum	1871	Sub	600	0	5,443	
Minneapolis, Minn	Minneapolis Female Seminary	1869	Acad	10,000	300		
Minneapolis, Minn	University of Minnesota	1873	Free	500	100	1,600	0
Minneapolis, Minn	Young Men's Christian Association	1868	Free	2,575	322		
Northfield, Minn	Carleton College	1874	Soc'l	535	210		
Owatonna, Minn	Literary Association	1874	Soc'l	1,000	100	9,000	25
Red Wing, Minn	Lawrence & Co.'s Circulating Library	1872	Sub	800	200		200
Rochester, Minn	German Library Association	1866	Soc'l	1,969	54	2,843	
Rochester, Minn	Library Association	1869	Sub	400			
St. Cloud, Minn	State Normal School	1865	Acad	1,018		150	50
St. Cloud, Minn	Union Library	1867	Soc'l	1,000		100	
St. Joseph, Minn	St. John's College	1867	Soc'y	983			
St. Joseph, Minn	Society Libraries, (3)	1867	Soc'y				

	1874	1875	2-29	0	500	500	0	500	0
1669 Rodney, Miss	Alcorn University	Col.							0
1670 Sharon, Miss	Madison College	Col.							
1671 Tougaloo, Miss	Tougaloo University	Acad.	50		500				
1672 Arcadia, Mo	Arcadia College	Acad.		0					
1673 Boonville, Mo	Turner's Association	Sub		400					
1674 Brunswick, Mo	Library Society	Sub	100	0	100				0
1675 Canton, Mo	Canton Library	Sub	150	500	350				0
1676 Canton, Mo	Christian University	Col.	300	0					
1677 Canton, Mo	Risk's Library	Free		1,000					0
1678 Cape Girardeau, Mo	St. Vincent's Academy	Acad.	483						
1679 Cape Girardeau, Mo	St. Vincent's College	Col.	600						
1680 Cape Girardeau, Mo	Southeast Missouri Normal School	Col.	5,500	0					
1681 Carrollton, Mo	Hill & Gittings' Circulating Library	Sub	1,225						
1682 Chillicothe, Mo	Chillicothe High School	Sub	600						
1683 College Mount, Mo	Chillicothe High School	Acad.	400						
1684 Columbia, Mo	Methodist College	Col.	575						
1685 Columbia, Mo	Stephens Female College	Acad.		0					
1686 Columbia, Mo	University of Missouri	Col.	10,000	0	1,200				
1687 Columbia, Mo	Albion Society	Soc'y.	1,200						
1688 Fayette, Mo	Union Literary Society	Soc'y.	1,500						
1689 Fulton, Mo	Law College	Law	1,000						
1690 Fulton, Mo	Central College	Col.	500						
1691 Fulton, Mo	Institution for the Deaf and Dumb	Acad.	600						
1692 Fulton, Mo	State Lunatic Asylum, No. 1	A. & R.	550	0					
1693 Glasgow, Mo	Westminster College	Col.	5,000						
1694 Greenwood, Mo	Lewis College	Col.	3,000						
1695 Hannibal, Mo	Lincoln College	Col.	500						
1696 Independence, Mo	Mercantile Library Association	Sub	2,219		1,000				700
1697 Jackson, Mo	Library Association	Sub	1,100	100	100				75
1698 Jefferson City, Mo	Fruitland Normal Institute	Soc'l.	1,000	600					
1699 Jefferson City, Mo	Lincoln Institute	Acad.	752	0					
1700 Kansas City, Mo	State Library	State	13,000		500				
1701 Kansas City, Mo	Federer's Circulating Library	Sub	1,300						
1702 Kansas City, Mo	Law Library	Sub	3,000	150					600
1703 Kansas City, Mo	St. Teresa's Academy	Acad.	400		1,250				
1704 Kansas City, Mo	Whittemore's Circulating Library	Sub	1,000	0					
1705 Kirksville, Mo	Kiddler, Mo	Col.	400	200					
1706 Liberty, Mo	North Missouri State Normal School	Acad.	1,050	50					
1707 Louisiana, Mo	William Jewell College	Col.	4,000						
1708 Palmyra, Mo	Public School Library	Free	75	150					0
1709 Rolla, Mo	St. Paul's College	Acad.	2,000	12					0
1710 St. Charles, Mo	Missouri School of Mines and Metallurgy	Soc'l.	1,478	370					0
1711 St. Charles, Mo	Lindenwood College for Young Ladies	Acad.	450	30					0
1712 St. Charles, Mo	Public School Library	Free	1,716	34					
1713 St. Charles, Mo	St. Charles Catholic Library	Sub	500						
1714 St. Joseph, Mo	Select School for Males	Acad.	600						
1715 St. Joseph, Mo	Bryant's Business College	Sub	2,000	200					300
1716 St. Joseph, Mo	Carl Pueling's Library	Sub	2,000	60					50
1717 St. Joseph, Mo	Law Library	Sub	2,000		350				300
1718 St. Joseph, Mo	Public School Library	Sub	2,000		400				240
1719 St. Joseph, Mo	St. Joseph College	Col.	625						
1720 St. Joseph, Mo	Society Libraries	Soc'y.	320						
	Woolworth & Co's Circulating Library	Sub	1,500						

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1721	St. Louis, Mo	Academy of Science	1856	Sub	Sci	744	100					
1722	St. Louis, Mo	Academy of the Visitation	1832	Sub	Acad	4,000			150	150		
1723	St. Louis, Mo	Cavalry Depot, St. Louis Barracks	1871	Sub	Gar	800						
1724	St. Louis, Mo	College of the Christian Brothers	1860	Sub	Col	22,000						
1725	St. Louis, Mo	Doutchies Institute	1840	Sub	Thel	1,000						
1726	St. Louis, Mo	German Evangelical Lutheran Concordia College	1857	Sub	Soc ¹	64,350	2150		1,000	1,000	150	0
1727	St. Louis, Mo	Germania Stoengebund	1854	Sub	Soc ¹	300			0	1,900	45	0
1728	St. Louis, Mo	House of Refuge	1838	Sub	Acad	400				300	300	
1729	St. Louis, Mo	Institution for the Education of the Blind	1838	Sub	Law	8,000	375			0		
1730	St. Louis, Mo	Law Library Association	1866	Med	Med	300	50					
1731	St. Louis, Mo	Missouri Dental College	1840	Med	Med	1,000						
1732	St. Louis, Mo	Missouri Medical College	1866	Free	Acad	1,500	100					
1733	St. Louis, Mo	Mrs. Orthbert's Seminary for Young Ladies	1857	Free	Acad	294				0		
1734	St. Louis, Mo	Normal School	1868	Sub	Soc ¹	4,000				1,500		
1735	St. Louis, Mo	Old Fellows' Library	1865	Sub	Acad	33,007	2,951	106,495	100,000	12,896	4,702	7,767
1736	St. Louis, Mo	Public School Library	1872	Sub	Mis	600						
1737	St. Louis, Mo	St. John's Circulating Library	1865	Sub	Mis	250						
1738	St. Louis, Mo	St. Louis College of Pharmacy	1873	Sub	Med	850						
1739	St. Louis, Mo	St. Louis County Jail	1841	Sub	A. & R	1,100				0		
1740	St. Louis, Mo	St. Louis Medical College	1846	Sub	Med	42,013	1,543	132,175		46,505		
1741	St. Louis, Mo	St. Louis Mercantile Library	1871	Sub	Mer	2,000	300					
1742	St. Louis, Mo	St. Louis Seminary	1855	Sub	Soc ¹	2,000	900			300	300	0
1743	St. Louis, Mo	St. Louis Turnverein	1829	Free	Col	17,000	300					
1744	St. Louis, Mo	St. Louis University	1855	Soc ¹	Soc ¹	8,000						
1745	St. Louis, Mo	Society Libraries	1869	Sub	Soc ¹	400						
1746	St. Louis, Mo	St. Patrick's Academy	1861	Sub	Soc ¹	400						
1747	St. Louis, Mo	South St. Louis Turnverein	1840	Sub	Acad	2,000				125		
1748	St. Louis, Mo	Ursuline Academy	1853	Free	Col	4,500	75			1,500		
1749	St. Louis, Mo	Washington University	1859	Acad	Acad	3,000						
1750	St. Louis, Mo	Mary Institute	1872	Acad	Acad	3,000						
1751	St. Louis, Mo	St. Louis Law School	1859	Sub	Law	3,000						
1752	St. Louis, Mo	Young Men's Socialty	1855	Sub	Soc ¹	1,327		1,225				
1753	Stedalia, Mo	Library Association	1871	Sub	Soc ¹	1,500	0					0
1754	Stedalia, Mo	Public School Library		Sub	Acad	1,045						0

1755	Springfield, Mo.	Drury College	1873	Sub	Col.	2,000	25	300	0	27	25	0
1756	Troy, Mo.	Social Library	1821	Sub	Soc'l	407			0			
1757	Warrensburg, Mo	Enoch Clark Library	1876	Sub	Soc'l	400			0			
1758	Warrensburg, Mo	South Missouri State Normal School	1871	Sub	Acad.	400			0			
1759	Helena, Mont.	Library Association	1868	Sub	Soc'l	1,250	200	1,000	0	1,000	300	700
1760	Helena, Mont.	Territorial Library	1865		Ter.	550						
1761	Ft. McPherson, Nebr.	Company Libraries, Third United States Cavalry			Gar.	562						
1762	Fremont, Nebr.	Liberal Library Association	1873	Sub	Soc'l	250						
1763	Lincoln, Nebr.	Nebraska State Library	1856		State.	13,133	250			900		
1764	Lincoln, Nebr.	Penitentiary Library	1874		A. & R.	384				200		
1765	Lincoln, Nebr.	Public Library Association	1875	Sub	Soc'l	1,400	150					600
1766	Lincoln, Nebr.	University of Nebraska	1871	Col.	Col.	1,500						
1767	Omaha, Nebr.	Nebraska College	1865	Col.	Col.	1,500			0			
1768	Omaha, Nebr.	Brownell Hall	1866		Acad.	1,500						
1769	Omaha, Nebr.	Company Libraries, Twenty-third Infantry and Second Cavalry.			Gar.	1,231						
1770	Omaha, Nebr	High School Library			Acad.	300						
1771	Omaha, Nebr	Law Library Association	1872	Sub	Law	1,000			0			100
1772	Omaha, Nebr	Old Fellows' Library	1872	Sub	Soc'l	500			0			
1773	Omaha, Nebr	Omaha Library	1872	Sub	Soc'l	4,500	650	3,200	0	3,000	1,500	1,500
1774	Perru, Nebr.	State Normal School	1867		Acad.	500	50					
1775	Carson City, Nev.	State Library	1863		State.	9,000				2,450		
1776	Carson City, Nev.	State Prison			A. & R.	300						
1777	Gold Hill, Nev.	Public School Library			Sch.	300						
1778	Virginia City, Nev.	I. O. F. Library Association	1865	Sub	Soc'l	3,300		4,000	0			600
1779	Virginia City, Nev.	Masonic Library of Storey County	1866	Sub	Soc'l	2,100	100	3,600	0			200
1780	Virginia City, Nev.	Public School Library			Acad.	500						
1781	Amblest, N. H.	Library Association	1859	Sub	Soc'l	635	40		47	75	50	25
1782	Ashuelot, N. H.	Ashuelot Union	1871	Sub	Soc'l	327	60	300	0	100	100	25
1783	Atkinson, N. H.	Atkinson Academy	1789		Acad.	1,000						
1784	Charlestown, N. H.	Social Library	1810	Sub	Soc'l	1,400	18		0			
1785	Claremont, N. H.	Book Club	1869	Sub	Soc'l	560	50	1,500	0		50	5
1786	Claremont, N. H.	Claremont Free Library	1873	Free	Pub.	2,202	202	13,000	0	250		250
1787	Claremont, N. H.	Stevens High School	1868		Acad.	375	40		0			
1788	Concord, N. H.	Concord High School	1850		Acad.	445						
1789	Concord, N. H.	New Hampshire Asylum for Insane	1855		A. & R.	1,598				150		
1790	Concord, N. H.	New Hampshire Historical Society	1822		Hist'l	5,000	300		1,859	300		
1791	Concord, N. H.	Public Library	1855	Free	Pub.	6,532	284		2,000			
1792	Concord, N. H.	St. Paul's School	1856		Acad.	2,000						
1793	Concord, N. H.	State Library	1818		State.	13,500	1,156					
1794	Concord, N. H.	State Prison	1844		A. & R.	1,500				100		
1795	Contoocook, N. H.	New Hampshire Antiquarian Society	1873		Hist'l	2,028			0	346		
1796	Derry, N. H.	Adams Female Academy	1860		Acad.	500	15					
1797	Derry, N. H.	Phuketon Academy			Acad.	360	25		0			
1798	Dover, N. H.	Dover Library	1850	Sub	Soc'l	5,055	40	3,000	0	125	150	50
1799	Dublin, N. H.	Juvenile and Social Library	1793		Soc'l	1,883			0			
1800	East Franklyn, N. H.	Aiken Association	1868	Sub	Soc'l	1,750	50	1,750	0	55	50	10
1801	Enfield, N. H.	Family Library	1793	Sub	Soc'l	1,500	70		0	0	150	0
1802	Exeter, N. H.	Phillips Exeter Academy			Acad.	325	21		0			
1803	Exeter, N. H.	Robinson Female Seminary	1874		Acad.	310			0			
1804	Exeter, N. H.	Town Library	1853	Free	Pub.	4,000	250			500	250	250

a. Includes pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

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									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1805	Farmington, N. H.	Circulating Library.	1874	Sub.	Mis.	430	125	4,000	\$300	\$325	\$100	\$25
1806	Farmington, N. H.	Farmington Library.	1853	Sub.	Soc'l	800	0	0	0	0	0	0
1807	Fisherville, N. H.	Library Association.	1865	Sub.	Soc'l	1,300	0	0	0	0	0	0
1808	Fisherville, N. H.	Peacock Normal Academy.	1859	Sub.	Acad.	1,600	0	0	0	0	0	0
1809	Fitzwilliam, N. H.	Town Library.	1881	Sub.	Soc'l	1,000	110	1,570	0	150	146	50
1810	Francestown, N. H.	Francestown Academy.	1866	Free	Acad.	436	0	0	0	0	0	0
1811	Francestown, N. H.	Town Library.	1862	Free	Pub.	1,000	60	2,500	1,000	105	75	30
1812	Francestown, N. H.	Library Association.	1860	Sub.	Soc'l	1,032	58	0	0	0	0	0
1813	Franklin, N. H.	New Hampshire Orphans' Home School of Industry.	1871	Sub.	A. & I.	325	0	0	0	0	0	0
1814	Gilmanton, N. H.	Gilmanton Academy.	1800	Sub.	Acad.	600	0	0	0	0	0	0
1815	Great Falls, N. H.	Manufacturers' and Village Library.	1855	Sub.	Soc'l	5,225	173	0	0	0	0	0
1816	Great Falls, N. H.	Thwing's Circulating Library.	1855	Sub.	Mis.	550	35	0	0	300	37	0
1817	Hanover, N. H.	Dartmouth College.	1770	Sub.	Col.	20,000	700	36,500	36,500	0	0	0
1818	Hanover, N. H.	Society Libraries.	1783	Sub.	Soc'y	27,000	0	0	0	0	0	0
1819	Hanover, N. H.	College of Agriculture and Mechanic Arts.	1-68	Sub.	Soc'l	1,300	50	0	0	0	0	0
1820	Hanover, N. H.	Medical Department.	1796	Sub.	Med.	1,500	100	0	0	0	0	0
1821	Hanover, N. H.	Hanover Observatory.	1854	Sub.	Soc'l	750	0	0	10,000	0	0	0
1822	Hanover, N. H.	Shattuck Observatory.	1862	Sub.	Soc'l	2,000	0	0	0	0	0	0
1823	Hillsdale, N. H.	Public Library.	1867	Free	Pub.	1,200	200	0	0	300	250	50
1824	Hollis, N. H.	Social Library.	1769	Sub.	Soc'l	1,757	97	7,000	0	500	500	400
1825	Keene, N. H.	Public Library.	1815	Free	Pub.	3,927	0	0	0	0	0	0
1826	Lacomb, N. H.	Johnson's Circulating Library.	1870	Sub.	Mis.	500	0	0	0	0	0	0
1827	Lake Village, N. H.	Citizens' Library.	1869	Sub.	Soc'l	300	0	0	0	0	0	0
1828	Lancaster, N. H.	Public Library.	1869	Sub.	Soc'l	1,678	75	4,480	0	300	100	80
1829	Litchton, N. H.	Village Library.	1867	Sub.	Soc'l	1,295	75	0	5,000	0	0	0
1830	Manchester, N. H.	City Library.	1854	Free	Pub.	17,527	743	0	0	0	0	0
1831	Manchester, N. H.	High School.	1854	Free	Acad.	300	0	0	0	0	0	0
1832	Manchester, N. H.	State Reform School.	1837	Acad.	A. & I.	406	50	0	0	0	0	0
1833	Meriden, N. H.	Kimball Union Academy.	1815	Acad.	A. & I.	1,200	0	0	0	0	0	0
1834	Meriden, N. H.	Philadelphian Society.	1815	Free	Soc'y	1,000	0	0	0	0	0	0
1835	Milford, N. H.	Free Library.	1868	Free	Pub.	2,251	321	13,513	0	0	360	140
1836	Mt. Vernon, N. H.	Appleton Library.	1850	Free	Pub.	1,000	25	13,200	0	0	0	0
1837	Mt. Vernon, N. H.	McCollum Institute.	1850	Free	Acad.	1,000	0	0	0	0	0	0
1838	Nashua, N. H.	City Library.	1867	Free	Pub.	6,000	0	30,000	0	1,000	0	0

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

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									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1891	Franklinville, N. J.	Iona Morning Star	1872	Sub	Mis	400	100	500	\$0	\$20	\$6	
1892	Freehold, N. J.	Freehold Institute	1845		Acad	2,000	100		0			
1893	Hackettstown, N. J.	Centenary Collegiate Institute	1874		Acad	500	150		0			
1894	Hackettstown, N. J.	District School Library			Sch	500						
1895	Hoboken, N. J.	Franklin Lyceum	1865	Sub	Soc'l	2,000	150	2,500	0	200	100	
1896	Hoboken, N. J.	Stevens Institute of Technology	1871	Sub	Soc'l	3,000	200		0	400		
1897	Jersey City, N. J.	Bergen Library	1866	Sub	Soc'l	4,500	400	15,000	0	0		
1898	Jersey City, N. J.	Young Men's Christian Association	1867	Free	Y.M.C.A	700	25	1,400	0	0	0	
1899	Lawrenceville, N. J.	Classical and Commercial High School	1810		Acad	4,000			0			
1900	Lodi, N. J.	Lodi Circulating Library	1846	Sub	Mis	2,500	0		0			
1901	Madison, N. J.	Drew Theological Seminary	1867	Sub	The'l	10,875	300		0	350	100	
1902	Madison, N. J.	Young Men's Christian Association	1873	Free	Y.M.C.A	352	150	22,500	0	0		
1903	Millville, N. J.	Millville Library and Reading Room	1860	Sub	Soc'l	2,000	100	4,000	0	400	200	
1904	Montclair, N. J.	Library Association	1871	Sub	Soc'l	1,796	0	4,500	0	200	250	
1905	Morristown, N. J.	Apprentices' Library	1848	Sub	Soc'l	1,200			0			
1906	Morristown, N. J.	Morristown Library and Lyceum	1866	Sub	Soc'l	1,200			0			
1907	Mount Holly, N. J.	Burlington County Lyceum of History and Natural Science	1859	Sub	Soc'l	2,000	50		0	100	0	
1908	Mount Holly, N. J.	Rices Circulating Library		Sub	Mis	600	55		0	130		
1909	Nowark, N. J.	Howard Lodge No. 7, I. O. F.	1873	Sub	Soc'l	336	80	325	0	50	25	10
1910	Nowark, N. J.	Library Association	1847	Sub	Soc'l	22,000	1,425		100,000			
1911	Nowark, N. J.	New Jersey Historical Society	1845		Hist'l	6,100	200		12,000	1,900	350	1,100
1912	Nowark, N. J.	New Jersey Home for Disabled Soldiers	1872		A. & R	392	20	202	0	96	0	96
1913	Nowark, N. J.	Public School Libraries		Free	Acad	2,025	0		0	0	0	
1914	Nowark, N. J.	St. Benedict's College	1870		Col	400			0			
1915	Nowark, N. J.	St. Benedict's Society	1871		Soc'y	550			0			300
1916	Nowark, N. J.	Young Men's Christian Association	1865	Free	Y.M.C.A	1,125	100	800	0	0		300
1917	New Albany, N. J.	Young Men's Christian Association	1871	Free	Y.M.C.A	400	400		0	1,200	200	1,000
1918	New Brunswick, N. J.	Mrs. M. S. Park's Seminary for Young Ladies	1872		Acad	300	20		0			
1919	New Brunswick, N. J.	Rutgers College	1770		Col	6,814			0			
1920	New Brunswick, N. J.	New Brunswick, N. J.	1825		Soc'y	1,500	100		0			
1921	New Brunswick, N. J.	Philosophical Society	1828		Soc'y	2,000	100		0			
1922	New Brunswick, N. J.	Theological Seminary of the Reformed Church in America	1784		The'l	26,000			0			1,000

1923	New Brunswick, N. J.	1868	Sub.	Y. M. C. A.	3,000	100	2,560	0	600	600
1924	Newton, N. J.	1873	Sub.	Acad.	3,000	400			1,200	600
1925	Orange, N. J.	1848	Sub.	Acad.	600				1,500	300
1926	Orange, N. J.	1869	Sub.	Y. M. C. A.	322		26,000		0	0
1927	Patorson, N. J.	1865	Sub.	Y. M. C. A.	2,000	200			25	0
1928	Patorson, N. J.	1867	Sub.	Y. M. C. A.	300	50				
1929	Patorson, N. J.	1871	Sub.	Y. M. C. A.	1,000					
1930	Patorson, N. J.	1871	Sub.	Y. M. C. A.	500					
1931	Pennington, N. J.	1844	Sub.	Acad.	2,000					
1932	Plainfield, N. J.	1868	Sub.	Acad.	1,000					
1933	Princeton, N. J.	1755	Sub.	Col.	20,500	400	40,000	4,000		
1934	Princeton, N. J.	1769	Sub.	Soc'y.	8,000					
1935	Princeton, N. J.	1765	Sub.	Soc'y.	4,000					
1936	Princeton, N. J.	1873	Sub.	Mis.	1,200					
1937	Princeton, N. J.	1821	Sub.	Thel.	26,779	894	10,000	600	625	175
1938	Rahway, N. J.	1838	Sub.	Soc'l	4,976	500	16,000	1,250	1,000	250
1939	Red Bank, N. J.	1873	Sub.	Acad.	10,749		4,500			
1940	Red Bank, N. J.	1870	Sub.	Mis.	600			300		
1941	Ringoes, N. J.	1870	Sub.	Acad.	500					
1942	Rockaway, N. J.	1870	Sub.	Acad.	450					
1943	Salom, N. J.	1864	Sub.	Soc'l	3,300	300	8,500	0		395
1944	Shrewsbury, N. J.	1870	Sub.	Soc'l	500					70
1945	Somerville, N. J.	1870	Sub.	Soc'l	700	100	15,000	0	500	225
1946	South Orange, N. J.	1865	Sub.	Soc'l	1,000	80	1,600	0	721	255
1947	South Orange, N. J.	1865	Sub.	Soc'l	1,000					
1948	South Orange, N. J.	1856	Sub.	Col.	6,000	100		0		
1949	Trenton, N. J.	1844	Sub.	Soc'l	2,000		7,800		468	150
1950	Trenton, N. J.	1876	Sub.	Soc'l	500	300	5,000	0	500	50
1951	Trenton, N. J.	1796	Sub.	State	20,000			0	2,730	
1952	Trenton, N. J.	1848	Sub.	A. & R.	2,500					
1953	Trenton, N. J.	1848	Sub.	A. & R.	2,500	100		0		
1954	Trenton, N. J.	1845	Sub.	A. & R.	2,500			0		
1955	Trenton, N. J.	1856	Sub.	Y. M. C. A.	3,404	41		0		
1956	Viroland, N. J.	1860	Sub.	Sch.	1,400	50				
1957	Woodstown, N. J.	1866	Sub.	Soc'l	1,200					
1958	Fort Bayard, N. Mex.	1866	Sub.	Gar.	385					
1959	Santa Fe, N. Mex.	1892	Sub.	Acad.	500					
1960	Santa Fe, N. Mex.	1859	Sub.	Acad.	600					
1961	Santa Fe, N. Mex.	1850	Sub.	Ter.	4,500					
1962	Adams, N. Y.	1864	Sub.	Acad.	1,240	150		0		
1963	Afton, N. Y.	1870	Sub.	Acad.	300					
1964	Albany, N. Y.	1866	Sub.	Acad.	2,000			0		
1965	Albany, N. Y.	1812	Free	Acad.	2,400	5		0	0	0
1966	Albany, N. Y.	1871	Free	Acad.	5,622					
1967	Albany, N. Y.	1814	Free	Law	635					
1968	Albany, N. Y.	1871	Free	Acad.	2,700	323	7,845	0	500	500
1969	Albany, N. Y.	1851	Free	Acad.	6,600	50		0	1,000	0
1970	Albany, N. Y.	1855	Free	A. & R.	3,000			0	375	375
1971	Albany, N. Y.	1850	Free	Law	2,600	100				
1972	Albany, N. Y.	1859	Free	Acad.	6,000					
1973	Albany, N. Y.	1819	Free	Law	2,000					
1974	Albany, N. Y.	1856	Free	Sci.	800		65,000	3,000		0

2004	Cazenovia, N. Y.	1842	Acad.	3,000	0	0	0
2005	Champlain Union School.	1871	Acad.	339			
2006	District School Libraries.		Acad.	2,500			
2007	Young Men's Association.		Soc'l	900			
2008	Chappaqua Mountain Institute	1870	Acad.	360	0		
2009	N. Y. Conference Seminary and Collegiate Institute.	1851	Acad.	908			
2100	School District Libraries.		Acad.	750			
2101	Chester Union School.		Acad.	512			
2102	Chilf Seminary.	1870	Acad.	843			
2103	Xates Union School.	1871	Acad.	341			
2104	Cincinnati Academy.	1857	Acad.	791			
2105	Clarence Classical Union School.	1853	Acad.	1,309	30		
2106	Claverack Academy and Hudson River Institute	1840	Acad.	600			
2107	District School Library.		Sch.	300			
2108	Clifton Springs Seminary	1868	Acad.	3,000	0		
2109	Clinton Liberal Institute.	1831	Acad.	17,000			
2110	Clinton, N. Y.	1812	Col.	5,000			
2111	Law School.	1864	Law	800			
2112	Houghton Seminary.	1854	Acad.	500			
2113	School Library.		Sch.	800			
2114	Cocoyan's, N. Y.		Mis.	1,500	150	200	
2115	Cohoos, N. Y.		Acad.	720			
2116	College Point, N. Y.	1855	Free Soc'l	1,500	50	50	0
2117	College Point, N. Y.	1866	Free Soc'l	880	50	2,600	300
2118	College Point, N. Y.	1869	Free Soc'l	1,000	87	3,000	75
2119	College Point, N. Y.	1859	Free Soc'l	411			
2120	Collins, N. Y.	1872	A. & R.				
2121	Cooperstown, N. Y.		Acad.	833			
2122	Cooperstown, N. Y.		Y. M. C. A.	1,200			
2123	Corning, N. Y.		Acad.	400			
2124	Corning Free Academy		Soc'l	3,250	500		1,200
2125	Corning, N. Y.	1873	Sub	400			400
2126	Corning, N. Y.		Y. M. C. A.	400			
2127	Corwall Circulating Library Association.	1869	Sub	2,000	50	600	130
2128	School District Libraries.		Acad.	2,500			
2129	Static Normal and Training School.	1869	Acad.	1,220	25		
2130	School District Libraries.		Sch.	400			
2131	Cuba Circulating Library	1845	Soc'l	600			
2132	Clinton Prison	1865	A. & R.	569	20		
2133	Danvers Seminary	1825	Acad.	1,453	5		
2134	Delhi, N. Y.		Acad.	500			
2135	Dunham, N. Y.		Sch.	1,500			
2136	Dunham, N. Y.		Soc'l	500			
2137	Dunkirk, N. Y.	1872	Sub	1,700	100	2,500	650
2138	Dunkirk, N. Y.		Soc'l	900			
2139	East Aurora, N. Y.		Acad.	530			
2140	East Bloomfield, N. Y.	1840	Acad.	600			
2141	East Hamburg, N. Y.	1838	Acad.	720			
2142	East Hamburg Friends' Institute	1869	Acad.	300	10		
2143	Eddytown, N. Y.	1844	Acad.	1,543	48		
2144	Elbridge, N. Y.	1845	Acad.	833			
2145	Munro Collegiate Institute.		Acad.				

2178	Geneva, N. Y.	Geneva Classical and Union School.	1839	Acad.					2, 033
2179	Geneva, N. Y.	Hobart College.	1821	Col.					13, 690
2180	Geneva, N. Y.	Glen's Falls Academy.	1831	Acad.		0			571
2181	Goshen, N. Y.	Young Men's Christian and Library Association.	1866	Sub	Y. M. C. A.		87		300
2182	Genevieve, N. Y.	Gouverneur Seminary.	1829	Acad.		0			800
2183	Gravesend, N. Y.	District School Libraries.		Sch.					1, 300
2184	Gravesend, N. Y.	Library of Public School No. 1.		Sch.					600
2185	Greene, N. Y.	Library of School District No. 4.	1830	Free			30		1, 020
2186	Green Island, N. Y.	Public School Library.		Acad.					409
2187	Greenport, N. Y.	District School Libraries.		Sch.					513
2188	Greenville, N. Y.	Greenville Academy.	1816	Acad.					387
2189	Greenwich, N. Y.	Greenwich Union School.	1868	Acad.					615
2190	Hamburg, N. Y.	Hamburg Union School.	1870	Acad.					472
2191	Hamburg, N. Y.	Colgate Academy.	1869	Acad.					500
2192	Hamilton, N. Y.	Hamilton Female Seminary.	1867	Acad.					500
2193	Hamilton, N. Y.	Hamilton Union Graded School.	1856	Acad.			35		800
2194	Hamilton, N. Y.	Madison University.	1829	Col.		20, 000		1, 200	1, 000
2195	Hamilton, N. Y.	Adelphiian Society.	1840	Soc. Y.					1, 000
2196	Hamilton, N. Y.	Zionian Society.	1834	Soc. Y.					1, 000
2197	Hamilton, N. Y.	Society for Inquiry.	1815	Soc. Y.					200
2198	Hartwick Seminary P. O., N. Y.	Hartwick Seminary.	1872	Acad.					549
2199	Havana, N. Y.	Cook Academy.	1873	Sub			200		450
2200	Havana, N. Y.	Havana Library.		Soc. I.			275		170
2201	Hempstead, N. Y.	Public School Libraries.		Acad.					5, 234
2202	Hempstead, N. Y.	Monroe Academy and Union School.		Acad.					700
2203	Herkimer, N. Y.	Herkimer County Law Library.	1804	Law					1, 573
2204	Holland Patents, N. Y.	Holland Patent Union School.	1870	Acad.					505
2205	Holley, N. Y.	Holley Union School and Academy.	1805	Acad.					400
2206	Homer, N. Y.	Homer Academy.	1819	Acad.			10		500
2207	Horsick Falls, N. Y.	Horsick Falls Union School.	1863	Acad.					656
2208	Hornellville, N. Y.	Hornell Library.	1868	Sub			470		4, 980
2209	Hudson, N. Y.	Franklin Library Association.	1830	Soc. I.			70		4, 200
2210	Huntington, N. Y.	Huntington Union School.	1858	Acad.					671
2211	Huntington, N. Y.	Public Library.	1875	Sub					1, 000
2212	Hyon, N. Y.	Free Library of the Liberal Christian Society.	1870	Free					1, 330
2213	Ithaca, N. Y.	Cornell Library.	1866	Free			400		10, 000
2214	Ithaca, N. Y.	Cornell University.	1868	Col.			3, 000		39, 000
2215	Ithaca, N. Y.	Ithaca High School.		Acad.					554
2216	Ithaca, N. Y.	Mr. Kinne's School.	1809	Acad.			25		500
2217	Jamestown, N. Y.	City Circulating Library.	1874	Sub					428
2218	Jamestown, N. Y.	Union School and Collegiate Institute.	1866	Acad.			130		1, 250
2219	Johnstown, N. Y.	Union School.	1869	Acad.					917
2220	Jordan, N. Y.	Jordan Academy.	1841	Acad.					440
2221	Keesville, N. Y.	Union Free School.	1870	Acad.					700
2222	Kingsbridge, N. Y.	Academy of Mt. St. Vincent.	1817	Acad.			200		5, 000
2223	Kingston, N. Y.	Kingston Academy.		Acad.					772
2224	Kingston, N. Y.	Library of the Third Judicial District.	1874	Law			5		1, 442
2225	Kirkland, N. Y.	District School Libraries.		Sch.					378
2226	Laushtingburg, N. Y.	Laushtingburg Academy.	1796	Acad.					425
2227	Laushtingburg, N. Y.	Public School Library.	1840	Free			75		2, 300
2228	Lawrenceville, N. Y.	Lawrenceville Academy.	1861	Acad.			10		2, 500
2229	Le Roy, N. Y.	Hugham University.	1835	Col.					4, 000

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidental.
2230	Le Roy, N. Y.	Ingham University; Altonia and Concordia Societies.			Soc'l	600						
2231	Le Roy, N. Y.	Le Roy Academic Institute.	1864		Acad.	400						
2232	Liberty, N. Y.	Liberty Normal Institute.	1849		Acad.	400						
2233	Lima, N. Y.	Genesee Wesleyan Seminary.	1837		Acad.	4,500	50					
2234	Little Falls, N. Y.	Union School		Free	Acad.	913		500		\$70		\$50
2235	Little Valley, N. Y.	Cattaraugus County Law Library	1870		Law	400						
2236	Lockport, N. Y.	St. Joseph's Academy	1866		Acad.	650			\$0			
2237	Lockport, N. Y.	Union School District Library	1843	Free	Acad.	3,705	30		0			
2238	Lowville, N. Y.	Lewis County Law Library	1830		Law	600						
2239	Lowville, N. Y.	Lowville Academy	1908		Acad.	2,551			0			
2240	Lyons, N. Y.	Lyons Union School	1846		Acad.	1,217						
2241	Madison Barracks, N. Y.	Military Post Library	1816		Gar	840						
2242	Malone, N. Y.	Franklin Academy	1831		Acad.	1,669						
2243	Malone, N. Y.	Malone Village District School Library		Free	Acad.	1,150	300		0	500	\$400	30
2244	Manhattenville, N. Y.	Academy of the Sacred Heart	1851		Acad.	2,000						
2245	Manlius, N. Y.	St. John's School for Boys	1869		Acad.	500						
2246	Marion, N. Y.	Marion Collegiate Institute	1867		Acad.	302						
2247	Masena, N. Y.	Masena Union Free School	1867		Acad.	300						
2248	Mattewan, N. Y.	Howland Circulating Library	1872	Sub.	Soc'l	3,000	250	0,500	2,000	600	250	800
2249	Mayville, N. Y.	Union School	1866	Free	Acad.	424	50					
2250	Medina, N. Y.	Medina Academy	1850		Acad.	863						
2251	Mexico, N. Y.	Mexico Academy	1836		Acad.	1,208	50					
2252	Middlebury, N. Y.	Middlebury Academy	1814		Acad.	944						
2253	Middletown, N. Y.	Middletown Lyceum	1841		Soc'l	1,502	300		0	800	500	300
2254	Middletown, N. Y.	Walkill Academy	1867	Sub.	Acad.	504						
2255	Montgomery, N. Y.	Montgomery Academy	1791		Acad.	512	0					
2256	Monticello, N. Y.	Sullivan County Law Library	1809		Law	2,156						
2257	Moravia, N. Y.	Moravia Union School	1868		Acad.	348						
2258	Morrisville, N. Y.	Chambers' Loan Library	1868	Sub.	Mis	500						
2259	Morrisville, N. Y.	Madison County Law Library	1866		Law	695						
2260	Mount Morris, N. Y.	Union Free School	1857	Free	Acad.	600	50	1,200		100	100	
2261	Mount Vernon, N. Y.	Warburgh Orphans' Farm School	1866		A. & R.	090			0			
2262	Naples, N. Y.	Naples Academy	1860		Acad.	090						
2263	Newark, N. Y.	Newark Union School	1849		Acad.	442						

9264	New Berlin, N. Y.	New Berlin Academy	1843	Acad	363	B	0	363	0
9265	New Brighton, N. Y.	Sailors' Sing Harbor	1837	A. & R.	1,040				
9266	Newburgh, N. Y.	Free Library	1852	Pub	8,560	281	1,573	773	800
9267	Newburgh, N. Y.	Newburgh Institute	1863	Acad	500				
9268	Newburgh, N. Y.	Newburgh Theological Seminary	1805	Theol.	3,550	30	0	100	0
9269	Newburgh, N. Y.	Orange County Law Library	1800	Law	600				
9270	Newburgh, N. Y.	St. Patrick's Library	1856	Free	1,500	55	0	150	0
9271	New Fallz, N. Y.	New Fallz Academy	1861	Acad	653				
9272	New Utrecht, N. Y.	Academy of the Visitation		Acad	500				
9273	New Utrecht, N. Y.	Disriet School No. 1		Acad	500				
9274	New Utrecht, N. Y.	Disriet School No. 2		Acad	575				
9275	New Utrecht, N. Y.	Disriet School No. 4		Acad	800				
9276	New York, N. Y.	Academy of Design	1826	Mis	800	30	0	0	0
9277	New York, N. Y.	Academy of Medicine	1816	Free Med.	3,000	1,500	0	2,250	0
9278	New York, N. Y.	Academy of Sciences	1818	Soc	3,500	2,500	1,500		
9279	New York, N. Y.	Academy of the Holy Cross	1858	Acad	500				
9280	New York, N. Y.	American Bible Society	1817	Theol.	2,400	14	0		
9281	New York, N. Y.	American Ecclectic Library	1869	Sub	30,300	52,000	0		
9282	New York, N. Y.	American Ethnological Society	1842	Mis	300				
9283	New York, N. Y.	American Geographical Society	1853	Hist	10,000	250	0	10,000	500
9284	New York, N. Y.	American Institute	1833	Soc	10,600	250	0	2,500	0
9285	New York, N. Y.	American Institute of Architects	1857	Soc	650				
9286	New York, N. Y.	American Numismatic and Archaeological Society	1857	Histor.	900	300	0	100	0
9287	New York, N. Y.	Apprentices' Library	1820	Soc	53,000	2,500	5,000	12,000	2,400
9288	New York, N. Y.	Aschenbroedel-Verein	1861	Free Soc	1,700	800	0		
9289	New York, N. Y.	Astor Library	1849	Free Pub.	152,446	2,750	15,118	4,738	12,451
9290	New York, N. Y.	Bar Association	1870	Sub Law	9,077	1,500	0	5,000	
9291	New York, N. Y.	Belleuve Hospital	1826	A. & R.	600	0	0		
9292	New York, N. Y.	Benedict's (Mrs. J. T.) School	1850	Acad	3,000	50	0	200	
9293	New York, N. Y.	Bloomingdale Asylum for the Insane	1805	A. & R.	1,000				
9294	New York, N. Y.	Catholic Protector for Boys	1864	A. & R.	2,000				
9295	New York, N. Y.	Century Club	1857	Soc	2,500	35	0		
9296	New York, N. Y.	Chamber of Commerce	1858	Mis	2,500				
9297	New York, N. Y.	Charter Institute	1852	Free Acad	3,500	112	1,350	275	
9298	New York, N. Y.	Children's Aid Society Lodging-houses		A. & R.	1,100				
9299	New York, N. Y.	City Library	1652	Free Law	4,000	87	0	0	0
9300	New York, N. Y.	City Prison	1874	A. & R.	1,052				
9301	New York, N. Y.	College of Pharmacy of the City of New York	1829	Med.	21,200	70	250	0	0
9302	New York, N. Y.	College of St. Francis Xavier	1847	Free Col.	10,000	600	0	1,000	0
9303	New York, N. Y.	College of the City of New York	1850	Free Col.	20,000	450	3,500	30,000	2,750
9304	New York, N. Y.	Clintonian Society		Soc	300	50	0	50	0
9305	New York, N. Y.	Phoenecian Society		Soc	300	50	0	300	0
9306	New York, N. Y.	Columbia College	1757	Free Col.	18,745	500	2,000	2,000	2,000
9307	New York, N. Y.	Philological Society	1806	Soc	1,000	0			
9308	New York, N. Y.	Philotechnical Society	1802	Soc	1,200	0			
9309	New York, N. Y.	Botanical Library		Soc	1,145				
9310	New York, N. Y.	College of Physicians and Surgeons	1850	Med.	1,200	0	0	0	0
9311	New York, N. Y.	Law School	1860	Free Law	4,500	100	3,000	2,000	1,500
9312	New York, N. Y.	School of Mines	1854	Free Soc	7,000	1,000	8,000	5,000	2,150
9313	New York, N. Y.	Cooper Union	1858	Free Pub.	17,500	1,000	6005,000	100,000	8,000

a Books read in 1875.

b Free to apprentices; subscription required from others.

c Books read in 1875.

d Includes part of William B. Astor's bequest.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2314	New York, N. Y.	Court of Common Pleas.	.....	.....	Law	1,000	37	.....	\$0	\$0	\$125	.....
2315	New York, N. Y.	Depot General Recruiting Service, at Fort Columbus.	1842	.....	Car	2,556	.....	.....	.....	.....	.....	.....
2316	New York, N. Y.	Dr. Van Norman's Classical School	1874	.....	Acad.	2,040	.....	.....	.....	.....	.....	.....
2317	New York, N. Y.	Eclectic Medical College.	1865	.....	Med.	40	.....	.....	.....	.....	.....	.....
2318	New York, N. Y.	Five Department Library and Lyceum.	1867	Free	Soc'l	6,750	250	.....	0	0	0	.....
2319	New York, N. Y.	Five Points House of Industry	1850	.....	A. & R.	1,000	100	2,500	.....	.....	.....	.....
2320	New York, N. Y.	Fort Washington Institute	1855	.....	Acad.	800	.....	.....	.....	.....	.....	.....
2321	New York, N. Y.	Froehlich's (Mrs.) School	1867	.....	Acad.	1,000	.....	.....	.....	.....	.....	.....
2322	New York, N. Y.	General Theological Seminary of the Protestant Episcopal Church.	1820	.....	Theol.	15,400	300	.....	6,000	360	550	\$100
2323	New York, N. Y.	German Hospital	.....	Free	A. & R.	700	63	2,400	.....	.....	.....	.....
2324	New York, N. Y.	Grand Lodge Free and Accepted Masons, (224 Centre street.)	1870	Free	Soc'l	1,500	150	.....	0	0	300	0
2325	New York, N. Y.	Harlem Library	1871	Sub.	Soc'l	8,000	3,000	8,000	44,464	2,853	2,900	1,500
2326	New York, N. Y.	Harmonic Club	1851	.....	Soc'l	6,000	500	27,500	.....	.....	.....	.....
2327	New York, N. Y.	Health Department	.....	Free	Mis	500	35	.....	.....	.....	.....	.....
2328	New York, N. Y.	Hebrew Orphan Asylum	1871	.....	A. & R.	550	30	.....	.....	.....	.....	.....
2329	New York, N. Y.	Home for the Friendless	1834	.....	A. & R.	1,000	.....	.....	.....	.....	.....	.....
2330	New York, N. Y.	House of Detention	1875	.....	A. & R.	600	.....	.....	.....	.....	.....	.....
2331	New York, N. Y.	House of Refuge	1859	.....	A. & R.	4,086	215	.....	7,000	.....	.....	.....
2332	New York, N. Y.	House of the Good Shepherd	.....	.....	A. & R.	500	.....	.....	.....	.....	.....	.....
2333	New York, N. Y.	Institution for the Blind	1857	.....	Acad.	600	.....	.....	.....	.....	.....	.....
2334	New York, N. Y.	Institution for the Improved Instruction of Deaf Mutes.	1868	.....	Acad.	368	25	.....	.....	.....	.....	.....
2335	New York, N. Y.	Institution for the Instruction of the Deaf and Dumb.	1817	.....	Acad.	2,800	250	8,000	4,000	280	300	.....
2336	New York, N. Y.	John MacMillen's School	1860	.....	Acad.	452	15	.....	.....	.....	.....	.....
2337	New York, N. Y.	Ladies Five Points Mission	1869	.....	A. & R.	1,400	100	.....	.....	.....	.....	.....
2338	New York, N. Y.	Law Institute	1828	Sub.	Law	20,000	800	.....	.....	.....	.....	3,000
2339	New York, N. Y.	Leake & Watts Orphan House	1817	.....	A. & R.	570	.....	.....	.....	.....	.....	.....
2340	New York, N. Y.	Liederkrantz	1864	Sub.	Soc'l	1,000	62	800	.....	.....	.....	250
2341	New York, N. Y.	Lotus Club	1870	Free	Soc'l	500	37	.....	.....	.....	.....	.....
2342	New York, N. Y.	Ludlow Street Jail	1875	.....	A. & R.	1,500	.....	.....	.....	.....	.....	.....
2343	New York, N. Y.	Manhattan Club	1864	Free	Soc'l	1,400	37	.....	.....	.....	.....	.....
2344	New York, N. Y.	Manhattan College	1863	Sub.	Col.	13,000	500	10,000	.....	.....	.....	.....

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2391	New York, N. Y.	Verein Freundschaft.....	1869	Free	Soc'l	1,357	175	1,500	\$0	\$400	\$0	
2392	New York, N. Y.	Washington Heights Library.....	1868	Sub	Soc'l	2,704	100	3,000	0	1,000	55	
2393	New York, N. Y.	Woman's Library.....	1854	Free	Soc'l	2,500	0	0	0	0	0	
2394	New York, N. Y.	Woman's Prison Association and Isaac T. Hopper Home.	1870		A. & R.	540						
2395	New York, N. Y.	Young Men's Christian Association.....	1852	Sub.	Y.M.C.A.	10,532	1,554	13,500	0	1,500		
2396	New York, N. Y.	Young Women's Christian Association.....	1871	Free	Y.M.C.A.	4,000						
2397	New York, N. Y.	Young Women's Home.....	1860		A. & R.	900						
2398	Niagara Falls, N. Y.	Seminary of Our Lady of Angels.....	1868		The'l	4,500		0	0	0	0	
2399	North Granville, N. Y.	Granville Military Academy.....	1872		Acad.	1,000	100			0	0	
2400	Norwich, N. Y.	Greenville Library Association.....	1875	Sub.	Soc'l	1,907		3,061				
2401	Norwich, N. Y.	Norwich Union School.....	1854		Acad.	945			0			
2402	Nunda, N. Y.	Nunda Academy.....			Acad.	520	5					
2403	Nyack, N. Y.	Nunda Academy.....	1860		Acad.	825						
2404	Nyack, N. Y.	Public School Library.....			Y.M.C.A.	400						
2405	Oakfield, N. Y.	Young Men's Christian Association.....	1840		Acad.	763						
2406	Oakfield, N. Y.	Cary Collegiate Seminary.....	1857		Acad.	3,330						
2407	Oranida, N. Y.	Ogdensburgh Educational Institute.....	1848	Free	Soc'l	4,100	100		0	530		
2408	Oranida, N. Y.	Oranida Community.....			Acad.	300						
2409	Oranida, N. Y.	Oranida Seminary.....	1843		Acad.	1,000						
2410	Oswego, N. Y.	Onondaga Academy.....	1855	Free	Pub.	7,800	216		4,000			
2411	Oswego, N. Y.	City Library.....	1853		Acad.	4,482						
2412	Oswego, N. Y.	Oswego High School.....	1866		Acad.	361			0			
2413	Ovid, N. Y.	State Normal and Training School.....			Acad.	752						
2414	Owego, N. Y.	Ovid Union School.....	1869		Acad.	563						
2415	Oxford, N. Y.	Owego Free Academy.....	1835		Acad.	1,200	20		0			
2416	Oyster Bay, N. Y.	Oxford Academy.....			Acad.	300						
2417	Oyster Bay, N. Y.	District School Library.....	1873	Free	Soc'l	500		250	0	0	0	
2418	Palmyra, N. Y.	Lycenum Library.....	1848		Acad.	1,402						
2419	Palmyra, N. Y.	Palmyra Classical Union School.....			Sch.	2,500			0			
2420	Peekskill, N. Y.	District School Libraries.....	1835		Acad.	700						
2421	Peekskill, N. Y.	Peekskill Academy.....	1837		Acad.	600	100					
2422	Penn Yan, N. Y.	Penn Yan Academy.....	1823		Acad.	525						
2423	Penn Yan, N. Y.	Yates County Law Library.....	1823		Law	525						
2424	Perry, N. Y.	Perry Union School.....	1852		Acad.	859						

2424	Peterboro', N. Y.	Evans Academy	1851	A. acad.	316	0	0	0	0
2425	Philips, N. Y.	Philips Union and Classical School	1865	A. acad.	515				
2426	Plumix, N. Y.	Union School		Sch.	400				
2427	Plymouth, N. Y.	District School Libraries		Sch.	474				
2428	Plym, N. Y.	Plyo Seminary	1855	A. acad.	475				
2429	Plattsburgh, N. Y.	D'Yonville Academy	1860	A. acad.	300				
2430	Plattsburgh, N. Y.	Post Library, Plattsburgh Barracks	1866	Govt.	520				
2431	Plattsburgh, N. Y.	Young Men's Association		Soc'l	700				
2432	Pompey, N. Y.	Pompey Academy	1863	A. acad.	409				
2433	Port Byron, N. Y.	Port Byron Free School and Academy	1828	A. acad.	990				
2434	Port Chester, N. Y.	School District Library	1851	A. acad.	806	1,940	0	40	40
2435	Port Jervis, N. Y.	District School Libraries		A. acad.	1,100				
2436	Port Richmond, N. Y.	District School Libraries		A. acad.	2,000				200
2437	Potsdam, N. Y.	State Normal and Training School	1869	A. acad.	403				
2438	Poughkeepsie, N. Y.	Books Seminary	1871	A. acad.	1,000				
2439	Poughkeepsie, N. Y.	Cook's College Institute	1848	A. acad.	300				
2440	Poughkeepsie, N. Y.	Cottage Hill Seminary	1854	A. acad.	500				
2441	Poughkeepsie, N. Y.	Dutchess County Law Academy	1806	Law	500				
2442	Poughkeepsie, N. Y.	Poughkeepsie Female Academy		A. acad.	1,500				
2443	Poughkeepsie, N. Y.	Poughkeepsie Military Institute	1840	Free	1,500				
2444	Poughkeepsie, N. Y.	Public Library	1865	Pub.	9,000	35,070	0		700
2445	Poughkeepsie, N. Y.	Vassar College	1865	Col.	9,632				1,500
2446	Poughkeepsie, N. Y.	Vassar College Observatory	1865	Sch.	249				0
2447	Poughkeepsie, N. Y.	Young Men's Christian Association	1866	Y. M. C. A.	1,000				0
2448	Prairieville, N. Y.	Franklin Academy	1823	A. acad.	1,000				
2449	Prairieville, N. Y.	Pralski Academy	1855	A. acad.	500				
2450	Randolph, N. Y.	Chamberlain Institute and Female College	1855	A. acad.	1,300	400			
2451	Red Hook, N. Y.	District School Libraries		Sch.	1,200				
2452	Rhinebeck, N. Y.	De Garano Institute	1863	A. acad.	1,000				
2453	Richtmond, N. Y.	Richmond County Law Library	1847	Law	438				
2454	Riverhead, N. Y.	Village Library Association	1874	Sub.	500		250		0
2455	Rochester, N. Y.	Academy of the Sacred Heart	1849	Soc'l	900				
2456	Rochester, N. Y.	Atchamun and Mechanics' Association	1829	Sub.	21,000	570			2,000
2457	Rochester, N. Y.	Court of Appeals	1849	Law	0,000	350			1,500
2458	Rochester, N. Y.	Mourous County Fortiitary		A. & R.	600				0
2459	Rochester, N. Y.	Nazareth Academy and Convnt	1872	A. acad.	300				
2460	Rochester, N. Y.	Public School Central Library		Free	0,370	537			
2461	Rochester, N. Y.	Rochester Orphan Asylum	1858	A. & R.	650				
2462	Rochester, N. Y.	Rochester Theological Seminary	1851	Theol.	10,000	1,000			1,875
2463	Rochester, N. Y.	University of Rochester	1846	Col.	15,000	400			25,000
2464	Rome, N. Y.	Western House of Refuge	1846	A. & R.	1,275				1,750
2465	Rome, N. Y.	Young Men's Christian Association		A. acad.	965				
2466	Roseton, N. Y.	Rome Union School	1873	Both	1,000	100	3,000	0	50
2467	Roseton, N. Y.	Public School Union School		Sch.	500				
2468	Rushville, N. Y.	Rushville Union School		A. acad.	300				
2469	Rye, N. Y.	Rye Female Seminary	1869	A. acad.	1,050				
2470	Sackett's Harbor, N. Y.	School District Library		Sch.	1,300				
2471	Salmon, N. Y.	Hamilton County Law Library	1857	Law	1,350				
2472	Salmon, N. Y.	Washington Academy	1801	Washing.	1,300				0
2473	Sandy Hill, N. Y.	Sandy Hill Union School	1808	A. acad.	635				

α Includes incidentals.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

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									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidental details.
2474	Saratoga Springs, N. Y.	Stevens Circulating Library.	1874	Sub.	Mis.	550	100	200	\$0	\$100	.....	.....
2475	Saratoga Springs, N. Y.	Temple Grove Seminary	1856	Acad.	Acad.	640	.....	.....	0	.....	.....	.....
2476	Saratoga Springs, N. Y.	Union School Library.	1867	Free	Acad.	1,200	60	4,000	0	\$275	135	\$150
2477	Saratoga Springs, N. Y.	Young Men's Christian Association	.....	.....	Y. M. C. A.	1,000	.....	.....	.....	.....	.....	.....
2478	Saugerties, N. Y.	District School Libraries.	.....	.....	Sch.	1,150	.....	.....	.....	.....	.....	.....
2479	Saugerties, N. Y.	Saugerties Circulating Library.	1873	Sub.	Soc'l	1,254	300	.....	10,000	.....	.....	700
2480	Schenectady, N. Y.	Library of the Fourth Judicial District.	.....	.....	Law	2,500	.....	.....	.....	.....	.....	.....
2481	Schenectady, N. Y.	Union College.	1795	Free	Col.	12,000	.....	.....	.....	.....	.....	.....
2482	Schenectady, N. Y.	Adelphi Society.	1797	.....	Soc'y	3,000	.....	.....	.....	.....	.....	.....
2483	Schenectady, N. Y.	Pantheonian Society.	1733	.....	Soc'y	3,000	.....	.....	.....	.....	.....	.....
2484	Schenectady, N. Y.	Albany Medical College, at Albany	1833	.....	Med.	4,800	.....	.....	.....	.....	.....	.....
2485	Schenectady, N. Y.	Engineering School	1845	.....	Sch.	3,000	.....	.....	.....	.....	.....	.....
2486	Schenectady, N. Y.	Young Men's Christian Association	.....	.....	Y. M. C. A.	700	.....	.....	.....	.....	.....	.....
2487	Scholarie, N. Y.	Scholarie Academy and Union Free School	1837	.....	Acad.	621	.....	.....	.....	.....	.....	.....
2488	Scholarie, N. Y.	Scholarie County Law Library	1840	.....	Law	445	.....	.....	.....	.....	.....	.....
2489	Scheneca Castle, N. Y.	School District Libraries	.....	.....	Sch.	1,500	.....	.....	.....	.....	.....	.....
2490	Sherburne, N. Y.	Sherburne Union High School.	1866	.....	Acad.	1,677	.....	.....	.....	.....	.....	.....
2491	Sing Sing, N. Y.	Clark's (Mrs.) Seminary	1872	.....	Acad.	500	.....	.....	.....	.....	.....	.....
2492	Sing Sing, N. Y.	Mt. Pleasant Academy	1850	.....	Acad.	2,000	30	.....	0	.....	.....	.....
2493	Sing Sing, N. Y.	St. John's School.	1869	.....	Acad.	700	100	.....	.....	.....	.....	.....
2494	Sing Sing, N. Y.	State Prison.	1842	.....	A. & R.	3,635	.....	.....	.....	600	.....	.....
2495	Skenectades, N. Y.	Skenectades Union School and Academy	1806	.....	Acad.	705	.....	.....	.....	.....	.....	.....
2496	Springville, N. Y.	Association Library	1871	Sub	Soc'l	2,000	75	1,630	0	175	40	0
2497	Stamford, N. Y.	Judson Library.	1871	Sub	Soc'l	1,800	10	1,300	0	.....	35	75
2498	Starkton, S. I., N. Y.	Seaman's Retreat Hospital.	1835	.....	A. & R.	1,855	77	.....	.....	.....	.....	.....
2499	Starkton, N. Y.	George's Retreat	1847	Free	Pub.	30	.....	.....	.....	.....	.....	.....
2500	Stuyvesant, N. Y.	School District No. 4	.....	.....	Sch.	1,200	20	.....	.....	.....	.....	.....
2501	Suspension Bridge, N. Y.	De Vaux College.	.....	.....	Acad.	600	.....	.....	.....	.....	.....	.....
2502	Suspension Bridge, N. Y.	Public School Library.	.....	.....	Pub.	13,300	852	.....	.....	.....	.....	.....
2503	Syracuse, N. Y.	Central Library.	.....	.....	Sch.	8,500	300	.....	.....	.....	.....	.....
2504	Syracuse, N. Y.	Court of Appeals.	1846	Free	Pub.	455	.....	.....	.....	.....	.....	.....
2505	Syracuse, N. Y.	High School	1856	.....	Law	.....	.....	.....	.....	.....	.....	.....
2506	Syracuse, N. Y.	Onondaga County Penitentiary	1853	.....	Acad.	300	.....	.....	.....	.....	.....	.....
2507	Syracuse, N. Y.	Onondaga University	1871	.....	A. & R.	8,600	1,000	.....	.....	.....	.....	.....

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

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									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
2550	West Troy, N. Y.	Watervliet Arsenal	1840		Gar.	618			\$0			
2560	West Winfield, N. Y.	West Winfield Academy	1850		Acad.	1,200						
2561	Whitehall, N. Y.	Whitehall Union School	1863		Acad.	500	20		0			
2562	White Plains, N. Y.	Alexander Military Institute	1871	Sub	Soc'l	550	87	700	0	\$500	\$100	\$400
2563	White Plains, N. Y.	Lycceum Library	1849		Acad.	300						
2564	White Plains, N. Y.	White Plains Female Institute.	1845	Free	Acad.	3,000						
2565	Whitestown, N. Y.	Whitestown Seminary.	1870		A. & R.	243						
2566	Willard, N. Y.	Willard Asylum for the Insane	1869		Gar.	300						
2567	Willer's Point, N. Y.	Battalion Library in New York Harbor.	1869		Acad.	850						
2568	Wilson, N. Y.	Wilson Union School	1837		Acad.	700	3					
2569	Windsor, N. Y.	Windsor Union School	1856		Acad.	566						
2570	Wolcott, N. Y.	Leavenworth Institute.	1868		Acad.	407						
2571	Woodhall, N. Y.	Woodhall Academy	1842		Acad.	380	25	0	0	1,500	200	1,300
2572	Yates, N. Y.	Yates Academy	1808	Free	Pub.	400						
2573	Yonkers, N. Y.	Free Reading Room Library	1868	Free	Acad.	300		2,000	0	150	125	0
2574	Yonkers, N. Y.	Locust Hill Seminary	1874	Sub	Soc'l	1,000		60	1,000			0
2575	Yonkers, N. Y.	Lycceum Library	1861	Free	Acad.	616		75	0	105		100
2576	Yonkers, N. Y.	School District No. 6.	1845	Free	Acad.	1,800						
2577	Yonkers, N. Y.	Union Free School	1845		Acad.	310						
2578	Yonkers, N. Y.	Asherville Female College	1795		Col.	8,394						
2579	Chapel Hill, N. C.	University of North Carolina.			Soc'y.	6,908						
2580	Chapel Hill, N. C.	Dialectic Society			Soc'y.	6,905						
2581	Chapel Hill, N. C.	Philanthropic Society			Acad.	1,000	150		0			
2582	Charlotte, N. C.	Biddle Memorial Institute	1867		Acad.	500						
2583	Clinton, N. C.	Clinton Female Institute	1839		Acad.	6,000	100					
2584	Davidson College, N. C.	Davidson College	1839		Col.	1,200	7					15
2585	Payetteville, N. C.	Cross Creek Lodge, No. 4, I. O. O. F.	1846	Free	Soc'l	1,200				35	20	
2586	Happy Home, P. O., N. C.	Rutherford College	1870		Col.	3,000						
2587	Hillboro, N. C.	Horner & Graves' School.	1874		Acad.	700						
2588	Mc Pleasant, N. C.	North Carolina College	1859	Free	Col.	700	100		0	0		
2589	Mc Pleasant, N. C.	Philalæthian Society	1860		Soc'y.	490						
2590	Mc Pleasant, N. C.	Pi Sigma Phi Society	1860		Soc'y.	400	50					
2591	Marbleboro, N. C.	Chowan Baptist Female Institute.	1848		Acad.	800						
2592	New Garden, N. C.	New Garden Boarding School	1844		Acad.	1,200	3		0			

2293	Newton, N. C.	Catawba, English and Classical High School.	1852	Acad.	2,500	0	0	0	0
2294	Pritchboro, N. C.	Locust Hill Seminary	1860	Acad.	2,000	0	0	0	0
2295	Raleigh, N. C.	Innsist Asylum of North Carolina.	1868	A. & R.	700	0	0	0	0
2296	Raleigh, N. C.	Penco Institute	1871	Acad.	300	0	0	0	0
2297	Raleigh, N. C.	Raleigh Female Seminary	1872	Acad.	1,000	0	0	0	0
2298	Raleigh, N. C.	Raleigh High School.	1873	Acad.	1,200	0	0	0	0
2299	Raleigh, N. C.	St. Mary's School.	1841	Acad.	2,200	0	0	0	0
2300	Raleigh, N. C.	Shaw University	1874	Acad.	1,300	0	0	0	0
2601	Raleigh, N. C.	State Library.	1851	State	40,000	1,140	0	0	500
2602	Ridgeway, N. C.	Buckhorn Academy	1855	Acad.	1,000	35	0	0	0
2603	Salem, N. C.	Statesville, N. C.	1886	Sub	3,500	0	0	0	0
2604	Statesville, N. C.	Salom Female Academy	Acad.	300	0	0	0	0	0
2605	Thomasville, N. C.	Shuonon Female College	Acad.	500	0	0	0	0	0
2606	Thomasville, N. C.	Thomasville Female College	Col.	1,800	50	0	0	0	0
2607	Trinity, N. C.	Trinity College	Soc'y	4,300	0	0	0	0	0
2608	Trinity, N. C.	Columbian Society	Soc'y	4,200	0	0	0	0	0
2609	Trinity, N. C.	Hospitan Society	Theol.	600	0	0	0	0	0
2610	Wako Forest, N. C.	Theological Department	Acad.	4,000	50	0	0	0	0
2611	Wako Forest, N. C.	Wake Forest College, Elizabeth Society	Soc'y	4,000	50	0	0	0	0
2612	Wilmington, N. C.	English and Classical School.	Soc'y	2,000	0	0	0	0	0
2613	Wilmington, N. C.	Library Association.	Acad.	2,500	3,600	0	0	0	750
2614	Wilson, N. C.	Wilson College.	Soc'l	1,200	0	0	0	0	0
2615	Ada, Ohio.	Northwestern Ohio Normal School	Col.	1,281	100	0	0	0	0
2616	Akron, Ohio	Buchtel College.	Acad.	1,000	0	0	0	0	0
2617	Akron, Ohio	Public Library.	Pub.	6,080	0	0	0	0	0
2618	Alliance, Ohio.	Linnegan Library	Soc'l	1,400	80	0	0	0	10
2619	Ashland, Ohio	Social Library Association.	Sub	1,192	900	0	0	0	35
2620	Athens, Ohio	Ohio University	Col.	7,500	0	0	0	0	16
2621	Austinsburg, Ohio.	Grand Bivox Institute	Acad.	500	0	0	0	0	0
2622	Bellefontaine, Ohio.	Brown Library Association	Soc'l	1,200	250	600	0	0	185
2623	Bellefontaine, Ohio.	Goodson's Circulating Library	Mis.	500	0	0	0	0	0
2624	Bellefontaine, Ohio.	Baldwin University.	Col.	2,000	50	0	0	0	0
2625	Berea, Ohio	Society Libraries, (4)	Soc'y	960	60	0	0	0	0
2626	Berea, Ohio	German Methodist Orphan Asylum	A. & R.	300	0	0	0	0	0
2627	Berea, Ohio	German Wallace College.	Col.	550	50	0	0	0	0
2628	Berea, Ohio	Society Libraries, (2)	Soc'y	463	50	0	0	0	0
2629	Blendon, Ohio.	Central College Academy	Acad.	500	0	0	0	0	0
2630	Bloomhngburgh, Ohio	Bloomhngburgh Academy	Acad.	700	0	0	0	0	0
2631	Canton, Ohio	Public School Library	Acad.	1,000	0	0	0	0	0
2632	Canton, Ohio	Young Men's Christian Association.	Y. M. C. A.	1,546	0	0	0	0	0
2633	Carthage, Ohio.	Longway Library	A. & R.	2,087	55	0	0	0	0
2634	Carthage, Ohio	Theological Seminary of St. Charles Borromeo	Theol.	5,000	200	0	0	0	0
2635	Chillicothe, Ohio.	Public Library	Free	4,000	17,736	2,090	250	350	400
2636	Cincinnati, Ohio	Catholic Institute.	Free	3,000	0	0	0	0	0
2637	Cincinnati, Ohio	Chickering Institute.	Soc'l	500	50	0	0	0	0
2638	Cincinnati, Ohio	Cincinnati Hospital	Med	2,119	0	0	0	0	0
2639	Cincinnati, Ohio	Cincinnati Law Library	Law	6,329	428	0	0	0	0
2640	Cincinnati, Ohio	Cincinnati Orphan Asylum	A. & R.	396	0	0	0	0	0
2641	Cincinnati, Ohio	Cincinnati Wesleyan College.	Acad.	500	50	0	0	0	0
2642	Cincinnati, Ohio	German Orphan Asylum.	A. & R.	480	0	0	0	0	0
2643	Cincinnati, Ohio	Gundry's (now Queen City) Business College	Acad.	1,000	0	0	0	0	0

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.	Books, periodicals, and binding.	Salaries and incidental.
									Amount of permanent fund.	Total yearly income from all sources.	
2644	Cincinnati, Ohio	Historical and Philosophical Society	1831	.....	Hist'l	5,413	344	.....	\$8 735	\$1,265	.....
2645	Cincinnati, Ohio	House of Refuge	1869	.....	A. & R.	1,000	165	.....	0	.....	.....
2646	Cincinnati, Ohio	Dingles High School	1854	.....	Acad	1,200	50	.....	.....	.....	.....
2647	Cincinnati, Ohio	Law Theological Seminary	1829	.....	Theol	12,000	950	.....	9,600	700	\$100
2648	Cincinnati, Ohio	Law School of Cincinnati College	1874	.....	Law	938	.....	.....	1,500	.....	.....
2649	Cincinnati, Ohio	Literary Institute of the Sisters of Notre Dame	1840	.....	Acad	700	.....	.....	.....	.....	.....
2650	Cincinnati, Ohio	Medical College of Ohio	1819	.....	Med.	5,000	.....	.....	.....	.....	.....
2651	Cincinnati, Ohio	Mendenhall's Circulating Library	1854	Sub	Mis	6,000	300	.....	.....	.....	.....
2652	Cincinnati, Ohio	Mt. St. Mary's Seminary of the West	1849	.....	Theol	15,100	300	.....	.....	.....	.....
2653	Cincinnati, Ohio	Nelson's Business College	1856	.....	Acad	500	.....	.....	.....	.....	.....
2654	Cincinnati, Ohio	Now Church Library	.....	Free	Theol	1,100	360	.....	0	.....	.....
2655	Cincinnati, Ohio	Protectory for Boys	1868	.....	A. & R.	71,405	11,398	443,100	5,300	41,443	18,394
2656	Cincinnati, Ohio	Public Library	1867	Free	Publ	4,600	.....	.....	0	21,801	.....
2657	Cincinnati, Ohio	Theological and Religious Library Association	1863	Free	Theol	4,480	120	.....	.....	.....	.....
2658	Cincinnati, Ohio	St. Xavier College	1872	.....	Col	14,000	.....	.....	.....	.....	.....
2659	Cincinnati, Ohio	Society of Natural History	1870	.....	Soc'y	3,070	.....	.....	51,000	850	500
2660	Cincinnati, Ohio	Society of Natural History	1870	.....	Soc'y	3,210	12	7,800	0	100	95
2661	Cincinnati, Ohio	Tanners' Library	1848	Free	Soc'l	3,500	.....	.....	.....	.....	.....
2662	Cincinnati, Ohio	University of Cincinnati	1875	Free	Col	1,200	100	8,000	0	500	.....
2663	Cincinnati, Ohio	Young Men's Christian Association	1848	Sub	Y.M.C.A	36,193	1,184	56,256	4,230	12,160	3,063
2664	Cincinnati, Ohio	Young Men's Mercantile Library	1835	Free	Publ	1,400	.....	.....	0	.....	7,514
2665	Cincinnati, Ohio	Public Library	1873	Free	Publ	700	0	.....	0	0	0
2666	Cincinnati, Ohio	School Library	1857	Free	Acad	1,000	.....	.....	.....	.....	.....
2667	Cincinnati, Ohio	Cleveland Female Seminary	1853	.....	Acad	2,000	.....	.....	.....	.....	.....
2668	Cleveland, Ohio	Cleveland Medical College	1843	.....	Med.	1,000	.....	.....	.....	.....	.....
2669	Cleveland, Ohio	Cleveland Orphan Asylum	.....	.....	A. & R.	1,000	.....	.....	0	.....	.....
2670	Cleveland, Ohio	Homoeopathic Hospital College	1849	.....	Med.	1,000	.....	.....	.....	.....	.....
2671	Cleveland, Ohio	Ohio State and Union Law College	1856	.....	Law	3,000	.....	.....	.....	.....	.....
2672	Cleveland, Ohio	Orphan Asylum, I. O. B. B.	1870	.....	A. & R.	470	.....	.....	.....	.....	.....
2673	Cleveland, Ohio	Public Library	1868	Free	Publ	24,000	3,500	173,281	.....	8,500	7,500
2674	Cleveland, Ohio	Western Reserve and Northern Ohio Historical Society	1867	.....	Hist'l	2,275	.....	.....	10,000	1,100	6,500
2675	Cleveland, Ohio	Working Women's Home	1869	.....	A. & R.	300	30	.....	0	.....	.....

29677	Cleveland, Ohio	1873	Free	Y. M. C. A.	1,200	25	7,000	0	0	1,500
29678	Cleveland, Ohio	1872	Free <td>Y. M. C. A.</td> <td>375</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td></td>	Y. M. C. A.	375	16	0	0	0	
29679	College Hill, Ohio		Free	A. & R.	800					
				Soc'y	1,500					
				Col	1,000					
29680	College Hill, Ohio			Acad	3,000					
29681	Columbus, Ohio	1852	Sub	Acad	300	150	5,200	200	0	
29682	Columbus, Ohio	1861	Sub	Soc'l	1,170	10	250	0	50	
29683	Columbus, Ohio	1867	Free	Acad	430	50	3,000	0	0	
29684	Columbus, Ohio	1853	Free	Acad	2,000	100	0	0	0	
29685	Columbus, Ohio	1820	Sci	Acad	1,000					
29686	Columbus, Ohio	1873	Sci	Acad	1,000					
29687	Columbus, Ohio	1847	Sci	Acad	40,000	1,300	2,000	2,000	0	
29688	Columbus, Ohio	1817	Sci	Acad	1,000	729	1,200	0	0	
29689	Columbus, Ohio	1872	Free	Acad	4,111	500	0	0	500	
29690	Columbus, Ohio	1871	Free	Acad	3,000	56	0	0	500	
29691	Columbus, Ohio	1860	Free	Acad	1,456					
29692	Columbus, Ohio	1867	Free	Acad	3,500					
29693	Columbus, Ohio	1832	Free	Acad	2,500					
29694	Columbus, Ohio	1832	Free	Acad	2,500					
29695	Columbus, Ohio	1832	Free	Acad	2,500					
29696	Columbus, Ohio	1832	Free	Acad	2,500					
29697	Columbus, Ohio	1832	Free	Acad	2,500					
29698	Columbus, Ohio	1832	Free	Acad	2,500					
29699	Columbus, Ohio	1832	Free	Acad	2,500					
29700	Columbus, Ohio	1832	Free	Acad	2,500					
29701	Columbus, Ohio	1832	Free	Acad	2,500					
29702	Columbus, Ohio	1832	Free	Acad	2,500					
29703	Columbus, Ohio	1832	Free	Acad	2,500					
29704	Columbus, Ohio	1832	Free	Acad	2,500					
29705	Columbus, Ohio	1832	Free	Acad	2,500					
29706	Columbus, Ohio	1832	Free	Acad	2,500					
29707	Columbus, Ohio	1832	Free	Acad	2,500					
29708	Columbus, Ohio	1832	Free	Acad	2,500					
29709	Columbus, Ohio	1832	Free	Acad	2,500					
29710	Columbus, Ohio	1832	Free	Acad	2,500					
29711	Columbus, Ohio	1832	Free	Acad	2,500					
29712	Columbus, Ohio	1832	Free	Acad	2,500					
29713	Columbus, Ohio	1832	Free	Acad	2,500					
29714	Columbus, Ohio	1832	Free	Acad	2,500					
29715	Columbus, Ohio	1832	Free	Acad	2,500					
29716	Columbus, Ohio	1832	Free	Acad	2,500					
29717	Columbus, Ohio	1832	Free	Acad	2,500					
29718	Columbus, Ohio	1832	Free	Acad	2,500					
29719	Columbus, Ohio	1832	Free	Acad	2,500					
29720	Columbus, Ohio	1832	Free	Acad	2,500					
29721	Columbus, Ohio	1832	Free	Acad	2,500					
29722	Columbus, Ohio	1832	Free	Acad	2,500					
29723	Columbus, Ohio	1832	Free	Acad	2,500					

a Books and pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Type or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incls. dentals.
2724	Granville, Ohio	Young Ladies' Institute	1832	Free	Acad.	1,200						
2725	Hamilton, Ohio	Lane Free Library	1857	Free	Pub.	550	0	0				
2726	Harrison, Ohio	Society Library	1863	Free	Soc'l	614	-50		\$0	\$102	\$0	
2727	Hayesville, Ohio	Vermilion Institute			Acad.	300						
2728	Hillsboro', Ohio	Highland Institute	1857		Acad.	600						
2729	Hillsboro', Ohio	Hillsboro' Female College.			Acad.	800			0			
2730	Hiram, Ohio	Hiram College	1834		Col.	900						
2731	Hiram, Ohio	Helphic Society	1837		Soc'y	800	50					
2732	Hiram, Ohio	Hesperian Society			Soc'y	600	30					
2733	Hopedale, Ohio	Hopedale Normal School.	1839		Acad.	1,700			0			
2734	Irudson, Ohio	Western Reserve College	1827		Col.	5,000						
2735	Irudson, Ohio	Society Librarians, (2)			Soc'y	5,000						
2736	Jefferson, Ohio	Library Association.	1847	Sub	Soc'l	638	10		0	20	0	
2737	Near Lancaster, Ohio	State Reform School	1859	Sub	A. & R.	0			0	\$170		
2738	Lebanon, Ohio	Mechanics' Institute	1861	Sub	Soc'l	300			0			
2739	Lebanon, Ohio	National Normal School.	1855		Acad.	3,216	200					
2740	Lee, Ohio	Wells Library	1850	Sub	Soc'l	793	45	1,240	1,000		75	27
2741	Lewis Centre, Ohio.	State Girls' Industrial Home	1872		A. & R.	400						
2742	Maineville, Ohio	Maineville Academy and Training School.	1850		Acad.	500						
2743	Mansfield, Ohio	Mansfield Lyceum	1872	Sub	Soc'l	3,073			0		231	229
2744	Marietta, Ohio.	Marietta College	1835		Col.	13,130				5,500		
2745	Marietta, Ohio	Alpha Kappa Society			Soc'y	4,220						
2746	Marietta, Ohio	Psi Gamma Society	1830		Soc'y	4,350						
2747	Marietta, Ohio	Society of Inquiry	1835		Soc'y	1,000						
2748	Marietta, Ohio	Academy Literary Society	1859		Soc'y	800						
2749	Marysville, Ohio	Literary and Library Association.			Soc'l	630	500	2,000	0	1,000	1,000	55
2750	Massillon, Ohio.	Food (J. C.) & Co.'s Circulating Library	1874	Sub	Mis	309	40	1,710	0	150	0	13
2751	Massillon, Ohio.	Public School Library			Acad.	650						
2752	Massillon, Ohio.	Ryder's (G. L.) Circulating Library	1870	Sub	Mis	800						
2753	Massillon, Ohio.	Young Men's Christian Association.	1871	Free	Y.M.C.A	300			0	0	0	0
2754	Medina, Ohio.	Medina Library.	1860	Free	Pub.	450	75					
2755	Milan, Ohio	First Presbyterian Society			Soc'l	760	15					
2756	Monroeville, Ohio	St. Joseph's Library			Acad.	400						
2757	Morning Sun, Ohio	Morning Sun Academy	1832		Acad.	500						

2758	Mt. Union, Ohio.....	1846	Acad.....	715					
2759	Mt. Union College.....	1850	Col.....	3,768	100	1,300	0	150	0
2760	Newark, Ohio.....	1872	Soc'y.....	3-0					
2761	Ladies' Circulating Library.....	1894	Soc'y.....	1,000					
2762	New Athens, Ohio.....	1829	Soc'y.....	1,000					
2763	Franklin College, Philosophic Literary Society.....	1837	Col.....	600					
2764	Jefferson Literary Society.....		Soc'y.....	300					
2765	Mansfield College.....		Soc'y.....	675					
2766	Society Librarians.....		Sch.....	4,300	193				
2767	Union School Library.....	1866	Soc'l.....	7,003	500			400	
2768	Young Men's Library.....	1834	Col.....	4,000	500			1,000	
2769	Oberlin College.....	1877	Soc'y.....	3,008	100				
2770	Union Library Association.....		The'l.....						
2771	Theological Department.....	1835	Acad.....	300					
2772	Orwell Normal Inst: tuto.....	1865	Acad.....	7,000					
2773	Miami Classical School.....	1834	Acad.....	2,000					
2774	Oxford, Ohio.....	1851	Sch.....	300					
2775	Oxford, Ohio.....	1854	Acad.....	2,000					
2776	Township School Library.....	1854	Acad.....	1,400					
2777	Western Female Seminary.....	1859	Acad.....	800	10		0		0
2778	Laake Erie Seminary.....	1867	Y.M.C.A.....	400					
2779	Young Men's Christian Association.....		Sch.....	400					
2780	High School Library.....	1875	Acad.....	400					
2781	Southern Ohio Normal School.....	1863	Acad.....	50					
2782	Poland Union Seminary.....	1841	Law.....	510					
2783	Ottawa County Law Library.....	1853	Acad.....	823	0		0		50
2784	Public School Library.....	1869	Y.M.C.A.....	500	100		0	750	100
2785	Young Men's Christian Association.....		Sch.....	300					
2786	Union High School Library.....	1870	Soc'l.....	2,000	250	4,800	0		500
2787	Public School Library.....		Acad.....	500					
2788	Ladies' Library Association.....	1858	Col.....	1,307					
2789	Public School Library.....	1860	Acad.....	800					
2790	Savannah Academy.....	1863	Soc'y.....	500					
2791	One Study University.....	1830	Soc'l.....	1,100		1,000	0		100
2792	Lahnran Library Society.....	1865	Acad.....	800					
2793	Poumonian Society.....		Soc'l.....	2,000					
2794	Library Association.....		Soc'l.....	500	10				
2795	Smithville High School.....	1870	Pub.....	3,500	100	3,500		200	1,300
2796	Young Men's Christian Association.....	1874	Acad.....	500					
2797	Public Library.....	1847	Col.....	1,000	25				
2798	Springfield Female Seminary.....	1845	Soc'y.....	3,000	50				1,500
2799	Wittenberg College.....	1829	Acad.....	3,000					
2800	Excelsior Society.....		Acad.....	800					
2801	Philosophian Society.....		Col.....	4,000					
2802	Steubenville Female Seminary.....	1850	Soc'y.....	1,000					
2803	Carleton College.....		Soc'y.....	500					
2804	Haidelberg College.....		The'l.....	2,777	61				
2805	Excelsior Literary Society.....	1852	Pub.....	1,000					
2806	Haidelberg Theological Seminary.....	1849	Acad.....	3,350					
2807	Public Library.....	1868	Pub.....	63,000	1,533			8,700	0
2808	School (Reference) Library.....		Mis.....	585					50
2809	Kelly's Circulating Library.....		Acad.....	700					
2810	Union School Library.....		Acad.....	500					

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
2810	Twinsburg, Ohio.	Twinsburg Institute.	1898	Free	Acad.	800						
2811	Union Village, Ohio.	Union Village Library.	1805	Free	Soc'l	1,179						
2812	Urbana, Ohio.	Library Association.	1872	Sub	Soc'l	5,104			\$230	\$150	\$230	
2813	Urbana, Ohio.	Public School Library.			Sch	30						
2814	Urbana, Ohio.	Urbana University.	1851		Col.	5,000						
2815	Watford, Ohio.	Westminster Academy.	1860		Acad	1,300						
2816	Waynesville, Ohio.	Public School Library.	1874	Sub	Sch	825						
2817	Wellington, Ohio.	Library Association.	1847		Soc'l	1,300	200	9,800	2,170	\$500	450	200
2818	Westerville, Ohio.	Otterbein University.			Col	350	100		300			
2819	Westerville, Ohio.	Society Libraries, (4)			Soc'y	630	100					
2820	West Farmington, Ohio.	Western Reserve Seminary.	1855		Acad.	500						
2821	West Geneva, Ohio.	Geneva College.	1871		Col.	400						
2822	Willoughby, Ohio.	Willoughby College.	1865		Col.	3,000						
2823	Wilmington, Ohio.	Wilmington College.	1870		Col.	550						
2824	Wooster, Ohio.	Public School Library.			Sch	300						
2825	Wooster, Ohio.	University of Wooster.	1870		Col.	5,000	1,000					
2826	Worthington, Ohio.	Ohio Central Normal School.	1870		Acad.	600	13					
2827	Xenia, Ohio.	United Presbyterian Theological Seminary.	1794		The'l	5,000						
2828	Near Xenia, Ohio.	Wilberforce University.	1863		Col.	3,000	12		0	0		
2829	Near Xenia, Ohio.	Theological Seminary.	1863		The'l	300						
2830	Xenia, Ohio.	Xenia College Society Libraries.	1863	Sub	Soc'y.	530	200			600	300	300
2831	Xenia, Ohio.	Young Men's Christian Association.	1853		Y.M.C.A.	5,000	100			0		
2832	Yellow Springs, Ohio.	Adelphian Society.			Soc'y	700	125	3,000				
2833	Yellow Springs, Ohio.	High School Library.	1898	Sub	Soc'l	6,000	150		0	1,350	150	600
2834	Zanesville, Ohio.	Putnam Female Seminary.	1845		Acad.	900						
2835	Zanesville, Ohio.	Young Men's Christian Association.	1870	Free	Y.M.C.A.	2,600	160		5,000	0		
2836	Zanesville, Ohio.	Albany Collegiate Institute.	1870		Y.M.C.A.	400	50	300		0		
2837	Albany, Oreg.	Young Ladies' and Gentlemen's Society.			Acad.	1,250						
2838	Albany, Oreg.	Pioneer and Historical Society of Oregon.			Soc'l	300						
2839	Astoria, Oreg.	Library Association.	1871		Hist'l	600						
2840	Corvallis, Oreg.	Pacific University and Translation Academy.	1873	Sub	Soc'l	350				0	200	110
2842	Forest Grove, Oreg.	Bishop Scott Grammar and Divinity School.	1870		Col.	5,500				300	15	
2843	Portland, Oreg.				Acad.	3,500						

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incl. dentals.
2806	Chester, Pa.	Chester Library	1769	Sub	Soc'l	500	30		\$0			\$50
2807	Chester, Pa.	Pennsylvania Military Academy	1862	Vol.	A. & R.	1,000	150		0			
2808	Chester Springs, Pa.	Soldiers Orphan School	1872	Sub	Soc'l	900				\$150	\$250	200
2809	Conestoga, Pa.	Library Association	1872	Sub	Soc'l	800	100	1,700				
2900	Collingsville, Pa.	Pennsylvania Female College	1851	Acad	Acad	2,000						
2901	Columbia, Pa.	Shook Library	1862	Both	Acad	1,600	40	400		170	55	105
2902	Concordville, Pa.	Maplewood Institute	1870	Acad	Acad	600			0			
2903	Concordville, Pa.	Library and Literary Association	1850	Sub	Soc'l	500	35	275			30	10
2904	Coudersport, Pa.	Free Reading-Room and Library Association	1861	Free	Soc'l	500						
2905	Cressona, Pa.	State Hospital for the Insane	1872	A. & R.	A. & R.	415						
2906	Danville, Pa.	Chester Valley Academy	1870	Sub	Acad	500	300					
2907	Doylesstown, Pa.	Library Company	1855	Sub	Soc'l	2,300						
2908	Easton, Pa.	Lafayette College	1832	Sub	Col.	16,000				2,000		
2909	Easton, Pa.	Braunerd Society	1834	Sub	Soc'y	400						
2910	Easton, Pa.	Franklin Society	1831	Sub	Soc'y	200	50				150	
2911	Easton, Pa.	Washington Society	1830	Sub	Soc'y	2,100	50				100	
2912	Easton, Pa.	Law Department	1875	Sub	Law	400						
2913	Easton, Pa.	Library Association	1811	Sub	Soc'l	5,000	147	38	0	25		25
2914	Ebensburg, Pa.	Freeman's Library	1873	Sub	Soc'l	605	250		0	40	40	
2915	Edinboro', Pa.	Northwestern State Normal School	1861	Acad	Acad	2,200			0			
2916	Elders Ridge, Pa.	Elders Ridge Academy	1853	Acad	Acad	600	50					
2917	Freelidown, Pa.	Seminary for Young Ladies	1861	Acad	Acad	500	124	15,000	0	950	275	2,100
2918	Erie, Pa.	City Library, Young Men's Christian Association	1867	Sub	Y.M.C.A	5,650						
2919	Erie, Pa.	Erie County Law Library	1866	Law	Law	570						
2920	Erie, Pa.	Liedertafel Musical Society	1866	Sub	Soc'l	300	0		0	0	0	0
2921	Erie, Pa.	Masonic Library	1867	Sub	Soc'l	450			0			
2922	Erie, Pa.	Public School Library	1866	Sch	Sch	500	25		0			
2923	Erie, Pa.	St. Benedict's Academy	1866	Acad	Acad	1,200			2,500			
2924	Factoryville, Pa.	Keystone Academy	1869	Acad	Acad	400			5,000			
2925	Fallingburg, Pa.	Library Company	1802	Sub	Soc'l	1,612	67					
2926	Friedland, Pa.	Ursinus College Society Libraries	1870	Soc'y	Soc'y	800	50		0			
2927	Germanstown, (Phila.) Pa.	Clement's (Mine.) French Protestant School	1857	Free	Acad	350						
2928	Germanstown, (Phila.) Pa.	Friends' Free Library and Reading-Room	1869	Free	Pub.	7,054	1,500	18,400	0	3,300	3,000	2,150
2929	Germanstown, (Phila.) Pa.	Germanstown Library Company	1869	Sub	Soc'l	2,400	7,800		12,500	3,000	3,000	2,150

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
2980	Lowistown, Pa.	Library Association	1870	Sub.	Soc'l.	1,800	50	2,600	\$0	\$150	\$70	\$80
2981	Litiz, Pa.	Linton Hall Seminary	1794	Acad.	Acad.	3,100	100					
2982	Litiz, Pa.	Litiz Academy	1822	Acad.	Acad.	575	50					
2983	Lock Haven, Pa.	Clinton County Law Library	1866	Law	Law	1,000						
2984	Lock Haven, Pa.	Library Company	1868	Sub.	Soc'l.	1,200	200	3,000	318	550	150	400
2985	Loretto, Pa.	St. Francis College	1849	Col.	Col.	3,000						
2986	Lower Merion, Pa.	Phila. Theological Seminary of St. Charles Borromeo	1840	Theol.	Theol.	9,500	175		0	300	550	0
2987	McAlisterville, Pa.	Soldiers' Orphan School	1864	A. & R.	A. & R.	500	40					
2988	Mansfield, Pa.	State Normal School	1862	Acad.	Acad.	900						
2989	Mauch Chunk, Pa.	Carbon County Law Library	1868	Law	Law	304						
2990	Mauch Chunk, Pa.	Minerva Lyceum	1867	Sub.	Soc'l.	1,200	160	2,600	0		200	125
2991	Meadville, Pa.	Allegheny College	1820	Col.	Col.	8,000						
2992	Meadville, Pa.	Allegheny Literary Society		Soc'y.	Soc'y.	1,000						
2993	Meadville, Pa.	Ossoli Society		Soc'y.	Soc'y.	500						
2994	Meadville, Pa.	Philo-Franklin Society		Soc'y.	Soc'y.	1,000	18					
2995	Meadville, Pa.	Gly Library	1868	Sub.	Soc'l.	3,191	300	3,500	0	700	300	500
2996	Meadville, Pa.	Meadville Theological School	1845	Free	Theol.	2,308	400	500	1,250	85	85	100
2997	Meadville, Pa.	Public High School	1854	Free	Acad.	800	35	500	0	50	50	0
2998	Mechanicburg, Pa.	Cumberland Valley Institute	1860	Acad.	Acad.	500						
2999	Mechanicburg, Pa.	Irving Female College	1857	Acad.	Acad.	3,000						
3000	Mechanicburg, Pa.	Library and Literary Association	1872	Sub.	Soc'l.	1,000	50	2,100	0			125
3001	Media, Pa.	Brooke Hall Female Seminary	1857	Acad.	Acad.	650						
3002	Media, Pa.	Delaware County Institute of Science	1833	Sub.	Soc'l.	1,800	143		0	400		
3003	Mercersburg, Pa.	Mercersburg College	1870	Col.	Col.	300	50		0			
3004	Mercersburg, Pa.	Society Librarians (2)	1866	Soc'y.	Soc'y.	2,000			0			
3005	Millersville, Pa.	Millersville Normal School	1859	Acad.	Acad.	3,000	500					
3006	Montrose, Pa.	Susquehanna County Law Library	1866	Law	Law	450						
3007	McJays, Pa.	Cedar Hill Seminary	1850	Free	Acad.	4,500	130	700			100	
3008	McJays, Pa.	Union Library	1872	Free	Pub.	300	25					
3009	Mc Pleasant, Pa.	Western Pennsylvania Classical and Scientific School	1873	Acad.	Acad.	300			0			
3010	Manney, Pa.	Public Library		Pub.	Pub.	500						
3011	Myerstown, Pa.	Pahatimato College, Society Librarians		Pub.	Pub.	900						
3012	Nazareth, Pa.	Moravian Historical Society	1857	Hist'l.	Hist'l.	1,039	23		837	275		
3013	Nazareth, Pa.	Nazareth Hall	1785	Acad.	Acad.	5,000	55		0			

	1871	Free	Soc'l	500	50	300	0	150	50	6
3014	New Brighton, Pa	St. Joseph's Literary Association	Soc'l	1, 270	150	300	0	200	100	100
3015	New Brighton, Pa	Young Men's Library Association	Soc'l	400	150	850	0	200	100	100
3016	New Castle, Pa	New Castle College	Col	3, 000	150					
3017	New Wilmington, Pa	Westminster College	Col	350						
3018	New Wilmington, Pa	Adelphi Society	Soc'y	5, 000						
3019	New Wilmington, Pa	Philomath Society	Soc'y	1, 200	196					
3020	Norristown, Pa	Library Company	Soc'y	1, 040	40					
3021	Norristown, Pa	Montgomery County Law Library	Law	1, 300						
3022	Norristown, Pa	Trenton Seminary	Soc'y	3, 690						
3023	Norristown, Pa	Irving Literary Society of Lake Shore Seminary	Soc'y	1, 047	95	3, 000	0	325	120	200
3024	North East, Pa	Library Association	Soc'y	3, 690						
3025	Oxford, Pa	Lincoln University	Col	400						
3026	Oxford, Pa	Oxford Library	Soc'l	340						
3027	Ponch Bottom, Pa	Citizens' Public Library	Soc'l	30, 000	235	0	30, 000	1, 800		
3028	Philadelphia, Pa	Academy of Fine Arts	Soc'l	5, 000						
3029	Philadelphia, Pa	Academy of Natural Sciences	Sci	20, 000	400					
3030	Philadelphia, Pa	Academy of Notre Dame	Sci	3, 200						
3031	Philadelphia, Pa	American Philosophical Society	The'l	21, 000	1, 032	64, 523	40, 000	6, 031	1, 239	3, 713
3032	Philadelphia, Pa	American Sunday-School Union	Pub	20, 000	181	500	0			
3033	Philadelphia, Pa	Apprentices' Library Company	Pub	9, 315	500					
3034	Philadelphia, Pa	Albumen of Philadelphia	Hist'l	3, 500	100					
3035	Philadelphia, Pa	Dapsic Historical Society	Acad.	35, 000	700					
3036	Philadelphia, Pa	Broad Street Academy	Mis	4, 350						
3037	Philadelphia, Pa	Brothhead Library	Soc'l	2, 250	26					
3038	Philadelphia, Pa	Burd Orphan Asylum	Soc'l	3, 602	102					
3039	Philadelphia, Pa	Byberry Library	Soc'l	600		500				
3040	Philadelphia, Pa	Carpenters' Company of Philadelphia	Soc'l	2, 000		3, 700				1, 000
3041	Philadelphia, Pa	Catholic Philomathean Literary Institute	Soc'l	1, 000						
3042	Philadelphia, Pa	Catholic Philomathean Literary Institute	Soc'l	63, 500						
3043	Philadelphia, Pa	Central High School	Acad.	3, 000	169	4, 050	0	491	100	700
3044	Philadelphia, Pa	Christ Church Hospital	The'l	18, 753	1, 000					
3045	Philadelphia, Pa	Christ Church Library	Soc'l	500	50					
3046	Philadelphia, Pa	Christian Hall Library, (Chebunt Hill)	Mod	600						
3047	Philadelphia, Pa	College of Physicians	Soc'l	2, 000						
3048	Philadelphia, Pa	Crescent Library	Soc'l	7, 000						
3049	Philadelphia, Pa	Educational Home for Boys	A. & R.	16, 000	1, 000					
3050	Philadelphia, Pa	Fifth Ward Grammar School	Acad	550						
3051	Philadelphia, Pa	Four Monthly Meetings of Friends	Acad	500						
3052	Philadelphia, Pa	Franklin Institute	Soc'l	1, 000						
3053	Philadelphia, Pa	Friends' Asylum	Soc'l	200						
3054	Philadelphia, Pa	Friends' Historical Association	A. & R.	23, 500	722					904
3055	Philadelphia, Pa	George Institute	Hist'l	16, 000	400	17, 000	0	1, 000	700	300
3056	Philadelphia, Pa	German College of Pennsylvania	Soc'l	5, 500	200					
3057	Philadelphia, Pa	Girard College	Acad	1, 500	25					
3058	Philadelphia, Pa	Girls' Normal School	Acad	2, 000						
3059	Philadelphia, Pa	Grand Lodge of Pennsylvania, F. A. M.	Soc'l	500						
3060	Philadelphia, Pa	Hahnemann Medical College	Soc'l	500						
3061	Philadelphia, Pa	Hermann Literary Society	Mod	450						
3062	Philadelphia, Pa	Herrmann Literary Society	Soc'l	500	150	450		200	200	0
3063	Philadelphia, Pa	High School Observatory	Soc'l	406						
3063	Philadelphia, Pa	Historical Society of Pennsylvania	Hist'l	16, 000	800	50, 300		3, 400		

ø Includes pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3064	Philadelphia, Pa.	Home for Destitute Colored Children.	1860	Free	A. & R.	375						
3065	Philadelphia, Pa.	Hospital of the Protestant Episcopal Church.	1865	Free	A. & R.	2,849		4,000		\$100		
3066	Philadelphia, Pa.	House of Refuge, (colored).	1850	Free	A. & R.	1,450						
3067	Philadelphia, Pa.	House of Refuge, (white).	1826	Free	A. & R.	1,950						
3068	Philadelphia, Pa.	Institute for Colored Youth.	1837	Free	Acad.	2,959	250	3,000	\$0	\$0	455	
3069	Philadelphia, Pa.	Institution for the Blind.	1833	Free	Acad.	800	30					
3070	Philadelphia, Pa.	Institution for the Deaf and Dumb.	1833	Sub.	Acad.	5,000						
3071	Philadelphia, Pa.	James Pogo Library Company.	1841	Sub.	Soc'l	600						
3072	Philadelphia, Pa.	Keystone Institute.	1853	Free	Soc'l	1,800						
3073	Philadelphia, Pa.	Keystone Public Grammar School.	1831	Free	Acad.	2,217	100		1,666	100	100	\$0
3074	Philadelphia, Pa.	La Salle College.	1863	Free	Col.	3,000	250					
3075	Philadelphia, Pa.	Law Association.	1802	Sub.	Law	8,500	350					
3076	Philadelphia, Pa.	Library Association of Friends, (Race street).	1835	Free	Soc'l	2,000	300	4,200				
3077	Philadelphia, Pa.	Library and Reading-Room Association, (23d ward).	1857	Sub.	Soc'l	8,000	50	1,500				
3078	Philadelphia, Pa.	Library Company of Philadelphia.	1731	Sub.	Soc'l	104,000a	1,500					
3079	Philadelphia, Pa.	Loganian Library.										
3080	Philadelphia, Pa.	Lincoln Institute.	1866	Free	A. & R.	1,200	300					
3081	Philadelphia, Pa.	Locust Street Grammar School.	1831	Free	Acad.	3,500	75			1,666	99	0
3082	Philadelphia, Pa.	Mechanics' Institute of Southwark.	1852	Sub.	Soc'l	3,550	200	7,504		1,000	500	362
3083	Philadelphia, Pa.	Mercantile Library.	1821	Sub.	Mer.	125,682	17,004	237,341		52,800	21,387	24,634
3084	Philadelphia, Pa.	Moxamensing Literary Institute.	1853	Free	Soc'l	4,010	184					
3085	Philadelphia, Pa.	New Church Book Room and Free Library.	1871	Free	Soc'l	400	40	420				
3086	Philadelphia, Pa.	Northern Dispensary of Philadelphia.	1825	Free	Med.	500						750
3087	Philadelphia, Pa.	Northern Home and Associated Soldiers' Orphans' Institute.	1865	Free	A. & R.	2,400						
3088	Philadelphia, Pa.	Northern Home for Friendless Children.	1875	Free	A. & R.	400						
3089	Philadelphia, Pa.	Northwestern Grammar School.	1831	Free	Acad.	1,579			1,666	100	100	
3090	Philadelphia, Pa.	Nutmastic and Antiquarian Society.	1857	Free	Hist'l	1,500						
3091	Philadelphia, Pa.	Penitentiary, Eastern District.	1829	Free	A. & R.	8,737	38,798					
3092	Philadelphia, Pa.	Pennsylvania Horticultural Society.			Soc'l	800						
3093	Philadelphia, Pa.	Pennsylvania Hospital.	1763	Sub.	Med.	12,500	275			0	0	505
3094	Philadelphia, Pa.	Pennsylvania Hospital for the Insane.	1841	Sub.	A. & R.	4,703			17,000			
3095	Philadelphia, Pa.	Philadelphia Almshouse.	1841	Med.	A. & R.	3,000						
3096	Philadelphia, Pa.	Philadelphia City Institute.	1851	Free	Acad.	4,000		8,316				
3097	Philadelphia, Pa.	Philadelphia College of Pharmacy.	1821	Free	Med.	2,350						

3098	Philadelphia, Pa.	1844	A. & R.	50	3,000	180	180	3,000	180	200
3099	Philadelphia, Pa.	1865	The'l.	6,578		50				
3100	Philadelphia, Pa.	1849	Free Soc'l	479		22				30
3101	Philadelphia, Pa.	1838	Free	3,600		500				0
3102	Philadelphia, Pa.	1852	Hist'l	7,000		550				0
3103	Philadelphia, Pa.	1857	Free	1,700		600		1,000		0
3104	Philadelphia, Pa.	1851	Col.	6,000						
3105	Philadelphia, Pa.	1868	Acad.	6,000						
3106	Philadelphia, Pa.	1870	Acad.	325						
3107	Philadelphia, Pa.	1870	Acad.	5,000		250			1,000	0
3108	Philadelphia, Pa.	1851	Free Acad.	830		54		816	49	43
3109	Philadelphia, Pa.	1831	A. & R.	2,000		30			100	100
3110	Philadelphia, Pa.	1866	Free	10,015		130				
3111	Philadelphia, Pa.	1831	Sub	2,000		80			99	99
3112	Philadelphia, Pa.	1850	Free Acad.	2,000		100				0
3113	Philadelphia, Pa.	1860	Free	5,787		50				100
3114	Philadelphia, Pa.	1860	Mis	1,400		7,174				
3115	Philadelphia, Pa.	1867	Teachers' Institute	1,400		1,060				
3116	Philadelphia, Pa.	1864	Sub	3,183		691			2,139	141
3117	Philadelphia, Pa.	1793	The'l.	3,500						0
3118	Philadelphia, Pa.	1866	Gov't	900						
3119	Philadelphia, Pa.	1866	Mis	750						
3120	Philadelphia, Pa.	1755	Col.	20,000					700	
3121	Philadelphia, Pa.	1813	Soc'y	1,323						100
3122	Philadelphia, Pa.		Soc'y	1,000						
3123	Philadelphia, Pa.		Law	250						
3124	Philadelphia, Pa.	1765	Med	3,000						
3125	Philadelphia, Pa.	1835	Acad	400		50				500
3126	Philadelphia, Pa.	1869	Soc'l	15,000		300				
3127	Philadelphia, Pa.	1853	Acad	300						
3128	Philadelphia, Pa.	1863	Sub	4,526		250			1,328	245
3129	Philadelphia, Pa.	1855	Med	1,400						0
3130	Philadelphia, Pa.	1854	Acad	3,000						
3131	Philadelphia, Pa.	1870	Sub	5,310						30
3132	Philadelphia, Pa.	1866	Soc'l	550		100				75
3133	Philadelphia, Pa.	1860	Sub	480						
3134	Pittsburgh, Pa.	1857	A. & R.	500		30			500	30
3135	Pittsburgh, Pa.	1868	Soc'l	1,242		200				325
3136	Pittsburgh, Pa.	1871	Law	1,000						
3137	Pittsburgh, Pa.	1851	Acad	1,000						
3138	Pittsburgh, Pa.	1851	Free Soc'l	500		30		150	25	0
3139	Pittsburgh, Pa.	1855	Sub	4,600		300			1,300	600
3140	Pittsburgh, Pa.	1869	Free Acad.	1,300						700
3141	Pittsburgh, Pa.	1869	Acad	500						
3142	Pittsburgh, Pa.	1819	The'l.	3,500		150				300
3143	Pittsburgh, Pa.	1862	Col.	6,000						
3144	Pittsburgh, Pa.	1871	Soc'y	350						
3145	Pittsburgh, Pa.	1847	Soc'y	345						
3146	Pittsburgh, Pa.	1873	Y.M.C.A.	1,800						
3147	Pittsburgh, Pa.	1873	Mer.	13,012		369			25,390	6,005
			Sub	320		100			50	0
			Pub	500						

c Exclusive of rents amounting to \$27,000.

b Exclusive of building fund of \$10,000.

a Including Loggaman Library.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Yearly expenditures.	Salaries and incidental.
3148	Pottstown, Pa.	Circulating Library	1871	Sub.	Mis.	750	20			\$100	\$75	\$10	
3149	Pottstown, Pa.	Cottage Seminary	1850	Acad.	Acad.	550	25		\$0	0	0	0	
3150	Pottsville, Pa.	Benevolent Associations' Home for Children	1873	Free	A. & R.	430							
3151	Pottsville, Pa.	Govern Post, No. 23, Grand Army of the Republic			Soc'l	300							
3152	Pottsville, Pa.	Public School Library	1850	Free	Acad.	1,900	75	500	0	300	25	25	
3153	Pottsville, Pa.	Schuylkill County Law Library	1861	Sub.	Law	2,000			0	1,000	300	130	
3154	Pottsville, Pa.	Stockton Library	1860	Sub.	Mis	1,274	14	13,500	0	374	31		
3155	Quakertown, Pa.	Richland Library	1795	Sub.	Soc'l	1,300							
3156	Reading, Pa.	Berks County Law Library	1843	Sub.	Law	500							
3157	Reading, Pa.	High School Library			Acad.	700							
3158	Reading, Pa.	Reading Library	1819	Sub.	Soc'l	7,900	300	7,900	25,000	1,500	500	750	
3159	Reidsburg, Pa.	Reid Institute	1867	Sub.	Soc'l	750							
3160	Renovo, Pa.	Library and Reading-Room Association.			Mis	340							
3161	Renovo, Pa.	Seiber's Circulating Library	1867	Sub.	Soc'l	750							
3162	St. Mary's, Pa.	St. Benedict's Academy			Acad	340							
3163	St. Mary's, Pa.	St. Mary's Priory	1854		The'l	2,000							
3164	St. Mary's, Pa.	St. Michael's Casino	1871	Sub.	Soc'l	700		4,680	0	0	0	0	
3165	Scranton, Pa.	Norton's Circulating Library			Mis.	1,000							
3166	Scranton, Pa.	Young Men's Christian Association.	1869	Sub.	Y. M. C. A	1,500	300		2,500		600	400	
3167	Selin's Grove, Pa.	Missionary Institute.	1858	The'l	The'l	2,500	50			30	30	0	
3168	Selin's Grove, Pa.	Snyder County Normal Institute	1872	Acad.	Acad.	650							
3169	Shippensburg, Pa.	Cumberland Valley State Normal School	1873	Acad.	Acad.	650							
3170	Somerset, Pa.	Somerset County Law Library	1870	Law	Law	325							
3171	South Bethlehem, Pa.	Bishopthorpe School for Girls.	1870	Acad.	Acad.	300							
3172	South Bethlehem, Pa.	Lehigh University	1866	Col.	Col.	2,000							
3173	South Bethlehem, Pa.	Reading-Room and Library Association.	1870	Sub.	Soc'l	500		375		130		100	
3174	State College P. O., Pa.	Pennsylvania State College Society Libraries	1859		Soc'l	1,800							
3175	State College P. O., Pa.	Public School Library			Soc'y	1,400	50						
3176	Strasburg, Pa.	Brown's Circulating Library	1866	Sub.	Mis	500	100	1,200		150	100	50	
3177	Strasburg, Pa.	Stroudsburg Library			Mis	1,000							
3178	Stroudsburg, Pa.	Young Men's Literary Association	1858	Sub.	Soc'l	3,000			0	200	200	0	
3179	Susquehanna Depot, Pa.	Swarthmore College	1870	Col.	Col.	2,000				1,000			
3180	Swarthmore, Pa.	Society Libraries, (4)	1875		Soc'y	400	100						
3181	Swarthmore, Pa.	Newark Library			Soc'l	700							

	1874	Sub	Soc'l	320	75	550	0	0	0	0	0	0
Eden Lodge Library.....	1874	Sub	Soc'l	320	75	550	0	0	0	0	0	0
Hind's Circulating Library.....	1874	Sub	Mis	1,100								
Susquehanna Collegiate Institute.....	1854	Acad		1,300								
Washington Hall Collegiate Institute.....	1856	Acad		1,200								
Book Club.....	1868	Soc'l		564	113	1,300	158				10	
Uniontown, Pa.....	1866	Sub	A. & R.	7,500	1,100						250	
Soldiers' Orphan School.....	1868	Theol		5,000	400						300	
Bucknell Library of Crozer Theological Seminary.....	1842	Theol		3,000	200							0
Villanova College, Monastery Library.....	1842	Theol		3,000	200							0
Villanova, Pa.....	1871	Col	Y.M.C.A.	1,935	793							
Warren, Pa.....	1872	Sub	Y.M.C.A.	5,000								
Washington and Jefferson College.....	1871	Soc'y		4,000								
Washington, Pa.....	1871	Soc'y		587								
Society Libraries.....	1871	Law		3,000								
Washington County Law Library.....	1836	Acad		400								
Washington Female Seminary.....	1850	Soc'l		1,000								
Public Library.....	1850	Col		800								
Waynesburg College.....	1862	Soc'y		400								
Society Libraries.....	1871	Soc'l		2,225								
Hermae Society Library.....	1871	Soc'l		400								
Chester County Law and Miscellaneous Library.....	1871	Acad		1,400	300						150	
State Normal School.....	1799	Acad		3,000	160						800	150
Westdown Boarding School.....	1850	Sub	Law	1,300							650	
Law and Library Association.....	1839	Sub	Soc'l	1,436	57							
Wyoming Atheneum.....	1858	Sub	Hist'l	63,000							0	
Wyoming Historical and Geological Society.....	1870	Sub	Y.M.C.A.	1,700								
Young Men's Christian Association.....	1870	Law		900								
Lycoming County Law Library.....	1870	Acad		2,500								
Williamsport Dickinson Seminary.....	1847	Acad		2,060								
Williamsport, Pa.....	1866	Y.M.C.A.		300								
Young Men's Christian Association.....	1866	A. & R.		350	0	150	60				70	
Bethany Orphans' Home.....	1871	Soc'l		1,200							0	
Library Association.....	1874	Free	Acad	863							200	0
Cassat Library.....	1875	Sub	Soc'l	1,200	200							
York, Pa.....	1874	Sub	Acad	500								
United Library Association.....	1872	Acad		800								
York Collegiate Institute.....	1867	Free	Law	350							100	0
York County Academy.....	1871	Sub	Y.M.C.A.	570	100	800	100	150				0
York, Pa.....	1846	Free	Acad	500								0
Young Men's Christian Association.....	1870	Acad		500								
Ashway Library and Reading Room.....	1863	Sub	Y.M.C.A.	2,070								
Neyath District School Library.....	1869	Free	Pnb.	675	75	1,300	100	50				50
Prince's Hill Family and Day School.....	1869	Free	Y.M.C.A.	2,500								
Young Men's Christian Association.....	1869	Free	Acad	3,000	97							
Union Library Association.....	1862	Free	Acad	600								
East Greenwich Academy.....	1845	Sub	Sch	600								
Free Library.....	1845	Sub	Soc'l	450							2,740	
School Libraries.....	1857	Sub	Gar	1,220	10						0	0
Maantou Library.....	1845	Sub	Soc'l	850	0						0	0
Post Library.....	1845	Free	Pnb.	700								
Fort Adams, R. I.....	1842	Free	Pnb.	702								
Postor Centre, R. I.....	1842	Free	Pnb.									
Manton Library.....	1842	Free	Pnb.									
Union Library.....	1842	Free	Pnb.									
Philomont Library.....	1842	Free	Pnb.									

a Books and pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and inclusions.
3233	Kingston, R. I.	Kingston Library	1850	Sub.	Soc'l	938	30		\$30			
3234	Lonsdale, R. I.	Lonsdale Library	1849	Sub.	Soc'l	2,561			0			
3235	Manville, R. I.	Manville Library	1873	Free	Pub.	795	100		0		\$50	\$0
3236	Manville, R. I.	Mechanics' and Manufacturers' Library Association.	1791	Sub.	Soc'l	3,000	100	2,000		\$200	100	150
3237	Newport, R. I.	Mechanics' Library	1870	Free	Pub.	14,799	943		11,000	1,500		
3238	Newport, R. I.	Redwood Library and Athenaeum.	1747	Sub.	Soc'l	20,634	1,003		17,000	100		
3239	Newport, R. I.	Rogers High School.	1873	Sub.	Soc'l	400			0			
3240	New Shoreham, R. I.	Island Library	1876	Sub.	Soc'l	200			0			
3241	North Scituate, R. I.	Aborn Library	1849	Free	Pub.	580			0			0
3242	North Scituate, R. I.	Lapham Institute	1862	Free	Acad.	600	95		0			
3243	North Smithfield, R. I.	Slatersville Reading-Room and Library	1848	Free	Pub.	1,334	30	2,000		50		300
3244	Olneyville, R. I.	Free Library Association	1875	Free	Pub.	317			0			
3245	Pawtucket, R. I.	Narragansett Library Association	1852	Sub.	Soc'l	4,333	138		0			50
3246	Peace Dale, R. I.	Allen's Circulating Library	1871	Sub.	Mis.	1,000	100	1,700		100		
3247	Providence, R. I.	Arnold's Circulating Library	1853	Sub.	Mis.	2,000	150			400		
3248	Providence, R. I.	Association of Mechanics and Manufacturers.	1821	Sub.	Soc'l	6,750	15		4,000			
3249	Providence, R. I.	Brown University	1768	Sub.	Col.	45,000	1,000		25,000	1,750		
3250	Providence, R. I.	Butler Hospital for the Insane	1847		A. & R.	1,693			0			
3251	Providence, R. I.	De Mann's (Mrs. N. W.) Boarding and Day School.	1865		Acad.	500			0			
3252	Providence, R. I.	English and Classical School	1864		Acad.	1,000	100		0			
3253	Providence, R. I.	Franklin Lyceum	1831	Sub.	Soc'l	8,517	300		0			
3254	Providence, R. I.	High School Library		Free	Acad.	1,500		0		0		
3255	Providence, R. I.	New England Yearly Meeting Boarding School of Friends.	1819	Free	Acad.	3,000	120	2,178		100		0
3256	Providence, R. I.	Perrin's Circulating Library	1820	Sub.	Mis.	6,000	760		27,000	5,616	1,460	3,878
3257	Providence, R. I.	Providence Athenaeum	1836	Sub.	Soc'l	34,492	885	24,911		0		
3258	Providence, R. I.	Providence Reform School	1851		A. & R.	3,030	136		0			
3259	Providence, R. I.	Rhode Island Historical Society	1822		Hist'l	6,000			524	464		0
3260	Providence, R. I.	Rhode Island Hospital	1868		Med.	2,000						
3261	Providence, R. I.	Rhode Island Society for the Encouragement of Domestic Industry.	1820	Free	Soc'l	1,000	100		0		37	
3262	Providence, R. I.	Rhode Island State Normal School	1871		Acad.	600	20		0			
3263	Providence, R. I.	St. Francis Xavier's Academy	1852	Free	Acad.	300						
3264	Providence, R. I.	State Law Library	1868		Law	5,000	500					

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3315	Edgefield, Tenn.	Edgefield Lodge, F. A. A. M.	1869	Sub.	Soc'l.	1,800						
3316	Edgefield, Tenn.	Public Library.	1868	Sub.	Pub.	2,200		5,240		\$115	\$0	
3317	Franklin, Tenn.	Tennessee Female College.	1857		Acad.	800	30					
3318	Franklin College P. O., Tenn.	Hope Institute.	1850		Acad.	200				\$0		
3319	Friendsville, Tenn.	Friendsville Institute.	1855		Acad.	300						
3320	Galatin, Tenn.	Neophren Male and Female College.	1873		Col.	1,200						
3321	Galatin, Tenn.	Society Libraries, (2)			Soc'y.	400						
3322	Greeneville, Tenn.	Greeneville and Tusculum College.			Col.	5,000						
3323	Greeneville, Tenn.	Society Libraries, (2)			Soc'y.	600						
3324	Greeneville, Tenn.	Literary Junio.	1874	Free	Soc'l.	450	35			200		
3325	Greeneville, Tenn.	Rhea Academy.	1850		Acad.	800						
3326	Harrison, Tenn.	Harrison High School.	1863		Acad.	300						
3327	Jackson, Tenn.	Memphis Conference Female Institute.	1854		Acad.	4,000	0					
3328	Jackson, Tenn.	Southwestern Baptist University.	1874		Col.	436	400					
3329	Knoxville, Tenn.	East Tennessee University.	1867		Col.	3,039						
3330	Knoxville, Tenn.	Philomathesian Society.	1837	Free	Soc'y.	900	100			0	110	
3331	Knoxville, Tenn.	Library and Reading-Room Association.	1873	Sub.	Soc'l.	1,155				0	300	300
3332	La Grange, Tenn.	La Grange Female College.	1853		Acad.	7,000						
3333	Lebanon, Tenn.	Cumberland University.	1842		Col.	3,000						
3334	Near Lebanon, Tenn.	Greenwood Seminary.	1851		Acad.	404						
3335	McKenzie, Tenn.	Bedford College.			Col.	454	105			0		
3336	McKenzie, Tenn.	McKenzie Male and Female College.	1871		Acad.	400						
3337	McMinnville, Tenn.	Cumberland Female College.	1855		Acad.	400						
3338	Maryville, Tenn.	Freedmen's Normal Institute.	1872		Acad.	800	0					
3339	Maryville, Tenn.	Maryville College.	1819		Col.	2,000						
3340	Memphis, Tenn.	Christian Brothers' College.	1872		Col.	1,200						
3341	Memphis, Tenn.	Philomathic Literary and Debating Club.	1873		Soc'y.	700	300			0		
3342	Memphis, Tenn.	Leath Orphan Asylum.	1852		A. & R.	600						
3343	Memphis, Tenn.	Leath's Business College.	1865		Acad.	584						
3344	Memphis, Tenn.	Le Moyne Normal School.	1873		Acad.	900						
3345	Memphis, Tenn.	Memphis Bar and Law Library Association.	1874	Sub.	Law	3,600				4,000	2,500	1,200
3346	Medford, Tenn.	Fairmount.	1873		Acad.	300						
3347	Moshannon, Tenn.	Moshannon Male and Female Institute.	1871		Soc'y.	400						
3348	Murreesboro', Tenn.	Female Institute.	1871		Acad.	300				0		
3349	Murreesboro', Tenn.	Union University Society Libraries.	1848	Sub.	Col.	1,500						

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3402	San Antonio, Tex.	St. Mary's Institute	1860		Acad.	1,200						
3403	San Antonio, Tex.	Ursuline Convent	1851		Acad.	300						
3404	Tehuacana, Tex.	Trinity University	1869		Col.	2,000						
3405	Tehuacana, Tex.	Philosophicronian Society	1870		Soc'y.	900						
3406	Tehuacana, Tex.	Kalcoo-Genic Society	1872		Soc'y.	600						
3407	Tehuacana, Tex.	Philomathean Society	1874		Soc'y.	400						
3408	Tehuacana, Tex.	Trinity University, Society Libraries, (3)	1872-1874		Soc'y.	561						
3409	Tyler, Tex.	Bowdon Literary Society	1871	Sub.	Soc'l	11,257	1,387	0	\$26,000			
3410	Tyler, Tex.	Supreme Court	1853		Law	3,000						
3411	Victoria, Tex.	Nazareth Convent	1866		Acad.	600			0			
3412	Waco, Tex.	Waco University	1861		Col.	2,000						
3413	Waco, Tex.	Society Libraries			Soc'y.	350						
3414	St. George, Utah.	Library Association	1873	Free	Soc'l	200				\$100		\$0
3415	Salt Lake City, Utah.	City Library	1872	Sub.	Soc'l	900		5,000	0	250		300
3416	Salt Lake City, Utah.	St. Mark's School	1873		Acad.	500		50	0			
3417	Salt Lake City, Utah.	Territorial Library	1852		Ter.	6,259						
3418	Salt Lake City, Utah.	University of Deseret	1874		Col.	2,394		94				
3419	Barneet, Vt.	Ladies' Library	1872	Sub.	Soc'l	500		11	500	\$25	25	0
3420	Barre, Vt.	Barre Academy	1854		Acad.	600			500			
3421	Barre, Vt.	Goldard Seminary	1871		Acad.	300		75	0			
3422	Bellows Falls, Vt.	St. Agnes' Hall	1868		Acad.	300						
3423	Bennington, Vt.	Free Library	1866	Sub.	Soc'l	3,333		9,300	0	487	675	
3424	Bennington, Vt.	Mt. Anthony Seminary	1860		Acad.	300			0			
3425	Bradford, Vt.	Bradford Academy and High School	1821		Acad.	1,200		40				
3426	Bradford, Vt.	Scientific Association	1857	Sub.	Soc'l	420		20	0			0
3427	Braintreeboro', Vt.	Braintreeboro' Library	1845	Sub.	Soc'l	3,000		100	0			300
3428	Braintreeboro', Vt.	Glenwood (Ladies) Seminary		Sub.	Acad.	500						
3429	Braintreeboro', Vt.	Vermont Asylum for the Insane	1834		A. & I.	1,000						
3430	Burlington, Vt.	Fletcher Free Library	1874	Free	Pub	8,500			10,000	636	636	2,000
3431	Burlington, Vt.	Parish Library, First Unitarian Church	1823	Free	Soc'l	1,250		15	25	25	25	0
3432	Burlington, Vt.	University of Vermont	1800		Col.	13,521		300	1,700	102		
3433	Burlington, Vt.	Society for Religious Inquiry	1830		Soc'y.	2,500						
3434	Burlington, Vt.	Vermont Episcopal Institute	1832		Acad.	3,100		25	0			
3435	Burlington, Vt.	Young Men's Association	1860	Sub.	Soc'l	2,000			2,000		250	550

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
3488	Ashland, Va.	Randolph Macon College.	1834	Col.	210,000							
3489	Bellevue, Va.	Bellevue High School.	1866	Acad.	1,300							
3490	Bethel Academy, Va.	R. E. Leo Library.	1870	Sub	1,900	35	500		\$800	\$250	\$75	\$185
3491	Backsburg, Va.	Virginia Agricultural and Mechanical College	1872	Soc'l	900				0	0	300	0
3492	Charlottesville, Va.	Albemarle Female Institute	1856	Acad.	1,000	100						
3493	Charlottesville, Va.	Charlottesville Lyceum		Soc'l	800							
3494	Emory, Va.	Emory and Henry College.	1837	Col.	4,550				0			
3495	Emory, Va.	Calliopean and Hermesian Societies.	1838	Soc'y	9,000							
3496	Fort Monroe, Va.	Artillery School, United States Army.	1824	Soc'l	2,500							
3497	Fort Monroe, Va.	Post Library.	1865	Gar.	2,000							
3498	Hampton, Va.	Hampton Normal and Agricultural Institute.	1783	Col.	2,000							
3499	Hampton, Va.	Philanthropic Society.	1807	Soc'y	2,500	35					100	
3500	Hampton, Va.	Union Society.	1789	Soc'y	2,600	50						
3501	Hampton, Va.	Union Theological Seminary.	1825	Free	10,000	375			5,000	300	650	75
3502	Hampton, Va.	Hampton Normal and Agricultural Institute.	1870	Free	1,414	50				0	100	200
3503	Hampton, Va.	National Military Home, Southern Branch	1871	Acad.	1,171							
3504	Hanover County, Va.	Hanover Academy.	1845	Acad.	850	25						
3505	Harrisonburg, Va.	Rockingham Library Association		Soc'l	375			800				
3506	Lexington, Va.	Franklin Society and Library Company.	1816	Sub.	5,000	50				0	200	200
3507	Lexington, Va.	State Library, Virginia Military Institute.	1839	Free	5,000	250				1,000	600	400
3508	Lexington, Va.	Virginia Military Institute.	1839	Col.	5,000	2,500				0	500	150
3509	Lexington, Va.	Washington and Leo University.	1796	Col.	11,000	600						
3510	Lexington, Va.	Graham Leo Society.	1809	Soc'y	2,500							
3511	Lexington, Va.	Washington Literary Society.	1812	Soc'y	2,500							
3512	New Market, Va.	Leo Literary Society, (Polytechnic Institute)	1870	Free	850	50					95	5
3513	Norfolk, Va.	Library Association.	1870	Sub	3,400	335				0	700	500
3514	Norfolk, Va.	Old Fellows' Library.	1871	Sub	1,500	150				0	0	60
3515	Norfolk, Va.	Webster Institute	1869	Acad.	3,319							
3516	Petersburg, Va.	Library Association.	1853	Sub	4,935							
3517	Petersburg, Va.	Petersburg Female College	1854	Soc'l	300							
3518	Petersburg, Va.	Southern Female College	1862	Acad.	1,000					0		
3519	Rapidan Station, Va.	Loenust Dale Academy	1856	Acad.	1,000	100						
3520	Richmond, Va.	Academy of the Visitation.	1866	Acad.	1,000							
3521	Richmond, Va.	Central Public School.	1872	Free	1,400	100				0	0	0
3522	Richmond, Va.	McGill Lyceum.	1875	Soc'l	300	125				0	300	0

3523	Richmond, Va.	1851	Med.	1,000					
3524	Richmond, Va.	1867	Acad.	500					
3525	Piero Library, (Richmond Institute)	1872	Acad.	2,000	0	35			
3526	Richmond, Va.	1846	Col.	6,000					
3527	Richmond, Va.		Soc'y	1,500					
3528	Richmond, Va.	1852	Acad.	600					
3529	Richmond Normal School	1868	Acad.	500	0				
3530	St. Mary's Sodality	1872	Soc'l	920	65	1,200		30	0
3531	State Library	1822	State	35,000	1,353				
3532	Teachers' Library	1870	Mis	400	0				0
3533	Virginia Historical Society	1831	Hist'l	8,000	600	750			
3534	Virginia Penitentiary	1868	A. & R.	300	0				
3535	Young Men's Christian Association	1855	Y.M.C.A.	3,600	200	10,000		200	800
3536	Roanoke College	1853	Col.	14,000	1,000				
3537	Historical Society of Romoko College	1875	Hist'l	500				100	
3538	Society Libraries	1853	Soc'y	2,500	100				
3539	Theological Seminary, (Lutheran)	1873	Theol	500					
3540	Augusta Female Seminary	1803	Acad.	1,000	0				
3541	Institution for the Deaf and the Blind	1840	Acad.	1,600	0				
3542	Staunton Female Seminary	1870	Acad.	300					
3543	Virginia Female Institute	1845	Acad.	2,500					
3544	University of Virginia	1825	Free Col.	40,000					
3545	College of William and Mary	1700	Col.	5,000	250	1,000		60	
3546	Williamsburg, Va.	1869	Acad.	400					
3547	Winchester, Va.	1854	Ter	6,459					
3548	Olympia, Wash.	1865	Col.	500					
3549	Vancouver, Wash.	1844	Col.	3,500					
3550	Bethany, W. Va.		Soc'y	3,000					
3551	Farmont, W. Va.	1870	Acad.	300	45				
3552	Flemington, W. Va.	1868	Col.	580					
3553	Grafton, W. Va.	1871	Acad.	375	50				
3554	Larper's Ferry, W. Va.	1869	Acad.	500	450				
3555	Huntington, W. Va.	1868	Acad.	1,000	0				
3556	Morgantown, W. Va.	1869	Acad.	700	0				
3557	Morgantown, W. Va.	1867	Col.	4,000				180	
3558	Moundsville, W. Va.		A. & R.	500					
3559	Parkersburg, W. Va.	1865	Acad.	600					
3560	Parkersburg, W. Va.	1865	Y.M.C.A.	570	3,000	300		175	100
3561	Romney, W. Va.	1874	Acad.	300	0				
3562	Romney, W. Va.		Soc'l	1,500					
3563	West Liberty, W. Va.	1870	Acad.	400				5	
3564	Wheeling, W. Va.	1859	Soc'l	5,600					
3565	Near Wheeling, W. Va.	1843	Acad.	3,000					
3566	Wheeling, W. Va.	1866	Acad.	300					
3567	Wheeling, W. Va.	1865	Acad.	400					
3568	Wheeling, W. Va.	1866	Acad.	353					
3569	Wheeling, W. Va.	1841	Theol.	3,000	0			0	0
3570	Wheeling, W. Va.	1862	State	8,000					
3571	Wheeling, W. Va.	1865	Acad.	300					

b Books and pamphlets.

c Includes society libraries.

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards—Concluded.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidentals.
3572	Appleton, Wis.	Lawrence University	1853	.....	Col.	7,000	150	.....	\$10,000	\$700	.....	.....
3573	Appleton, Wis.	Society Libraries, (2)	1850	.....	Soc'y	600	.....	.....	.....	.....	.....	.....
3574	Beaver Dam, Wis.	Wayland University Institute	1856	.....	Acad.	1,500	.....	.....	15,000	1,200	.....	.....
3575	Beloit, Wis.	Beloit College	1848	.....	Col.	8,300	300	.....	.....	.....	.....	.....
3576	Beloit, Wis.	Society Library	1849	.....	Soc'y	1,000	40	.....	.....	.....	.....	.....
3577	Black River Falls, Wis.	Black River Falls Library	1870	Free	Pub.	500	70	.....	0	375	\$125	\$125
3578	Delavan, Wis.	Institution for the Education of the Deaf and Dumb.	1875	Free	Pub.	500	.....	.....	0	2,000	.....	1,000
3579	Eau Claire, Wis.	City Library	1874	Sub	Soc'l	1,200	.....	500	0	.....	.....	.....
3580	Fond du Lac, Wis.	Neocapsian Library	1863	Sub	Soc'l	1,200	0	100	0	.....	.....	0
3581	Fond du Lac, Wis.	Young Men's Association	1863	.....	Soc'l	340	.....	.....	.....	.....	.....	.....
3582	Fort Atkinson, Wis.	Public Library	1860	.....	Acad.	800	.....	.....	0	.....	.....	.....
3583	Fox Lake, Wis.	Wisconsin Female College	1860	.....	Col.	4,500	.....	.....	.....	.....	.....	.....
3584	Galesville, Wis.	Galesville University	1859	.....	Col.	450	15	.....	.....	.....	.....	.....
3585	Geneva, Wis.	Lake Geneva Seminary	1863	.....	Acad.	350	.....	.....	.....	.....	.....	.....
3586	Janesville, Wis.	Janesville Business College	1866	.....	Acad.	350	.....	.....	.....	.....	.....	.....
3587	Janesville, Wis.	Young Men's Association	1865	Sub	Soc'l	1,712	150	.....	0	700	300	306
3588	Jefferson, Wis.	Jefferson Liberal Institute	1866	.....	Acad.	500	50	.....	.....	.....	.....	.....
3589	Kenosha, Wis.	Kemper Hall	1871	.....	Acad.	1,300	100	.....	.....	.....	.....	.....
3590	La Crosse, Wis.	Young Men's Library Association	1868	Sub	Soc'l	2,438	122	10,400	0	671	245	364
3591	Madison, Wis.	Free City Library	1853	Free	Pub.	4,000	1,000	.....	0	.....	.....	.....
3592	Madison, Wis.	Madison Institute	1853	Sub	Soc'l	3,200	400	.....	0	150	150	.....
3593	Madison, Wis.	Office Superintendent Public Instruction	1848	Free	Mis	1,000	75	.....	.....	.....	.....	.....
3594	Madison, Wis.	State Agricultural Society	1851	.....	Sci	1,200	.....	.....	.....	.....	.....	.....
3595	Madison, Wis.	State Historical Society	1849	.....	Hist'l	33,347	1,945	.....	4,000	3,500	.....	.....
3596	Madison, Wis.	State Library	1839	.....	State	25,000	500	.....	.....	1,700	.....	1,500
3597	Madison, Wis.	University of Wisconsin	1849	.....	Col.	6,370	540	.....	.....	800	.....	.....
3598	Madison, Wis.	Athenaeum Society	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
3599	Madison, Wis.	Hesperian Society	.....	.....	Soc'y	893	.....	.....	.....	.....	.....	.....
3600	Madison, Wis.	Law College	1872	.....	Law	300	0	.....	0	0	.....	.....
3601	Manitowoc, Wis.	Village Library	1868	Sub	Soc'l	1,500	100	.....	0	236	150	100
3602	Mauston, Wis.	High School Library	.....	.....	Soc'l	340	.....	.....	.....	.....	.....	.....
3603	Menasha, Wis.	High School Library	.....	.....	Acad.	300	.....	.....	.....	.....	.....	.....
3604	Mequon River, Wis.	District School Libraries	.....	.....	Acad.	500	.....	.....	.....	.....	.....	.....
3605	Milton, Wis.	Milton College	1870	.....	Col.	1,300	40	.....	.....	.....	.....	.....
3606	Milton, Wis.	Society Libraries, (3)	1865	.....	Soc'y	1,700	75	.....	.....	.....	.....	.....

3607	Milwaukee, Wis	German and English Academy	1853	Acad	650							
3608	Milwaukee, Wis	Milwaukee Female College	1824	Acad	821							
3609	Milwaukee, Wis	Milwaukee Law Association	1862	Law	1,500							
3610	Milwaukee, Wis	Milwaukee Orphan Asylum	1861	Sub	150							
3611	Milwaukee, Wis	Pio Nono College	1871	A. & R.	300	24						
3612	Milwaukee, Wis	St. Mary's Institute	1863	Col.	500							
3613	Milwaukee, Wis	Soldiers' Home	1867	Acad.	1,300							
3614	Milwaukee, Wis	South Side Library and Literary Association	1878	Soc'l	2,738							
3615	Milwaukee, Wis	Turnverein	1855	Soc'l	2,500	50	20,000	0	200	150	50	
3616	Milwaukee, Wis	Young Men's Association	1847	Soc'l	1,311	100	1,650	0	0	300	0	
3617	Nashotah, Wis	Nashotah House	1842	Soc'l	13,000	500						
3618	Neenah, Wis	Scandinavian Library Association	1869	Sub	6,000		600	200	250	140	50	
3619	Oshkosh, Wis	Library Association	1863	Sub	1,200	300			685	567	182	
3620	Oshkosh, Wis	State Normal School	1872	Soc'l	445							
3621	Platteville, Wis	Wisconsin State Normal School	1866	Acad.	4,400							
3622	Platteville, Wis	Library Association		Sch	300							
3623	Platteville, Wis	Reference Library		Sch	300							
3624	Platteville, Wis	Young Men's Association	1868	Soc'l	1,108		1,250	0			110	
3625	Prairie du Chien, Wis	St. John's College	1872	Col.	3,000	500						
3626	Racine, Wis	Public School Library	1857	Acad.	1,350							
3627	Racine, Wis	Racine College	1852	Free	1,200		700		500	500	250	
3628	Racine, Wis	St. Catherine's Academy	1869	Acad.	2,000							
3629	Ripon, Wis	Ripon College	1863	Col.	3,500	300						
3630	Ripon, Wis	Society Libraries, (2)	1868-1870	Soc'y	400							
3631	St. Francis, Wis	Seminary of Holy Family	1871	Acad.	600							
3632	St. Francis, Wis	Seminary of St. Francis of Sales	1856	Acad.	5,050							
3633	Shelbyean, Wis	Congregational Library	1873	Soc'l	500	100	1,848	0	125	125	0	
3634	Shelbyean Falls, Wis	Library Association	1869	Sub	330	12	2,000	0	150	25	118	
3635	Sustained Mount, Wis	St. Clara Academy	1848	Acad.	1,000							
3636	Sparta, Wis	Village Library		Free	500							
3637	Watertown, Wis	Northwestern University	1865	Col.	2,000	100						
3638	Waukesha, Wis	Carroll College	1846	Acad.	1,100	100						
3639	Waukesha, Wis	Industrial School for Boys	1867	A. & R.	1,200	100						
3640	Waupaca, Wis	News and Library Association	1863	Soc'l	500	37	500	0	100		0	
3641	Waupun, Wis	Library Association	1858	Sub	3,900	137	3,900	0			50	
3642	Waupun, Wis	State Prison	1870	A. & R.	451							
3643	Waupun, Wis	Pine Knot Library	1870	Sub	700	75	600	200	200	150	0	
3644	Whitewater, Wis	State Normal School	1868	Acad.	400	50			800		200	
3645	Cheyenne, Wyoming	Cheyenne Library	1872	Soc'l	600	0	1,040	0				
3646	Cheyenne, Wyoming	Territorial Library	1871	Ter	3,011				1,150			
3647	Laramie, Wyoming	Wyoming Library and Literary Association	1860	Soc'l	100	100	950	0	300	250	50	

TABLE XVII.—*Statistics of museums of natural history for 1875;*

[NOTE.—x signifies yes;

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
1	{ Museum of Wesleyan University. }	Middletown, Conn ..	{ Rev. Wm. North } { Rice, Ph. D. }	1850	General.....{
2	Herbarium of Prof. Daniel C. Eaton.	New Haven, Conn...	Prof. Daniel C. Eaton, M. A.	1856	Botany
3	Museum of Sheffield Scientific School.*	.....do	Prof. J. G. Brush, A. M.	...	Metallurgy and mineralogy.
4	Yale College Peabody Museum.*	.....do	Prof. O. C. Marsh, A. M.	.....	General.....
5	{ Illinois Museum of Natural History. }	Normal, Ill	S. A. Forbes.....	1858	General.....
6	{ Indiana State University Museum. }	Bloomington, Ind ...	{ Richard Owen, M. } { D., LL. D. }	...	{ Paleontology and } { mineralogy. }
7	Notre Dame Museum	Notre Dame, Ind....	John A. Zahm, C. S. C.	1848	General.....
8	Iowa Institute of Science and Arts.	Dubuque, Iowa.	Asst Horr, president.	1869	Miscellaneous
9	Museum of Iowa State University.*	Iowa City, Iowa.....	Prof. Chas. A. White. ....	.....	Geology and zoölogy
10	Tabor College Museum ...	Tabor, Iowa.....	{ Prof. J. E. Todd, } { A. M. }	1869	General.....
11	Museums of Amherst College.	Amherst, Mass.....	{ Prof. Edward Hitchcock, A. M., M. D., } { custodian. }	1821	General.....
12	{ Museum of the Boston Society of Natural History. }	Boston, Mass.....	{ Alpheus Hyatt, } { custodian. }	1830	General.....{
13	{ Botanic Garden and Herbarium, Harvard University. }	Cambridge, Mass ...	{ Charles S. Sargent, } { A. B., (director of botanic garden,) } { Sereno Watson, A. M., } { (curator of herbarium.) }	.....	Botany
14	Museum of Comparative Zoölogy.*	.....do	Alexander Agassiz, A. B., S. B.	1859	General.....
15	Berkshire Athenæum Museum.	Pittsfield, Mass.....	E. G. Hubbel	1871	Minerals, anatomical specimens, &c.

* From Report of Commissioner of Education for 1874.

from replies to inquiries by the United States Bureau of Education.

0 signifies no or none.]

Income.		Expenditures.		Employés.		Visitors.					
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.	Having regular lectures.	Printed catalogues.	
6	7	8	9	10	11	12	13	14	15	16	
2,234	Donations..... Endowment.....	31,700	Salaries and wages.	3	2 curators of zoölogy and botany, 1 curator of paleontology and mineralogy.	1,500	500	x	0	1	
		257	Vertebrates.....								
		22	Anatomical preparations.								
		296	Bottles, &c.....								
		61	Alcohol, &c.....								
		117	Building and repairs.								
		2,534	Total for past year.								
		150	Plants.....	0					0	0	2
		3,000							x	x	3
						2,000			x	x	4
2,600	State appropriation.	1,650	Salaries and wages.	2	Scientific men... Laborer.....				35	5	
		375	Collections.....								
		300	Books.....								
		125	Bottles, alcohol, &c.								
		125	Building and repairs.								
		2,575	Total for past year.								
		100	Salary.....	1	Scientific man...	500			x	0	6
		200	New cases.....								
		200	Collections.....								
200	Donations and fees.	1,000	Building and repairs.	2	Scientific men... Curator.....						7
		2,000	Total for past year.	1							
						300			0	x	8
						200			x	0	9
		150	Collector's expenses.			200	150		40	0	10
		185	Total for past year.								
				4	Professors.....	1,000	250	20	x	0	11
10,922	Endowments..			4	Scientific men, paid.						
2,393	Donations....	5,818	Salaries and wages.	1	Laborer, paid...	150,000	2000	50	50	(a)	12
1,305	Members' fees.	1,826	Collections, bottles, labels, &c.	4	Women, paid...						
75	Admission fees.			33	Curators, not paid.						
50	Legacy.....										
14,747	Total for past year.			2	Instructors.....						
				1	Director of botanic garden.						
1,000	Endowment....	1,000	All purposes....	1	Curator of herbarium.				x	0	13
				3	Gardeners.....						
				2	Assistants.....						
49,000	Endowment, appropriations, and donations.	48,500	Collections.....	6	Curators of departments.				x		14
0		1,000	Salaries and wages	1	Curator.....				0	0	15

a In preparation.

TABLE XVII.—*Statistics of museums of*

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
16	Museum of the Peabody Academy of Science.	Salem, Mass	F. W. Putnam, (director.)	1867	General.....
17	Museum of the City Library Association.	Springfield, Mass ...	Rev. William Rice ..	1859	General.....
18	Williams College Natural History Museum.	Williamstown, Mass	Prof. Sanborn Tenney, A. M.	....	Mineralogy, geology, botany, and zoölogy.
19	{ Museum of University of Michigan. }	Ann Arbor, Mich ...	{ M. W. Harrington, M. A. }	1838	General.....
20	New Hampshire Antiquarian Society.	Contoocook, N. H.	.....	1873	General.....
21	{ Museums of Dartmouth College and New Hampshire Agricultural College. }	Hanover, N. H.	{ Prof. C. H. Hitchcock, Ph. D. }	1800 1869	Geology, mineralogy, and biology. }
22	{ New York State Museum of Natural History. }	Albany, N. Y	James Hall	1843	General.....
23	{ Buffalo Society of Natural Sciences. * }	Buffalo, N. Y	A. R. Grate	1861	General..... }
24	Museum of Madison University.	Hamilton, N. Y	Rev. W. R. Brooks, D. D.	1860	Geology, zoölogy, and botany.
25	{ Museum of Natural History in Cornell University. }	Ithaca, N. Y .....	.....	1868	{ Zoölogy, botany, paleontology, and mineralogy. }
26	Museum of School of Mines, (Columbia College.)*	New York, N. Y	Prof. J. S. Newberry, M. D., LL. D.	1866	General.....
27	Vassar College Museum ..	Poughkeepsie, N. Y .	Prof. James Orton, A. M.	1861	General.....
28	{ Museum of Ohio Wesleyan University. }	Delaware, Ohio	{ Prof. Edward T. Nelson, Ph. D. }	1859	General..... }
29	Linneæan Museum of Pennsylvania College.	Gettysburg, Pa	E. S. Breidenbaugh, A. M.	1844	General.....
30	{ Academy of Natural Sciences. }	Philadelphia, Pa. ...	George W. Tryon, jr.	1812	General..... }
31	{ The Wagner Free Institute of Science. }	Philadelphia, Pa. ...	{ William Wagner, LL. D., pres't. }	1845	General.....
32	Museum of Brown University.	Providence, R. I	J. W. P. Jenks, A. M.	1871	Miscellaneous
33	Museum of Natural History, College of Charleston.	Charleston, S. C.	G. E. Manigault.	1851	General.....

* From Report of Commissioner of Education for 1874.

natural history for 1875, &c.—Continued.

Income.		Expenditures.		Employés.		Visitors.							
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.	Having regular lectures.	Printed catalogues.	Number.		
6	7	8	9	10	11	12	13	14	15	16			
\$9,200	Endowment.....	\$5,600	All purposes.....	3	Scientific men ...	40,000			10	0	16		
0	.....	500	Building and repairs.	4	.....						17
.....	College funds ..	0	.....	1	Professor of natural history.	500	200		100	0	13	
.....	University funds {	700	Salary of assistant.	2 1 5	Professors Assistant paid.. Assistants, not paid.	12,500	250		x	(a)	19		
.....	120	Plants									1	Laborer.....
.....	2,010	Total for past year.									3	Women, (2 volunteers.)
232	.....	.....	.....	1	Curator.....	500					20
400	Donations	400	All purposes.....	1	Professor	3,000	500	3	70		21		
15,375	{ State appropriation.	9,730	Salary and wages	5 1 1	Scientific men .. Curator of botany Curator of palaeontology and geology.	(80,000)			0	x	22		
		1,367	Collections.....										
		150	Alcohol, &c.....										
.....	.....	3,125	Half expenses of hall.	1	Janitor and assistant.							
.....	.....	1,033	All other purposes.	1	.....							
.....	.....	15,375	Total for past year	3	Women							
700	Legacies.....	700	Salaries and wages.	2	Scientific men ..	16,000			x		23		
500	Members' fees {	410	Collections, alcohol, &c.	1	Woman.....								
.....	.....	500	All purposes	10	Curators of departments.							
.....	.....	500	All purposes	1	Lecturer on natural history.				85	0	24	
3,995	{ Endowment and State appropriation.	200	Salaries and wages.	4	Professors	1,500			0	0	25		
		700	Collections.....										
		2,830	Bottles, &c.....										
		250	Alcohol, &c.....										
.....	.....	3,995	Total for past year.									
600	College funds ..	600	Collections.....	0	.....				200	0	26	
.....	.....	.....	.....	1	Curator.....				x		27
100	Endowment	{	80	Collections.....	2	Curators.....			40	0	28		
75	Sale of specimens.		40	Charts, &c.....									
175	Total for past year.		50	Cases and fix'trs									
.....	.....	.....	.....	3	Curators.....				x	(b)	29
1,500	Endowment ..	2,500	Salaries and wages.	3 2 2	Scientific men .. Laborers	15,000			0		30		
3,500	Members' fees {	500	Bottles, alcohol, &c.										
1,000	Admission fees	250	Janitor										
300	Donations	3,000	Building and repairs.				700		x	0	31		
200	Donations	200	All purposes.....	1	Curator.....					0	32		
600	College appropriation.	1,000	Salary of curator..	1	Curator.....					0	33		

a Catalogue of ferns.

b In preparation.

TABLE XVII.—Statistics of museums of

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
34	Cutting's Museum	Lunenburg, Vt.	{ Hiram A. Cutting, } { A. M., M. D. }	1852	{ Mineralogy, or - } { mythology, and } { entomology. }
35	Cabinet of Middlebury College.*	Middlebury, Vt.	Prof. Henry M Seely, A. M., M. D.	.....	General.....
36	Vermont State Cabinet ...	Montpelier, Vt.	{ Hiram A. Cutting, } { A. M., M. D. }	1854	{ Natural history of } { Vermont. }
37	Cabinet of University of Wisconsin.	Madison, Wis.	Roland Irving, A. M., E. M.	1850	General.....
38	{ National Agricultural } { Museum.* }	Washington, D. C. ...	Townsend Glover...	1864	{ Agricultural pro- } { ducts, fibres, } { specimens of } { natural history, } { &c. }
39	{ United States Herbari- } { um, (Department of } { Agriculture.) }	Washington, D. C. ...	.....	1869	Botany
40	United States National Museum, Smithsonian Institution.*	Washington, D. C. ...	Prof. Spencer F. Baird.	1846	.....
ANATOMICAL MUSEUMS.					
41	Medical School of Yale College.*	New Haven, Conn. ....	.....	.....	Natural and morbid specimens, casts, models, and plates.
42	Stoughton Museum of New Hampshire Medical College.*	Hanover, N. H. ....	.....	.....	Pathological anatomy.
43	Museum of Medical School of South Carolina.*	Charleston, S. C.	Prof. J. E. Chazat, M. D.	1832	Pathology and physiology.
44	Army Medical Museum...	Washington, D. C. ...	Geo. A. Otis, assist- ant surgeon, U. S. A.	1863	Anatomy and pathology.

* From Report of Commissioner of Education for 1874.

natural history for 1875, &c.—Continued.

Income.		Expenditures.		Employés.		Visitors.					
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.	Having regular lectures.	Printed catalogues.	Number.
6	7	8	9	10	11	12	13	14	15	16	
\$155 500 0	Donations Total for past year.	\$210 25 235	Collections..... Bottles, alcohol, &c. Total for past year	1	Curator.....	500	75	7	10	0	34
500	State appropriation.										35
50 550	In specimens.. Total for past year.	250	Collections.....	1	Curator.....	33,000	500	25	0	0	36
		100	Minerals.....	2	Curator and assist- ant curator.				x		37
3,500	{ Congressional } { appropriation }	3,000	{ New cases and } { modelling. }	3 1 2	Scientific men... Laborer..... Women.....	50,000			0	0	38
	{ Congressional } { appropriation }	1,800 1,000	Salary of botan- ist. Assistant and in- cidentals.						0		39
									0	0	40
									x		41
									x		42
									x		43
5,000	Congressional appropriation.			2	Assistant surgeons	(26,856)			0	x	44

TABLE XVII.—*Statistics of museums*

Number.	Names.	ANIMALS.							
		Vertebrates.		Articulates.		Mollusks.		Molluscoids.	
		Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.
1	17	18	19	20	21	22	23	24	
1	Museum of Wesleyan University.	1,935	3,955	690	2,040	7,350	90,610	160	1,000
2	Herbarium of Prof. Daniel C. Eaton.	.....	.....	.....	.....	.....	.....	.....	.....
3	Illinois Museum of Natural History.	129	900	206	8,132	37	900	10	562
4	Indiana State University Museum. <i>a</i>	.....	.....	.....	.....	.....	.....	.....	.....
5	Notre Dame Museum*.....	.....	340	.....	456	.....	800	.....	45
6	Tabor College Museum.....	158	231	345	1,240	718	3,983	96	965
7	Museums of Amherst College..	1,152	646	2,300	5,000	5,030	8,000	.....	43
8	Museum of the Boston Society of Natural History.	7,573	16,387	700	3,650	Many	Many	43	1,200
9	Gray's Herbarium, Harvard University.	.....	.....	.....	.....	.....	.....	.....	.....
10	Museum of the City Library Associat'n, Springfield, Mass. <i>c</i>	722	1,636	521	1,554	1,000	3,000	.....	.....
11	Williams College Natural History Museum.	.....	550	.....	.....	.....	1,500	.....	.....
12	Museum of University of Michigan. <i>f</i>	.....	.....	.....	.....	.....	.....	.....	.....
13	Museums of Dartmouth College and New Hampshire Agricultural College.	*170	*340	1,000	.....	*100	*1,200	.....	.....
14	New York State Museum of Natural History.	.....	2,425	348	1,224	11,003	14,066	18,099	180,000
15	Buffalo Society of Natural Sciences. <i>d</i>	770	2,612	1,770	6,212	3,054	9,510	10	400
16	Museum of Madison University	1,266	2,569	170	415	315	750	87	360
17	Museum of Natural History in Cornell University. <i>e</i>	1,298	4,252	5,074	20,255	1,435	5,527	803	6,169
18	Museum of School of Mines, (Columbia College)*	232	1,462	287	989	2,800	21,500	202	5,154
19	Museum of Ohio Wesleyan University.	250	432	.....	700	279	8,888	.....	.....
20	Linnaean Museum of Pennsylvania College.	.....	.....	.....	.....	.....	.....	.....	.....
21	Academy of Natural Sciences ^m	8,600	30,400	27,500	112,250	20,000	100,000	(l)	(l)
22	The Wagner Free Institute of Science.	.....	.....	.....	.....	.....	.....	.....	.....
23	Cutting's Museum.....	150	307	200	1,500	.....	200	.....	.....
24	Cabinet of Middlebury College*	.....	190	.....	665	.....	1,920	.....	.....
25	Vermont State Cabinet.....	.....	625	.....	800	*60	*300	.....	.....
26	Cabinet of the University of Wisconsin.*	.....	420	135	190	352	2,002	32	45
27	United States Herbarium, (Department of Agriculture.)	.....	.....	.....	.....	.....	.....	.....	.....
28	Army Medical Museum.....	.....	61,522	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

a Comprises the Owen Cabinet and Ward casts, and contains enough of all the species to illustrate the most important genera of all except rare orders.

b These are skeletons.

c With coelenterates.

d With phanerozoms.

e The museum has also 1,770 specimens in the ethnological department.

f Total zoological collection, (including deposits,) 25,000 species, 100,000 specimens.

Museums of natural history from

Name.	Location.
Cabinet of Natural History, University of Kansas.....	Lawrence, Kans.
Museum of Bowdoin College.....	Brunswick, Me.
Museum of Nashua Historical Society.....	Nashua, N. H.
Cabinets of the University of Rochester.....	Rochester, N. Y.
Museum of Wooster University.....	Wooster, Ohio.

of natural history, &c.—Concluded.

ANIMALS.						PLANTS.				MINERALS.		
Echinoderms.		Coelenterates.		Protozoans.		Phanerogams.		Cryptogams.		Species.	Specimens.	
Species.	Specimens	Species.	Specimens	Species.	Specimens	Species.	Specimens	Species.	Specimens			
25	26	27	28	29	30	31	32	33	34	35	36	
125	750	141	606	35	125	2,475	6,525	190	540	330	9,150	1
						12,000	20,000	4,200	20,000			2
15	800	3	7	2	10							3
												4
	35		10		25		8,200		450	325		5
35	262	57	463	22	110	130	235	106	140	125	400	6
200			174		(e)	7,000			1,000	150	34,000	7
400	3,000	145	1,609			21,367	87,545	1,342	4,691		3,000	8
						70,000	281,000	(d)	(d)			9
11	50	15	100		10					200		10
	50		50			2,000		100		350		11
						6,100	23,000	1,300	2,200	260	93,000	12
	10				10	*200				200	6,000	13
	344	205	750	15	81	4,824		3,307			2,298	14
12	50	5	25	33	80	6,800	14,200	1,200	3,000	700	5,000	15
25	50	126	170	4	10	2,020	2,600	50	100	150		16
315	1,454	236	1,403	15	102	6,500	10,000	3,850	4,500	381	3,100	17
170	650	290	700	210	280	30,000	75,000	2,500	6,100	1,000		18
	800		75			472	472	210	250			19
						2,641	2,976	447	456	390	4,300	20
						70,000	250,000	(d)	(d)	500	7,500	21
											7250,000	22
											5,500	23
22		40		4		500	1,500				1,000	24
											5,500	25
35	50	70	250	20	50	1,000				300	700	26
							20,000		2,000			27
												28

g Also 6,000 specimens of rocks and ores.

h These are fossils.

i Recent mollusks and molluscoids.

k The museum contains a collection of shells which cost from \$12,000 to \$15,000.

l With mollusks.

m The museum contains 65,000 specimens of fossils not enumerated separately.

n Also 250,000 geological specimens.

o Also 1,254 specimens of human anatomy, including 52 skeletons. The surgical collection also includes many anatomical illustrations.

which no information has been received.

Name.	Location.
Museum of the University of Pennsylvania	Philadelphia, Pa.
<i>Anatomical museums.</i>	
Vassar College Anatomical Cabinet	Poughkeepsie, N. Y.
College of Physicians and Surgeons of Syracuse University	Syracuse, N. Y.

TABLE XVIII.—PART I.—*Statistics of museums of art for 1875;*

Number.	Name of museum.	Location.	By whom owned.
1	Wadsworth Athenæum, Art Gallery	Hartford, Conn.....	Stockholders
2	The Yale School of the Fine Arts.....	New Haven, Conn...	Corporation of Yale College
3	Art Gallery of the Illinois Industrial University.	Urbana, Ill.....	Illinois Industrial University...
4	Notre Dame Museum	South Bend, Ind	Congregation of the Holy Cross.
5	Art collections of Louisiana State University.	Baton Rouge, La.	State of Louisiana
6	Maryland Historical Society's Museum ..	Baltimore, Md	Maryland Historical Society
7	Amherst College Art Gallery	Amherst, Mass.....	Amherst College.....
8	Boston Athenæum Gallery.....	Boston, Mass.....	Proprietors
9	Boston Public Library, department of the Fine Arts.	Boston, Mass.....	City of Boston.....
10	Museum of Fine Arts <i>b</i>	Boston, Mass.....	Trustees
11	Gray Collection of Engravings.....	Cambridge, Mass.	Harvard University.....
12	Essex Institute	Salem, Mass.....	Essex Institute Corporation
13	Art Gallery, University of Michigan	Ann Arbor, Mich ...	University of Michigan
14	New Hampshire Antiquarian Society's Museum.	Contoocook, N. H. ...	New Hampshire Antiquarian Society.
15	Museum of Fine Arts, Cornell University.	Ithaca, N. Y	Cornell University.....
16	Metropolitan Museum of Art <i>b</i>	New York, N. Y....	Corporation of Metropolitan Museum of Art.
17	National Academy of Design	New York, N. Y....	Corporation of Academicians ...
18	New York Historical Society's Museum and Gallery of Art.	New York, N. Y.	New York Historical Society ...
19	Art Gallery, Vassar College.....	Poughkeepsie, N. Y. .	Vassar College.....
20	Art Museum of Rochester University ...	Rochester, N. Y.....	Rochester University
21	Art Museum of Syracuse University ...	Syracuse, N. Y	Syracuse University
22	Western Reserve and Northern Ohio Historical Society and Museum.	Cleveland, Ohio	Department of Cleveland Library Association.
23	The Pennsylvania Academy of Fine Arts.	Philadelphía, Pa....	Stockholders.....
24	The Historical Society of Pennsylvania..	Philadelphia, Pa....	Historical Society of Pennsylvania.
25	Museum of the Redwood Library and Athenæum.	Newport, R. I	The Company of the Redwood Library and Athenæum.
26	Park Gallery of Art, University of Vermont.	Burlington, Vt.....	University of Vermont.....
27	Corcoran Art Gallery.....	Washington, D. C. ...	Board of nine trustees.....

a Exclusive of the art collections, which have cost \$33,736.

b In addition to its own the museum exhibits important loan-collections.

From replies to inquiries by the United States Bureau of Education.

When founded.	By whom founded.	Amount of endowment.	Income for past year.		Expenditure for past year.		Number.
			Amount.	Source.	Amount.	Object.	
1842	Daniel Wadsworth & others	.....	.....	From visitors, only.	.....	.....	1
1864	Augustus Russell Street...	\$38,000	\$5,930	Endowment ..	\$5,700	Salaries, &c	2
			5,850	Donations ...	5,870	Repairs, &c	
1874	Money raised and expended by President Gregory.	.....	1,400	All other .....	.....	.....	3
1848	A board of trustees.....	0	2,500	Donations	2,500	Collections	
1854	Louisiana State University	.....	.....	.....	100	Collections, &c....	4
					12	Collections	5
1844	Twenty citizens.....	.....	.....	.....	.....	.....	6
1874	Money raised and expended by Prof. R. H. Mather.	0	12,000	Donations	12,000	Collections and hall.	7
1807	Citizens of Boston	\$38,440	2,362	Endowment ...	3,402	Collections	8
1852	City of Boston .....	.....	.....	.....	.....	.....	9
1870	City of Boston and corporators.	.....	.....	.....	.....	.....	10
1856	Francis Colley Gray	19,155	1,355	Endowment ..	500	Salaries, &c	11
			95	All other	846	Collections	
1848	Essex Historical and Natural History Societies.	0	325	Art exhibition ..	17	All other	12
1855	University of Michigan.....	.....	.....	.....	275	Art exhibition	
1859	The Philomathic Club	0	131	Donations	100	Rent, repairs, &c. }	13
			338	All other	369	Collections	
1865	Cornell University.....	.....	.....	.....	.....	.....	14
1870	Citizens of New York	245,174	7,500	Mun'pl grant. }	2,037	Salaries, &c	15
			41,911	Subscriptions. }	6,063	Rent, repairs, &c. }	
			17,303	All other	35,769	Collections	16
				.....	19,763	All other	
1826	Artists of New York	50,000	3,000	Endowment ..	13,742	All purposes.....	17
1804	Egbert Benson, John Pinard, and nine others.	.....	10,823	Donations, &c }	.....	.....	18
1864	Matthew Vassar	50,000	3,500	Members' dues ..	.....	.....
1873	Rochester University .....	.....	200	Endowment	200	Collections	19
1873	Syracuse University .....	.....	3,850	Subscriptions ..	3,850	Collections	20
1867	Cleveland Library Association.	10,000	800	Donations .....	.....	.....	21
1805	Seventy-one citizens .....	.....	100,000	Endowment ...	800	Current expenses.	22
1824	Seven citizens .....	.....	3,000	Sale of stock ..	100,000	Erection of new building.	23
1730	Citizens of Newport, R. I. ....	.....	.....	Members' dues ..	.....	.....	24
1873	University of Vermont	0	750	Subscriptions and donations.	500	Casts and architectural models.	26
1869	W. W. Corcoran	1,000,000	70,000	Endowment .....	.....	Collections	27

^c By collection of pictures and art books which cost \$20,000. One endowment is "history, art, and cabinet fund."

TABLE XVIII.—PART 1.—Statistics of museums of art, &c.—Continued.

Number.	Name of museum.	Chief officer.	Admission.	Number of visitors last year.	Lectures delivered.	
					Number.	Subject.
1	Wadsworth Atheneum, Art Gallery	Calvin Day, president; J. Hammond Trumbull, secretary	Free to stockholders and their families; the public pays an admission fee.	6,000	6	The arts of design, painting, sculpture, and architecture. History of Italian art.
2	The Yale School of the Fine Arts	Professor John F. Weir, director	Free to the students; the public pays a fee of 25 cts.	}	12	Architecture and the history and principles of art.
3	Art Gallery of Illinois Industrial University	John M. Gregory, LL.D., pres't of univ.	Unrestricted.		0	
4	Notre Dame Museum	Professor J. S. Zahn, C. S. C., curator	Unrestricted			
5	Art collections of Louisiana State University	Col. D. F. Boyd, superintendent	Unrestricted			
6	Maryland Historical Society's Museum	J. G. Gatehell, assistant librarian	Unrestricted			
7	Amherst College Art Gallery	Professor E. H. Mather, curator	Unrestricted		A course on art.	
8	Boston Athenaeum Gallery	E. N. Perkins, chairman com. on fine arts.	No exhibition this year.	3,000		
9	Boston Public Library, department of the Fine Arts.	Justin Winsor, superintendent of library.	Unrestricted			
10	Museum of Fine Arts	Charles C. Peckins, chairman committee on museum.	Unrestricted			
11	Gray Collection of Engravings	George H. Palmer, curator	Appointments to visit the collection are made by note to the curator.	100	0	
12	Essex Institute	George M. Whipple, secretary	Unrestricted		12	Art, admission free
13	Art Gallery, University of Michigan	J. B. Angell, LL.D., pres't of university	Unrestricted	5,000	30	Architecture.
14	New Hampshire Public Library Society's Museum	Lucy L. Feltwell, curator	Unrestricted	800	0	Architecture.
15	Museum of Fine Arts, Cornell University	Andrew D. White, LL.D., pres't of univ.	Unrestricted		18	Architecture.
16	Metropolitan Museum of Art	John Taylor Johnson, pres't; W. H. Hepburn, sec.; Thos. Blaud, asst. sec.	Free on Monday; other days 25 cents admission fee.	679,675	9	
17	National Academy of Design	T. Addison Richards, N. A., cor. sec.	The public pays an entrance fee of 25 cents.	35,000		Annual course on art subjects, free.
18	New York Historical Society's Museum and Gallery of Art.	George H. Moore, librarian	Free to members and friends; practically free to public.			
19	Art Gallery, Vassar College	John H. Raymond, LL.D., president; Professor Henry Van Ingen, curator.			12	History and theory of architecture, painting, sculpture, and ornamentation.
20	Art Museum of Rochester University	M. B. Anderson, LL.D., pres't of univ.			25	Art.
21	Art Museum of Syracuse University	Professor George F. Comfort, dean of college of fine arts.	Unrestricted		66	History and theory of the fine arts.

22	Western Reserve and Northern Ohio Historical Society and Museum.	Miss C. M. Seymour, librarian	Free	1,729	
23	The Pennsylvania Academy of Fine Arts	John Sartain, secretary of the academy.	Free to all applicants	4,500	4 History.
24	The Historical Society of Pennsylvania	John Jordan, Jr., chairman of library committee; William J. Buck, assistant librarian.	Unrestricted	800	25 Fine arts; to students of the university.
25	Museum of the Redwood Library and Athenaeum	Benjamin H. Rhoades, librarian	Unrestricted	75,126	1 The Baptistery Gates of Ghiberti, by Professor Weir, of Yale College.
26	Park Gallery of Art, University of Vermont	M. H. Duckham, A. M., president of univ	Free Tuesday, Thursday, and Saturday; 25 cents admission other days.		
27	Corcoran Art Gallery	William MacLeod, curator; F. S. Barrin, M. D., assistant curator.			

b Courses.

a 50,353 admitted free.

TABLE XVIII.—PART 2.—*Statistics of institutions affording art instruction, including Bureau of*

Number.	Name.	Location.	By whom owned.	When founded.	By whom founded.
1	School of Design of the San Francisco Art Association.	San Francisco, Cal.	The Art Association..	1873	The Art Association ..
2	Yale School of the Fine Arts.	New Haven, Conn.	Corporation of Yale College.	1864	Augustus R. Street....
3	Art Schools of Chicago Academy of Design.	Chicago, Ill.	Corporation of Academy of Design.	1867	The Academy.....
4	Illinois Industrial University.	Urbana, Ill.	Illinois Industrial University.	1874	The State
5	Maryland Institute Schools of Art and Design.	Baltimore, Md. ...	Maryland Institute ...	1848	Maryland Institute ...
6	Art School.....	Baltimore, Md. ...	Messrs. A. J. H. Way and C. D. Sauerwein.	1874	Messrs. Way & Sauerwein.
7	Boston Art Club.....	Boston, Mass.	The association	1855	21 artists and amateurs
8	Lowell School of Practical Design.	Boston, Mass.	Massachusetts Institute of Technology.	1872	Trustee of Lowell Institute.
9	Massachusetts Institute of Technology, department of architecture.	Boston, Mass.	Massachusetts Institute of Technology.	1861	William B. Rogers and others.
10	Massachusetts Normal Art School.	Boston, Mass.	State	1873	State.....
11	Worcester County Free Institute of Industrial Science.	Worcester, Mass..	Corporation.....	1865	John Boynton, esq.
12	St. Louis Art School	St. Louis, Mo.	St. Louis Art Society..	1872	Conrad Diehl, artist. ..
13	Manchester Art Association.	Manchester, N. H.	Association of 225 members.	1871	W. W. Colburn, H. W. Herrick, and others.
14	Brooklyn Art Association	Brooklyn, N. Y. ...	Stockholders	1861	Stockholders
15	Cornell University, courses in architecture and mechanic arts.	Ithaca, N. Y.	Cornell University.	1865	.....
16	Ladies' Art Association..	New York, N. Y. ...	The Association	1870	Mrs. Mary Strongit-harm Pope and Mrs. Henry Peters Gray.
17	National Academy of Design.	New York, N. Y. ...	Corporation of Academicians.	1826	Artists of New York..
18	The Palette Club	New York, N. Y. ...	The Palette Club	1869	A number of artists...
19	Cooper Union Art Schools: 1. Woman's Art School..	New York, N. Y. ...	Trustees of Cooper Union.	1855	Ladies of New York..
	2. The Free School of Art	New York, N. Y. ...	Trustees of Cooper Union.	1857	Peter Cooper.....
20	College of Fine Arts of Syracuse University.	Syracuse, N. Y. ...	Syracuse University ..	1872	Syracuse University ..
21	School of Design of the University of Cincinnati.	Cincinnati, Ohio..	City of Cincinnati.....	1869	City of Cincinnati....
22	Toledo University of Arts and Trades.	Toledo, Ohio	Trustees of University	1872	Jessup W. Scott, Susan Scott, and William Raymond.
23	Franklin Institute drawing classes.	Philadelphia, Pa. ..	Franklin Institute ...	1824	Franklin Institute
24	Art classes of the Pennsylvania Academy of the Fine Arts.	Philadelphia, Pa. ..	Stockholders of the academy.	1806	Seventy-one citizens...
25	Philadelphia School of Design for Women.	Philadelphia, Pa. ..	The corporation	1847	Mrs. Sarah Peters.....
26	Pittsburg School of Design for Women.	Pittsburg, Pa.	The corporation	1865	Citizens of Pittsburg..

c The State of Maryland gave \$3,000 to the institute for educational purposes.

all training in industrial art, for 1875; from replies to inquiries by the United States Education.

Purpose of institution.	Amount of endowment.	Income for past year.		Expenditure for past year.		Number.
		Amount.	Source.	Amount.	Object.	
Instruction in art.....		\$3,285	Tuition fees	\$3,150	Salaries and wages	1
				1,000	Casts	
				393	All other	
To afford instruction in the arts of design.	\$82,000	{ 5,850	Donations	5,700	Salaries and wages	2
The founding and maintenance of schools of art.		{ 5,930	Endowment	5,870	Repairs, additions, &c	
Practical application of science to art, &c.		{ 1,400	All other	560	Material for instruction	3
To teach art, design, &c		{ 9,000	Donations	5,000	Collections	
		{ 5,000	All other	5,000	Rents, salaries, &c	4
Instruction in drawing and painting.		{ 500	Donations	2,500	Material for instruction	
General advancement of art and promotion of social intercourse among members.		{ 600	For Peabody prizes	3,672	Salaries and wages	5
Training in practical designing for manufactures.		{ 2,080	Endowment	103	Rents, repairs, &c	
Thorough instruction in architecture. b			Tuition fees a	200	Material for instruction	6
			Tuition fees		Rent, material, &c	
Training school for teachers of industrial drawing.		0	Entrance and annual fees.	9,000	All purposes	7
Practical application of science to art, &c.		0	Endowment		Salaries and material	8
Instruction in drawing and painting.		0				9
To promote knowledge and skill in art.		7,500	State appropriation.		Salaries, rent, &c	10
Encouragement of art and artists.		600,000	All sources	{ 19,600	Salaries and wages	11
Instruction in architecture and mechanics. b				1,600	Material for instruction	
To advance the interests of women artists and art-students.		0	Tuition fees	{ 2,000	Rents, repairs, &c	12
To advance art, by public exhibitions & free art schools.				125	Salaries and wages	
The advancement of art, science, and literary culture.			Donations	10	Rent, repairs, &c	13
To furnish free instruction in the arts of design to women.			All other	300	Material for instruction	
Advancement of science and art.			Municipal grant	1,200	Salaries and wages	14
To afford instruction in all the fine arts. b			All other	6,000	Exhibitions, schools, &c	
To teach painting, sculpture, and carving, and for improvement in the industrial arts.		0	Annual fees of members.		Rent, material, &c	16
To promote knowledge in the arts and trades, and their related sciences.		50,000	Endowment and exhibitions.	13,742	Exhibitions, schools, &c	17
The promotion of the mechanic arts.		0	Members' dues		Rent, &c	18
To educate students of art ..			Cooper Union revenues.	6,108	All purposes	19
Thorough industrial art education for women.			Cooper Union revenues.	4,520	Salaries, &c	
Education in art			All sources	3,850	All purposes	20
			Endowment	{ 6,549	Salaries and wages	21
			All other	1,010	Rent, repairs, &c	
			Exhibitions	673	Material for instruction	22
			Donations	250	Salaries, &c	
			Members' contributions.	200	Collections	23
			All other	500	Material for instruction	
			Sale of stock	100,000	Erection of new building	24
			Endowment	3,265	Salaries and wages	25
			Municipal grant	100	Rent, repairs, &c	
			Tuition fees	100	Material for instruction	26
			Donations	2,700	Salaries and wages	
			Tuition fees	900	Rent, repairs, &c	

b Full courses occupy four years each.

TABLE XVIII.—PART 2.—Statistics of institutions

Number.	Name.	Principal.	Value of building.	No. of studios.	No. of special rooms for study.	Conditions of attendance.	
						Age.	Other.
1	School of Design, San Francisco, Cal.	Samuel Purdy, sec'y Art Association; Vir- gil Williams, direct'r.				14 years.	Satisfactory exam- ination and tui- tion fees.
2	Yale School of the Fine Arts	Professor John F. Weir, director.	\$178,000	7	6	Over 15.	
3	Art Schools of Chicago Academy of Design.	Charles Peck, cor. sec.; J. F. Gookins, di- rector.			4		Fees, examination, and regular at- tendance.
4	Illinois Industrial University	J. M. Gregory, LL. D., president of univ'ty.		0	5		Open to all stu- dents of the uni- versity.
5	Maryland Institute Schools of Art and Design.	Professor D. A. Wood- ward.	77,000	8	5		Membership in in- stitute and tui- tion fees.
6	Art School, Baltimore, Md.	A. J. H. Way and C. D. Sauerwein.		4			Payment of tuition- fees.
7	Boston Art Club	Charles A. Barry, sec.			0		Membership
8	Lowell School of Practical Design, Boston, Mass.	Charles Kastner					Proficiency in free- hand drawing, &c.
9	Massachusetts Institute of Technology, department of architecture.	Prof. William R. Ware, S. B.				16 years.	Satisfactory ex- amination.
10	Massachusetts Normal Art School.	Walter Smith, State art director.					Proficiency in ele- mentary drawing.
11	Worcester County Free In- stitute of Industrial Science.	Professor C. O. Thomp- son.	120,000	0	0	16 years.	Satisfactory exam- ination.
12	St. Louis Art School	Conrad Diehl		0	1		Payment of tuition.
13	Manchester Art Association.	Joseph B. Sawyer, sec.			2		Membership
14	Brooklyn Art Association	Wm. H. Husted, sec.	125,000	0			Desire for improve- ment.
15	Cornell University, course in architecture and me- chanic arts.	A. D. White, LL. D., president of univer- sity.	30,000				Passing examina- tion.
16	Ladies' Art Association, N. Y.	Mrs. J. B. Collin, cor- responding sec'y.			1		Membership
17	National Academy of Design	L. E. Wilmarth, di- rector.	\$250,000		6		Proficiency in ele- mentary drawing.
18	The Palette Club, N. Y.	Hon. Clark Bell, pres.; Charles N. Miller, corres. secretary.		0	1		Membership in the club.
19	Cooper Union Art Schools, N. Y.	Professor J. C. Zachos, curator.	630,000				
	1. Woman's Art School	Mrs. Susan N. Carter			7		Responsible refer- ence as to char- acter, &c.
	2. The Free School of Science and Art, (draw- ing classes.)	F. G. Tisdale, jr., Ph. D., director.				Over 15.	Letter of recom- mendation.
20	College of Fine Arts of Syracuse University.	Professor Geo. F. Com- fort, dean.					Satisfactory exam- ination.
21	School of Design of the University of Cincinnati.	Thomas S. Noble			6	14 years.	Responsible refer- ence.
22	Toledo University of Arts and Trades.	Charles J. Shipley	25,000		2		Payment of fees
23	Franklin Institute drawing classes, Philadelphia, Pa.	J. B. Knight, secretary of institute.	50,000		3		Payment of fees
24	Art classes of the Pennsylv- ania Academy of the Fine Arts, Philadelphia, Pa.	John Sartain, secretary of the academy.	\$500,000		7	9	Proficiency in ele- mentary art stud- ies.
25	Philadelphia School of De- sign for Women.	Miss E. Croasdale	25,000		9	13 years.	Satisfactory refer- ence, payment of tuition, and daily attendance.
26	Pittsburg School of Design for Women.	Hugh Newell					Payment of tuition fees and regular attendance.

a Evening, weekly, and daily schools.

b Drawing free; wood carving, \$10 per term; clay modelling, \$5 per term.

c Modelling, painting in oil and water-colors, pastel painting, photography, &c., are also taught in the Day School of Design; cost of tuition from \$12 to \$30 per annum. About sixty of the pupils reported are in the day school.

affording art-instruction, &c.—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		Number.	
		Number.	Subject.		
Drawing and painting	\$64, \$80	2 courses.	Perspective, color, &c.	1	
Drawing, painting, perspective; theory and history of art. } Drawing, painting, sculpture, and architecture.	100 } a25, 40, 100	{	6 Arts of design: painting, sculpture, and architecture. } 12 History of Italian art. } 5 Sculpture, painting, architecture, and decoration.	2 } 3	
Drawing, water-colors, wood-carving, clay modelling, architecture, history and principles of art.	(b)		2 courses.	History and styles of architecture and principles of art.	4
Industrial drawing in male night-school of design. c			3	A course on perspective	5
Thorough courses of elementary study of drawing and painting.	80		.....	6
Life school, free to members.	0		Relating to art.	7	
Practical designing. ....			.....	8
Free-hand, mechanical and architectural drawing with the history, theory, and science of practical architecture.	200		A series on ornament, composition, and the theory of architecture.	9	
Industrial drawing, painting, and designing.	d	Several courses.	Architecture and building construction, machine drawing, geometric drawing, perspective.	10	
Free-hand and mechanical drawing, coloring, &c.	e0		.....	11
Drawing from casts and painting from still-life.	f5, 8	0	.....	12
Geometrical and machine drawing; also casts and life studies.		2	"Color as produced by light," and "Dyeing textile fabrics." Free.	13	
Sketching and painting.	Free.	0	.....	14
Free-hand, mechanical, architectural drawing, &c.	60	18	Architecture	15	
Figure-painting and drawing; life class.			Essays on drawing, painting, perspective, &c.	16	
Antiqu and life schools, schools of painting, anatomy, and perspective.	Free.		Annual course on art subjects.	17	
Drawing from the life	0	Several.	Free.	18	
.....			.....	19
Drawing, painting, engraving, and photography.	0	3 courses.	Anatomy, history of art, and perspective.		
Free-hand, mechanical, and architectural drawing, drawing from life and cast, clay modelling, &c.	0		.....	
Architecture, painting, engraving, free-hand drawing, modelling, and photography.	100	6 courses.	Æsthetics, history of fine arts, mythology, archæology, and art literature.	20	
Painting, drawing, designing, wood-carving, tile and china painting, enameling, &c.	0	Weekly.	Relating to art. Free.	21	
Free-hand, geometrical, and architectural drawing.	9	Weekly.	Mechanic arts	22	
Mechanical, architectural, free-hand, and miscellaneous drawing.	10	20	Science and mechanic arts. Free to members.	23	
Chiefly the human figure, with composition, chiaroscuro, color, perspective, &c.	Free.		Free lectures on art, anatomy, modelling, perspective, &c.	24	
Industrial and fine art.	40		Comparative anatomy, history of ornament, architecture, decorative art, color, perspective, &c.	25	
All branches of art	30, 50		Ornament, color, anatomy, botany, &c.	26	

d Free to citizens of Massachusetts, \$50 per annum to others.

e Free to students of Worcester County and to twenty State students; others, \$100 per annum.

f Per month.

g With site.

TABLE XVIII.—PART 2.—*Statistics of institutions*

Number.	Name and location.	Number of professors and instructors.	Number of pupils.			Number of volumes in art-library.
			Total.	Male.	Female.	
1	School of Design, San Francisco, Cal.	1	60	15	45	200
2	Yale School of the Fine Arts, New Haven, Conn.	4	123	97	26	(†)
3	Art Schools of Chicago Academy of Design, Chicago, Ill.	4	127	58	69	.....
4	Illinois Industrial University, Urbana, Ill.	4	.....	.....	.....	.....
5	Maryland Institute Schools of Art and Design, Baltimore, Md.	12	500	450	50	300
6	Art School, Baltimore, Md.	2	20	10	10	.....
7	Boston Art Club, Boston, Mass. ....	.....	.....	.....	.....	(†)
8	Lowell School of Practical Design, Boston, Mass. ....	.....	25	11	14	.....
9	Massachusetts Institute of Technology, department of architecture.	6	28	28	.....	(f)
10	Massachusetts Normal Art School, Boston, Mass.	12	239	84	155	12
11	Worcester County Free Institute of Industrial Science, Worcester, Mass.	11	99	99	.....	(†)
12	St. Louis Art School, St. Louis, Mo.	1	18	4	14	3
13	Manchester Art Association, Manchester, N. H. ....	.....	.....	.....	.....	180
14	Brooklyn Art Association, Brooklyn, N. Y.	4	90	40	50	0
15	Cornell University, course in architecture and mechanic arts, Ithaca, N. Y.	8	79	.....	.....	2,500
16	Ladies' Art Association, New York, N. Y. ....	.....	.....	0	(†)	(†)
17	National Academy of Design, New York, N. Y.	6	243	142	101	600
18	The Palette Club, New York, N. Y.	0	.....	.....	.....	100
19	Cooper Union Art Schools, New York, N. Y.: 1. Woman's Art School	6	229	0	229	0
	2. The Free School of Art.	12	1,529	1,529	.....	0
20	College of Fine Arts of Syracuse University, Syracuse, N. Y.	10	323	11	12	(†)
21	School of Design of University of Cincinnati, Cincinnati, Ohio.	6	638	303	335	92
22	Toledo University of Arts and Trades, Toledo, Ohio.	1	90	76	14	290
23	Franklin Institute drawing classes, Philadelphia, Pa.	4	250	248	2	.....
24	Art classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa.	(l)	.....	.....	.....	(†)
25	Philadelphia School of Design for Women, Philadelphia, Pa.	8	158	.....	158	113
26	Pittsburg School of Design for Women, Pittsburg, Pa.	5	65	(m)	65	.....

* Many.

† A few.

‡ A number.

a Four sets.

b Sets of lithographic models as used in the École des Beaux-Arts.

c Also 295 medallions, 100 Braun's autotypes of old masters, and a large collection of chromo-lithographs and photographs.

d Four of the casts are of statues. The school has also 35 modern paintings, 2,000 photographs, lithographs, &c., and a set of drawings donated by the life school at Paris.

e These are "informal;" three "formal" exhibitions were given in 1874.

f Number not reported; value of library, about \$2,000.

g Also 3 oil paintings and 152 autotypes.

affording art-instruction, &c.—Concluded.

Material provided, number of—						Prizes awarded.		Public exhibition of work of pupils.	Number.
Casts of sculptures.	Other casts.	Models.	Patterns.	Engravings.	Drawings.	Number.	Name.		
160	.....	(a)	.....	.....	.....	5	2 gold and 3 silver medals for excellence in drawing and painting.	Annual.....	1
70	.....	(b)	.....	.....	.....	.....	.....	Annual.....	2
.....	.....	.....	.....	.....	.....	.....	.....	Annual and quarterly.	3
145	c170	.....	.....	(*)	.....	0	.....	Annual.....	4
d32	(i)	(*)	(*)	25	(*)	7	Peabody prizes, 3 of \$100 each and 4 of \$50 each; also, 22 gold medals awarded by institute.	Annual.....	5
.....	(f)	(f)	.....	(*)	(*)	0	.....	Annual.....	6
.....	.....	.....	.....	.....	.....	.....	.....	Monthly e.....	7
.....	(*)	(*)	(*)	(*)	(*)	2	Prizes given by Boston Society of Architects, \$50 each.	2 in 1873-'74.	8
69	.....	100	1,000	.....	40	.....	.....	Annual.....	10
.....	(*)	(*)	(*)	(*)	(*)	.....	.....	Annual.....	11
.....	g12	.....	.....	24	.....	0	.....	Annual.....	12
.....	50	.....	.....	.....	.....	.....	.....	Occasional.....	13
.....	(h)	(*)	(*)	(*)	(*)	0	.....	Semi-annual.....	14
.....	(*)	(*)	(*)	(*)	(*)	0	.....	End of each term.....	15
.....	(f)	.....	.....	.....	.....	.....	.....	Occasional.....	16
160	.....	.....	.....	300	.....	4	Silver and bronze medals	Annual.....	17
.....	.....	.....	.....	.....	.....	0	.....	Monthly and annual.....	18
.....	(*)	(h)	.....	(*)	(*)	i10	For drawings from cast, from still-life, ornamental drawing, and wood engraving.	Annual.....	} 19
.....	.....	.....	.....	.....	.....	6	For ornamental drawing, mechanical drawing, &c.	Annual.....	
1	(*)	.....	.....	(*)	.....	.....	.....	Annual.....	20
40	99	.....	.....	751	k11	.....	Gold and silver medals.	Annual.....	21
.....	50	25	20	497	333	2	One of \$50 and one of \$15.	Semi-annual.....	22
.....	.....	(*)	.....	.....	500	0	.....	Annual.....	23
256	(*)	.....	.....	(*)	(*)	.....	.....	.....	24
70	256	.....	(*)	(*)	(*)	(j)	For best work in all stages, one gold medal; also, sets of art books.	Annual.....	25
49	(*)	.....	.....	(*)	(*)	8	4 gold and 4 silver medals	Annual.....	26

h An extensive collection.

i Eighteen medals were also awarded.

j Thirteen ladies and 43 gentlemen, students in the College of Liberal Arts, also receive instruction in drawing in this college.

k Also 14 oil paintings and 47 autotypes.

l The art-classes are discontinued until the completion of the new academy building.

m Artisan night class of 25 males.

TABLE XIX.—Statistics of institutions for the deaf and dumb for 1875; from reports to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer and also the branches taught.

Number.	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.	
						Total number.	Number of semi-mutes.
	I	2	3	4	5	6	7
1	Alabama Institution for the Deaf and Dumb and the Blind	Talladega, Ala.	1860	State	J. H. Johnson, Md.	4	0
2	Arkansas Deaf-Mute Institute	Little Rock, Ark.	1868	Directors	E. P. Caruthers	4	0
3	Institution for the Deaf and Dumb and the Blind	Oakland, Cal.	1860	State	Warring Wilkinson, M. A.	4	0
4	American Asylum for the Deaf and Dumb	Hartford, Conn.	1817	Directors	Edward C. Stone, M. A.	18	2
5	Whipple's Home School for Deaf-Mutes	Myrtle River, Conn.	1869	Private	Zerah C. Whipple	3	0
6	Georgia Institution for the Deaf and Dumb	Cave Spring, Ga.	1846	Trustees	Wesley O. Connor	5	1
7	Chicago Deaf-Mute School	Chicago, Ill.	1873	Ed. education	J. A. Emery, M. A., D. D.	1	1
8	Illinois Institution for the Education of the Deaf and Dumb	Jacksonville, Ill.	1839	State	Th. W. Gillett, LL. D.	19	1
9	Indiana Institution for the Deaf and Dumb	Indianapolis, Ind.	1844	State	Rev. Thomas MacIntyre, LL. D.	15	3
10	Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa.	1855	State	Rev. Benjamin Talbot, M. A.	5	0
11	Kansas State Asylum for the Deaf and Dumb	Olakhe, Kans.	1856	Trustees	Louis H. Jenkins, M. A.	5	0
12	Kentucky Institution for the Education of Deaf-Mutes	Danville, Ky.	1829	State	Jno. A. Jacobs	7	2
13	Louisiana Institution for the Education of the Deaf and Dumb	Baton Rouge, La.	1855	Trustees	J. A. McWhorter, M. A.	4	0
14	Institution for the Colored Blind and Deaf-Mutes	Baltimore, Md.	1872	Corporation	F. D. Morrison	8	1
15	Maryland Institution for the Education of the Deaf and Dumb	Fredrick, Md.	1867	State	Charles W. Ely, M. A.	7	0
16	Boston School for Deaf-Mutes	Boston, Mass.	1869	School board	Miss Sarah Fuller	7	0
17	Clarke Institution for Deaf-Mutes	Northampton, Mass.	1867	Prt. corporation	Miss Harriet B. Rogers	7 ¹	0
18	Institution for the Deaf and Dumb and the Blind	Flint, Mich.	1853	Trustees	Edw. L. Baues, M. A.	10	3
19	Institution for the Education of the Deaf and Dumb and the Blind	Fairbault, Minn.	1863	State	J. L. Noyes, A. M.	7	4
20	Mississippi Institution for the Deaf and Dumb	Jackson, Miss.	1871	Trustees	John L. Carter, M. D.	4	1
21	Institution for the Deaf and Dumb	Fulton, Mo.	1851	State	William D. Kerr, A. M., superintendent.	11	1
22	St. Bridget's Institution for the Deaf and Dumb	St. Louis, Mo.	1860	R. C. Orph, Ed.		3	0
23	Nebraska Institution for the Deaf and Dumb	Omaha, Nebr.	1869	State	R. H. Kinney, M. A.	3	0
24	Class in Art Education in Cayuga Lake Academy	Aurora, N. Y.	1871	Private	Charles Kelsey, A. M.	2	0
25	Le Conteaux St. Mary's Institution for the Instruction of Deaf-Mutes	Buffalo, N. Y.	1853	Sisters of St. Joseph.	Sister Mary Anne Burke	7	0

26	Institute for Mutes, St. Joseph's of the Sacred Heart.....	Fordham, N. Y.....	1869	Private	Madame Victorine Boucher.....	6
27	Institution for the Instruction of the Deaf and Dumb.....	New York, N. Y.....	1817	Directors	Isaac L. Peet, LL. D.....	19
28	Institution for the Improved Instruction of Deaf-Mutes.....	1471 Broadway, New York, N. Y.....	1807	Trustees	David Groenberger.....	0
29	Institution for the Deaf and Dumb and the Blind.....	Raleigh, N. C.....	1846	State	John Nichols.....	7
30	Institution for the Education of the Deaf and Dumb.....	Columbus, Ohio.....	1827	State	Gilbert O. Fay, M. A.....	23
31	Institution for the Deaf and Dumb.....	Salem, Oreg.....	1870	State	Rev. P. S. Knight.....	3
32	Pennsylvania Institution for the Deaf and Dumb.....	Philadelphia, Pa.....	1821	Directors	Joshua Foster.....	17
33	Day School for Deaf-Mutes.....	Hitsburgh, Pa.....	1869	School board	James H. Logan, A. M.....	1
34	Institution for the Education of the Deaf and Dumb and the Blind. ^b	Spartanburg, S. C.....	1849	State	Newton F. Walker.....	2
35	Tennessee School for the Deaf and Dumb.....	Knoxville, Tenn.....	1845	Trustees	J. H. Hays, A. B.....	7
36	Institution for the Education of the Deaf and Dumb.....	Austin, Tex.....	1856	Trustees	J. Van Nostrand, M. A.....	3
37	Institution for the Education of the Deaf and Dumb and the Blind.	Saunton, Va.....	1839	State	Charles D. McCoy.....	7
38	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.....	1870	Regents	John C. Covell.....	5
39	Wisconsin Institute for the Deaf and Dumb.....	Delavan, Wis.....	1852	State	W. H. De Motte.....	9
40	Institute for the Education of Mutes.....	Colorado Springs, Col.....	1874	Territorial	James P. Kasten.....	1
41	Columbia Institution for the Deaf and Dumb.....	Washington, D. C.....	1837	National	E. M. Gallaudet, Ph. D., LL. D.....	2
42	National Deaf-Mute College.....	Washington, D. C.....	1864	National	E. M. Gallaudet, Ph. D., LL. D.....	12

* From Report of Commissioner of Education for 1874. ^a For further statistics, see Table XX. ^b Closed since October, 1873; to be re-opened at an early day.
^c A department of Columbia Institution; its statistics will be found in Table IX.

TABLE XIX.—Statistics of institutions for the deaf and dumb for 1875, &c.—Concluded.

NOTE.—x indicates an affirmative answer and also the branches taught.

Number.	Number under instruction during the year.		Average number of years spent in institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Library.		Property, income, &c.								
	Male.	Female.				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.	Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Number of volumes.	Average annual increase.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the past year.	Income for the year from tuition fees.	Expenditure for the year.
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	52	24	4	120	2	x	x	x	x	x	x	0	0	x	*300		17	\$40,000	\$12,000	\$0	\$10,210
2	69	38	3	112	0	x	x	x	x	x	x	0	0	0	55		92	40,000	26,000	0	0
3	74	48	7	139	1	x	x	x	x	x	x	0	0	0	0		130	100,000	136,000	900	639,424
4	270	163	7	2,056	60	x	x	x	x	x	0	0	0	0	2,000	50	28½	250,000	(c)	47,250	65,948
5	16	9	7	23	0	x	x	x	x	x	0	0	0	0	60		60	30,000	(d)	0	16,387
6	60	37	23	25	3	x	x	x	x	x	0	0	0	0	1,000		12	30,000	16,500	0	0
7	25	22	3	25	10	x	x	x	x	x	x	0	x	x	1,450	300	46	400,000	75,000	0	70,000
8	423	210	183	1,073	18	x	x	x	x	x	0	0	0	0	3,025	150	108	650,000	63,000	0	62,569
9	340	203	137	61,096	4	x	x	x	x	x	0	0	0	0	450		90	175,000	34,000	0	34,000
10	178	94	84	5,415	4	x	x	x	x	x	0	0	0	0	13		176½	31,500	13,400	0	13,400
11	100	50	54	136	0	x	x	x	x	x	x	0	0	0	750		50	175,000	17,877	0	21,444
12	108	55	53	632	10	x	x	x	x	x	0	0	0	0	300	0	10	250,000	10,000	0	6,000
13	47	28	19	250	3	x	x	x	x	x	0	0	0	0	2,000		10	225,000	30,000	0	27,583
14	105	70	35	162	2	x	x	x	x	x	0	0	x	x	0		10	95,000	11,030	3,292	22,732
15	78	40	38	113	0	x	x	x	x	x	0	0	0	0	470		11	375,315	151,872	0	148,364
16	79	41	38	116	0	x	x	x	x	x	0	0	0	0	700	70	94	100,000	36,000	0	929,500
17	197	107	90	569	3	x	x	x	x	x	0	0	0	0	700		54	150,000	15,000	0	11,000
18	110	70	40	165	3	x	x	x	x	x	0	0	0	0	600		6	150,000	49,500	0	43,699
19	20	43	21	69	4	x	x	x	x	x	0	0	0	0	600		50	140,000	29,500	0	0
20	220		6	523	4	x	x	x	x	x	0	0	0	0	150		20	18,000	30,000	0	7,000
21	220		6	523	4	x	x	x	x	x	0	0	0	0	150		20	18,000	30,000	0	7,000
22	44	24	20	58	0	x	x	x	x	x	0	0	0	0	200		1	46,000	\$12,971	750	18,214
23	84	5	4	11	0	x	x	x	x	x	0	0	0	0	200		1	46,000	\$12,971	750	18,214
24	88	49	39	189	0	x	x	x	x	x	0	0	0	0	200		6	37,500	41,668	2,287	14,416
25	94	54	44	211	0	x	x	x	x	x	0	0	0	0	200		6	37,500	41,668	2,287	14,416
26	97	57	47	214	0	x	x	x	x	x	0	0	0	0	200		6	37,500	41,668	2,287	14,416

TABLE XX.—Statistics of institutions for the blind for 1875; from

NOTE.—x indicates the

Number.	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.
	1	2	3	4	5
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala..	1866	J. H. Johnson, M. D.	State
2	Arkansas Institution for the Education of the Blind.	Little Rock, Ark.	1859	Otis Patten	State
3	Institution for the Deaf and Dumb and the Blind.	Oakland, Cal....	1860	Warring Wilkin- son, M. A.	State
4	Georgia Academy for the Blind	Macon, Ga	1852	W. D. Williams, M. A.	Corporation
5	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	F. W. Phillips, M. D.	State
6	Indiana Institution for the Education of the Blind.	Indianapolis, Ind.	1847	W. H. Churchman	State
7	Iowa College for the Blind.....	Vinton, Iowa ..	1853	O. Clarke, M. A....	State
8	Kansas State Blind Asylum.....	Wyandotte, Kans.	1867	George H. Miller..	State
9	Kentucky Asylum for the Education of the Blind.	Louisville, Ky... 1842	1842	B. B. Huntoon....	State
10	Louisiana Institution for the Education of the Blind.	Baton Rouge, La.	1871	L. C. Le Sage.....	State
11	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md..	1872	F. D. Morrison	Corporation.
12	Maryland Institution for the Instruction of the Blind.	Baltimore, Md... 1853	1853	F. D. Morrison	Corporation
13	Perkins Institution and Massachusetts Asylum for the Blind.	Boston, Mass.... 1832	1832	S. G. Howe, M. D. †	State and corporation
14	Institution for the Deaf and Dumb and the Blind.*	Flint, Mich	1853	Egbert L. Bangs, M. A.	Trustees....
15	Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	1866	Prof. James J. Dow, (of Blind department.)	State
16	Institution for the Blind*.....	Jackson, Miss... 1852	1852	Dr. W. S. Langley.	State
17	Institution for the Education of the Blind ^a	St. Louis, Mo.... 1851	1851	Dr. Jas. McWork- man.	State
18	New York State Institution for the Blind	Batavia, N. Y. ... 1868	1868	Mrs. A. D. Lord ...	State
19	New York Institution for the Blind	New York, N. Y. 1831	1831	William B. Wait ..	Corporation
20	Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C.... 1851	1851	John Nichols.....	State
21	Ohio Institution for the Education of the Blind.	Columbus, Ohio. 1837	1837	George L. Smead, M. A.	State
22	Oregon Institnte for the Blind	Salem, Oreg..... 1873	1873	Rev. John H. Bab- cock.	State
23	Pennsylvania Institution for the Instru- ction of the Blind.	Philadelphia, Pa 1833	1833	William Chapin, A. M.	Corporation.
24	Institution for the Education of the Deaf and Dumb and the Blind.	Spartanburg, S. C 1849	1849	Newton F. Walker	State
25	Tennessee School for the Blind	Nashville, Tenn. 1844	1844	J. M. Sturtevant ..	Corporation.
26	Texas Institute for the Blind	Anstin, Tex..... 1856	1856	Frank Rainey.....	State
27	Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va ... 1839	1839	Charles D. McCoy.	State
28	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va .. 1870	1870	John C. Covell	State
29	Wisconsin Institution for the Education of the Blind.	Janesville, Wis.. 1850	1850	Mrs. Thomas H. Little.	State

* From Report of Commissioner of Education for 1874.

† Deceased.

a See Table XIX.

b 400 volumes are in raised print.

c For both departments.

d 300 volumes are in raised print.

replies to inquiries by the United States Bureau of Education.

employments taught.

Number of instructors and other employes.		Number of blind employes and workmen.		Number of pupils.		Number of pupils admitted since opening.		Employments taught.							Library.		Property, income, &c.					Number.
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
				Broom-making.	Case-seating.	Fancy-work.	Mattress-making.	Piano tuning.	Sewing.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the past year.	Receipts from other States and individuals for the past year.	Total receipts for the past year.	Total expenditures for the past year.						
2	0	10	40	...	...	...	...	...	...	40	...	(a)	(a)	\$0	(a)	(a)	1
13	3	35	107	x	x	x	x	...	x	6650	...	\$30,000	\$7,703	0	\$7,941	\$2,585	2					
3	0	29	84	...	...	...	...	...	...	...	...	(a)	(a)	1,574	c37,574	(a)	3
11	3	54	144	x	x	...	x	...	x	d300	40	75,000	13,000	130	13,130	12,601	4					
29	10	93	506	x	x	x	...	...	x	961	...	166,000	31,000	1,000	32,000	32,000	5			
25	4	103	521	x	x	x	...	x	x	2,500	...	525,000	32,500	0	34,262	34,182	6					
22	14	120	317	x	x	x	x	...	x	400	20	500,000	26,600	...	26,320	25,600	7					
11	1	40	...	x	x	x	...	...	...	...	...	40,000	9,000	0	9,000	8,988	8
20	6	85	358	x	x	x	x	...	x	800	200	100,000	19,320	180	32,199	18,979	9					
6	1	21	63	x	x	...	x	...	...	...	...	...	8,000	0	8,000	6,000	10
27	22	230	18	x	...	...	...	...	x	20	...	c20,000	c10,000	c900	c10,900	ce13,150	11	
16	15	51	173	x	x	...	x	x	x	110	10	255,000	23,000	1,800	32,236	25,539	12					
43	29	150	839	x	x	x	x	...	x	735	...	354,715	30,000	16,206	68,600	63,960	13					
(a)	...	26	...	...	...	...	...	...	x	...	...	(a)	...	...	(a)	(a)	14
4	1	20	32	...	...	x	...	...	...	f314	35	25,000	5,000	...	5,000	5,000	15
6	1	36	...	x	x	...	x	...	...	180	...	10,000	10,000	0	10,000	...	16			
23	4	110	333	x	...	...	...	...	x	500	...	200,000	21,000	0	21,000	23,500	17	
17	24	163	309	x	...	x	...	...	x	40	50	324,500	52,500	...	61,911	47,872	18			
60	16	183	1,172	x	x	x	x	...	x	600	...	g357,052	44,263	7,785	83,560	83,495	19					
5	2	76	300	x	x	x	x	...	x	...	...	(a)	(a)	0	45,000	(a)	20			
50	4	152	862	x	x	x	x	...	x	10	...	500,000	60,785	0	60,785	59,125	21					
3	...	6	12	...	...	...	...	...	x	150	...	h200	2,000	...	2,000	2,000	22
63	67	227	835	x	x	x	x	x	x	800	...	201,000	39,000	7,668	85,619	85,401	23					
...	...	...	...	...	...	...	...	...	...	...	...	(a)	...	...	...	...	24
9	16	52	175	x	...	x	...	...	x	i1,032	...	80,000	15,000	0	30,000	31,000	25			
10	0	53	...	x	x	...	x	...	x	150	15	45,000	10,650	...	10,650	10,643	26					
5	3	42	203	x	x	...	x	...	...	(a)	...	(a)	(a)	...	c49,949	c17,787	27			
3	1	20	29	x	x	...	x	...	...	50	...	(a)	(a)	...	...	(a)	28	
21	3	82	236	x	x	x	...	...	x	200	...	85,000	83,000	...	k88,745	k80,395	29			

e \$6,046 of this were for building.
 f 147 volumes are in raised print.
 g Grounds and buildings.
 h Apparatus.
 i 373 volumes are in raised print.
 k \$61,000 of this were for a new building.

TABLE XXI.—Statistics of orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools for 1875; from replies to inquiries by the United States Bureau of Education.

PART 1.—STATISTICS OF ORPHAN ASYLUMS.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
1	Church Home for Orphans*	Mobile, Ala.	1864	1864	Sister Harriet	Episcopal	6	.....
2	Orphans' Home of the Synod of Alabama	Tuskegee, Ala.	1864	1868	A. E. Holdorby	Presbyterian	3	530
3	Sacramento Protestant Orphan Asylum*	Sacramento, Cal.	1867	1867	Mrs. A. E. Peckham, (matron)	Non-sect.	12	359
4	Ladies' Protection and Relief Society*	San Francisco, Cal.	1854	1853	Miss C. A. Harmon, (matron)	Non-sect.	4	2,000
5	St. Vincent's Male Orphan Asylum	San Rafael, Cal.	1854	1854	Rev. James Croke	R. C.	6	.....
6	The Good Templars' Home for Orphans*	Vallejo, Cal.	1868	1868	Mrs. J. M. Chandler, (matron)	Protestant	3	201
7	Bridgeport Protestant Orphan Asylum	Bridgeport, Conn.	1868	1867	Lydia K. Ward	Non-sect.	4	104
8	Fitch's Orphans' Home	Derion, Conn.	1861	1864	Myra J. Davis	Non-sect.	6	108
9	Hartford Orphan Asylum	Hartford, Conn.	1865	1865	Rev. Thomas S. Potwin	R. C.	7	.....
10	St. Catharine Orphan Asylum*	Hartford, Conn.	1853	.....	Sister Rose	R. C.	5	1,800
11	St. James's Orphan Asylum*	Hartford, Conn.	1862	.....	Sister Anastasia	R. C.	6	1,200
12	New Haven Orphan Asylum*	New Haven, Conn.	1833	1853	Mrs. L. A. Kingsley	Evangelical	25	3,000
13	St. Mary's Orphan Asylum*	New Haven, Conn.	1852	.....	Rev. Joseph Carr	R. C.	3	49
14	Orphans' Home.	Decatur, Ga.	1870	1871	.....	M. E. South	3	360
15	Female Orphan Asylum	Savannah, Ga.	1810	1801	.....	Non-sect.	4	.....
16	Union Society, or Bethesda Orphan Home.	Savannah, Ga.	1786	1739	Andrew L. Hughes	Non-sect.	2	2,210
17	Chicago Protestant Orphan Asylum	Chicago, Ill.	1849	1848	Mrs. Harriet C. Bigelow	Non-sect.	2	.....
18	St. Joseph's Male and Female Orphan Asylum	Chicago, Ill.	1872	1849	Sister Mary Joseph	R. C.	12	97
19	Ublich Orphan Asylum	Chicago, Ill.	1869	1869	George I. Moog	Evang. Luth.	10	.....
20	Asylum for Colored Friendless Children	Indianapolis, Ind.	1871	1870	Jane Trueblood, (president board of managers)	Friends	5	204
21	German Protestant Orphan Asylum*	Indianapolis, Ind.	.....	.....	George Keyser	German Prot.	3	.....
22	St. Joseph's Orphan Asylum	Kenssauer, Ind.	1867	1867	Rev. B. Hartmann and Sister Hortense	R. C.	4	.....
23	St. Vincent's Male Orphan Asylum	Vincennes, Ind.	.....	1850	Sister Eucronia, (superior)	R. C.	2	900
24	German and English Asylum for Orphans and Destitute Children.	Andrew, Iowa	1864	1863	John Georg Rembold	Evang. Luth.	5	130
25	Kansas Orphan Asylum and Home for Friendless Children*	Leavenworth, Kans.	1866	1866	Mrs. Thomas Carnoy, (president)	Non-sect.	.....	125
26	St. Thomas's Orphan Asylum*	Eardstown, Ky.	1850	1850	Rev. Nicholas Ryan	R. C.	8	563

No.	Institution	Location	Year	Mother M. of St. Scholastica	R. C.	No.
27	Convent of the Angel Guardian*	Highlands, Ky., (near Newport), Louisville, Ky., (corner St. Catherine.)	1866	Miss Mary A. Hollingsworth.	Baptist	178
28	Baptist Orphans' Home	Louisville, Ky.	1870	John Fred. Dohmann	Baptist	44
29	German Baptist Bethesda	Louisville, Ky.	1872	Sister Sarah Clayland	Protestant	60
30	Orphanage of the Good Shepherd*	Louisville, Ky.	1869	Sister Faconia	R. C.	4
31	St. Joseph's Orphan Asylum*	Louisville, Ky.	1847	L. H. Seelye	M. E.	330
32	La Teche Orphan Home	La Teche, La.	1866	Rev. Mother M. Austin Carroll.	R. C.	6
33	St. Alphonsus' Orphan Asylum	New Orleans, La., (4th and St. Patrick streets.)	1855	L. Stuenberg	Jewish	343
34	Home for Jewish Widows and Orphans	New Orleans, La., (Jackson and Chiappa streets.)	1855	L. Stuenberg	Jewish	343
35	Female Orphan Asylum of Portland*	Portland, Me.	1828	Abby S. Barrett, (secretary)	Protestant	282
36	Bethowen Orphan Asylum	Baltimore, Md.	1798	Mrs. Baynard	Non-sect.	6
37	Habowen Orphan Asylum*	Baltimore, Md.	1873	Rev. Abraham Hofmann	Hebrew	1
38	St. Anthony's Asylum*	Baltimore, Md.	1823	Sister Mary Rosamunda	R. C.	36
39	St. Mary's Female Orphan Asylum	Baltimore, Md.	1818	Sister Aloystia Daly	R. C.	1,020
40	St. Peter's Asylum for Female Children*	Baltimore, Md., (Madison ave.)	1850	Mrs. Ellen Binney	P. E.	7,000
41	St. Vincent's Male Orphan Asylum	Baltimore, Md., (23 N. Front st.)	1840	Brother James	R. C.	980
42	Shelter for Orphans of Colored Soldiers and Friendless Colored Children.*	Baltimore, Md.	1868	Julia Valentine	Non-sect.	2
43	The Orphan Asylum of St. Paul's Church*	Boston, Mass.	1802	Alice E. Bartlett	P. E.	1,000
44	Boston Female Orphan Asylum	Boston, Mass.	1803	Fr. Justinian	R. C.	11
45	House of the Angel Guardian	Boston, Mass.	1855	Mary Vincent McEntee, (superior)	R. C.	13
46	St. Vincent's Orphan Asylum	Boston, Mass.	1843	Mrs. Bradbury	Non-sect.	2,500
47	Seaman's Orphan and Children's Friend Society	Salem, Mass.	1841	Jamerson White, (matron)	Non-sect.	3
48	Worcester Children's Friends' Society	Worcester, Mass.	1849	Mrs. Lewis Allen, (first directress)	Non-sect.	800
49	Protestant Orphan Asylum	Detroit, Mich.	1836	Sister Mary Gertrude	Protestant	2
50	St. Anthony's Male Orphan Asylum	Detroit, Mich.	1857	Sister Mary Edmund	R. C.	1,600
51	St. Vincent's Female Orphan Asylum	Detroit, Mich.	1871	Brother Symphonian	R. C.	2,065
52	D'Evereux Hall	Natchez, Miss.	1858	Fr. W. Udo	R. C.	5
53	Orphan Asylum of the Infant Jesus	Hathaway, Mo.	1867	Mrs. S. J. Kiff, (first directress)	Evang. Luth.	166
54	Episcopal Orphans' Home	St. Louis, Mo.	1845	Sister Angela	P. E.	1,000
55	German St. Vincent's Orphan Asylum	St. Louis, Mo.	1850	Mother Mary, (superior)	R. C.	2
56	Home of the Good Shepherd	St. Louis, Mo.	1871	Miss Anna L. Blood, (secretary)	R. C.	4,569
57	St. Louis Protestant Orphan Asylum	Weisler Groves, Mo.	1831	Mrs. A. K. Mack	Protestant	3,000
58	New Hampshire Orphans' Home	Franklin, N. H.	1871	Mrs. Mary Lockwood	Non-sect.	126
59	Children's Home*	Jersey City, N. J.	1864	Mrs. Van Vleck	Protestant	3
60	Orphan Asylum*	Newark, N. J.	1849	Mrs. H. Hannon	Union Evang.	5
61	Fairson Orphan Asylum Association for Orphans, Half-Orphans, and Homeless Children.*	Paterson, N. J.	1864	Mrs. H. Hannon	Union Evang.	3
62	St. Mary's Orphan Asylum	South Orange, N. J.	1852	Sisters of Charity	R. C.	2,000
63	Cayuga Asylum for Destitute Children	Anbun, N. Y.	1852	Mrs. Jane C. Rogers	Non-sect.	10
64	Davenport Female Orphan Institute	Bath, N. Y.	1863	Elias Child	Non-sect.	2
65	Howard Colored Orphan Asylum Society	Brooklyn, N. Y.	1868	Rev. W. F. Johnson	Non-sect.	81
66	Orphan Asylum of the Church of the Holy Trinity	Brooklyn, E. D., N. Y.	1860	M. May	R. C.	5
67	Orphan Asylum Society of the City of Brooklyn	Brooklyn, N. Y.	1835	Mrs. J. B. Hutchinson, (first directress)	Non-sect.	2,694
68	Buffalo Orphan Asylum*	Buffalo, N. Y.	1835	Mrs. Healy	Non-sect.	2
69	Evangelical Lutheran St. John's Orphan Home	Buffalo and Sulphur Spring, N. Y.	1865	Rev. Christian Volz	Evang. Luth.	13

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART I.—Statistics of orphan asylums—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
1	2	3	4	5	6	7	8	
70	Orphan Ward of Church Charity Foundation	Buffalo, N. Y.	1859	1859	Mrs. Susan Graham	P. E.	3	85
71	German Roman Catholic Orphan Asylum	Buffalo, N. Y.	1874	1874	Sister Robertino	R. C.	5	1,251
72	St. Vincent's Female Orphan Asylum	Buffalo, N. Y.	1849	1848	Mrs. Anne Begler	R. C.	13	252
73	Ontario Orphan Asylum	Canandaigua, N. Y.	1863	1853	Sister Mary Paul	Non-sect	7	403
74	St. Mac's Orphan Asylum	Canandaigua, N. Y.	1854	1853	B. F. Hall	Non-sect	2	403
75	Thomas Asylum for Orphan and Destitute Indian Children	Coopers, N. Y.	1855	1855	Susan F. Cooper	P. E.	3	42
76	Orphan House of the Holy Saviour	Coopers, N. Y.	1870	1871	Sister M. Anastasia Donovan	R. C.	4	168
77	St. Mary's Orphan Asylum and School	Dunkirk, N. Y.	1858	1852	George Beers	Protestant	4	571
78	Southern Tier Orphans' Home	Ehlers, N. Y.	1856	1856	Miss Elizabeth Jones	Non-sect	6	571
79	Hudson Orphan and Relief Association	Hudson, N. Y.	1846	1846	G. C. Holls	Evang. Luth.	4	88
80	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	Mt. Vernon, N. Y.	1869	1866				
81	Children's Fold, (The)	New York, N. Y.	1871	1867	Rev. Edward Cowley, (president)	P. E.	2	415
82	Colored Orphan Asylum	New York, N. Y., (43d street and Bondstreet.)	1838	1837	Orville K. Hutchinson	Non-sect	7	2,076
83	Hebrew Orphan Asylum	New York, N. Y., (77th street and 3d avenue.)	1842	1822	Jacob Cohen	Hebrew	7	613
84	Leake and Watts Orphan House	New York, N. Y.	1843		William H. Gurst	Protestant	9	1,230
85	Orphan Asylum Society of the City of New York	New York, N. Y.	1807	1808	George E. Dunlap	Protestant	7	1,137
86	Orphans' Home and Asylum of the Protestant Episcopal Church.	New York, N. Y.	1859	1851	Jane Ingloe, (matron)	P. E.	4	905
87	St. Joseph's Orphan Asylum	New York, N. Y., (Avenue A and 86th street.)	1859	1858	Sister Hyacinthe, (superioress)	R. C.	1	1,490
88	St. Stephen's Home*	New York, N. Y.	0	1868	Sister Francis Xavier	R. C.	7	553
89	The Society for the Relief of Half-Orphan and Destitute Children.	New York, N. Y.	1837	1838	Mrs. J. M. Campbell, (matron)	Non-sect	6	3,454
90	Poughkeepsie Orphan House and Home for the Friendless	Poughkeepsie, N. Y.	1857		Mrs. J. M. Farrar, (matron)	Non-sect	6	777
91	Rochester Orphan Asylum	Rochester, N. Y.	1838	1837	Mrs. Lucia Clements, (matron)	R. C.	10	2,000
92	St. Mary's Orphan Asylum for Boys	Rochester, N. Y.	1864	1864	Sister Xavier	R. C.	7	636
93	St. Patrick's Orphan Asylum	Rochester, N. Y.	1845	1841	Sister M. de Pazzo	R. C.	7	987
94	Society for the Relief of Destitute Children of Seneca	Seneca Island, N. Y.	1851	1846	A. M. Drow	Non-sect	9	1,016
95	Onondaga County Orphan Asylum	Syracuse, N. Y.	1845	1841	Mrs. H. M. Woods	Non-sect	8	1,016

96	St. Joseph's Asylum*	Syracuse, N. Y.	1874	1872	Sister Beata McFaul.	R. C.	130
97	St. Vincent de Paul's Orphan Asylum	Syracuse, N. Y.	1860	1852	Sister Sudana White.	R. C.	12
98	St. Vincent's Female Orphan Asylum.	Troy, N. Y.	1863	1848	Sister Sarah Agnes.	R. C.	8
99	Troy Catholic Male Orphan Asylum.	Troy, N. Y.	1864	1852	Brother Grudius.	R. C.	7
100	Troy Orphan Asylum.	Troy, N. Y.	1855	1833	Mrs. Mary A. Greenman, (matron)	Protestant	4
101	Utica Orphan Asylum.	Utica, N. Y.	1830	1830	Miss Hildwals, (matron).	Non-sect.	1, 275
102	Oxford Orphans' Home.	Oxford, N. C.	0	1873	John H. Mills.	Non-sect.	1, 214
103	German Methodist Orphan Asylum.	Berea, Ohio	1864	1864	Christian G. Lieberherr.	Meth. Epis.	2
104	Cincinnati Orphan Asylum.	Cincinnati, (Mc. Auburn), Ohio	1853	1853	Mrs. A. J. C. Wilson, (matron)	Non-sect.	16, 632
105	German General Protestant Orphan Asylum.	Cincinnati, Ohio	1849	1849	Maria Pfafflin, (matron)	Protestant	4, 429
106	Cleveland Protestant Orphan Asylum.	Cleveland, Ohio	1853		A. H. Shunk	Protestant	2, 138
107	Orphan Asylum, I. O. B. B.	Cleveland, Ohio	1868	1868	Louis Aufrecht.	Jewish	3, 398
108	Montgomery County Children's Home	Dayton, Ohio	1867	1867	Mrs. Anna Grady, (matron)	Non-sect.	7, 570
109	Ebenezer Orphan Asylum.	Flat Rock, Ohio	1868	1866	Charles Hammer.	Evangelical.	4, 217
110	Washington County Children's Home.	Martetta, Ohio	1866		S. D. Hart.	Non-sect.	3, 378
111	Oberlin Orphan Home*	Oberlin, Ohio	1873		Linus H. Seelye.	Meth. Epis.	2, 10
112	German Evangelical Lutheran Orphans' Asylum	Toledo, Ohio	1860		Charles Beckel.	Evang. Luth.	2, 320
113	Protestant Orphans' Home	Toledo, Ohio	1867		Miss J. A. McConnell.	Non-sect.	409
114	McIntire Children's Home	Zanesville, Ohio	1865	1865	Mrs. Ann W. Ely, (matron)	Non-sect.	169
115	St. Joseph's Asylum*	Allegheny, Pa.	1853	1853	Sister Mary Zita.	R. C.	480
116	Orphans' Home of the Evangelical Lutheran Church	Germanstown, Pa.	1860	1859	Rev. G. P. Gardner.	Evang. Luth.	370
117	Home for Friendless Children of the City and County of Lancaster.*	Lancaster, Pa.	1860	1860	Miss Ellen Spence, (matron)	Non-sect.	600
118	Emmanuel Orphan House.	Middletown, Pa.	1838	1835	William A. Croll.	Lutheran	1, 160
119	Ethelsta Home.	Philadelphia, Pa.	0	1859	Miss A. W. Clement and Miss A. P. Layton.	Non-sect.	4, 550
120	Burd Orphan Asylum of St. Stephen's Church.	Philadelphia, Pa.	1862	1862	Rev. G. J. Burton, (warden and chaplain.)	Prot. Epis.	7, 110
121	Church Home for Children, (Angora)*	Philadelphia, Pa.	1857		Miss Purdy.	Prot. Epis.	4
122	Foster Home Association*	Philadelphia, Pa.	1846	1839	Miss S. H. Davidson.	Non-sect.	4
123	Girard College for Orphans	Philadelphia, Pa.	0	1848	William H. Allen, (president)	Non-sect.	37, 1, 816
124	Jewish Foster Home and Orphan Asylum.	Philadelphia, Pa.	1855	1855	Mrs. J. Levy, (matron)	Hebrew.	3
125	Northern Home for Friendless Children and Soldiers' Orphan Institute.	Philadelphia, Pa.	1854	1854	J. W. Walk and A. Harsberger, M. D.	Non-sect.	16
126	Philadelphia Orphan Asylum.	Philadelphia, Pa.	1816	1814	Mrs. Maria Loder, (matron)	Non-sect.	4, 1, 000
127	St. Joseph's Roman Catholic Orphan Asylum*	Philadelphia, Pa., (1729 Race street.)	1807	1807	Sister Mary Gonzaga	R. C.	8, 1, 759
128	"The Shelter," for colored orphans.	Philadelphia, Pa., (44th and Haverford streets.)	1829	1822	Elizabeth Clement, (matron)	Friends.	3
129	The Southern Home for Destitute Children*.	Philadelphia, Pa., (12th and Fitzwater streets.)	1857	1849	Miss Phillips, (matron)	Non-sect.	4, 2, 600
130	Union Temporary Home for Children*.	Philadelphia, Pa.	1857		Athenon Bright.	Non-sect.	3
131	Western Provident Society and Children's Home*.	Philadelphia, Pa., (S. E. corner 12th and Fitzwater streets.)	1857	1850	Mrs. John Irwin, (president)	Non-sect.	6, 500
132	St. Paul's Roman Catholic Orphan Asylum	Pittsburgh, Pa.	1840	1836	Sisters of Mercy.	R. C.	6, 3, 150
133	The Orphans' Home of the Evangelical Lutheran Church*	Rehobest, Pa.	1864		Deaconesses of the church.	Evang. Luth.	6
134	Home for Friendless Children*	Wilkes-Barre, Pa.	1862	1862	P. H. Fithian.	Non-sect.	3
135	Bethany Orphans' Home	Worcestershire, Pa.	1865	1865	Rev. D. B. Albright.	Reformed.	3, 300
136	Children's Home.	York, Pa.	1857		Miss Ellen V. Stewart, (matron)	Non-sect.	3, 157
137	The Orphans' Farm School.	Zadonople, Pa.	1857		Rev. D. L. Debandarfer	Lutheran	3
138	Providence Association for the Benefit of Colored Children*	Providence, R. I.	1859	1859	Abby Gatil.	Non-sect.	4, 35

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	6	7	8
			3	4	5	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
		2						
139	St. Aloysius Orphan Asylum*	Providence, R. I.	1836	1835	S. M. Climates.	R. C.	12	2,700
140	Thornycall Orphanage.	Clinton, S. C.	1873	1875	Rev. William P. Jacobs.	Presbyterian	2	18
141	State Orphan Asylum	Columbia, S. C.	1839	1868	Miss M. A. Gibson.	Non-sect.	7	212
142	Carolina Orphan Home*	Spartanburg, S. C.	1872	1872	R. C. Oliver.	Methodist	3	25
143	Church Orphan Home*	Memphis, Tenn.	1870	1868	Sisters of the Order of St. Mary.	Episcopal.	2	760
144	Leath Orphan Asylum.	Memphis, Tenn.	1852	1852	J. M. Peabody	Protestant.	.....	.....
145	Protestant Orphan Asylum.	Nashville, Tenn.	1847	1845	Mrs. Barbara Corbets, (matron)	Protestant.	.....	.....
146	Providence Orphan Asylum	Norfolk, Va.	1856	1854	Sister Mary Magdalen	R. C.	13	783
147	Jackson Orphan Asylum	Norfolk, Va.	1856	1861	Mrs. Mary Smith	Prof. Epis	1	97
148	St. Paul's Church Home	Petersburg, Va.	1874	1875	Sister Anna	Episcopal.	.....	.....
149	St. Mary's Orphan Asylum*	Eln Grove, Wis.	1859	1859	Sister M. Salesta.	R. C.	7	772
150	Milwaukee Orphan Asylum.	Milwaukee, Wis.	1850	1850	Miss Maria P. Mason, (matron)	Non-sect.	3	.....
151	St. Rose's Orphan Asylum.	Milwaukee, Wis.	1850	1851	Sister Camilla	R. C.	10	1,000
152	St. Emilianus Orphan Asylum	St. Francis Station, Wis.	1850	1846	C. Wapchorst	R. C.	15	.....
153	National Home for Destitute Colored Women and Children	Washington, D. C.	1853	1853	Miss Eliza Heacock, (matron)	Non-sect.	4	634
154	Chorokee Orphan Asylum.	Locust Grove, Ind. T.	1871	1872	Rev. W. A. Duncan.	Non-sect.	6	162

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1	Church Home for Orphans*	9	10	11	12	13
2	Orphans' Home of the Synod of Alabama.	Under 10 3-14		Charity Voluntary contributions	Housework and sewing, Cooking, washing, sewing, knitting, farming, and printing.	
3	Sacramento Protestant Orphan Asylum*	Boys under 10, girls un- der 12.		State appropriation, donations, sub- scriptions, &c.	Housework	Returned to friends or adopted.
4	Ladies' Protection and Relief Society*	Boys 1 month to 11 years, girls all ages 6 yrs. or over	Orphanage	Legislative appropriations and con- tributions, Legislative appropriation, dona- tions, &c. Lodge contributions, State aid, and donations.	Gardening, farming, wait- ering, and milking.	Placed in homes.
5	St. Vincent's Male Orphan Asylum.	2-12	Orphanage	Contributions and subscriptions.	Simple household duties.	When of age, they re- ceive \$5 and clothing.
6	The Good Templars' Home for Orphans*.	3-12	Friendlessness and des- titution.	Endowment, town appropriation, and aid from the seminary.		Adopted, or sent to trades or to farms.
7	Bridgeport Protestant Orphan Asylum.	Over 4 years.	Payment of \$2 per week by the town, and clothing.			
8	Fitch's Orphans' Home.	3-12			Housekeeping	
9	Hartford Orphan Asylum.	3 years.		Charity and donations.	Housework	Indentured in families from 12 to 21 years of age.
10	St. Catherine Orphan Asylum*.	3 years.		Charity and donations.	Housework	Sent to trades or farms, or housework.
11	St. James's Orphan Asylum*.	2-10	Poverty and freedom from contagious dis- ease.	Contributions and town appropria- tions.	Farming, trades, and house- work. Sewing and domestic work.	Apprenticed in comfort- able homes, on condi- tion of kind treat- ment, three months' schooling per year, and thorough train- ing, ending with a year's clothing and \$20 in money.
12	New Haven Orphan Asylum.	3 years.		Charity and donations.	Housework	
13	St. Mary's Orphan Asylum*.	5-10	Must be destitute or- phans.	Charity and donations. Contributions and annual subscrip- tions.	Housework Housework and farming	
14	Orphans' Home.					

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1		9	10	11	12	13
15	Female Orphan Asylum	Under 8 yrs.		Donations and annual subscriptions	Needle-work, housework, washing, &c.	Some are indentured until 18 years of age, to be provided with a suit of clothes and a specified sum of money at the end of their indenture.
16	Union Society, or Bethesda Orphan Home.	5-14		Endowment and private charity	Farming	None.
17	Chicago Protestant Orphan Asylum	3-14		Contributions		Placed in good homes.
18	St. Joseph's Male and Female Orphan Asylum.	Over 18 mos.		Charity		
19	Ulrich Orphan Asylum			Rents of real estate donated by founder.	Housework	Provided with homes, sent to trades, farms, or housework.
20	Asylum for Colored Friendless Children	Under 14		By city and county		Placed in Christian families.
21	German Protestant Orphan Asylum*	Under 14		Contributions and subscriptions		Provided with homes.
22	St. Joseph's Orphan Asylum	Under 14		Annual collections in the churches	Farming and sewing	Placed in good homes.
23	St. Vincent's Male Orphan Asylum	2-12		Annual contributions of the congregations of the diocese of Vincennes.		Placed with farmers or in other homes.
24	German and English Asylum for Orphans and Destitute Children.	2-12		Donations	Needle-work of all kinds, knitting, and farming.	
25	Kansas Orphan Asylum and Home for Friendless Children.*	Under 16		Contributions and charitable entertainments.		Placed in good Christian homes.
26	St. Thomas's Orphan Asylum*	Over 2		Contributions in the diocese	Farming	Apprenticed to mechanics and farmers, and some sent to college.
27	Convent of the Angel Guardian*	3-15		Industry and charitable contributions.	Sewing and housework	
28	Baptist Orphans' Home	Boys under 7, girls under 12.	Destitution	Voluntary contributions		
29	German Baptist Bethesda	Over 2		Voluntary donations	Kitchen and laundry work, cutting, fitting, sewing, and needle-work.	Legal adoption in good families or apprenticeship to good trades.
30	Orphanage of the Good Shepherd*	Under 12		Voluntary subscriptions	Printing	
31	St. Joseph's Orphan Asylum*	Under 12		Donations and subscriptions of members of St. Joseph's Orphan Society.		
32	La Teche Orphan Home	1 yr. or over.		Contributions	Housekeeping and farming	Homes are provided.

33	St. Alphonsus' Orphan Asylum.....	None.....	Must be orphans having a claim on St. Alphonsus' church.	Voluntary contributions.....	Gardening, sewing, cooking, and laundry-work.	Provided with situations.
34	Home for Jewish Widows and Orphans.....	None.....	Generally received by bond of surety.	Members' dues, donations, and city appropriations.	Housekeeping and needle-work.	Placed at triduos or in families.
35	Female Orphan Asylum of Portland*.....	1-10.....	Female health.....	Subscriptions, donations, &c.....	House and needle-work.....	Adopted or bound out to service.
36	Bathmore Orphan Asylum.....	2-9.....	Female health.....	Subscriptions and donations.....	Sewing and housework.....	None.
37	Hebrew Orphan Asylum*.....	3-11.....	Female health.....	Contributions of members, &c.....	Sewing, knitting, and fancy needle-work.	Transferred to industrial school.
38	St. Anthony's Asylum*.....	1-12.....	Orphanage and destitution.	Contributions and collections.....	Sewing and housework.....	Outfit of clothing and homes or trades provided.
39	St. Mary's Female Orphan Asylum.....	3-12.....	Orphanage and destitution.	Endowments and contributions.....	Sewing and housework.....	Homes provided.
40	St. Peter's Asylum for Female Children*.....	4-9.....	Orphanage and destitution.	Endowment and charity.....	Sewing and housework.....	Homes provided.
41	St. Vincent's Male Orphan Asylum.....	5-12.....	Orphanage and destitution.	Subscriptions and half-boarders.....	Sewing and housework.....	Homes provided.
42	Shelter for Orphans of Colored Soldiers and Friendless Colored Children*.....	2-12.....	Orphanage and destitution.	Appropriations and contributions.....	Housework, sewing, and knitting.	At the age of eighteen \$50 are paid to each.
43	The Orphan Asylum of St. Paul's Church*.....	Under 17.....	Orphanage and destitution.	Contributions and endowment.....	Baking and tailoring.....	Adopted into good families.
44	Boston Female Orphan Asylum.....	3-10.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Endowment.....	Homes and housework.....	Good homes are provided.
45	House of the Angel Guardian.....	7-15.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Donations, payment for pupils, concerts, and exhibitions.	Sewing and housework.....	Adopted into homes or placed at service.
46	St. Vincent's Orphan Asylum.....	4-12.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Collections in Roman Catholic churches of Boston and donations, and contributions.	Housework.....	Adopted or provided with homes.
47	Seaman's Orphan and Children's Friend Society.....	3 years.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Employment, yearly assessments, and contributions.	Sewing and housework.....	Placed in families.
48	Worcester Children's Friends' Society.....	2-14.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Contributions and endowment.....	Sewing and housework.....	Provided with homes.
49	Protestant Orphan Asylum.....	2-12.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Endowment and contributions.....	Sewing and housework.....	They are cared for until 24 years of age.
50	St. Anthony's Male Orphan Asylum.....	5-12.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Charitable contributions and collections in churches.	Gardening and farming.....	The boys are bound out from 12 to 18 years of age; the girls are placed at service.
51	St. Vincent's Female Orphan Asylum.....	3-12*.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Annual fair and contributions.....	Farming and housework.....	
52	D'Evereux Hall.....	Under 15.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Charitable contributions and by industry.	Sewing and housework.....	
53	Orphan Asylum of the Infant Jesus.....	Under 12.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Endowment.....	Sewing and housework.....	
54	Episcopal Orphans' Home.....	Under 12.....	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Contributions.....	Sewing and housework.....	

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART I.—Statistics of orphan asylums—Continued.

Number.	Name.	Conditions of admission.			How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.				
	1	9	10	11	12	13	
55	German St. Vincent's Orphan Asylum.....	1-11	.....	Contributions by Catholic Germans under the charge of St. Vincent's Orphan Society.	Sewing for girls; garden-work for boys.	Apprenticed and contracted with bond, to pay the apprentice from \$130 to \$250, and the usual equipment of clothing when of age.
56	Home of the Good Shepherd.....	Over 2.....	Destitution or need of reformation.	Labor and contributions.....	Needle-work, washing, and ironing.	Returned to friends or provided with situations.	
57	St. Louis Protestant Orphan Asylum.....	Boys under 12.	Destitution.....	Endowment and contributions.....	.....	Placed in homes until of age or adopted.
58	New Hampshire Orphans' Home.....	3-14	.....	Contributions.....	Gardening, sewing, and housework.	Adopted into families or returned to friends.
59	Children's Home*.....	4-10	.....	Contributions.....	.....	.....
60	Orphan Asylum*.....	2-10	.....	Endowment, appropriations, and contributions.	Sewing, knitting, painting, engraving, stone and wood carving, carpentry, &c.	.....
61	Paterson Orphan Asylum Association for Orphans, Half Orphans, and Homeless Children*.....	3-10	.....	Contributions solicited by trustees.	Housework and gardening.	Placed in homes.
62	St. Mary's Orphan Asylum.....	2-14	Recommendation from their pastor or others.	Collections, donations, &c.....	Needle-work of all kinds....	.....
63	Cayuga Asylum for Destitute Children.....	2-12	.....	Appropriations by county and contributions.	Housework, sewing, and gardening.	Provided with homes and paid \$100 when of age.
64	Davenport Female Orphan Institute.....	5-10	Orphanage and soundness of body and mind.	Endowment.....	Domestic work of all kinds, sewing, cooking, washing, ironing, &c.	They are provided with clothing for six or eight months, and their employers are required to give pledges to pay suitable wages.	
65	Howard Colored Orphan Asylum Society..	2-10	.....	Voluntary contribution.....	None.....	\$20 placed in bank each year.
66	Orphan Asylum of the Church of the Holy Trinity.	Over 1 year.	.....	Contributions and endowment.....	Knitting, sewing, &c.....	.....
67	Orphan Asylum Society of the City of Brooklyn.	3-12	.....	Contributions and appropriations from board of education.	.....	.....
68	Buffalo Orphan Asylum*.....	2-12	Orphanage.....	Voluntary contributions.....	.....	.....

60	Evangelical Lutheran St. John's Orphan Home.	2-12	.....	Appropriations, contributions, and produce of farm.	Housework, sewing, knitting, farming, and nut making.	They have a permanent home in the institution, to which they may return when sick or out of employment. No provision.
70	Orphan Ward of Church Charity Foundation.	3-12	.....	Voluntary subscriptions.	Gardening, housework, and sewing.	Placed in good families.
71	German Roman Catholic Orphan Asylum	5-15	Orphanage and destination.	Charity of Catholics (German) of Buffalo and county.	Sewing, knitting, &c	Some are adopted; others remain in the institution until able to maintain themselves.
72	St. Vincent's Female Orphan Asylum	.....	.....	.....	Dress making, plain sewing, and fancy needle work.	Placed in homes.
73	Ontario Orphan Asylum	Under 12	.....	Charity	Sewing and housework.	Provided with good homes.
74	St. Mary's Orphan Asylum	3-12	.....	Voluntary contributions	Farming and broom making.	Returned to friends or provided with situations.
75	Thomas Asylum for Orphan and Destitute Indian Children.	Under 16	Orphanage and destination.	Indian Bureau and State of New York.	Sewing, knitting, housework, farming, and gardening.	Placed in homes or adopted.
76	Orphan House of the Holy Saviour.	3-12	Orphanage or destination.	Charitable contributions and payment of board.	Housework and sewing.	They may return to the institution when sick or out of employment, on condition of good behavior.
77	St. Mary's Orphan Asylum and School	Over 2	.....	Contributions, board of education, and sewing.	.....	Placed in families, at trades, on farms, or in commercial houses.
78	Southern Tier Orphans' Home	Under 12	.....	Contributions	.....	Returned to friends or indentured.
79	Indeson Orphan and Relief Association.	Under 12	.....	Endowment, county appropriations, and contributions.	Farming, gardening, printing, housework, sewing, knitting, &c.	Returned to friends or indentured.
80	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	6-10	.....	Benevolent contributions.	.....	Returned to friends or indentured.
81	Children's Fold, (The)	1-12	Orphanage or destination.	Donations, subscriptions, and city appropriations.	Housework, cooking, sewing, &c.	Returned to friends or indentured.
82	Colored Orphan Asylum	2-10	Must be destitute colored children belonging to the State of New York.	Endowment, city appropriations, contributions, &c.	Gardening, sewing, and housework.	Boys receive \$200 on reaching majority; girls are provided with positions.
83	Hebrew Orphan Asylum	3-13	Orphanage	Contributions of members and friends and city appropriations.	Printing and shoemaking.	Indentured to trades or farming; makes to receive \$100, females \$25 at expiration of services.
84	Leake and Watts Orphan House	3-12	Good health	Endowment	.....	Indentured until 18 years of age.
85	Orphan Asylum Society of the City of New York.	Under 10	Must be full orphans	Public school fund, contributions, and self-support.	None	.....

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
86	Orphans' Home and Asylum of the Protestant Episcopal Church.	3-8	Orphanage or destitution.	Contributions	Housework and plain sewing.	Placed in good homes.
87	St. Joseph's Orphan Asylum	3-13	Orphanage or destitution.	Endowment, city appropriations, and donations.	Knitting and needle-work	At 14 years of age returned to friends or indentured.
88	St. Stephen's Home *	2-12	Orphanage or destitution.	Contributions	Sewing and housework	Placed in families, at trades, or in higher schools.
89	The Society for the Relief of Half-Orphan and Destitute Children.	4-10	Must be half-orphans and destitute.	Contributions, and \$3 per month from parent or friend, if able to pay.	Sewing	
90	Poughkeepsie Orphan House and Home for the Friendless.	2-12	Orphanage or destitution.	Contributions and endowment	Housework, sewing, basket making, knitting, and cobbling.	Homes are provided by adoption or indenture.
91	Rochester Orphan Asylum	Under 12	Orphanage or destitution.	Board for pauper children from city and county and voluntary contributions.	Sewing and housework	Adopted or placed at service.
92	St. Mary's Orphan Asylum for Boys	3-14	Orphanage or destitution.	Contributions	Farm work	Placed at trades or on farms.
93	St. Patrick's Orphan Girls' Asylum*	3-16	Orphanage or destitution.	Donations and contributions	Adopted or returned to friends	
94	Society for the Relief of Destitute Children of Senauton.	2-10	Orphanage or destitution.	Contributions and endowment	Sewing, housework, and gardening	Placed in families or returned to guardians.
95	Onondaga County Orphan Asylum	2-12	Orphanage or destitution.	Endowment and contributions	Adopted or returned to friends	Homes are found for them.
96	St. Joseph's Asylum*	Under 11	Orphanage or destitution.	Contributions	Mannual labor for the older boys.	Adopted or returned to friends.
97	St. Vincent de Paul's Orphan Asylum	3 years	Orphanage or destitution.	Contributions and appropriations	Sewing, knitting, and domestic economy.	Homes and situations provided.
98	St. Vincent's Female Orphan Asylum	2-12	Orphanage or destitution.	Appropriations and contributions	Housework, dress making, and plain sewing.	Returned to friends or adopted.
99	Troy Catholic Male Orphan Asylum	3-12	Orphanage or destitution.	Appropriations and contributions	Farming, gardening, shoe-making, and tailoring.	Homes are provided in private families.
100	Troy Orphan Asylum	3-10	Orphanage or destitution.	Appropriations and contributions	None	Returned to friends, adopted, or indentured in the country.
101	Utica Orphan Asylum	2-12	Orphanage	Endowment, donations, county appropriation, &c.	Housework and sewing	Indentured or adopted.

102	Oxford Orphans' Home	Poverty	Voluntary contributions	Farming, gardening, sewing, and housework.	Returned to friends, adopted, or placed at trades.
103	German Methodist Orphan Asylum	Boys under 14	Contributions, produce of farm, and board.	Farming, gardening, saw-work, &c.	Indentured to trades or farming.
104	Cincinnati Orphan Asylum	None except that of necessity.	Endowment, annual subscriptions, and contributions.	Domestic service, sewing, and knitting.	Placed in families with guarantees of good treatment, common school education, and \$150 in money, with comfortable clothing, on reaching maturity. Indentured until 18 years of age.
105	German General Protestant Orphan Asylum	1-14	Yearly dues, endowment, and contributions.	General handwork	Indentured until 18 years of age, or returned to friends.
106	Cleveland Protestant Orphan Asylum	Under 10	Endowment and contributions	Housework, needlework, and gardening.	At 16 years of age, placed in good families.
107	Orphan Asylum, L. O. B. B.	4-12	Contributions and endowment	Housework, and sewing.	Adopted or indentured.
108	Montgomery County Children's Home	Under 16	County taxation	Agriculture, housework, and sewing.	Placed at trades or in families.
109	Ebenezer Orphan Asylum	2-10	Endowment and contributions .....	.....	Adopted or returned to friends.
110	Washington County Children's Home	Under 16	County taxation .....	.....	Adopted into families.
111	Oberlin Orphan Home*	1-3	Unsolicited donations .....	.....	.....
112	German Evangelical Lutheran Orphans' Asylum	2 years	Contributions of Orphans' Society, and income from farm.	.....	.....
113	Protestant Orphans' Home .....	.....	Subscriptions and contributions .....	.....	.....
114	McIntire Children's Home	3-12	Allowance from John McIntire's estate, and contributions.	Sewing, knitting, and housework.	.....
115	St. Joseph's Asylum*	Under 14	Contributions	Knitting, sewing, dress-making, and baking.	.....
116	Orphans' Home of the Evangelical Lutheran Church	1 year and over	Endowment and contributions	Canning chairs, mending shoes, sewing, and housework.	Brought out to learn trades.
117	Home for Friendless Children of the City and County of Lancaster.*	Under 12	County and State appropriations, and contributions.	Gardening, sewing, and housework.	Indentured; girls, until 18; boys, until 21 years of age.
118	Emmans Orphan House	5-12	Endowment	Horticulture and domestic economy.	Provided with homes.
119	Bethesda Home	1-8	Voluntary contributions	Sewing and housework	Placed in good homes.
120	Burd Orphan Asylum of St. Stephen's Church	4-8	Endowment	Sewing and housework	Outfit of clothing, and \$50 in money till 18 years of age.

*From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART I.—Statistics of orphan asylums—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	I	9	10	11	12	13
121	Church Home for Children, (Angora) *	2-12	.....	Appropriations, subscriptions, and donations.	.....	.....
122	Foster Home Association *	3-12	.....	Subscriptions and donations	Sewing, knitting, and housework.	Provided with homes in families.
123	Girard College for Orphans.....	6-10	Must be poor, white, male orphans, born in Pennsylvania.	Endowment.	None.....	Apprenticed to trades.
124	Jewish Foster Home and Orphan Asylum.	.....	.....	Endowment, donations, and subscriptions.	Sewing, knitting, and housekeeping.	Two boys have been indentured.
125	Northern Home for Friendless Children and Soldiers' Orphan Institute.	3-12; 3-16	Good health for first, and soldiers' children for second.	State appropriations, and contributions.	Sewing and housework.....	Indentured, or taught trades.
126	Philadelphia Orphan Asylum.....	Boys 1-6; Girls, 1-8	Orphanage.....	Endowment and subscriptions.....	Housework, sewing, knitting, gardening, &c.	.....
127	St. Joseph's Roman Catholic Orphan Asylum.*	3-7	Orphanage and destitution.	Voluntary contributions.....	Sewing and housework.....	Indentured until of age, and then receive two new suits of clothes.
128	"The Shelter," for colored orphans.....	14-8	Good physical and mental condition.	Endowment, contributions, &c.....	.....	Placed in families; girls free at 18; boys, at 19.
129	The Southern Home for Destitute Children*.	2 mos.-6 yrs.	.....	Appropriations and contributions.	.....	.....
130	Union Temporary Home for Children*.	.....	.....	Subscriptions, donations, and board of children.	.....	.....
131	Western Provident Society and Children's Home.*	4-12	.....	Contributions.....	None.....	Homes as servants.
132	St. Paul's Roman Catholic Orphan Asylum	2-12	.....	Contributions of the English Catholics of the diocese.	Domestic work, hand and machine sewing, knitting, crocheting, &c.	Indentured.
133	The Orphans' Home of the Evangelical Lutheran Church.*	.....	.....	Contributions and donations.....	Farming, gardening, sewing, and housework.	Homes in families.
134	Home for Friendless Children*.	3-12	.....	Voluntary contributions.....	Gardening and housework.	Homes provided.
135	Bethany Orphans' Home.....	5-15	.....	Christian benevolence.....	Housekeeping, sewing, shoemaking, gardening, and farming.	None.
136	Children's Home.....	Under 12.....	Must be white, legitimate children, and given to the "Home" by surviving parent, or order of magistrate.	Subscriptions, donations, and State appropriations.	Plain sewing, tailoring, and housework.	Bond until 18 years of age; to receive four months' schooling each year; at 18, receive two good suits of clothing and \$25.

137	The Orphans' Farm School.....	Under 10.....	.....	Contributions.....	Gardening and farming.....	Provided with places to learn trades of their own choosing. Placed in families.
138	Providence Association for the benefit of Colored Children.*	From 3 years.....	.....	Charity.....	Sewing and housework.....	Situations in families. Homes are provided.
139	St. Aloysius Orphan Asylum*	3-14.....	.....	Fairs and contributions.....	Saving and housework.....	
140	Thornwell Orphanage.....	6-15.....	Orphanage.....	Endowment and voluntary contributions.....	Printing, farming, housework, sewing, and cutting.....	
141	State Orphan Asylum.....	.....	.....	By the State.....	Sewing and crocheting.....	Persons taking them contract to clothe and instruct them.
142	Carolina Orphan Home*	10 or under.....	Orphanage and destitution.....	Voluntary contributions.....	Gardening and printing.....	
143	Church Orphans' Home*	2 or over.....	Needing the charity of the church.....	Contributions.....	Farming and housework.....	Brought out to be clothed and educated.
144	Leath Orphan Asylum.....	Under 20.....	.....	Contributions.....	.....
145	Protestant Orphan Asylum.....	Boys under 10.....	Orphanage and destitution.....	Contributions and some county appropriation.....	Housework, hand and machine sewing.....	Returned to guardians, or placed in good Catholic families during minority.
146	Providence Orphan Asylum.....	2-12.....	Orphanage and destitution.....	Contributions and subscriptions.....	.....	None.
147	Jackson Orphan Asylum.....	4-9.....	.....	Contributions in Episcopal churches.....	Sewing, knitting, and housework.....	Good homes provided.
148	St. Paul's Church Home.....	Under 18.....	Orphanage.....	Contributions.....	Trained for service.....	Returned to friends or adopted.
149	St. Mary's Orphan Asylum*	Under 18.....	Orphanage.....	Labor of sisterhood and proceeds of schools.....	Sewing, dressmaking, and housework.....	Placed in good families or at trades..
150	Milwaukee Orphan Asylum.....	2-12.....	Orphanage or destitution.....	Contributions and State appropriation (this year).....	Cane sewing, sewing, and housework.....	
151	St. Rose's Orphan Asylum.....	None.....	Orphanage and destitution.....	Contributions of Catholic congregations.....	Housework, sewing, and embroidery.....	
152	St. Emilians Orphan Asylum.....	3-12.....	.....	Donations and congressional appropriations.....	Sewing and housework.....	Placed in homes.
153	National Home for Destitute Colored Women and Children.....	.....	.....	Endowment.....	Agricultural and mechanical pursuits.....	They are assisted in obtaining employment.
154	Cherokee Orphan Asylum.....	10-14.....	Must be without either parent.....	.....	.....

*From Report of the Commissioner of Education for 1873.

31	St. Joseph's Orphan Asylum*	13,000	6,000	5,500	53	32	4	5	59	61	24	0	5	5	5	.....
32	La Tecto Orphan Home	0	0	0	37	57	0	4	2	6	2	0	28	29	0	.....
33	St. Alphonsus' Orphan Asylum	0	11,666	12,342	47	51	98	0	74	24	29	69	50	50	59	200	
34	Home for Jewish Widows and Orphans	8,000	2,575	2,575	0	36	36	0	18	18	7	21	0	23	12	16	0
35	Female Orphan Asylum of Portland*	13,500	5,500	7,000	9	11	23	0	23	0	7	16	0	21	21	20	3
36	Baltimore Orphan Asylum	2,000	9,337	9,200	83	71	136	0	2	104	60	93	110	90	90	90	539
37	Hebrew Orphan Asylum*	3,500	12,566	12,566	0	130	130	0	80	50	76	54	120	130	120	110	356
38	St. Anthony's Asylum*	3,000	6,500	6,300	0	20	20	0	20	0	0	14	0	0	0	0	130
39	St. Mary's Female Orphan Asylum	3,500	6,500	6,300	82	0	82	0	80	2	57	25	0	67	59	59	0
40	St. Peter's Asylum for Female Children*	2,000	0	0	27	24	0	0	0	0	0	0	0	0	0	0	16
41	St. Vincent's Male Orphan Asylum	3,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42	Shelter for Orphans of Colored Soldiers and Friendless Colored Children.*	184,022	14,137	16,382	0	112	112	0	97	15	16	52	1	90	40	40	0
43	The Orphan Asylum of St. Paul's Church*	0	27,933	28,519	192	0	192	0	192	0	42	46	0	192	172	192	46
44	Boston Female Orphan Asylum	0	11,400	13,700	189	187	2	80	109	115	74	0	80	80	80	80	0
45	Home of the Angel Guardian	28,000	3,021	2,946	4	17	21	0	21	0	4	0	11	14	14	14	200
46	St. Vincent's Orphan Asylum	12,000	4,631	4,046	19	10	29	1	22	7	10	19	0	7	5	6	0
47	Worcester Children's Friends' Society	3,000	4,000	3,000	13	15	29	0	18	32	63	7	69	69	50	114	0
48	Seaman's Orphan and Children's Friend Society	0	4,500	4,500	0	79	79	0	29	50	30	49	7	79	79	79	40
49	Protestant Orphan Asylum	20,000	6,000	6,000	55	45	100	0	80	20	18	43	38	38	58	58	0
50	St. Anthony's Male Orphan Asylum	0	11,000	9,400	31	31	65	0	18	18	15	0	45	43	45	0	0
51	St. Vincent's Female Orphan Asylum	0	0	0	71	128	1	49	201	124	96	66	87	87	81	22	0
52	D'Everaux Hall	0	27,509	27,509	38	36	74	0	8	66	11	30	24	15	20	0	0
53	Orphan Asylum of the Infant Jesus	0	3,000	3,000	24	10	33	1	34	0	11	30	40	38	25	0	0
54	Episcopal Orphans' Home	2,000	7,940	3,000	35	25	60	0	16	20	29	40	38	25	0	0	225
55	German St. Vincent's Orphan Asylum	8,261	3,610	3,610	39	23	62	0	42	50	15	55	93	29	0	17	0
56	Home of the Good Shepherd	3,300	3,670	3,670	22	48	0	17	31	7	39	2	36	24	15	0	48
57	St. Louis Protestant Orphan Asylum	0	14,448	14,448	155	165	0	5	61	4	8	47	0	50	30	30	5
58	New Hampshire Orphans' Home	0	5,352	5,352	45	20	60	5	61	4	8	47	0	50	30	30	5
59	Children's Home	0	10,000	9,000	0	31	44	0	38	6	4	36	26	32	17	44	450
60	Orphan Asylum*	0	6,728	6,695	33	29	0	62	61	15	38	39	20	25	0	0	357
61	Paterson Orphan Asylum Association for Orphans, Half Orphans, and Homeless Children.*	0	30,000	9,216	8,553	67	0	63	63	63	63	56	56	56	56	56	20
62	St. Mary's Orphan Asylum	0	13,000	16,318	163	118	281	0	67	214	35	246	250	136	136	281	0
63	Cayuga Asylum for Destitute Children	5,500	7,000	7,000	42	28	70	0	24	46	7	35	1	30	21	30	394
64	Davenport Female Orphan Institute	140,000	8,514	8,495	43	38	87	0	8	79	42	30	0	64	64	64	40
65	Howard Colored Orphan Asylum Society	0	11,817	11,817	12	40	6	25	15	10	24	0	40	16	21	0	0
66	Orphan Asylum of the Church of the Holy Trinity	0	3,000	3,000	45	40	85	0	12	73	0	59	59	59	59	59	0
67	Orphan Asylum Society of the City of Brooklyn	0	10,574	10,574	0	121	121	0	21	100	20	92	100	70	70	70	30
68	Bridalo Orphan Asylum*	0	4,984	4,287	37	19	49	7	14	93	10	36	10	35	23	23	0
69	Evangelical Lutheran St. John's Orphan Home	0	2,348	2,308	0	23	23	0	0	23	8	15	0	23	23	23	0
70	Orphan Ward of Church Charity Foundation	5,000	9,500	9,500	48	39	0	87	0	13	45	79	128	58	20	79	10
71	German Roman Catholic Orphan Asylum	0	3,500	3,500	0	28	28	3	31	0	6	20	2	31	31	31	0
72	St. Vincent's Female Orphan Asylum	0	8,378	8,378	1	17	18	0	18	8	10	13	13	13	13	13	12
73	Ontario Orphan Asylum	3,800	17,241	15,434	33	14	40	7	39	8	8	37	2	30	9	30	47
74	St. Mary's Orphan Asylum	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
75	Thomas Asylum for Orphan and Destitute Indian Children	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
76	Orphan Home of the Holy Saviour	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
77	St. Mary's Orphan Asylum and School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
78	Southern Tier Orphans' Home	2,000	17,241	15,434	33	14	40	7	39	8	8	37	2	30	9	30	47

* From Report of Commissioner of Education for 1874.

α Average for eight years.

109	Ebenezer Orphan Asylum	41, 924	11, 778	7, 009	63	38	101	0	56	45	38	63	0	69	64	18	64	500	50
110	Washington County Children's Home	0	0	2, 000	57	40	83	11	93	4	26	45	2	56	54	23	97	6	
111	Overlin Orphan Home	0	2, 775	3, 275	28	24	52	0	50	32	29	1	1	1	1	1	3	80	
112	German Evangelical Lutheran Orphans' Asylum	2, 000	3, 000	3, 000	21	9	36	0	59	1	3	12	0	17	17	0	30	56	15
113	McIntire Children's Home	6, 000	6, 000	6, 000	52	44	96	0	25	71	54	42	0	60	69	69	300	300	
114	St. Joseph's Asylum*	12, 400	7, 463	3, 836	47	19	66	0	13	53	66	35	0	54	50	4	60	500	
115	Orphans' Home of the Evangelical Lutheran Church	5, 000	9, 000	9, 000	81	32	113	0	33	20	33	0	0	56	56	56	113	0	
116	Home for Friendless Children of the City and County of Lancaster*	0	4, 000	4, 000	13	7	20	0	19	1	3	17	0	20	20	20	20	0	
117	Emmaus Orphan Home	0	0	0	10	35	45	0	20	25	15	30	0	20	20	20	20	0	
118	Bethesda Home	0	0	0	0	60	60	0	0	19	41	0	0	60	48	48	8	350	
119	Burd Orphan Asylum of St. Stephen's Church	0	0	0	(83)									83	83				
120	Church Home for Children, (Angora)*	0	0	0	0	550	550	0	303	247	0	0	0	550	550	550	5, 000	200	
121	Foster Home Association*	(d)	700, 000	165, 000	550	0	570	0	0	0	0	0	0	550	550	550	5, 000	200	
122	Grand College for Orphans	13, 510	6, 462	6, 012	19	17	36	0	0	0	0	0	0	35	35	8	8	0	
123	Jewish Foster Home and Orphan Asylum	0	62, 000	61, 914	290	118	408	0	0	0	0	0	0	75	290	33	408	408	2, 400
124	Northern Home for Friendless Children and Soldiers' Orphan Institute	0	0	0	51	49	100	0	0	0	0	0	0	100	100	100	100	0	
125	Philadelphia Orphan Asylum	0	0	0	133	133	0	0	0	0	0	0	0	133	70	100	0	0	
126	St. Joseph's Roman Catholic Orphan Asylum*	0	0	0	(75)									90					
127	"The Shelter," for colored orphans	0	0	0	(39)									35	55				
128	The Southern Home for Destitute Children*	0	0	0	(55)									85	85	85	0	0	
129	Union Temporary Home for Children*	2, 477	7, 503	7, 503	40	45	85	0	0	0	0	0	0	85	85	110	148	0	
130	Western Provident Society and Children's Home*	0	13, 775	13, 224	139	121	250	0	0	38	162	0	0	156	110	148	145	0	
131	St. Paul's Roman Catholic Orphan Asylum	0	0	0	40									0	0	0	0	0	
132	St. Paul's Home of the Evangelical Lutheran Church*	0	2, 557	2, 677	15	13	28	0	26	1	6	19	0	24	8	6	0	270	
133	Home for Friendless Children*	9, 600	7, 000	7, 000	42	26	68	0	57	11	19	48	1	68	60	60	40	68	300
134	Bethany Orphans' Home	0	7, 070	6, 767	24	28	52	0	44	8	7	39	0	50	30	41	0	52	100
135	Children's Home	0	0	0	45	0	45	0	0	0	41	4	0	45	45	45	45	0	
136	The Orphans' Farm School	13, 434	4, 051	3, 807	17	24	0	41	41	0	5	18	1	33	13	13	39	400	
137	Providence Association for the Benefit of Colored Children*	3, 000	1, 500	14, 000	98	60	158	0	18	0	1	20	138	17	10	4	12	71	0
138	St. Aloysius Orphan Asylum*	0	0	0	10	18	0	0	0	0	6	12	0	63	63	63	0	0	
139	Thornwell Orphanage	30, 000	2, 300	17, 000	41	43	0	84	83	1	21	6	3	16	7	10	19	75	
140	State Orphan Asylum	22, 000	25, 017	2, 500	16	3	51	0	19	0	19	0	0	22	10	0	34	0	
141	Carolina Orphan Home*	0	0	0	20	25	45	0	41	4	27	14	4	24	26	26	9	600	
142	Church Orphan's Home*	1, 000	6, 376	5, 843	37	52	89	0	30	59	7	82	0	60	51	68	0	150	0
143	Leath Orphan Asylum	5, 000	0	0	4	10	14	0	0	0	13	1	0	10	10	6	0	0	
144	Protestant Orphan Asylum	1, 000	0	0	0	9	9	0	0	0	1	8	0	7	5	5	0	0	
145	Providence Orphan Asylum	1, 000	0	0	0	45	41	4	22	23	0	0	0	79	60	60	0	0	
146	Jackson Orphan Asylum	0	800	5, 012	52	40	90	2	32	60	10	67	5	60	60	92	300	24	
147	St. Mary's Orphan Asylum*	0	0	0	10, 889	0	145	145	0	0	0	0	0	100	100	100	130	0	
148	Milwaukee Orphan Asylum	0	8, 899	7, 000	86	0	86	0	0	0	0	0	0	86	0	0	0	0	
149	St. Rose's Orphan Asylum	0	10, 400	10, 400	(32)	38	0	100	100	0	32	68	0	41	19	34	0	4	
150	St. Ann's Orphan Asylum	300, 000	23, 678	12, 000	55	55		e110						110	0	0	110	78	60
151	National Home for Destitute Colored Women and Children	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
152	Cherokee Orphan Asylum	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

c Children attend public school.
d Estimated at \$10,000,000.
e All Indians.

* From Report of Commissioner of Education for 1874.
a All the children of sufficient age attend the public schools.
b In instrumental music; nearly all are taught to sing.

TABLE XXI.—PART 2.—Statistics of soldiers' orphans' homes.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
		2	3	4	5	6	7	8
1	Soldiers' Orphans' Home *	Mansfield, Conn.	1864	1866	A. H. Coo.	Non-sect.	7	147
2	Soldiers' Orphans' Home	Normal, Ill.	1866	1866	Mrs. Virginia C. Ohr.	Non-sect.	7	1,200
3	Soldiers' Orphans' Home	Knights-town, Ind.	1863	1868	Dr. M. M. Wishard.	Non-sect.	7	500
4	Soldiers' Orphans' Home	Cedar Falls, Iowa.	1863	1863	Henry F. Tucker.	Non-sect.	95	863
5	Soldiers' Orphans' Home	Davenport, Iowa.	1863	1863	S. W. Pierce	Non-sect.	21	1,111
6	Soldiers' Orphan Home *	Andersomburg, Pa.	1866	1866	M. Molyer	Non-sect.	5	163
7	Bridgewater Colored Soldiers' Orphan School.	Bristol, Pa.	1868	1868	James Stitzen	Non-sect.	10	239
8	St. Paul's Orphan Home.	Rutler, Pa.	1868	1867	Rev. Joseph B. Thompson	Ref'd German	4	50
9	White Hall Soldiers' Orphan School	Camp Hill, Pa.	1866	1866	John Dunn	Non-sect.	6	630
10	Soldiers' Orphan School.	Chester Springs, Pa.	1868	1868	Mrs. E. H. Moore.	Non-sect.	17	516
11	Dayton Soldiers' Orphan School	Dayton, Pa.	1874	1866	Hugh McCandless	Non-sect.	13	510
12	Harford Soldiers' Orphan School	Harford, Pa.	1865	1865	H. S. Sweet.	Non-sect.	18	450
13	Soldiers' Orphan School.	McAlisterville, Pa.	1864	1864	Ira Wentzel	Non-sect.	5	6-0
14	Soldiers' Orphan School.	Mansfield, Pa.	1867	1867	Prof. F. A. Allen	Non-sect.	17	439
15	Lincoln Institution	Philadelphia, Pa., 308 S. 11th st.	1866	1866	E. F. Pearson	P. E.	4	261
16	Phillipsburgh Soldiers' Orphan School	Phillipsburgh, Pa.	1866	1866	Rev. W. G. Taylor, D. D.	Non-sect.	16	463
17	Soldiers' Orphan School.	Uniontown, Pa.	1866	1866	Rev. A. H. Waters	Non-sect.	7	485

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 2.—Statistics of soldiers' orphans' homes—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1	Soldiers' Orphans' Home*	9	10	11	12	13
2	Soldiers' Orphans' Home	Under 14	Must be soldiers' orphans. Must be indigent children or orphans of soldiers who served in the Union Army during the war of the rebellion.	Appropriations and contributions. State appropriations		Returned to friends or provided with homes.
3	Soldiers' Orphans' Home	Under 14	Must be soldiers' orphans and needing help.	State appropriations	House and farm work	
4	Soldiers' Orphans' Home	7 years	Must be soldiers' orphans and destitute.	State appropriations	Farming, horticulture, sewing, and housework.	Suitable places are provided.
5	Soldiers' Orphans' Home	6-16	Must be needy orphans of Iowa soldiers.	State appropriations	Sewing, housework, gardening, and carpentering.	
6	Soldiers' Orphan Home		Must be soldiers' orphans	Appropriations and donations. State appropriations	Sewing and housework	
7	Bridgewater Colored Soldiers' Orphan School	Over 8	Must be orphans or destitute children of soldiers.	State appropriations	Farming, sewing, and housework.	None.
8	St. Paul's Orphan Home	Soldiers' orphans under 16; church orphans, girls 1-18, 3-18; boys, 3-21.		State appropriations and contributions.	Farming, housework, sewing, and knitting.	Efforts are made to provide suitable places.
9	White Hall Soldiers' Orphan School	Under 16	Must be soldiers' orphans or children of those permanently disabled.	State appropriations	Domestic industries	Returned to guardians.
10	Soldiers' Orphan School	Under 16	Must be soldiers' orphans	State appropriations		
11	Dayton Soldiers' Orphan School	Under 16	Must be soldiers' orphans	State appropriations	Sewing, baking, housework, farming, and shoemaking.	
12	Harford Soldiers' Orphan School	Under 16		State appropriations	Domestic industries	Homes are provided for them.
13	Soldiers' Orphan School	8-16		State appropriations	Housework, farming, boot, shoe, and broom making.	Some useful employment is found.
14	Soldiers' Orphan School	8-16	Must be orphans of soldiers or sailors.	State appropriations	Farming, gardening, sewing, and housework.	
15	Lincoln Institution	Over 12	Destitution	Endowment, appropriations, and contributions.		

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 2.—Statistics of soldiers' orphans' homes—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
10	Phillipsburgh Soldiers' Orphan School.	9	10	11	12	13
		3-16	.....	State appropriations	Farming, gardening, sewing, and housework.	Boys are placed at trades, on farms, or in stores; girls become dressmakers, teachers, clerks, or servants.
17	Soldiers' Orphan School.....	5-16	.....	State appropriations	Farming and shoemaking.	Provided for by guardians or by members of the Grand Army of the Republic.

TABLE XXI.—PART 2—Statistics of soldiers' orphans' homes—Continued.

Number.	Name.	Present inmates.										Library.							
		Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—				Number of volumes.	Average annual increase.			
		Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.			Music.		
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
		Amount of permanent fund.	Income.	Expenditure.															
1	Soldiers' Orphans' Home*	\$0	\$51,250	\$51,250	104	138	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Soldiers' Orphans' Home.			35,000	150	100	250	0	0	0	0	0	0	0	0	0	0	0	0
3	Soldiers' Orphans' Home.	0	(a)		95	94	188	1	168	21	98	147	6	189	189	180	12	1,000	150
4	Soldiers' Orphans' Home.	0	22,500		61	41	102	0	0	0	17	85	0	102	102	102	102	1,300	75
5	Soldiers' Orphan Home*																		
6	Bridgewater Colored Soldiers' Orphan School.				44	39	0	83	83	0	18	65	0	83	72	12	83	300	0
7	St. Paul's Orphan Home		5,000	5,500	24	14	38	0	37	1	225	0	225	38	38	38	38	300	0
8	White Hall Soldiers' Orphan School.		(b)		151	74	235	0	225	0	0	0	0	0	0	0	0	0	0
9	Soldiers' Orphan School.				105	68	473	0	202	0	13	160	0	165	165	100	170	900	0
10	Dayton Soldiers' Orphan School.		31,000		112	90	202	0	202	0	33	169	0	202	202	50	209	100	0
11	Harford Soldiers' Orphan School.		22,000	22,000	92	70	162	0	162	0	12	150	0	162	162	162	162	600	200
12	Soldiers' Orphan School.		24,000		76	66	142	0	142	0	8	134	0	142	142	142	142	500	40
13	Soldiers' Orphan School.				112	92	204	0	0	0	10	65	0	204	204	204	204	204	0
14	Lincoln Institution		28,480	28,480	75	0	75	0	140	15	0	0	0	68	68	68	68	1,200	300
15	Phillipsburgh Soldiers' Orphan School.	(c)	22,500	22,500	84	71	155	0	140	0	140	0	0	151	151	147	155	400	100
16	Soldiers' Orphan School.		20,000	20,000	82	58	140	0	0	0	130	50	0	140	130	130	140	300	0

*From Report of the Commissioner of Education for 1874.
 a \$10 per month for each child supported.
 b \$150 per year for children over ten years of age; \$125 for those under ten.
 c Value of real estate and furniture, \$47,400.

TABLE XXI.—PART 3.—Statistics of infant asylums.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
1	2	3	4	5	6	7	8	
1	Chicago Foundling's Home.	Chicago, Ill.	1872	1871	George E. Shipman, M. D.	Non-sectarian.	27	1,300
2	Foundlings' Home.	Detroit, Mich.	1869	1869	Josephine Kingsley, M. D.	Non-sectarian.	.....	1,000
3	House of Providence.	Detroit, Mich.	1872	1872	Sister M. Stella	R. C.	.....	600
4	Foundling Asylum of the Sisters of Charity.	New York, N. Y.	1869	1869	Sister Mary Ireneo	R. C.	.....	26,675
5	New York Infant Asylum.	New York, N. Y., (34 Clinton Place.)	1865	1871	A. H. Gibbons, (corresponding secretary.)	Non-sectarian	3	.....
6	Nursery and Child's Hospital.	New York, N. Y., (Fifty-first street, cor. Lexington ave.)	1854	1854	Mrs. Cornelius Du Bois	Non-sectarian.	.....	610,720
7	The New York Foundling Asylum Society*	New York, N. Y., (Fifty-eighth street.)	1869	.....	Mother M. Regina	R. C.	.....	5,000
8	Children's Day Home	Troy, N. Y.	1861	1858	Sarah S. McConlic, (president)	Non-sectarian.	3	3,016
9	St. Vincent's Home*	Philadelphia, Pa.	.....	1855	Sister Mary Joseph	R. C.	.....	.....
10	Providence Nursery.	Providence, R. I.	1871	1871	Mrs. Carruthers	Protestant.	6	175
11	St. Joseph's Orphan Asylum for Small Female Children.	Milwaukee, Wis.	1861	1860	Sister Camilla	R. C.	4	.....
12	St. Ann's Infant Asylum.	Washington, D. C.	1863	1860	Sister Agnes	R. C.	.....	.....

* From Report of the Commissioner of Education for 1874.

a Also about 1,500 homeless mothers, 115 of whom are now in the institution.

b Also 5,942 women.

TABLE XXI.—PART 3.—Statistics of infant asylums—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1		9	10	11	12	13
1	Chicago Foundling's Home	Under 1 month.	Desertion	Voluntary contributions.	.....	Adopted.
2	Foundlings' Home.	Under 2.	Must be born within the city limits.	Contributions	.....	Adopted or claimed by parents.
3	House of Providence	Under 5.	Desertion or illegitimacy.	Contributions	.....	None.
4	Foundling Asylum of the Sisters of Charity	Under 2.	Sickness or destitution.	Appropriations and contributions.	.....	Restored to friends, adopted, or apprenticed.
5	New York Infant Asylum	Under 2.	Vagrancy or destitution.	Subscriptions, donations, and appropriations.	.....	Adopted, or restored to parents, or sent West by Children's Aid Society.
6	Nursery and Child's Hospital.	Under 14.	.....	Contributions and donations.	.....	Placed in situations.
7	The New York Foundling Asylum Society*	Under 7.	.....	Contributions and donations.	.....	Returned to parents or adopted.
8	Children's Day Home.	Under 4.	Must be homeless orphans.	Contributions and occasional State appropriations.	.....	Adopted or sent to other institutions.
9	St. Vincent's Home*	.....	.....	Public charity	.....	Sent to good homes.
10	Providence Nursery	.....	.....	.....	.....	.....
11	St. Joseph's Orphan Asylum for Small Female Children.	.....	.....	.....	.....	.....
12	St. Ann's Infant Asylum	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 3.—Statistics of infant asylums—Concluded.

Number.	Name.	Amount of permanent fund.			Income.			Expenditure.			Present inmates.												Library.	
		Sex.		Race.	Parentage.		Orphanage.		Instruction, number taught—				Number of volumes.	Average annual increase.										
		Male.	Female.		White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.			Writing.	Arithmetic.	Drawing.	Music.						
1		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
1	Chicago Foundling's Home.....			\$4,000	30	28	58						58											
2	Foundlings' Home.....				8	9	17	0					17											
3	House of Providence.....				20	25	45	0	12	33	12		30											
4	Foundling Asylum of the Sisters of Charity.....	\$0		1,000,000	760	820	1,588	52					1,580											
5	New York Infant Asylum.....				85	86			50	112														
6	Nursery and Child's Hospital.....				154	131	283	2																
7	The New York Foundling Asylum Society.....																							
8	Children's Day Home.....	15,000		1,990	125	70	181	14	43	150	51													
9	St. Vincent's Home*.....				(307)																			
10	Providence Nursery.....			2,451	21	16	40	0	20	20	0	30	0											
11	St. Joseph's Orphan Asylum for Small Female Children.....				0	63	63	0			34	29	0											
12	St. Ann's Infant Asylum.....				15	40	53	2																

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 4.—Statistics of miscellaneous charities.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
1	Boarding Home for Young Women	Hartford, Conn.	1809	1867	Miss M. M. Woodbury, (matron)	Union	8	200
2	Union for Home Work	Hartford, Conn.	1873	1872	Mrs. Stuyver	Union of all	2	
3	Home for the Friendless	New Haven, Conn.	1867	1866	Mrs. Jones, (matron)	Non-sect	3	32
4	Appleton Church Home	Macon, Ga.	1868	1870	Rt. Rev. J. W. Beckwith	Episcopal	32	1,322
5	Home of the Good Shepherd	Chicago, Ill.	1867	1859	Mother Mary of the Nativity, superior	R. C.	10	
6	Home for the Friendless*	Chicago, Ill.	1869	1859	Mrs. Joel Grant	Non-sect	9	21,000
7	Newsboys' and Bootblacks' Association.	Chicago, Ill.	1872	1865	Moses Hooke	Non-sect	3	820
8	Old Ladies' Home	New Albany, Ind.	1872	1872	Miss Mary Baldwin	Non-sect	1	24
9	Home for the Friendless	Leavenworth, Kans.	1869	1868	Mrs. M. E. Smith, (matron)	Non-sect	7	1,530
10	Old Ladies' Home	Louisville, Ky.	1865	1865	Mrs. Mary H. Paris, (matron)	Unitarian	3	
11	Asylum of the Good Shepherd	New Orleans, La.	1859	1859	Sister Mary Rose McCabo	R. C.	3	(b)
12	Newsboys' Lodging-House	New Orleans, La., (165 South Franklin st., near Lafayette).	1868	1868	C. Roos		1	330
13	Bangor Children's Home.	Bangor, Mo.	1866	1839	Miss Julia A. Sibbey	Protestant	9	664
14	Boys' Home Association*	Baltimore, Md., (62 Calvert st)	1867	1866	John H. Lynch	Non-sect	3	
15	Home of the Friendless*	Baltimore, Md.	1856	1856	Mrs. James F. Atkinson	Non-sect	1	
16	The Henry Watson Children's Aid Society*	Baltimore, Md.	1861	1861	William C. Palmer	Non-sect	1	
17	Home for Friendless Children of the Eastern Shore of Maryland.	Eaton, Md.	1870	1871	Miss Louisa D. Nabb	P. E.	1	22
18	Baldwin Place Home for Little Wanderers	Boston, Mass.	1863	1865	R. G. Toles	Non-sect	8	4,000
19	Boflin's Boyer	Boston, Mass.	1870	1870	Jennie Collins	Non-sect	2	
20	Boston Asylum and Farm School for Indigent Boys	Boston, Mass.	1837	1832	William A. Morse	Non-sect	4	3,653
21	Boston Fatherless and Widows' Society	Boston, Mass.	1837	1817	Mrs. George W. Ware, (president)	Protestant	3	
22	Old Ladies' Home	Haverhill, Mass.	1856	1856	Mrs. S. P. Bradley, (president)	Non-sect	3	409
23	Home for Friendless Women and Children	Springfield, Mass.	1863	1864	Caroline L. Rice, (president)	Non-sect	15	365
24	State Public School for Dependent Children	Collingwood, Mich.	1871	1874	Lyman P. Alden	Non-sect	2	500
25	Home of the Friendless, or Old Ladies' Home*	St. Louis, Mo.	1853	1853	Miss Mary E. Tucker	Non-sect	2	230
26	Mission Free School	St. Louis, Mo.	1839	1808	Mrs. E. H. Jones	Unitarian	2	
27	House of Shelter	Albany, N. Y.	1868	1868	Sister Mary Loreto	Non-sect	1	1,384
28	House of the Good Shepherd.	Brooklyn, N. Y.	1868	1868	Sister Mary Loreto	R. C.	1	

c The average number of pensioners assisted annually is 300.

b An average of 6,500 lodgings per annum.

a Since October, 1871.

TABLE XXI.—PART 4.—Statistics of miscellaneous charities—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
		2	3	4	5	6	7	8
29	Orphanage of the Church Charity Foundation of Long Island.*	Brooklyn, N. Y.	1851	1850	Sisters Julia and Elizabeth	P. E.	4	309
30	St. Johnland *	Long Island, N. Y.	1870	1865	Rev. W. A. Muhlenberg, D. D.	P. E.	96	286
31	Children's Aid Society	New York, N. Y., (19 East Fourth street.)	1855	1853	William A. Booth, (president)	Non-sect.	96	.....
32	Home for Aged Women of the Church of the Holy Communion.*	New York, N. Y.	.....	.....	Sister Catherine	P. E.	.....	.....
33	House and School of Industry *	New York, N. Y., (120 West Sixteenth street)	.....	1851	Mrs. Doremus	Non-sect.	.....	.....
34	Howard Mission *	New York, N. Y.	.....	.....	William D. Clegg	Non-sect.	9	.....
35	Industrial Home for Women *	New York, N. Y., (23 East Thirty-first street.)	.....	1869	Miss M. E. Morgan	Non-sect.	.....	.....
36	Institution of the American Female Guardian Society	New York, N. Y., (32 East Thirtieth street.)	1849	1834	Miss S. Wilcox, (matron)	Non-sect.	45	21,656
37	Ladies' Home Missionary Society, (Five Points Mission)	New York, N. Y.	1856	1844	Charles S. Brown	M. E.	13	.....
38	Ladies' Home Society *	New York, N. Y.	.....	1869	Mrs. D. C. Hays	Baptist	.....	.....
39	New York Juvenile Asylum	New York, N. Y., (176th street and 10th avenue.)	1851	1853	E. M. Carpenter, A. M.	Non-sect.	45	18,302
40	New York Juvenile Asylum, (House of Reception)	New York, N. Y., (61 W. 13th street.)	1851	1853	E. D. Carpenter	Non-sect.	13	.....
41	New York Society for the Relief of the Ruptured and Crippled.	New York, N. Y.	1863	1862	James Knight, M. D., (resident physician.)	Non-sect.	12	1,888
42	Presbyterian Home for Aged Women*	New York, N. Y.	1866	1866	Mrs. Shicafa	Presbyterian	6	18,021
43	St. Barnabas' House	New York, N. Y.	.....	1866	Rev. C. T. Woodruff	P. E.	10	(a)
44	St. John's Guild	New York, N. Y.	1875	1866	Rev. Alvah Wiswall, (master)	Non-sect.	7	7,500
45	St. Vincent's Home for Boys*	New York, N. Y., (53 Warren street.)	1870	1870	Rev. J. C. Drumgoolle	R. C.	7	.....
46	Shelter for Respectable Girls*	New York, N. Y., (332 6th ave.)	.....	1872	Sister Catherine	P. E.	.....	.....
47	Society for the Prevention of Cruelty to Children	New York, N. Y., (560 Broadway.)	1875	1875	E. Fellows Jenkins	Non-sect.	.....	.....
48	The Sheltering Arms	New York, N. Y.	1864	1864	Miss Sarah S. Richmond	P. E.	8	759

No.	Name	Address	Year	Person	Religion	Total
42	Church Home*	Rochester, N. Y., (Mt. Hope avenue.)	1869-1868	Miss H. A. Nooley, (matron)	P. E.	4
50	The House of the Good Shepherd*	Stony Point, N. Y.	1870-1866	Rev. E. Gay	P. E.	3
51	House of the Good Shepherd	Syracuse, N. Y.	1873-1873	Mrs. Mary D. Burnham, (house mother.)	P. E.	6
52	St. Luke's Home, with hospital department*	Utica, N. Y.	1869-1869	Rev. Edwin M. Van Deusen, D. D.	P. E.	6
53	City Infirmary	Cincinnati, Ohio	1851-1851	L. Whitney	Non-sect.	
54	The Children's Home	Cincinnati, Ohio	1854-1864	William T. Haydock	Non-sect.	1,910
55	Cleveland Children's Aid Society and Home*	Cleveland, Ohio	1857-1857		Non-sect.	
56	Working Women's Home	Cleveland, Ohio, (16 Market street.)	1869-1869	Mrs. J. W. Palmiter	Non-sect.	350
57	Home for Friendless Women	Toledo, Ohio	1873-1873	Mrs. S. H. Brown	Non-sect.	219
58	Widows' Home	Allegheny, Pa.	1866-1866	Mrs. Felix R. Brunot, (president)		
59	Home for the Friendless	Brie, Pa.	1872-1871	Mrs. Mary Chalfant, (matron)	Protolstant.	3
60	Bishop Potter Memorial House*	Philadelphia, Pa.	1857	The Bishop of the Diocese	P. E.	37
61	Home of the Good Shepherd	Philadelphia, Pa., (22d and Walnut streets.)	1853-1850	Mother Marie des Anges	R. C.	1,013
62	Old Ladies' Home of Philadelphia	Philadelphia, Pa.	1875-1875	Mrs. Wm. E. Claridge, (president)	Non-sect.	34
63	The Home for the Homeless*	Philadelphia, Pa.	1870	Mrs. Anna F. Lox	P. E.	
64	Temporary Home for Destitute Women	Pittsburgh, Pa., (45 Chatham street.)	1868-1868	Miss Smith, (matron)	Non-sect.	1
65	Home for Friendless Women and Children	Saratoga, Pa.	1873-1871	Mrs. W. W. Winton	Non-sect.	1
66	Shelter Home	Providence, R. I.	1839-1839	Phebe Jackson	Non-sect.	4
67	Church Home for Destitute Ladies of the Episcopal Church*	Charleston, S. C.		John F. Chaplin	P. E.	3
68	Holy Communion Church Institute	Charleston, S. C.	1871-1868	Rev. A. T. Porter, (rector.) John (Judson), M. A., (principal.)	P. E.	8
69	"Turner Home" for Aged, Infirm, and Indigent Women	Norfolk, Va.	1874-1875	R. L. Page, (president)	Episcopal.	6
70	Wheeling Hospital and Orphan Asylum*	Wheeling, W. Va.	1856-1853	Sister M. Stanislaus	R. C.	10
71	The Cadet Home	Green Bay, Wis.	1872-1873	Rev. Martin V. Averill, (vice-pres't.)	P. E.	132

* From Report of Commissioner of Education for 1874.

‡ Families assisted, 20,000.

TABLE XXI.—PART 4.—Statistics of miscellaneous charities—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provisions for children who have left the institution.
		Age.	Other conditions.			
	I	9	10	11	12	13
1	Boarding Home for Young Women	15-25	Good character.	Self-supporting	Sewing.	
2	Union for Home Work	None	Home for the Friendless.	Subscriptions and donations	Housework and sewing	
3	Home for the Friendless	2-12	Appleton Church Home	Endowment, contributions, and subscriptions.	Sewing, embroidery, tapestry-work, knitting, washing, ironing, mending, flut-ting, &c.	Good homes are provided. Returned to parents or provided with situa-tions.
4	Appleton Church Home	7 or over	House of the Good Shepherd*	Sewing, laundry, bakery, and pub-lic alms		
5	House of the Good Shepherd*					
6	Home for the Friendless*		None.	Voluntary charity		Placed in families or in schools.
7	Newsboys' and Bootblacks' Association	Under 18	Good behavior	Voluntary contributions and fees from boys.	Printing, chair making, &c	They are sent to trades or placed on farms.
8	Old Ladies' Home	60 or over	Good character	By W. S. Culbertson	Domestic labor.	Adopted or sent to serv-ice.
9	Home for the Friendless		Need of assistance.	Contributions.		
10	Old Ladies' Home	50 years.	\$100 a d mission fee, good health, and pleas-ant disposition.	Annual subscriptions and contri-butions.		
11	Asylum of the Good Shepherd	No limits.		Industry of inmates, appropri-ate, and contributions.	Sewing, embroidery, spin-ning, weaving, and laun-dry work.	Returned to parents or placed in situations.
12	Newsboys' Lodging-Home.	Under 21	Must be friendless or homeless white boys, who sustain them-selves by selling pic-tures and kindred oc-cupations.	Voluntary contributions and pay-ment of 5 cents a night by boys able to pay.		Places are found for the deserving.
13	Bangor Children's Home	Boys, under 8; girls, un-der 18.		Endowment, donations, and occa-sional State aid.	Sewing, knitting, and do-mestic work.	
14	Boys' Home Association*	9-20		Contributions and in part self-supporting.		
15	Home of the Friendless*			Contributions and donations	Dress making, hand and machine sewing.	
16	The Henry Watson Children's Aid Soci-ety.*				Housework, cooking, wash-ing, and sewing.	
17	Home for Friendless Child:ren of the East-ern Shore of Maryland.	3-8	Freedom from conta-gious disease.	Endowment and contributions.		

18	Baldwin Place Home for Little Wanderers	None			Voluntary contributions	Housework and sewing	Placed in homes for adoption.
19	Boflin's Bower	None			Voluntary contributions	All branches of mechanic art are taught outside through the agency of the "Power," Farming	Good homes provided.
20	Boston Asylum and Farm School for Indigent Boys	8-12	Must be healthy		Donations and contributions		
21	Boston Fatherless and Widows' Society		Must be widows or fatherless.		Legacies and contributions		
22	Old Ladies' Home	60 years	Must be Americans and have lived in the city 10 years.		Contributions		
23	Home for Friendless Women and Children*	Under 14			Contributions	Sewing and housework	Placed in homes or at service.
24	State Public School for Dependent Children	3-16			Appropriation	Sewing, baking, shoemaking, hat bradding, farming, running an engine, &c.	Indentured to good families.
25	Home of the Friendless, or Old Ladies' Home*		Must be aged, dependent women.		Endowment and contributions		
26	Mission Free School		Poverty and want.		Charitable contributions	Housework	Returned to friends or sent to homes.
27	House of Shelter	12-40	Must be fallen women.		Contributions	Laundry and housework and sewing.	Adopted into good families.
28	House of the Good Shepherd		Admitted by order of court, or on any competent authority, or voluntary application.		Proceeds of labor and contributions	Hand and machine sewing and housework.	Returned to friends or guardians.
29	Orphanage of the Church Charity Foundation of Long Island.*	4-10	Any destitute children may be received, but the children of the church have the preference.		Contributions of the Protestant Episcopal Church in the diocese of Long Island.		Placed in homes.
30	St. Johnland*				Contributions and donations		
31	Children's Aid Society	at-20			State appropriation, board of education, and subscriptions.	Type setting and stereotyping, Hand and machine sewing and crocheting.	
32	Home for Aged Women of the Church of the Holy Communion.*				Contributions and donations		
33	House and School of Industry*				Contributions and donations	Hand and machine sewing.	
34	Howard Mission*				Contributions, subscriptions, and donations		
35	Industrial Home for Women*				Charity and State appropriations.	Sewing	Placed in Christian homes for adoption or indenture.
36	Institution of the American Female Guardian Society.	Boys, 2-10	Must be homeless and friendless.		Voluntary contributions and State aid.	Sewing	Placed in homes.
37	Ladies' Home Missionary Society, (Five Points Mission.)		Inability to support themselves.		Donations and subscriptions		
38	Ladies' Home Society*				α In the schools; in lodging-houses, under 13; for homes, under 17.		

* From Report of Commissioner of Education for 1874

TABLE XXI.—PART 4.—*Statistics of miscellaneous charities*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provisions for children who have left the institution.
		Age.	Other conditions.			
	I	9	10	11	12	13
39	New York Juvenile Asylum.....	7-14	Truancy and disobedience.	Appropriations by city and board of education.	Shoemaking, tailoring, baking, gardening, sewing, carpentering, and cabinet-making.	150 sent annually to Illinois; rest sent to friends.
40	New York Juvenile Asylum, (House of Reception.)	7-14	.....	County appropriations and contributions.	.....	Returned to parents or placed in Western homes.
41	New York Society for the Relief of the Captured and Crippled.	4-14	Admission free to all crippled children residents of the city and unable to pay.	Appropriations, contributions, and amount received from paying patients.	Sewing, embroidery, &c....	.....
42	Presbyterian Home for Aged Women*.	65 or over	Must be destitute and homeless women or children.	Donations and subscriptions.....	.....	Placed in homes or adopted.
43	St. Barnabas' House.....	.....	Written endorsement of volunteer visitors after personal examination.	Voluntary contributions.....	.....	.....
44	St. John's Guild.....	.....	No conditions.....	.....	.....	.....
45	St. Vincent's Home for Boys*.....	Under 21	Need of protection and a home.	Self-supporting, in part, and contributions.	.....	.....
46	Shelter for Respectable Girls*.....	.....	.....	Contributions and donations.....	.....	.....
47	Society for the Prevention of Cruelty to Children.	.....	.....	Subscriptions and donations.....	.....	.....
48	The Sheltering Arms.....	.....	.....	Donations and board of children.	Housework and sewing	None; judges of courts dispose of children.
49	Church Home*.....	No limits	.....	Subscriptions and donations.....	Housework.....	Returned to parents or guardians.
50	The House of the Good Shepherd*.....	2-10	Poverty and sickness	Voluntary contributions.....	House and farm work and shoemaking.	Sent to situations or trades.
51	House of the Good Shepherd.....	No limits	Poverty and disability	Subscriptions and donations.....	.....	None.
52	St. Luke's Home, with hospital department*.....	.....	Desertion.....	Voluntary contributions and board of inmates.	.....	.....
53	City Infirmary.....	.....	.....	By the city.....	Sewing.....	.....
54	The Children's Home.....	Under 16	.....	Voluntary contributions.....	.....	Placed in country homes.
55	Cleveland Children's Aid Society and Home*.....	.....	.....	City appropriations, subscriptions, and donations.	Sewing, knitting, housework, farming, and gardening.	Provided with homes in families.

	Working Women's Home.....	Under 30.....	Good moral character.....	Receipts from boarders and the Women's Christian Association. Contributions.....	None.....	Returned to mothers or provided with homes.
56	Home for Friendless Women.....				Housework, sewing, &c.....	Returned to mothers or provided with homes.
57	Widow's Home.....	No limits		Supported by low rents	Housework.....	Given for adoption.
58	Home for the Friendless.....	12-40		Voluntary contributions	All kinds of needlework.....	Returned to parents or sent to service.
59	Bishop Potter Memorial House*.....	Over 65.....	Payment of \$200 and good character.	Needlework and contributions.....		
60	Home of the Good Shepherd.....			Contributions.....		
61	Old Ladies' Home of Philadelphia.....			Voluntary contributions		
62	The Home for the Homeless*.....	Boys under 12.....	Friendlessness.....	Voluntary contributions	Housework.....	Indentured to persons approved by the managers.
63	Temperary Home for Destitute Women.....	3 years.....		Voluntary contributions	Housework and sewing.....	Placed in homes.
64	Home for Friendless Women and Children.....	No limits		Contributions.....		
65	Shelter Home.....	10 or over		Subscriptions.....		
66	Church Home for Destitute Ladies of the Episcopal Church.....	Over 40.....		Contributions and board of inmates		
67	Holy Communion Church Institute.....			Charitable contributions.....		
68	"Turner Home" for Aged, Indirm, and Indigent Women.....	2-10	Orphanage or desertion by parents.	Charity.....	Dressmaking and housework.....	Provided with situations as servants, tradeswomen, or teachers.
69	Wheeler Hospital and Orphan Asylum*.....			Charitable contributions.....	Housework and sewing.....	*Adopted by good families.
70	The Cadlo Home.....					

*From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 5.—Statistics of industrial schools.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religions, denomina- tion.	Number of teachers and officers.	Total number of in- mates since founda- tion.
	1	2	3	4	5	6	7	8
1	Connecticut Training School for Nurses *	New Haven, Conn.	.....	1873	Miss Townsend.	Non-sect.	.....	17
2	Orphan Girls' Home *	Chicago, Ill.	1874	1874	Mrs. C. W. Haaskius	Non-sect.	7	130
3	St. Joseph's Industrial School for Girls *	Baltimore, Md., (corner Carey and Lexington streets.)	1865	1865	Sister Josepha.	R. C.	8	540
4	St. Mary's Industrial School for Boys	Carroll Post-Office, Md.	1866	1866	Brother Alexius	R. C.	8	554
5	Industrial School for Girls.	Boston, Mass., (Dorchester District)	1855	1853	Miss Burns	Unitarian.	2	.....
6	Detroit Industrial School *	Detroit, Mich.	1868	1857	Mrs. C. Van Hunsan, (cor. sec'y)	Union Evang.	2	.....
7	Girls' Industrial Home *	St. Louis, Mo.	1855	1854	Mrs. John S. Thomson.	Non-sect.	10	2,000
8	Brooklyn Industrial School *	Brooklyn, N. Y., (No. 1 Con- cord street.)	.....	1854	Mrs. Hines	Non-sect.	10	.....
9	Children's Aid Society Industrial Schools *	New York, N. Y., (49 East Fourth street.)	1852	1852	J. W. Skinner	Non-sect.	77	30,000
10	Five Points House of Industry *	New York, N. Y.	1854	1850	William F. Barnard	Non-sect.	.....	22,664
11	Industrial Home	New York, N. Y., (110 Lexing- ton avenue.)	0	1859	Mary B. Morgan, (directress)	R. C.	.....	1,062
12	Industrial School of St. Augustine's Chapel, Trinity Parish *	New York, N. Y., (262 Bowery)	.....	1870	Arthur C. Kimber	Episcopal.	17	.....
13	Industrial School of the Hebrew Orphan Asylum *	New York, N. Y.	.....	1869	S. Arnheim, (principal)	Jewish	7	52
14	Rivington Street Newsboys' Home and Industrial School *	New York, N. Y.	1855	1853	George Calder	Non-sect.	8	18,469
15	St. Joseph's Industrial Home *	New York, N. Y.	.....	1869	Sister Mary Agnes	R. C.	19	586
16	Training-School for Nurses, Bellevue Hospital *	New York, N. Y.	.....	1872	Miss Bayden	Non-sect.	5	29
17	Women's Educational and Industrial Society Training School.*	New York, N. Y., (47 East Tenth street.)	.....	1873	Mrs. C. L. Hodges	Non-sect.	.....	3,000
18	Boys' Home of Industry *	Rochester, N. Y.	1873	1873	Sister M. Gertrudo	R. C.	6	94
19	Industrial School of Young Ladies' Branch of Woman's Christian Association.*	Cincinnati, Ohio	.....	1870	Mrs. Newcomb and Miss Huff.	Protestant.	.....	180
20	Industrial School of Immaculate Conception *	West Philadelphia, Pa., (Thir- ty-ninth and Pine streets.)	1858	.....	Mother Mary Ignatia.	R. C.	15	800
21	Industrial School *	Charleston, S. C.	.....	.....	Mary P. Jelling	P. E.	8	.....
22	Girls' Industrial Home *	Knoxville, Tenn.	0	1873	Mrs. L. S. Richardson, (secretary)	Union Evang.	.....	27
23	Industrial Home School *	Georgetown, D. C.	1872	1867	Anton Roebing	Non-sect.	2	365
24	St. Rose's Industrial School.	Washington, D. C.	1872	1872	Sisters of Charity	R. C.	5	40

* From Report of Commissioner of Education for 1874.

TABLE XXI—PART 5.—Statistics of industrial schools—Continued.

Number.	Name.	Conditions of admission.			How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.				
	I	9	10	11	12	13	
1	Conneciticut Training School for Nurses *.	14-20	Good health and good moral character.	Contributions and hospital fund.	Nursing the sick.....		
2	Orphan Girls' Home *.	12-16	Good moral character.....	Contributions.....	Housework and sewing.....	Good homes in families.	
3	St. Joseph's Industrial School for Girls *.	Over 14	Must be white boys belonging to the State.	By the industry of the inmates.	Dress-making, sewing, embroidery, and fancy work.	Good homes, and employment as dressmakers, seamstresses, or clerks.	
4	St. Mary's Industrial School for Boys.....	Under 16	No conditions.....	Voluntary contributions, State and city appropriations, and earnings of institution.	Printing, shoemaking, tailoring, baking, gardening, farming, and domestic pursuits.	Guardianship till of age.	
5	Industrial School for Girls.....	6-10	No conditions.....	Private subscriptions.....	Sewing and housework.....		
6	Detroit Industrial School *.	2-12	Poverty and destitution.....	Employment and subscriptions.	Housework.....	Placed in homes for adoption.	
7	Girls' Industrial Home *.	Boys, under 10; girls, under 14.	No conditions.....	Collections and occasional festivals or concerts.	Sewing, cutting garments, and housework.		
8	Brooklyn Industrial School *.	No limits.....	Must attend Sunday school.....	Contributions.....	Sewing.....	None.	
9	Children's Aid Society Industrial Schools *.	14 years.	Proficient in elementary education.	Charity and school fund	Sewing, dressmaking, and crocheting.	Returned to parents or provided with homes.	
10	Five Points House of Industry *.	14 years.	Proficient in elementary education.	Voluntary contributions	Tailoring, repairing shoes, type setting, and sewing.	Suitable situations are found.	
11	Industrial Home.....	14 years.	Proficient in elementary education.	Work and donations.....	Sewing.....		
12	Industrial School of St. Augustine's Chapel, Trinity Parish.*	14 years.	Proficient in elementary education.	Appropriations from vestry of Trinity Church.	Printing, shoemaking, and instrumental music.	They receive \$200 besides their savings, and are fitted to earn their living.	
13	Industrial School of the Hebrew Orphan Asylum.*	14 years.	Proficient in elementary education.	Self-supporting.....	Sewing and knitting.....	Permanent homes as servants.	
14	Bivington Street Newsboys' Home and Industrial School.*	7-18	Good health and good moral character.....	Appropriations and contributions.	Washing, sewing, knitting, and housework.		
15	St. Joseph's Industrial Home *.	Over 3 years	Good health and good moral character.....	Donations.....	Nursing the sick.....		
16	Training School for Nurses, Bellevue Hospital.*	21 years old	Good health and good moral character.....	Contributions and hospital funds.	Cooking, laundry work, housework, phonography, book-keeping, proof reading, &c.		
17	Women's Educational and Industrial Society Training School.*			Contributions.....			

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 5.—Statistics of industrial schools—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
18	Boys' Home of Industry *	Under 12	.....	Industry of inmates.....	Farming, canning fruit, &c	
19	Industrial School of Young Ladies' Branch of Woman's Christian Association.*	.....	.....	Self-supporting in part, and subscriptions.	Sewing.....	
20	Industrial School of Immaculate Conception.*	5-21	Good moral character.....	Pension paid for pupils, and work of inmates.	Dress and shirt making, embroidery, knitting, fancy work and housework.	Returned to friends or provided with situations in stores, &c.
21	Industrial School *	.....	.....	Contributions.....	Sewing.....	
22	Girls' Industrial Home *	5-14	.....	Earnings of shop and contributions.	Housework and sewing.....	
23	Industrial Home School *	6 years old	.....	Proceeds of their sewing.	Carpentry, cane seating, sewing, and housework.	Placed in homes.
24	St. Rose's Industrial School.....	16 years	Orphans from St. Vincent's Asylum are received at 16 years of age.		Sewing and housework.....	

* From Report of Commissioner of Education for 1874.

List of orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools, from which no information has been received.

Name.	Location.
PART I.—ORPHAN ASYLUMS.	
Male Orphan Asylum and Industrial School	Mobile, Ala.
Protestant Orphan Asylum	Mobile, Ala., (Dauphin Way, west of Broad.)
Roman Catholic Female Orphan Asylum	Mobile, Ala., (corner of Conti and Claiborne streets.)
Roman Catholic Male Orphan Asylum	Mobile, Ala., (La Fayette street, north of Dauphin Way.)
Sheltering Arms	Mobile, Ala.
Cobbs' Orphan Asylum	Montgomery, Ala.
Pacific Hebrew Orphan Asylum and Home Society	San Francisco, Cal.
St. Boniface Orphan Asylum	San Francisco, Cal.
St. Francis Orphan Asylum for Girls	New Haven, Conn.
Female Orphan Asylum	Wilmington, Del.
Methodist Orphan Home	Macon, Ga.
Roman Catholic Orphan Asylum	Macon, Ga.
Episcopal Orphans' Home	Savannah, Ga.
Roman Catholic Orphan Asylum for Girls	Savannah, Ga.
Roman Catholic Orphan Asylum for Boys	Washington, Ga.
Chicago Nursery and Half-Orphan Asylum	Chicago, Ill.
St. Aloysius Orphan Asylum of St. Boniface Church	Quincy, Ill.
Roman Catholic Asylum	Fort Wayne, Ind.
Community of the Poor Handmaids of Jesus Christ	Hesse Cassel, Allen County, Ind.
Protestant Orphan Asylum	Indianapolis, Ind.
St. Ann's Orphan Asylum	Vincennes, Ind.
St. Vincent's Orphan Asylum	Leavenworth, Kans.
German Orphan Asylum	Covington, Ky.
St. John's Orphan Asylum	Covington, Ky.
German Protestant Orphan Asylum	Louisville, Ky.
Louisville Presbyterian Orphan Asylum	Louisville, Ky., (211 5th street, near Walnut.)
Masonic Widows' and Orphans' Home	Louisville, Ky.
Presbyterian Orphan Home	Louisville, Ky., (606 Preston street, near St. Catherine.)
Protestant Episcopal Orphan Asylum	Louisville, Ky.
St. Vincent's Female Orphan Asylum	Louisville, Ky.
Orphans' Home	Baldwin, La.
St. Vincent's Orphan Asylum	Carrollton, La.
Asylum for Colored Female Children	New Orleans, La., (Hospital and Conti streets.)
Beauregard Asylum	New Orleans, La., (Pauline between St. Claude and Rampart streets.)
Mount Carmel	New Orleans, La.
New Orleans Orphan Asylum	New Orleans, La., (Camp and Clio streets.)
Orphans' Home	New Orleans, La., (7th street, between Magazine and Constance streets.)
Protestant Episcopal Children's Home	New Orleans, La., (St. Charles street, 6th district.)
Poydras Asylum	New Orleans, La., (Magazine street, bet. Leontine and Peters avenues.)
St. Joseph's Orphan Asylum	New Orleans, La.
St. Mary's Orphan Asylum	New Orleans, La.
St. Theresa Female Orphan Asylum	New Orleans, La.
Widows' and Orphans' Asylum	New Orleans, La., (St. Claude near Pauline.)
Annapolis Orphan Asylum	Annapolis, Md.
German Orphan Asylum	Baltimore, Md.
St. Francis Orphan Asylum for Colored Children	Baltimore, Md., (corner Chase and Forrest Place.)
The Kelso Home for Orphans of the Methodist Episcopal Church of Baltimore	Baltimore, Md.
State Alms-House (Orphans' Department)	Hampden County, Mass.
Protectory of Mary Immaculate	Lawrence, Mass.
St. Patrick's Orphan Asylum	Lawrence, Mass.
State Alms-House (Orphans' Department)	Plymouth County, Mass.
City Orphan Asylum	Salem, Mass.
Church Home for Orphans and Destitute Children	South Boston, Mass.
Children's Home	Springfield, Mass., (Buckingham street.)
St. Joseph's Orphan Asylum	St. Paul, Minn.
Orphan Asylum	Shakopee, Minn.
St. Mary's Orphan Asylum	Natchez, Minn.
Home of Guardian Angel	St. Louis, Mo.
Methodist Orphans' Home	St. Louis, Mo.
Mulanphy Orphan Asylum for Females	St. Louis, Mo.
Protestant Orphan Asylum, (German)	St. Louis, Mo.
St. Bridget's Half Orphan Asylum	St. Louis, Mo.
St. Joseph's Half Orphan Asylum	St. Louis, Mo.
St. Mary's Female Orphan Asylum	St. Louis, Mo.

List of orphan asylums, soldiers' orphans' homes, &c.—Continued.

Name.	Location.
PART 1.—ORPHAN ASYLUMS—Concluded.	
St. Philomena Orphan Asylum and School	St. Louis, Mo.
State Orphans Home	Carson City, Nev.
St. Vincent's Male Orphan Asylum	Albany, N. Y.
Roman Catholic Asylum for Boys	Brooklyn, N. Y.
St. Joseph's Orphan Asylum	Brooklyn, N. Y.
St. Joseph's Boys' Orphan Asylum	Buffalo, N. Y., (Limestone Hill.)
St. Mary's Orphan Asylum	Clifton, Long Island, N. Y.
St. Joseph's Orphan Asylum	Eric, N. Y.
St. Patrick's Orphan Asylum	Newburgh, N. Y.
Roman Catholic New Orphan Asylum for Girls	New York, N. Y., (Madison avenue and 53d street.)
Roman Catholic Orphan Asylum for Girls	New York, N. Y., (near 5th avenue and 53d street.)
Roman Catholic Orphan Asylum for Boys	New York, N. Y., (5th avenue and 53d street.)
St. Vincent de Paul's Asylum	New York, N. Y.
Sisters of St. Dominick's Orphan Asylum	New York, N. Y.
County Alms-House, (Orphans' Department)	Onondago Hill, N. Y.
St. Joseph's Orphan Asylum, (German)	Rochester, N. Y.
St. Mary's Orphan Asylum	Rondout, N. Y.
St. Mary's Orphan Asylum	Syracuse, N. Y.
German Orphan Asylum	Utica, N. Y.
House of the Good Shepherd	Utica, N. Y.
St. John's Catholic Orphan Asylum for Girls	Utica, N. Y.
St. Vincent's Male Orphan Asylum	Utica, N. Y.
Orphan Asylum	Mars Hill, N. C.
Colored Orphan Asylum	Cincinnati, Ohio.
House of Preservation of Children	Cincinnati, Ohio.
St. Aloysius Orphan Asylum	Cincinnati, Ohio.
German Orphan Asylum	Cleveland, Ohio.
St. Joseph's Orphan Asylum	Cleveland, Ohio.
St. Mary's Female Orphan Asylum	Cleveland, Ohio.
St. Vincent's Male Orphan Asylum	Cleveland, Ohio.
Asylum of Franciscan Sisters	Delphos, Ohio.
Citizens' Hospital and Orphan Asylum	Tiffin, Ohio.
St. Vincent's Orphan Asylum	Toledo, Ohio.
German Catholic Orphan Asylum	Allegheny, Pa.
Protestant Orphan Asylum	Allegheny, Pa.
St. James' Orphan Asylum	Lancaster, Pa.
Home for Destitute Colored Children	Philadelphia, Pa.
St. John's Male Orphan Asylum	Philadelphia, Pa.
St. Vincent's Orphan Asylum	Philadelphia, Pa., (18th and Wood streets.)
Allegheny County Home	Pittsburgh, Pa.
Children's Friends' Society	Providence, R. I.
Boys' Orphan Asylum, (Roman Catholic)	Charleston, S. C., (77 Cannon street.)
Catholic Female Orphan Asylum	Charleston, S. C., (corner of Meeting and Chalmers streets.)
Charleston Orphan Asylum	Charleston, S. C.
Hebrew Orphan Asylum	Charleston, S. C., (Broad street, corner Court-House Square.)
Palmetto Orphan Asylum	Columbia, S. C.
Roman Catholic Orphan Asylum	Memphis, Tenn.
County Asylum, (Orphans' Department)	Nashville, Tenn.
Protestant House of Industry	Nashville, Tenn.
Orphan Asylum	Burlington, Vt.
Methodist Orphan Asylum	Norfolk, Va.
St. Mary's Orphan Asylum	Norfolk, Va.
St. Paul's Orphan Asylum	Norfolk, Va.
Colored Orphan Asylum	Richmond, Va.
St. Joseph's Orphan Asylum	Richmond, Va.
St. Paul's Church Home	Richmond, Va.
Protestant Orphan Asylum	Milwaukee, Wis.
St. Joseph's Orphan Asylum	Milwaukee, Wis.
Taylor Orphan Asylum	Racine, Wis.
Roman Catholic Orphan Asylum	Denver, Colo.
St. Joseph's Male Orphan Asylum	Washington, D. C.
St. Vincent's Female Orphan Asylum	Washington, D. C.
Washington City Orphan Asylum	Washington, D. C.
St. Genevieve Female Orphan Asylum	Vancouver, Wash.
St. Vincent's Male Orphan Asylum	Vancouver, Wash.
PART 2.—SOLDIERS' ORPHANS' HOMES.	
Union Orphan Asylum	Baltimore, Md.
Soldiers' Orphans' Home	Trenton, N. J.
Union Home and School	New York, N. Y.
Soldiers' and Sailors' Orphans' Home	Kenia, Ohio.
The National Homestead	Gettysburg, Pa.

List of orphan asylums, soldiers' orphans' homes, &c.—Continued.

Name.	Location.
PART 2.—SOLDIERS' ORPHANS' HOMES—Concluded.	
Pressler Orphan Home	Loisville, Pa.
Soldiers' Orphan School	Mercer, Pa.
Soldiers' Orphan School	Mount Joy, Pa.
Educational Home for Boys	Philadelphia, Pa., (corner 49th street and Greenway avenue.)
Soldiers' Orphans' Institute	Philadelphia, Pa., (23d and Brown streets.)
Soldiers' Orphan School	Titusville, Pa.
National Soldiers' and Sailors' Orphans' Home	Washington, D. C.
PART 3.—INFANT ASYLUMS.	
Nursery	Hartford, Conn.
St. Vincent Infant Asylum	New Orleans, La., (corner Magazine and Race streets.)
St. Vincent's Infant Asylum	Baltimore, Md., (corner Townsend and Division streets.)
Massachusetts Infant Asylum	Brookline, Mass.
St. Mary's Asylum for Foundlings and Infants	Buffalo, N. Y.
Nursery of the Church of the Holy Communion	New York, N. Y.
Infants' Nursery and Hospital	Randall's Island, N. Y.
PART 4.—MISCELLANEOUS CHARITIES.	
Sheltering Arms	Mobile, Ala.
Magdalen Asylum	San Francisco, Cal., (Porter's avenue, near 21st street.)
Home of the Friendless	Fair Haven, Conn., (Clinton avenue, corner Pine street.)
Hebrew Widows' and Orphans' Society	Hartford, Conn.
House of Shelter	Hartford, Conn.
Trinity Church Home	New Haven, Conn.
Atlanta Benevolent Association	Atlanta, Ga.
The "Abraham Home"	Savannah, Ga.
St. Vincent's House of Providence	Chicago, Ill.
Home for the Friendless	Indianapolis, Ind.
Asylum and Manual Labor School	Lafayette, Ind.
Asylum of Immaculate Conception	New Orleans, La., (350 Chartres st.)
Home for the Destitute	New Orleans, La., (Magnolia and Lafayette streets.)
Mater Dolorosa	New Orleans, La., (Cambonne and 3d streets, Carrollton.)
Société Française de Bienfaisance	New Orleans, La., (St. Ann, between Desbigny and Roman streets.)
Home of the Good Shepherd	Baltimore, Md., (corner Mount and Hollis streets.)
The Home	Baltimore, Md., (Albemarle street, near Plowman.)
Home for the Friendless	Detroit, Mich.
House of Shelter	Detroit, Mich.
Lutheran Orphan Asylum and Hospital	Kirkwood, Mo.
Ingleside Home	Buffalo, N. Y.
St. Stephen's Home	Buffalo, N. Y.
Home for Friendless	Newburgh, N. Y.
St. Luke's Home	Newburgh, N. Y.
Girls' Lodging House	New York, N. Y., (27 St. Mark's Place.)
Home for Training Young Girls	New York, N. Y., (41 7th avenue, corner 18th street.)
Newsboys' Lodging House	New York, N. Y., (9 Duane street.)
St. Mary's Free Hospital for Children	New York, N. Y., (407 West 34th st.)
Old Ladies' Home	Poughkeepsie, N. Y.
Children's Home	Rochester, N. Y.
Home for the Friendless	Rochester, N. Y.
St. Joseph's House of Providence	Syracuse, N. Y.
St. James Church Home and School	Wilmington, N. C.
Home of the Friendless	Cincinnati, Ohio.
Union Bethel and Newsboys' Home	Cincinnati, Ohio.
Bethel Home	Cleveland, Ohio.
Cleveland Industrial School	Cleveland, Ohio.
Church Home	Allegheny, Pa.
Pittsburgh and Allegheny Home for the Friendless	Allegheny, Pa.
Home for the Friendless	Harrisburg, Pa.
Aimwell School Association	Philadelphia, Pa.
Pennsylvania Industrial Home for Blind Women	Philadelphia, Pa., (3921 Locust st.)
Church Home	Pittsburgh, Pa.
Home for the Friendless	Pittsburgh, Pa.
Bethel Home for Boys	Memphis, Tenn.
Children's Hospital of the District of Columbia	Washington, D. C.

List of orphan asylums, soldiers' orphans' homes, &c.—Concluded.

Name.	Location.
PART 4.—MISCELLANEOUS CHARITIES—Concluded.	
Church Home of the Epiphany.....	Washington, D. C.
St. John's Hospital for Children.....	Washington, D. C.
PART 5.—INDUSTRIAL SCHOOLS.	
Industrial School.....	San Francisco, Cal.
Industrial Home.....	Savannah, Ga.
Industrial School.....	Rockford, Ill.
Industrial School.....	Sugar Grove, Ill.
St. Alphonsus Industrial School.....	New Orleans, La.
St. Elizabeth House of Industry.....	New Orleans, La.
Industrial School and Model Farm, Holy Cross.....	New Orleans, La., (Refinery and Levee* streets, near Convent.)
Industrial Home of the Ladies' Relief Association.....	Baltimore, Md.
St. Mary's Industrial School for Boys.....	Boston, Mass.
St. Vincent's Industrial School.....	Newark, N. J.
St. Vincent's Industrial School.....	Albany, N. Y.
Industrial School, or St. Paul's Female Orphan Asylum.....	Brooklyn, N. Y.
Martha Industrial School.....	Buffalo, N. Y.
St. Mary's Industrial School.....	Buffalo, N. Y.
Industrial School of the Convent of Mercy.....	Greenbush, N. Y.
Children's Aid Society Industrial School.....	New York, N. Y., (rear 120 West 16th street.)
Industrial School.....	New York, N. Y., (306 4th st., corner avenue C.)
Industrial School.....	New York, N. Y., (93 Crosby street.)
Industrial School.....	New York, N. Y., (25th street, corner 8th avenue.)
Industrial School and Boys' Lodging-House.....	New York, N. Y., (709 East 11th st.)
Industrial School of the Sisters of Mercy.....	New York, N. Y.
Wilson's Industrial School and Mission.....	New York, N. Y.
Trinity Church Industrial School.....	Rondout, N. Y.
St. John's Industrial School.....	Syracuse, N. Y.
Mary Warren Free Institute.....	Troy, N. Y.
Industrial Home of the City of Utica.....	Utica, N. Y.
Industrial School.....	Cincinnati, Ohio.
Industrial School of Guardian Angels.....	Cincinnati, Ohio.
Industrial School.....	Toledo, Ohio, (502 Erie street.)
Home of Industry.....	Allegheny, Pa.
Industrial Home for Girls.....	Philadelphia, Pa., (762 South 10th st.)
Protestant House of Industry.....	Nashville, Tenn.

TABLE XXII.—Statistics of reform schools for 1875;

Number.	Name.	Location.	Date of establishment.	Control.
1	Connecticut Industrial School for Girls	Middletown, Conn	1870	Corporate
2	Connecticut Reform School*	West Meriden, Conn ..	1854	State
3	St. Mary's Reformatory*	Chicago, Ill	1863	.....
4	State Reform School	Pontiac, Ill	1871	State
5	Indiana Reformatory Institution for Women and Girls	Indianapolis, Ind	1873	State
6	House of Refuge	Plainfield, Ind	1868	State
7	Iowa State Reform School	Eldora, Iowa	1868	State
8	State Reform School*	Cape Elizabeth, Me	1852	State
9	House of Refuge	Baltimore, Md	1855	State and municipal ..
10	The Maryland Industrial School for Girls* ..	Orange Grove Station, B. & O. R. R., Md.	1866	Directors
11	City of Boston Alms-House School*	Boston, Mass.	1856	Municipal
12	House of Reformation for Juvenile Offenders*	Boston, Mass.	1827	Municipal
13	Lawrence Industrial School	Lawrence, Mass	1875	Municipal
14	Lowell Reform School	Lowell, Mass.	1851	Municipal
15	State Primary School	Monson, Mass	1866	State
16	Plummer Farm School	Salem, Mass	1870	Private
17	State Reform School	Westboro, Mass	1847	State
18	Worcester Truant Reform School *	Worcester, Mass	1863	Municipal
19	Detroit House of Correction *	Detroit, Mich	1861	Municipal
20	Michigan State Reform School	Lansing, Mich	1856	State
21	Minnesota State Reform School	St. Paul, Minn	1868	State
22	House of Refuge	St. Louis, Mo	1854	Municipal
23	New Hampshire State Reform School	Manchester, N. H	1854	State
24	New Jersey State Reform School*	Jamesburgh, N. J	1867	State
25	Truant Home, New Lots	Brooklyn, N. Y	1857	Municipal
26	House of the Good Shepherd	East New York, N. Y., (East Eighty-ninth street, East River.)	1857	Sisters of the Good Shepherd.
27	Home for Women*	New York, N. Y., (273 Water street.)	1867	.....
28	House of Mercy*	New York, N. Y., (Eighty-sixth street.)	1854	Trustees
29	House of Refuge	New York, N. Y	1825	State
30	House of the Holy Family Association for Befriending Children and Young Girls* ..	New York, N. Y., (136 Second avenue.)	1870	.....
31	Industrial School	New York, N. Y., (Hart's Island.)	1868	Municipal
32	The Isaac T. Hopper Home	New York, N. Y., (110 Second avenue.)	1845	Private
33	The Midnight Mission*	New York, N. Y	1867	Trustees
34	New York Catholic Protectory	Westchester, N. Y	1863	.....
35	House of Refuge	Cincinnati, Ohio	1850	Municipal
36	Home of Refuge and Correction*	Cleveland, Ohio	1870	Municipal
37	The Retreat	Cleveland, Ohio	1869	Private
38	State Reform School	Lancaster, Ohio	1858	State
39	Ohio Girls' Industrial School*	Lewis Centre, Ohio	1869	State
40	House of Refuge*	Toledo, Ohio	1875	Municipal
41	House of Refuge, (colored department)*	Philadelphia, Pa	1850	State
42	The Midnight Mission	Philadelphia, Pa., (919 Locust street.)	1868	Private
43	Sheltering Arms	Wilkesburgh, near Pittsburgh, Pa.	1873	Ladies' Christian As- sociation.
44	Providence Reform School	Providence, R. I	1850	Municipal
45	Vermont Reform School	Vergennes, Vt	1865	State
46	Industrial School for Boys	Waukesha, Wis	1860	State
47	Girls' Reform School b	Washington, D. C	1873	United States

* From Report of the Commissioner of Education for 1874.

from replies to inquiries by the United States Bureau of Education.

Superintendent.	Number of teachers or officers.		Conditions of commitment.		Number.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	
Sheldon N. Rockwell ..	2	10	8-16	Disobedience, truancy, vagrancy, neglect, commission of offences against the laws, &c.	1
Edward Ingham	9	11	10-16	Truancy or crime	2
Brother Cecilian	5	.....	7-20	.....	3
J. D. Scouller, M. D.	(17)	.....	8-16	Trial by jury and conviction of crime, &c.	4
Sarah J. Smith .....	.....	6	Under 15	Incorrigibility	5
Frank B. Ainsworth ..	12	8	6-18	Conviction of crime	6
Charles Johnson	10	4	Under 18	Offences against the law, vagrancy, and incorrigibility.	7
Eben Wentworth	2	2	8-16	Any offences punishable by imprisonment in State prison not for life.	8
Charles A. Leas	17	6	7-21	Vagrancy, larceny, vicious conduct	9
John E. Rowe	1	2	Under 18	Vagrancy, incorrigibility, poverty, &c	10
John C. Whiton	(5)	.....	(a)	Poverty	11
John C. Whiton	11	2	7-16	Truancy, larceny, and vagrancy	12
N. Porter Brown	2	2	8-16	Committed for mild offences	13
Lorenzo Phelps	1	.....	6-16	Truancy, larceny, vagrancy, and stubbornness	14
Horace P. Wakefield ..	(36)	.....	3-16	Petty crime and poverty	15
Charles A. Johnson ..	2	3	10-16	Committed by parents	16
Allen G. Shepherd	23	20	7-17	.....	17
John Farwell .....	.....	1	7-16	Truancy	18
M. V. Borgman	28	9	.....	.....	19
Frank M. Howe	6	6	10-16	Offences amenable to law	20
Rev. J. G. Riheldoffer, D. D.	2	4	Under 16	Commitment by courts	21
John D. Shaffer	15	6	3-16	Being abandoned, guilty of crime, or misdemeanor, or incorrigible.	22
John C. Ray	4	8	8-17	.....	23
James H. Eastman	8	4	8-16	Crime against the State	24
Charles Demerest	1	1	5-14	Insubordination and truancy	25
Mother Mary of St. * Magdalen Clover.	.....	72	14 or over	Desire for reformation, or being in danger through disorderly conduct and associations.	26
Rev. W. W. Boole .....	.....	.....	.....	.....	27
Sister Mary	1	9	Over 12	Must be fallen women	28
Israel C. Jones	31	24	16 or under.	Must be juvenile delinquents	29
Mrs. Mary C. D. Starr, president.	(4)	.....	From 12	Must be depraved or fallen, or in danger from surroundings and associates.	30
Laurence Dunphy, (warden.)	11	2	10-21	.....	31
Miss Alice K. Pearson ..	.....	3	12-40	Voluntary application	32
Miss E. Black	2	2	.....	.....	33
Brother Tellow and Sister M. Helena.	(10)	47	.....	.....	34
H. A. Monfort	5	6	6-18	Commitment by police court or justice of the peace.	35
W. D. Patterson .....	.....	.....	8-20	.....	36
Mrs. E. P. Lord, (matron.)	.....	2	.....	.....	37
G. E. Howe	12	3	6-18	.....	38
John Nichols, M. D.	3	16	7-16	Crime, vagrancy, viciousness, or being in circumstances of want, exposure, abandonment, &c.	39
Worth E. Howe .....	.....	.....	8-16	Petty crimes, incorrigibility, or commitment by parents or guardians.	40
J. Hood Daverty	3	6	8-16	.....	41
Rev. S. E. Appleton, (president.)	.....	1	Under 30	.....	42
Hessy R. Miller, (matron.)	.....	1	.....	.....	43
James M. Talcott	9	7	Under 18	.....	44
William G. Fairbank ..	4	6	10-16	Committed by parent or guardian	45
A. D. Hendrickson	16	14	10-16	Commitment by court, vagrancy, incorrigibility	46
.....	.....	.....	No limits	Vagrancy, vice, crime, desertion, prostitution, sentence by court, &c.	47

a Within minority.

b Not yet re-opened; waiting for buildings.

TABLE XXII.—Statistics of reform

NOTE.— × indicates the studies

Number.	Name.	Number committed during the year.	Number discharged during the year.	Present inmates.					
				Sex.		Race.		Nativity.	
				Male.	Female.	White.	Colored.	Native.	Foreign.
1	10	11	12	13	14	15	16	17	
1	Connecticut Industrial School for Girls	47	39	.....	98	85	13	93	5
2	Connecticut Reform School*	194	190	300	.....	224	16	120	30
3	St. Mary's Reformatory* .....	.....	.....	100	.....	100	.....	.....	.....
4	State Reform School	147	117	147	0	.....	.....	124	23
5	Indiana Reformatory Institution for Women and Girls.	52	17	0	134	125	9	125	5
6	House of Refuge	153	103	328	.....	301	27	315	13
7	Iowa State Reform School .....	.....	.....	135	30	.....	.....	62	55
8	State Reform School*	47	27	142	.....	138	4	42	5
9	House of Refuge	96	142	255	0	255	0	250	5
10	The Maryland Industrial School for Girls*	27	15	.....	31	31	0	.....	.....
11	City of Boston Alms-House School* .....	.....	.....	81	27	108	0	.....	.....
12	House of Reformation for Juvenile Offenders*	229	208	284	20	294	10	237	67
13	Lawrence Industrial School	13	7	26	0	25	1	21	5
14	Lowell Reform School	52	51	36	1	37	.....	30	7
15	State Primary School .....	.....	.....	364	173	493	44	.....	.....
16	Plummer Farm School	13	12	31	0	29	2	28	3
17	State Reform School	178	141	353	0	341	12	286	67
18	Worcester Truant Reform School*	11	8	15	.....	15	.....	10	5
19	Detroit House of Correction*	2,314	2,335	408	102	.....	.....	.....	.....
20	Michigan State Reform School	85	108	220	0	197	23	187	33
21	Minnesota State Reform School	22	25	104	6	107	3	.....	.....
22	House of Refuge	212	161	186	53	219	20	203	15
23	New Hampshire State Reform School	20	9	85	25	110	0	25	85
24	New Jersey State Reform School*	138	114	184	.....	.....	.....	.....	.....
25	Truant Home, New Lots	137	131	96	0	95	1	2121	216
26	House of the Good Shepherd	373	516	0	440	437	3	352	88
27	Home for Women* .....	.....	.....	.....	.....	.....	.....	.....	.....
28	House of Mercy*	73	56	.....	79	79	.....	67	12
29	House of Refuge	638	651	1,305	226	1,426	105	539	99
30	House of the Holy Family Association for Befriending Children and Young Girls.*	.....	.....	.....	100	.....	.....	.....	.....
31	Industrial School	264	262	18	1	17	2	16	3
32	The Isaac T. Hopper Home	377	237	.....	50	2374	23	257	242
33	The Midnight Mission*	160	171	.....	21	.....	.....	.....	.....
34	New York Catholic Protectory	941	839	1,341	603	1,940	4	630	1,264
35	House of Refuge	212	203	200	40	214	26	185	55
36	Home of Refuge and Correction*	95	71	82	1	.....	.....	.....	.....
37	The Retreat	38	22	0	31	30	1	.....	.....
38	State Reform School	214	209	478	.....	455	23	469	9
39	Ohio Girls' Industrial School*	39	23	0	160	149	11	159	1
40	House of Refuge* .....	.....	.....	.....	.....	.....	.....	.....	.....
41	House of Refuge, (colored department)*	70	60	107	45	0	152	151	1
42	The Midnight Mission .....	.....	.....	0	13	13	0	.....	.....
43	Sheltering Arms	26	12	5	8	13	0	.....	.....
44	Providence Reform School	133	133	179	41	188	32	202	18
45	Vermont Reform School .....	.....	.....	104	.....	.....	.....	.....	.....
46	Industrial School for Boys	103	101	412	0	403	9	332	80
47	Girls' Reform School .....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

schools for 1875, &c.—Continued.

and industries taught.

Present inmates.										Studies.													
Both parents dead.	Parents illiterate.		Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.	Number.	
	18	19	20	21																			Native parent- age.	Foreign born percentage.
26			21	26	30	21	All	...	x	x				x	x							1	
27			3	35	140	118	140	130	x	x	x						x					2	
28									x	x	x											3	
29						61	All	All	x	x	x			x	x	x						4	
54			124	41	61	59	48	80	x	x				x	x	x						5	
87	29				289	109			x	x				x	x							6	
17									x	x				x	x							7	
7			1		20	44	1		x	x				x	x	x						8	
7			35	0	57	163	35	81	x	x				x	x							9	
13			4	8	6	9	9	6	x	x				x	x							10	
23									x	x				x	x							11	
24	77		14	29	63	182	26	60	x	x	x			x	x							12	
2	7		4		12	13	4	9	x	x				x	x							13	
7					21	26	5	9	x	x				x	x	x						14	
7	0		0	0	1	2	0	9	x	x				x	x							15	
0	7		a1	a5	a42	a117	a7	a34	x	x	x			x	x							16	
			0	0	2	12	0	3	x	x				x	x							17	
					261		200		x	x				x	x							18	
13	12		3	1	13				x	x												19	
15			(36)		123				x	x				x	x	x						20	
30	129		20	34	100	49	198	58	x	x				x	x							21	
21	90		40		44	22		60	x	x				x	x							22	
									x	x				x	x							23	
14			12	18	65	36	29	90	x	x				x	x							24	
87									x	x												25	
11							6	6														26	
59			(402)		147	193			x	x				x	x	x						27	
									x	x												28	
4	a33	a7	4	1	5	9	5	7														29	
			a3	a52	a74	a168			x	x												30	
558			164	86	575	470	130	195	x	x	x	x		x	x							31	
20			21	12	35	144	61	40	x	x				x	x							32	
					13	49			x	x				x	x							33	
42									x	x				x	x							34	
7			32	1	50	68	33	59	x	x	x			x	x	x	x					35	
									x	x				x	x							36	
			35		21	14	61	59	x	x				x		x						37	
8					1	12			x	x												38	
28			29	2	46	51	31	40	x	x				x	x	x						39	
									x	x				x	x							40	
53			10	6	46	255	12	34	x	x	x			x	x	x						41	
									x	x				x	x								42
									x	x													43
									x	x													44
									x	x													45
									x	x													46
									x	x													47

a Number of those committed during the past year.

List of reform schools from which no information has been received.

Name.	Location.
Catholic Male Orphan Asylum and Reformatory	Chicago, Ill.
Home of the Good Shepherd	Indianapolis, Ind.
Iowa Reform School, (girls' department,)	Eldora, Iowa.
House of Refuge	Louisville, Ky.
Boys' House of Refuge	New Orleans, La.
Girls' House of Refuge	New Orleans, (Annunciation and
St. Alphonsus House of Mercy	Calliops streets,) La.
House of Reformation and Instruction for Colored Children	New Orleans, (St. Andrew and Maga-
Cambridge Truant Reform School	zine streets,) La.
State Industrial School for Girls	Bowie, Md.
St. Louis Protectorate for Boys	Cambridge, Mass.
Catholic Reformatory for Boys	Lancaster, Mass.
Institution of Mercy	St. Louis, Mo.
Nautical School Ship Mercury	Buffalo, N. Y.
Western House of Refuge	New York, (33 East Houston street,)
Protectors for Boys	N. Y.
House of Correction	New York, N. Y.
House of Refuge, (white)	Rochester, N. Y.
Pennsylvania Reform School	Cincinnati, Ohio.
House of Correction	Toledo, Ohio.
Reform School of the District of Columbia	Philadelphia, Pa.
	Pittsburgh, Pa.
	Charleston, (southwest corner Cal-
	houn and Phillips streets,) S. C.
	Near Washington, D. C.

TABLE XXIII.—Statistics of schools and asylums for feeble-minded children for 1875; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates the branches taught.

Number.	Name.	Location.	Date of establishment.	Superintendent.	Number of instructors and other employes.	Number of inmates.		Branches taught.									Income.	Expenditure.
						Male.	Female.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.	No. dismissed or improved since opening.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Connecticut School for Imbeciles.				5	6	8	9	x	x	x	x	x	x	x			
2	Illinois Asylum for Feeble-minded Children.	Leakville, Conn.	1858	Henry M. Knight, M. D.	12	47	85	..	x	x	x	x	x	x	x			
3	Kentucky Institution for Feeble-minded Children.	Jacksonville, Ill.	1865	C. T. Wilbur, M. A., M. D.	20	79	126	x	x	x	x	x	x	x	x	170	\$34,500	\$34,500
4	Private Institution for the Education of Feeble-minded Youth.	Frankfort, Ky.	1860	E. L. Black, M. D.	9	56	112	..	x	x	x	x	x	x	x	603	52,500	52,500
5	Massachusetts School for Idiotic and Feeble-minded Youth.	Barre, Mass.	1848	George Brown, M. D.	10	59	80	x	x	x	x	x	x	x	x	208	..	38,564
6	Hillside School for Backward and Peculiar Children.	Boston, Mass.	1847	S. G. Howe, M. D., b.	27	72	124	..	y	x	x	x	x	x	x	428	27,289	31,071
7	New York Asylum for Idiots.	Payville, Mass.	1870	Mesdames Knight & Green.	7	7	8	..	..	..	..	..	..	..	..	c ⁹	..	..
8	Ohio State Asylum for Idiots.	Syracuse, N. Y.	1851	Hervey B. Wilbur, M. D.	52	121	89	x	x	x	x	x	x	x	x	470	43,911	45,507
9	Pennsylvania Training School for Feeble-minded Children.	Columbus, Ohio	1857	G. A. Dorey, M. D.	74	242	160	402	x	x	x	x	x	x	x	301	65,850	65,169
		Meda, Pa.	1853	Isaac N. Kerlin, M. D.	60	133	92	225	x	x	x	x	x	x	x	4572	56,463	57,537

a All improved.

b Deceased.

c Seven improved.

d Since 1864; 247 of these were improved and 49 self-supporting.

TABLE XXIV.—*Statistics of educational benefactions for 1875; from*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
Southern University	Greensboro', Ala.	Citizens of Greensboro' ...	Greensboro', Ala.
University of Alabama	Tuscaloosa, Ala.	Various persons .....	.....
St. John's College of Arkansas.	Little Rock, Ark.	Grand Lodge of Masons of Arkansas.	.....
Atlanta University	Atlanta, Ga.	Various persons, through the American Mission- ary Association.	.....
Mercer University	Macon, Ga.	James Gray	Jones County, Ga.
Emory College	Oxford, Ga.	Various persons .....	.....
Abingdon College	Abingdon, Ill. ....	.....	.....
Hedding College	Abingdon, Ill.	G. W. Foote	Olena, Ill.
Illinois Wesleyan University ..	Bloomington, Ill. ..	Hugh Mehary	Indiana
Rock River University	Dixon, Ill.	Rev. M. McK. Tooke, D. D., and L. P. Tooke, M. P. L.; Rev. O. G. May, A. M., and Eliza B. May.	.....
Swedish-American Ansgari } College.	Knoxville, Ill.	{ Hon. James Knox. ....	.....
McKendree College	Lebanon, Ill.	Mrs. E. M. Riggins, (de- ceased.)	Lebanon, Ill.
Lincoln University	Lincoln, Ill. ....	.....	.....
Monmouth College	Monmouth, Ill.	Various persons	Illinois, Indiana, Iowa, and Ohio.
Northwestern College	Naperville, Ill. ....	.....	.....
Shurtleff College	Upper Alton, Ill.	D. B. Gale	St. Louis, Mo.
Westfield College	Westfield, Ill.	Various persons .....	.....
Wheaton College	Wheaton, Ill.	Various persons .....	.....
Concordia College	Fort Wayne, Ind. ....	.....	.....
Franklin College	Franklin, Ind.	Various persons .....	.....
Indiana Asbury University	Greencastle, Ind.	Various persons .....	.....
Smithson College	Logansport, Ind.	Dr. J. M. Converse	Union City, Ind.
Union Christian College	Merom, Ind.	Ira W. Allen, LL. D., and others.	.....
Norwegian Luther College	Decorah, Iowa.	Congregations of the Nor- wegian Lutheran Synod.	.....
University of Des Moines	Des Moines, Iowa.	Various persons	Iowa.
Parsons College	Fairfield, Iowa.	{ Citizens of Fairfield	Fairfield, Iowa.
.....	.....	{ Executors of Lewis B. Parsons.	Fairfield, Iowa.
Upper Iowa University	Fayette, Iowa. ....	.....	.....
Humboldt College	Humboldt, Iowa.	{ Mrs. Anna Richmond	Providence, R. I.
.....	.....	{ Miss Caroline Richmond	Providence, R. I.
Simpson Centenary College	Indianola, Iowa.	Various persons .....	.....
Cornell College	Mt. Vernon, Iowa. ....	.....	Iowa
Penn College	Oskaloosa, Iowa.	Various persons .....	.....
Tabor College	Tabor, Iowa. ....	.....	.....
Western College	Western, Iowa. ....	.....	.....
Baker University	Baldwin City, Kans. ....	.....	.....
University of Kansas	Lawrence, Kans.	Various persons .....	.....
Berea College	Berea, Ky. ....	.....	.....
Centre College	Danville, Ky.	{ Mrs. M. A. Wilson	Shelbyville, Ky.
.....	.....	{ Adam Hanna	Shelbyville, Ky.
.....	.....	{ Various persons .....	.....
Georgetown College	Georgetown, Ky. ..	E. Byers	Garrard County, Ky.

replies to inquiries by the United States Bureau of Education.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,500	\$2,500					\$197	For library; relics have also been received for the cabinet.
5,000	5,000						On condition of free tuition of sons of needy Masons.
2,713	2,713						
25,000					\$25,000		Students from Jones County have precedence; the interest only to be used.
5,000		\$5,000					
3,000	3,000						For endowment of Bible chair, on condition that \$10,000 be raised.
10,000	10,000						To be available as soon as an equal amount is secured.
15,000	10,000		\$5,000				To endow president's chair and woman's professorship.
40,000	40,000						To found the university; on condition that the benefactors direct its management.
20,000		{ 12,950					
13,250	13,250	{ 7,050					
25,965							
45,000	(45,000)						
35,000							
5,000	5,000						
15,285	15,285						For endowment of centenary chair and general purposes.
1,000							
200	200						
30,000	30,000						
5,000		5,000					To finish recitation rooms in new hall.
9,400	9,400						To liquidate debt; \$7,000 on condition that the Universalists of the State raise \$15,000 more.
500	300				100	100	
25,000	25,000						
15,000	15,000						
67,000	{ 40,000	27,000					To establish a Presbyterian college. \$4,000 in cash, the rest in land; to be invested and income used for support of college.
500	500						
7,000	{ 2,000						} Unconditional gift.
	{ 5,000						
20,000	20,000						
12,000		12,000					For new chapel.
10,000		10,000					Subscriptions for building.
2,300	2,300						\$500 cash; note, \$300; the rest in land.
9,650							
3,200							
11,000							Books, minerals, fossils, birds, insects, &c., for library and cabinet.
4,630	{ 4,000						} To endow the vice-president's chair.
	{ 500						
5,000	{ 100						

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Central University	Richmond, Ky	Various persons .....	.....
Centenary College of Louisiana.	Jackson, La .....	.....	.....
Leland University	New Orleans, La..	{ American Baptist Home Missionary Society. Holbrook, Chamberlain, and others.	Brooklyn, N. Y
Bowdoin College	Brunswick, Me ...	Various persons .....	.....
Bates College	Lewiston, Me	{ Benjamin E. Bates	Boston, Mass
		{ Free Will Baptist Edu- cational Society.	.....
		{ George G. Fogg, LL. D ..	Boston, Mass
		{ John D. Philbrick, LL. D.	Augusta, Me
		{ Hon. Jas. G. Blaine, LL. D	.....
Colby University	Waterville, Me ...	{ Gardner Colby	Newton Centre, Mass
Amherst College	Amherst, Mass ...	{ Mrs. Eliza Marshall	Alfred, Me
Boston University	Boston, Mass	{ Jas. S. Seymour	Albany, N. Y
		{ Estate of Dr. Harriot K. Hunt.	.....
		{ Executors of Hon. Charles Sumner's will.	.....
		{ ..do .....	.....
		{ Widow and daughter of the late Hon. William Whiting.	.....
		{ Anonymous .....	.....
		{ Anonymous, through Prof. Gray.	.....
		{ Administratrix of the late Prof. Jeffries Wy- man.	Cambridge, Mass ..
		{ William S. Sullivant, (de- ceased.)	Columbus, Ohio
		{ Samuel W. and Mary W. Swett.	.....
Harvard University	Cambridge, Mass..	{ Boston Society for Medi- cal Improvement.	Boston, Mass
		{ Estate of Harriet J. G. Denny, (deceased.)	.....
		{ Estate of I. Tucker	Salem, Mass
		{ Agassiz Memorial Com- mittee.	.....
		{ President Walker, (de- ceased.)	.....
		{ Dr. Morrill Wyman	Cambridge, Mass ..
		{ Trustees of Massachu- setts Society for Pro- moting Agriculture.	.....
		{ George Wales .....	.....
		{ C. McBurney, jr	New York, N. Y
		{ J. W. McBurney	Chelsea, Mass
		{ Rev. E. R. Willson	Salem, Mass
		{ Executors of Miss Sarah Lee.	.....
Adrian College	Adrian, Mich	Various persons .....	.....
Hillsdale College	Hillsdale, Mich ...	{ Prof. C. P. Griffin	New York, N. Y
		{ Hon. Daniel Dunakin	Homer, N. Y
Hope College	Holland City, Mich	{ Hon. Z. Chandler	Detroit, Mich
		{ Board of Education of Reformed Church, and various persons.	.....

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,195						\$1,195	For library and apparatus fund; many books have also been received.
2,324							
9,125	(\$3,900)						For completing building, supporting teachers, and aiding indigent students.
54,800	\$25,540		\$21,260	\$3,000			General subscriptions in stocks and bonds. Pledged on condition \$100,000 more be raised.
187,000	100,000						
	25,000						
	5,000						Pledged to meet condition of Mr. Bates's subscription.
	1,000						
	1,000						
1,500						500	
5,000	1,000			5,000			
1,000					\$1000		To purchase books for the use of indigent female students.
						20,005	The income to be devoted to the purchase of books relating to politics and the fine arts.
							Valuable collection of books for the library.
						500	
				5,000			In place of his bequest of a like sum.
		\$1,000					For the botanic garden.
						1,000	For herbarium.
							Casts of anatomical statues.
							Bryological collections and books; also sketches and drawings.
							The estate, No. 31 Brimmer street, for the benefit of the medical department.
163,997							Valuable collection of anatomical and pathological specimens.
						5,000	For the library.
						3,000	To be called the Ichabod Tucker fund.
						2,000	To be held in trusts.
						102,617	
						15,000	For library; preference to be given to works in intellectual and moral sciences.
							A collection of medical diagrams.
		3,000	500				For botanic garden and the chemical laboratory of the Bussey Institution, and \$500 for Professor Farlow's researches at the latter.
						200	For library.
	100						For fire relief fund.
	125						
	750						For the collego and the divinity school.
	200						For the divinity school.
10,000	10,000						
5,000	2,000	2,000					
		1,000					
4,000	4,000						

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Olivet College.....	Olivet, Mich.....	Various persons.....	
University of Minnesota.....	Minneapolis, Minn.....	Citizens.....	Minneapolis, Minn.....
Carleton College.....	Northfield, Minn.....	{ William Carleton.....	Charlestown, Mass.....
		{ Rev. E. M. Williams.....	E. Minneapolis, Minn.....
		{ Many Eastern friends.....	
		{ Various persons.....	
		{ Charles Boswell.....	W. Hartford, Conn.....
		{ H. N. Brinsmade, D. D.....	Newark, N. J.....
Shaw University.....	Holly Springs, Miss.....	Rev. S. P. Shaw.....	Bucyrus, Ohio.....
Pritchett School Institute.....	Glasgow, Mo.....	Miss Berenice Morrison.....	
Lincoln College.....	Greenwood, Mo.....		
Thayer College.....	Kidder, Mo.....	{ College and Educational Society.....	
		{ Various persons.....	
		{ William H. Smith.....	Alton, Ill.....
Washington University.....	St. Louis, Mo.....	{ Wayman Crow.....	St. Louis, Mo.....
		{ George Partridge.....	St. Louis, Mo.....
		{ Hon. Tappan Wentworth.....	Lowell, Mass.....
Dartmouth College.....	Hanover, N. H.....	{ Hon. Joel Parker.....	Cambridge, Mass.....
		{ Messrs. C. & J. Nugent.....	Newark, N. J.....
St. Benedict's College.....	Newark, N. J.....	{ John C. Johnson, A. M.....	New York, N. Y.....
		{ Rev. P. Danfönbach.....	Winfield, N. Y.....
		{ J. J. O'Connor.....	Newark, N. J.....
		{ John C. Green.....	
College of New Jersey.....	Princeton, N. J.....	{ Robert Van Arsdale.....	
		{ Jno. Schenck.....	
St. Stephen's College.....	Annandale, N. Y.....	{ Various persons.....	
St. Francis College.....	Brooklyn, N. Y.....	{ Various persons.....	
St. Lawrence University.....	Canton, N. Y.....	{ Various persons.....	
		{ Horatio Seymour, (deceased.).....	Buffalo, N. Y.....
Hobart College.....	Geneva, N. Y.....	{ Various persons.....	
		{ James B. Colgate.....	New York, N. Y.....
Madison University.....	Hamilton, N. Y.....	{ Various persons.....	
Ingham University.....	Le Roy, N. Y.....	{ Mrs. J. A. Frothingham.....	Brooklyn, N. Y.....
Vassar College.....	Poughkeepsie, N. Y.....	{ Estate of J. P. Giraud, (deceased.).....	Poughkeepsie, N. Y.....
		{ Mrs. Fuller.....	New York, N. Y.....
Syracuse University.....	Syracuse, N. Y.....	{ Philo Remington.....	Ilion, N. Y.....
University of North Carolina.....	Chapel Hill, N. C.....	{ Various persons.....	North Carolina.....
North Carolina College.....	Mt. Pleasant, N. C.....	{ Various persons.....	
Trinity College.....	Trinity, N. C.....		
Wake Forest College.....	Wake Forest, N. C.....	{ Various persons.....	Northern States.....
University of Cincinnati.....	Cincinnati, Ohio.....	{ Estate of S. J. M. Browne.....	
Ohio Wesleyan University.....	Delaware, Ohio.....	{ Various persons.....	Ohio.....
Denison University.....	Granville, Ohio.....	{ John B. Trevor.....	Yonkers, N. Y.....
One Study University.....	Scio, Ohio.....	{ Many citizens.....	
Wittenberg College.....	Springfield, Ohio.....	{ Rev. Mr. Wolf.....	
		{ C. H. Allen.....	Glendale, Ohio.....
		{ Mrs. J. M. Wentz.....	Newburgh, N. Y.....
		{ F. C. Lowthorp.....	Trenton, N. J.....
Urbana University.....	Urbana, Ohio.....	{ William McGeorge, jr.....	Philadelphia, Pa.....
		{ J. S. Britton.....	Marshalltown, Iowa.....
		{ Other persons.....	

benefactions for 1875, &c.—Continued.

Benefactions.

Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Remarks.
5	6	7	8	9	10	11	12
\$5,742 900	\$5,742					\$900	For purchase of Ward's collection of "casts of celebrated fossils."
12,167	1,000						To be used when his donations and the interest shall amount to \$10,000. Interest only to be paid during life of himself or wife.
	1,000						
	3,875		\$292		\$3,000		
7,000			7,000				For chair of natural science.
100,000	50,000	\$50,000					For endowment of academic department and of observatory.
500	500						} For current expenses and apparatus.
2,000	500						
60,000	1,500						For lecture fund.
	25,000						For promotion of study of physical science.
	25,000	10,000					For new building for girls' department. The income alone to be used, and not till the principal reaches \$500,000.
412,500	300,000						To found and endow a law department; and \$12,500 for the general library fund.
		33,333½	33,333½			33,333½ 12,500	An air pump. A plate electrical machine. A powerful Groove's battery. A solar microscope.
103,400	100,000				3,000		For department of civil engineering.
					400		
8,000	8,000						To pay professors' salaries.
4,000	4,000						
923	923						
10,800	10,000						To pay faculty on condition that \$20,000 are raised for library fund.
	800						
82,000	70,000					12,000	For library.
5,000		5,000					For art college building.
850						850	To complete cabinet of North American birds.
75,000	75,000						1,000 minerals and 1,500 shells, with cases. To pay all debts, on condition that no further debt be contracted.
4,000	4,000						
550	550						
9,000							Pledged in bonds, not all paid yet.
10,000	10,000						
5,435	5,435						
33,000			33,000				To endow professorships; \$20,000 of this on condition that \$10,000 more be secured within Central Ohio conference.
1,000	1,000						To pay debts.
4,000	4,000						To aid students for the ministry.
3,000					3,000		
7,000	(1,000)						
	(1,000)						
	(500)						
	(500)						
	(1,000)						
	(3,000)						

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.		
Name.	Location.	Name.	Residence.	
1	2	3	4	
UNIVERSITIES, &c.—Continued.				
Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, Ohio.	Mennonites and Mennonite communities.	.....
Geneva College	West Geneva, Ohio	Hugh Parks and others	.....
University of Wooster	Wooster, Ohio	{ W. D. Johnson	Clifton, Ohio	
Antioch College	Yellow Springs, Ohio.	{ Various persons	.....
Pacific University	Forest Grove, Oreg	{ Mrs. Sarah L. King	Taunton, Mass.	
McMinnville College	McMinnville, Oreg	{ A. W. Kenney	Salem, Oreg	
Philomath College	Philomath, Oreg	{ Two others	Oregon	
Muhlenberg College	Allentown, Pa.	.....	Allentown and Reading, Pa.
Lebanon Valley College	Annville, Pa	Various persons	.....
Lafayette College	Easton, Pa	.....	.....
Pennsylvania College	Gettysburg, Pa.	{ Charles A. Morris	York, Pa	
Thiel College	Greenville, Pa.	{ John Eyerman	Easton, Pa	
Mercersburg College	Mercersburg, Pa.	{ Edward Rahm	Pittsburgh, Pa.	
University of Pennsylvania	Philadelphia, Pa.	{ Several persons	.....
Western University of Pennsylvania.	Pittsburgh, Pa	{ J. O. Williamson	Pittsburgh, Pa	
Lehigh University		South Bethlehem, Pa.		{ Estate of Reese W. Flower, (deceased.)
				{ William Thaw
				{ Isaac Watson
				{ William Trew
	{ Henry Lloyd			
Swarthmore College	Swarthmore, Pa.	{ Other persons	Mauch Chunk, Pa	
		{ Col. Robert Klotz		
Villanova College	Villanova, Pa	{ Hon. Asa Packer	Philadelphia, Pa	
		{ Various persons		
Waynesburg College	Waynesburg, Pa	{ D. F. Wharton	Bryn Mawr, Pa	
		{ I. V. Williamson		
Brown University	Providence, R. I.	{ Mrs. Carney	Kentucky	
		{ Governor Padelford		
Erskine College	Due West, S. C.	{ Mrs. Bartlett	.....
		{ Various persons		
Newberry College	Walhalla, S. C.	{ Mrs. Ann L. Wallace	.....
		{ Various persons		
South Western Presbyterian University.	Clarksville, Tenn	{ Prof. W. M. Stewart	Clarksville, Tenn	
		{ M. McKown, (deceased).		
Southwestern Baptist University	Jackson, Tenn	{ Various persons.	Jackson, La.	
		{ Citizens		
Christian Brothers' College	Memphis, Tenn	{ Hon. J. D. Giddings	Memphis, Tenn	
		{ J. W. Baylor and J. W. Lawrence.		
Southwestern University	Georgetown, Tex.	{ J. W. Baylor and J. W. Lawrence.	Brenham, Tex	
		{ Various persons		
Baylor University	Independence, Tex	{ Joseph Battell	Brooklyn, N. Y.	
		{ Rev. P. H. Harrison and Messrs. Weeks and Baldwin.		
University of Vermont	Burlington, Vt	{ Dr. Wm. N. Mercer, (deceased.)	Baltimore, Md	
		{ W. W. Corcoran		
Middlebury College	Middlebury, Vt	.....	New Orleans, La
			
Norwich University	Northfield, Vt.	.....	Washington, D. C.
			
Hampden Sidney College	Hampden Sidney, Va.	.....	.....
			
Washington and Lee University	Lexington, Va	.....	.....
			

a From — Glover, for competitive scholarship.

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$245	\$245	.....	.....	.....	.....	.....
5,000	5,000	.....	.....	.....	.....	.....
31,000	25,000	.....	.....	.....	.....	.....	} For president's salary.
20,000	6,000	.....	.....	.....	.....	.....
1,200	20,000	.....	.....	.....	.....	.....
275	200	.....	.....	.....	.....	.....	} For president's salary.
1,700	75	.....	.....	.....	.....	.....
2,300	2,300	.....	.....	.....	.....	.....
10,000	10,000	.....	.....	.....	.....	.....	\$2,000 for endowment, balance for general purposes.
9,000	20,000	.....	.....	.....	.....	.....	} For payment of debt. For endowment. 1,332 volumes for library.
23,000	3,000	.....	.....	.....	.....	.....
2,000	.....	.....	.....	.....	.....	.....	} In land, at present unproductive. For the erection and maintenance of an astronomical observatory. (Bequest in land.)
250,000	75,000	\$175,000	.....	.....	.....	.....
218,300	\$108,000	.....	.....	.....	.....	.....	} For library. More than 300 relics and curiosities for museum. In valuable books for the library, ordered from Europe. Fossils, minerals, ores, zinc plate, &c., for museums and scientific departments, also books for geological and general library. For educational fund.
	10,000	.....	.....	.....	.....	.....
	10,000	.....	.....	.....	.....	.....
	10,000	.....	.....	.....	.....	.....
	70,300	.....	.....	.....	.....	\$10,000	
4,000	.....	.....	.....	.....	.....	4,000	For new building. For dormitory. For competitive scholarship.
35,000	5,000	.....	.....	.....	.....	.....	} For new building. For dormitory. For competitive scholarship.
500	30,000	.....	.....	.....	.....	.....
25,000	500	25,000	.....	.....	.....	.....	} 6 per cent. interest to be paid to donor during her life: at her death, to be an unconditional gift. For library. For library "in kind." For library. "Centennial Dollar Roll." To assist in paying for property. In land. To endow presidency.
15,445	2,000	2,000	.....	.....	.....	.....
15,000	4,185	.....	.....	\$4,000	.....	6260	
	15,000	.....	.....	.....	.....	.....
10,000	.....	.....	.....	.....	.....	c216	} Donations to art gallery and library.
17,500	.....	.....	.....	.....	.....	3,000	
900	17,500	.....	.....	.....	.....	5,000	
3,000	900	.....	.....	.....	.....	.....
2,000	3,000	.....	.....	.....	.....	.....
	2,000	.....	.....	.....	.....	.....
10,000	10,000	.....	.....	.....	.....	.....
5,000	.....	.....	.....	.....	.....	.....
1,000	1,000	.....	.....	.....	.....	.....
6,000	.....	.....	.....	.....	.....	6,000	} 1,000 books and 8 portraits in oil. One oil painting.
	

b For museum.

c Volumes.

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Concluded.			
Richmond College.....	Richmond, Va.....	Charles K. Francis and others.....	.....
Roanoke College.....	Salem, Va.....	Various persons.....	.....
University of Virginia.....	University of Virginia, Va.....	Various persons.....	.....
Bethany College.....	Bethany, W. Va.....	Various persons.....	.....
Lawrence University.....	Appleton, Wis.....	.....	.....
Beloit College.....	Beloit, Wis.....	Mrs. M. P. Squier.....	Geneva, N. Y.....
Racine College.....	Racine, Wis.....	.....	.....
Ripon College.....	Ripon, Wis.....	.....	.....
Northwestern University.....	Watertown, Wis.....	.....	.....
Howard University.....	Washington, D. C.....	.....	.....
SCHOOLS OF SCIENCE, (mining, engineering, agriculture, &c.)			
Maine State College of Agriculture and Mechanic Arts.....	Orono, Me.....	Hon. Abner Coburn.....	.....
Maryland Agricultural College.....	College Station, Md.....	Dr. Mercer, (deceased).....	New Orleans, La.....
Massachusetts Institute of Technology.....	Boston, Mass.....	Several persons.....	.....
Stevens Institute of Technology.....	Hoboken, N. J.....	Various persons.....	.....
Sibley College of Mechanic Arts, (Cornell University.).....	Ithaca, N. Y.....	Hon. Hiram Sibley.....	Rochester, N. Y.....
Toledo University of Arts and Trades.....	Toledo, Ohio.....	Citizens.....	Toledo, Ohio.....
Towne Scientific School of the University of Pennsylvania.....	Philadelphia, Pa.....	{ John H. Towne, (deceased)..... Asa Whitney, (deceased).....	Philadelphia, Pa.....
Wagner Free Institute of Science.....	Philadelphia, Pa.....	.....	Philadelphia, Pa.....
Hampton Normal and Agricultural Institute.....	Hampton, Va.....	Various persons.....	.....
Virginia Military Institute.....	Lexington, Va.....	Dr. W. N. Mercer.....	New Orleans, La.....
Territorial School of Mines.....	Golden, Colo.....	.....	.....
SCHOOLS OF THEOLOGY.			
Baptist Union Theological Seminary.....	Chicago, Ill.....	.....	.....
Chicago Theological Seminary.....	Chicago, Ill.....	.....	.....
Presbyterian Theological Seminary of the Northwest.....	Chicago, Ill.....	{ G. H. Williams..... C. B. Nelson, C. H. McCormick, and others.....	Fort Wayne, Ind..... Chicago, Ill.....
German Presbyterian Theological School.....	Dubuque, Iowa.....	P. Walter.....	Sherrill's Mount, Iowa.....
Bangor Theological Seminary.....	Bangor, Me.....	Various persons.....	.....
Centenary Biblical Institute.....	Baltimore, Md.....	Missionary Society of M. E. Church.....	.....
Theological department of Hope College.....	Holland City, Mich.....	Several persons.....	.....
Seabury Divinity School.....	Faribault, Minn.....	{ Mrs. Horatio Seymour..... A lady.....	Buffalo, N. Y..... Philadelphia, Pa.....
Bishop Green Associate Mission and Training School.....	Dry Grove, Miss.....	{ Rev. James Saul, D. D..... Mrs Porter and various others.....	Philadelphia, Pa..... Niagara Falls, N. Y.....
German Theological School of Newark.....	Bloomfield, N. J.....	Churches and individuals.....	.....
Theological Seminary of the Reformed Church.....	New Brunswick, N. J.....	Gardner A. Sage.....	New York, N. Y.....

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
							Books for the library.
\$6,500							Books for the library and donations to the collections of the schools of chemistry.
15,000	\$15,000						To be added to the endowment of the "Squier professorship."
500							
2,000			\$2,000				
12,000		\$12,000					
3,600	3,600						
10,000							
4,700	1,700				\$3,000		
						\$500	For library.
500							Also a portrait of Charles Carroll of Carrollton.
1,000		1,000					For a dining room, kitchen, &c., in the drill hall and gymnasium.
1,000							Machines, models, drawings, ores, books, &c.
30,000	30,000						
2,000	2,000						To start a School of Design.
							The residue of his estate, which may amount to \$1,000,000, is to be used exclusively for salaries of professors in the scientific school.
50,000			50,000				For "Whitney Professorship of Dynamical Engineering."
300							Value of gifts of various kinds.
62,012	14,764	31,789		\$11390	4,069		
						\$1,000	For library.
300						300	To increase library and collections.
75,000							
5,000	1,000		3,000	1,000			
17,500		17,500					For chapel and library.
2,000							
4,000							To endow professorships, to increase the library, and to aid needy students.
5,000	5,000						To provide for the education of colored preachers.
1,000			1,000				To endow a professorship.
5,000		2,000					To build an oratory.
		3,000					
3,000					200		For the free education of students for the ministry and of orphans of clergymen.
					200		
3,300	3,300				2,600		For theological education of young Germans.
50,000		50,000					Library building.

a Volumes.

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Concl.			
Theological Seminary of the } Presbyterian Church. }	Princeton, N. J.	{ R. L. and A. Stuart. { John C. Green and others	{ New York, N. Y.
Auburn Theological Seminary.	Auburn, N. Y.	Various persons	
Theological department of St. Lawrence University.	Canton, N. Y.	Abner Chapman	S. Onondaga, N. Y.
Hamilton Theological Semi- } nary. }	Hamilton, N. Y.	{ Morgan L. Smith { Mrs. W. H. Randall { Mrs. M. Stewart { Other persons	New Jersey New York New York
Newburgh Theological Semi- nary.	Newburgh, N. Y.	Various persons	
Union Theological Seminary. . .	New York, N. Y.	{ F. Marquand. { M. O. Roberts	
Theological department, Shaw University.	Raleigh, N. C.	Various persons	
Mt. St. Mary's Provincial Sem- inary.	Cincinnati, Ohio	Various persons	
St. Mary's Theological Seminary	Cleveland, Ohio	Congregations of the dioc- cese.	
Union Biblical Seminary.	Dayton, Ohio	Rev. John Kemp	Dayton, Ohio
Department of Theology in Oberlin College.	Oberlin, Ohio	Various persons	
United Presbyterian Theologi- cal Seminary.	Xenia, Ohio.	Martha Caldwell.	
Western Theological Seminary.	Allegheny City, Pa		
Moravian College and Theo- logical Seminary.	Bethlehem, Pa	Moravian churches	
Meadville Theological School.	Meadville, Pa		
St. Michael's Seminary	Pittsburgh, Pa.	Roman Catholics of the Diocese of Pittsburgh.	
Missionary Institute.	Selinsgrove, Pa	Henry Straub	Danville, Pa
Theological department of } Central Tennessee College. }	Nashville, Tenn.	{ Freedmen's Aid Society { of the M. E. Church and { various persons.	
Protestant Episcopal Theologi- cal Seminary.	Fairfax County, Va		
Union Theological Seminary. } Theological Seminary of the } Evangelical Lutheran Church.	Hampden Sidney, } Va. } Salem, Va.	T. M. Nivens. Wilson	New York Rockbridge Co., Va. Martinsburg, W. Va.
Theological department, How- ard University.	Washington, D. C.	American Missionary As- sociation.	New York
SCHOOLS OF LAW.			
Union College of Law.	Chicago, Ill	Judge Henry Booth and many other lawyers.	Chicago, Ill
Department of Law, Indiana University.	Bloomington, Ind.	William Jones.	Logansport, Ind.
SCHOOLS OF MEDICINE.			
Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill		
College of Physicians and Sur- geons.	Indianapolis, Ind		
Boston University School of Medicine.	Boston, Mass.	Various persons	Boston, Mass
Massachusetts College of Pharmacy.	Boston, Mass.	Several persons.	New York, Boston, and Philadelphia.
College of Pharmacy of the City of New York.	New York, N. Y.		
Eclectic Medical College of } the City of New York. }	New York N. Y.	{ Benj. Brandeth, M.D., and { Geo H. Brandeth. { E. B. Foot, M. D.	

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$45,000	.....	\$45,000	.....	.....	.....	.....	In part for scholarships and library.
8,500	\$5,500	.....	.....	\$3,000	.....	.....
740	740	.....	.....	.....	.....	.....
20,477	17,477	.....	.....	3,000	.....	.....	} M. L. Smith gave \$1,500; Mrs. Randall and Mrs. Stewart, \$1,000 each.
700	700	.....	.....	.....	.....	.....
26,000	{	25,000	.....	.....	.....	.....	} For improvement and repairs of buildings and organ.
5,000	{	1,000	.....	.....	.....	.....
6,000	6,000	.....	.....	.....	.....	.....
6,000	6,000	.....	.....	.....	.....	.....
10,000	.....	.....	.....	.....	.....	.....	} For "Council Hall" and for professorship.
18,000	.....	(\$18,000)	.....	.....	.....	.....
3,000	3,000	.....	.....	.....	.....	.....
53,000	53,000	.....	.....	.....	.....	.....
2,940	2,940	.....	.....	.....	.....	.....
2,112	.....	.....	.....	.....	.....	.....
7,500	7,500	.....	.....	.....	.....	.....
250	250	.....	.....	.....	.....	.....
1,037	.....	.....	.....	.....	\$1,037	.....
10,000	.....	.....	.....	.....	.....	.....
3,000	3,000	.....	.....	.....	.....	.....	} For salary of one professor.
2,500	.....	.....	.....	.....	.....	.....
1,800	.....	.....	\$1,800	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	Services as lecturers are given.
.....	.....	.....	.....	.....	.....	.....	Sixty volumes of old English reports.
1,000	.....	.....	.....	.....	.....	\$1,000	For museum.
1,000	.....	.....	.....	.....	.....	.....
2,000	.....	.....	.....	.....	.....	2,000	For library, museum, &c.
1,000	.....	.....	.....	.....	.....	1,000	Value of specimens to illustrate lectures.
74	.....	.....	.....	.....	.....	.....	Also specimens for collections.
6,500	{	6,000	.....	.....	.....	.....	} Dr. A. Lewis and Dr. H. G. Van Lillenschold also made gifts of land.
.....	{	500	.....	.....	.....	.....

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF MEDICINE—Concl.			
Columbus Medical College	Columbus, Ohio	J. W. Deshler .....	.....
Starling Medical College	Columbus, Ohio .....	.....	Columbus, Ohio
Jefferson Medical College	Philadelphia, Pa .....	.....	.....
Woman's Medical College of } Pennsylvania. }	Philadelphia, Pa	{ Executors of will of Mary D. Brown. }	Philadelphia, Pa
Texas Medical College and Hos- pital.	Galveston, Tex	{ Various persons	Philadelphia, Pa
.....	.....	Prof. G. Torguson.....	Clifton, Tex.....
INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.			
Florence Synodical Female Col- lege.	Florence, Ala.....	Ex-Gov. R. M. Patton .....	.....
Bethel Female College.....	Cuthbert, Ga	Rev. Thomas Muse and Bethel Baptist Assoc'n.	Georgia.....
.....	.....	{ Mrs. M. Lane	Acworth, Ga
La Grange Female College.....	La Grange, Ga	{ W. L. Witham	La Grange, Ga
.....	.....	{ Various persons .....	.....
Almira College	Greenville, Ill.....	.....	.....
Ferry Hall, Lake Forest Uni- versity.	Lake Forest, Ill.....	.....	.....
Female College of Indiana.....	Greencastle, Ind.....	Various persons .....	.....
Logan Female College	Russellville, Ky.....	Various persons .....	.....
Stanford Female College.....	Stanford, Ky.....	Citizens	Stanford, Ky
.....	.....	{ S. R. Bearce, (deceased)	Lewiston, Me
Maine Wesleyan Seminary } and Female College. }	Kent's Hill, Me	{ Luther Sampson	Kent's Hill, Me
.....	.....	{ Hon. William Deering	Chicago, Ill
.....	.....	{ Hon. R. B. Dunn	Waterville, Me
Wheaton Female Seminary	Norton, Mass	Mrs. L. M. Wheaton .....	.....
Mt. Holyoke Female Seminary	South Hadley, Mass.	.....	.....
Michigan Female Seminary	Kalamazoo, Mich	Various persons .....	.....
Stephens College	Columbia, Mo.....	James L. Stephens	Columbia, Mo
Adams Female Seminary	Derry, N. H.	Mrs. Philip Nowell.....	.....
Packer Collegiate Institute	Brooklyn, N. Y. ....	.....	.....
Jane Grey School	Mt. Morris, N. Y.	Hon. M. Chance and Mrs. M. J. Holmes.	.....
Ohio Wesleyan Female College.	Delaware, Ohio .....	.....	.....
Hillsboro' Female College.....	Hillsboro', Ohio.....	E. B. Townsend, (deceased)	Milford, Ohio
.....
Lake Erie Female Seminary...	Painesville, Ohio..	{ Hon. R. Hitchcock	Painesville, Ohio
.....	.....	{ Jared Murray	Concord, Ohio
.....	.....	{ Rev. H. C. Hayden, (and others.) }	Cleveland, Ohio
Due West Female College.....	Due West, S. C.	Mrs. Ann I. Wallace	Kirksville, Ky
Chappell Hill Female College ..	Chapel Hill, Tex..	Capt. Thomas Smith	Chapel Hill, Tex.....
Milwaukee College for Ladies..	Milwaukee, Wis	Mrs. Rogers and Hon. Hi- ram Barber.	.....
PREPARATORY SCHOOLS.			
Connecticut Literary Institu- tion.	Suffield, Conn.....	.....	.....
Woodstock Academy	Woodstock, Conn	"A Friend".....	New York, N. Y
Phillips Academy.....	Andover, Mass.....	A sister of Dr. S. H. Tay- lor, (and others.)	.....
Chauncy Hall School	Boston, Mass.....	.....	.....

a Value of Dr. Taylor's

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,000	\$1,000						
250						\$250	
50,000		\$50,000					Private contributions to erect hospital; the State gave \$100,000 for same object.
9,371		3,000					
200		6,371					For apparatus.
		200					
25				\$25			Gold medal for department and scholarship.
20,000	20,000						
5,000		5,000					To have rooms dedicated to friends.
9,500	9,500						
50,000	50,000						Subscription to general fund of Lake Forest University.
5,000							
2,700		2,700					For building.
2,000		2,000					
30,000		24,000					For normal department.
		10,000					
		15,000					
150							
15,000							
6,000	6,000						Subscribed to pay indebtedness
20,000	20,000						For permanent endowment.
1,000		1,000					For repairs of buildings.
3,500							Includes amount received from the regents of the University of the State of New York.
262						262	Cabinet of shells and eight books.
3,000							
10,000			\$10,000				To pay a professor. part of whose duty it shall be to teach domestic economy; (bequest not yet accepted.)
3,100		500			\$2,500		For addition to seminary building.
						100	For books for library.
900	900						
750		750					To repair and improve president's house.
1,000	500	500					\$500 for a telescope.
28,000		28,000					To pay debt on new building for ladies.
500	500						Not to be used till it amounts to \$1,000.
1,077				105		a972	Eare photographs.

classical library.

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.	
name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS—Concl.			
Williston Seminary	Easthampt'n, Mass	Mrs. S. Williston	Easthampton, Mass.
Warren Academy	Woburn, Mass	Hon. John Cummings	Woburn, Mass
Phillips Exeter Academy	Exeter, N. H.	Woodbridge Odlin	Exeter, N. H.
New London Literary and Sci- entific Institution. }	New London, N. H. }	{ Mrs. Jas. B. Colgate	New York, N. Y.
		{ John S. Brown	Fisherville, N. H.
Peddle Institute	Hightstown, N. J. }	{ Various persons .....	.....
		{ Mrs. T. B. Peddie .....	.....
Cazenovia Seminary	Cazenovia, N. Y. ..	James Collanan and others	Des Moines, Iowa
Cook Academy	Havana, N. Y.	{ Mrs. Kelley	Elmira, N. Y.
		{ Thirteen persons .....	.....
Park Institute	Rye, N. Y.	Trustees and teachers of institute.	Rye, N. Y.
Chambersburg Academy	Chambersburg, Pa	Dr. S. E. Duffield and Hon. M. Speer .....	.....
York Collegiate Institute	York, Pa	Samuel Small	York, Pa
Lapham Institute	North Scituate, R. I.	William Windsor	Granville, R. I.
		{ Hon. William Clafin	Boston, Mass
		{ Mrs. Lee Clafin	Hopkinton, Mass
		{ W. F. Clafin	Hopkinton, Mass
Clafin University	Orangeburg, S. C. ..	{ Freedman's Aid Society, M. E. Church. ....	.....
		{ Other sources .....	.....
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
<i>Schools for boys.</i>			
Wilmington Conference Acad- emy.	Dover, Del.	Various persons	Delaware and Mary- land.
Talmage School	Milledgeville, Ga		
Lake Forest Academy	Lake Forest, Ill.	Hon. C. B. Farwell and A. Benedict.	Lake Forest, Ill.
St. Matthew's School	Monroe, La	{ Rev. L. Enaud	Monroe, La
		{ Young Catholic Friends' Society. ....	.....
Boys' School of St. Paul's Parish	Baltimore, Md.		
Kearsarge School for Boys	North Conway, N. H.	Pott, Young & Co.	New York, N. Y.
Biddle Memorial Institute	Charlotte, N. C.	Gifts through the commit- tee on missions to the freedmen. ....	.....
Spencer Academy	Caddo Station, Ind. Ter.	Mission fund, Presbyterian Church. ....	.....
<i>Schools for girls.</i>			
St. Margaret's School for Girls.	Waterbury, Conn		
St. Mary's School	Knoxville, Ill	Hon. James Knox	Knoxville, Ill
Locquet-Leroy Institute	New Orleans, La ..	J. B. Cundiff .....	.....
		{ James H. McMillen	Portland, Me
St. Catharine's Hall	Augusta, Me	{ Misses Bridge	Augusta, Me
		{ Other persons .....	.....
		{ Elisha Hathaway	Bristol, R. I.
Mt. Hermon Female Seminary.	Clinton, Miss	{ Anne Walworth	Cleveland, Ohio
		{ Other persons .....	.....
St. Mary's School for Girls	Albany, N. Y.		
Howland School	Union Springs, N. Y.	Various persons .....	.....
The Bishop Bowman Institute.	Pittsburgh, Pa		
Kemper Hall	Kenosha, Wis.	Mrs. Peter Hubbell, (de- ceased.) and others.	Charlestown, Mass
Wolfe Hall	Denver, Colo.	Miss Catherine Wolfe	New York, N. Y.
Park Seminary	Washington, D. C.	Smithsonian Institution	Washington, D. C.

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$50,000		\$50,000					For building.
1,000	\$1,000						To maintain an instructor in English.
20,000			\$20000				For endowment, on condition that \$30,000 more be raised.
35,000	35,000						A fine microscope.
76,100	76,000						A general subscription to pay indebtedness.
70,000	100						For instruments for meteorological observations.
2,423	(70,000)						Pledges of cash in five years.
3,000	1,000						
	1,533						
	3,000						
50						\$50	Books for library.
10,000					\$10,000		To aid students for the ministry.
1,500	1,500						
	500						
	350						
2,025	50						
	1,000						
	125						
10,000		10,000					
1,000		1,000					For repairs.
500		500					For gymnasium
					200		
					100		
300					2,500		From parochial charities.
2,500						50	Prayer and other books to aid church work.
50							
5,000	4,000	1,000					
2,000							
1,000							
1,100		1,100					To fence the grounds.
60							For penmanship for 2½ months.
1,000	500						For payment of debt.
	300						
	200						
2,000	415						To pay for property.
	100						
	1,432						
100							
1,250	1,250						
7,900		2,000		\$5,000		900	
7,000		7,000					For chapel and furniture for it and library.
1,000	1,000						Mineralogical collection.

TABLE XXIV.—Statistic s of educational

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
St. Paul's School	WallaWalla, Wash.	Residents of town and Eastern friends.	.....
<i>Schools for boys and girls.</i>			
Andrews Institute	Near Collinsville, Ala.	J. W. Wesson	Collinsville, Ala.
Searcy Male and Female Seminary.	Searcy, Ark. ....	.....	.....
Napa Collegiate Institute	Napa City, Cal.	Various persons .....	.....
Durham Academy	Durham, Conn	S. S. Seranton	Durham, Conn
Cookman Institute	Jacksonville, Fla.	Various persons .....	.....
Masonic Academy	Milton, Fla.	Various persons .....	.....
Clark University	Atlanta, Ga.	Various persons .....	.....
Gordon Institute	Barnesville, Ga.	.....	.....
German Evangelical Lutheran School.	Addison, Ill. ....	.....	.....
Battle Ground Collegiate Institute.	Battle Ground, Ind	George W. Rice .....	.....
Birmingham Academy and Boarding School.	Birmingham, Iowa	Friends	Birmingham, Iowa..
Amity College	College Springs, Iowa.	Prof. Osborn	Oxford, Ohio
Lenox Collegiate Institute	Hopkinton, Iowa..	Citizens	Hopkinton and vicinity, Iowa.
Hebrew Educational Institute	New Orleans, La..	The Hebrew Educational Society.	.....
Putnam Free and Brown High School.	Newburypt, Mass	A Society of Natural History.	Newburyport, Mass.
Wesleyan Academy	Wilbraham, Mass.	{ David Smith, (deceased) ..	Springfield, Mass ...
St. Louis School	St. Paul, Minn ...	{ Various persons .....	.....
.....	.....	{ Catholics of the congregation.	St. Paul Minn.
.....	.....	{ Avery estate	Pitts, Mo
Lincoln Institute	Jefferson City, Mo	{ Miss Caroline Richmond.	Providence, R. I.
.....	.....	{ Society for Propagating the Gospel.	.....
.....
Marionville Collegiate Institute	Marionville, Mo. ...	.....	.....
Van Rensselaer Academy	Rensselaer, Mo.	W. J. Ogden .....	.....
Proctor Academy	Andover, N. H.	{ W. Dickinson, (deceased) ..	East Andover, N. H.
.....	.....	{ Other persons .....	.....
Penacook Normal Academy	Fisherville, N. H.	John S. Brown and C. H. Amsden.	Fisherville, N. H.
.....
Fracestown Academy	Fracestown, N. H.	.....	.....
Kingston Academy	Kingston, N. H.	Samuel Mason	Boston, Mass
New Ipswich Appleton Acad	New Ipswich, N. H.	Isaac Spalding	Nashua, N. H.
Coe's Northwood Academy	Northwood, N. H.	E S. Coe	Bangor, Me
.....	.....	{ Hon. John P. Blair	Blairstown, N. J.
Blair Presbyterial Academy	Blairstown, N. J.	{ John P. Smith, (deceased)	Bloomsburg, N. J.
.....
South Jersey Institute	Bridgeton, N. J. ....	.....	.....
St. Stephen's School	Millburn, N. J.	E. G. Kenwick .....	.....
Newton Collegiate Institute	Newton, N. J.	J. L. Swayze and others	Newton, N. J.
Union Academy	Shiloh, N. J.	Various persons	Shiloh, N. J.
Attica Union School and Collegiate Institute.	Attica, N. Y.	Hon. R. S. Stevens	Hannibal, Mo
.....
Cayuga Lake Academy	Aurora, N. Y.	Hon. E. B. Morgan	Aurora, N. Y.
Genesee Valley Seminary	Belfast, N. Y.	James P. Roundsville	Oramel, N. Y.
Adelphi Academy	Brooklyn, N. Y.	Trustees of academy .....	.....
Candor Free Academy	Candor, N. Y. ....	.....	.....
Canisteo Academy	Canisteo, N. Y. ....	.....	.....

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks,
Total.	Endowment and general purposes,	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes,	To aid indigent students,	Library and museum.	
5	6	7	8	9	10	11	12
\$2,400	\$400	\$2,000	.....	.....	.....	.....
300	.....	300	.....	.....	.....	.....
680	.....	680	.....	.....	.....	.....
12,000	12,000	.....	.....	.....	.....	.....	To liquidate mortgage.
250	250	.....	.....	.....	.....	\$50	
500	.....	.....	.....	.....	\$500	.....
2,000	2,000	.....	.....	.....	.....	.....	For library.
6,000	.....	6,000	.....	.....	.....	.....
334	.....	.....	.....	.....	.....	.....
500	.....	500	.....	.....	.....	.....	For improvements.
400	.....	400	.....	.....	.....	.....	To aid principal in purchase of property.
.....	.....	.....	.....	.....	.....	.....	A technical cabinet.
4,000	.....	4,000	.....	.....	.....	.....	For new building
1,000	1,000	.....	.....	.....	.....	.....
1,175	1,000	.....	.....	.....	.....	175	Ornithological cabinet of nearly 200 mounted specimens; also other specimens for cabinet.
900	900	.....	.....	.....	.....	.....
1,625	{ 1,000	.....	.....	.....	.....	.....
.....	{ 500	.....	.....	.....	.....	.....
.....	{ 125	.....	.....	.....	.....	.....
250	.....	250	.....	.....	.....	.....
80	80	.....	.....	.....	.....	.....
600	{ 500	.....	.....	.....	.....	.....
800	{ 100	.....	.....	.....	.....	.....	For apparatus, &c.
500	.....	800	.....	.....	.....	.....
10	.....	10	.....	.....	.....	.....	For charts.
5,000	.....	.....	.....	.....	.....	.....
200	300	.....	.....	.....	.....	.....
18,500	{ 12,000	6,000	.....	.....	.....	.....	For additional endowment, improvement of buildings, &c.
25,000	{ 500	.....	.....	.....	.....	.....
25,000	25,000	.....	.....	.....	.....	.....	Pledged for endowment.
1,061	1,061	.....	.....	.....	.....	.....
1,100	.....	1,100	.....	.....	.....	.....	To enlarge buildings.
1,500	1,500	.....	.....	.....	.....	.....	To pay indebtedness.
1,100	.....	1,100	.....	.....	.....	.....	To enlarge school building.
500	500	.....	.....	.....	.....	.....	For principal's salary.
100	.....	.....	.....	.....	.....	.....
570	.....	570	.....	.....	.....	.....	For apparatus and books.
100	.....	.....	.....	.....	.....	200	For library and apparatus.
1,500	.....	.....	.....	.....	.....	.....

TABLE XXIV.—Statistics of educational

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Chappaqua Mountain Institute	Chappaqua, N. Y.	Elwood Birdsall	Port Chester, N. Y.
Clinton Liberal Institute	Clinton, N. Y.	Various persons	Fergusonville and New York City.
Fergusonville Academy	Fergusonville, N. Y.	Various persons	Greenville, N. Y.
Greenville Academy	Greenville, N. Y.	Ten persons	Columbia County, N. Y.
Hartwick Seminary	Hartwick Seminary, N. Y.		Pike, N. Y.
Hudson Academy	Hudson, N. Y.	Citizens	Saugerties, N. Y.
Pike Seminary	Pike, N. Y.	Citizens	Southold, N. Y.
Pompey Academy	Pompey, N. Y.	Henry Huntting	Greenville, Ohio
Saugerties Institute	Saugerties, N. Y.	Various persons	Savannah, Ohio
Southold Academy	Southold, N. Y.	Rev. K. Koeberlin	Savannah, Ohio
Middlebury Academy	Wyoming, N. Y.		Ohio
Germantown Institute	Germantown, Ohio		Pennsylvania
Poland Union Seminary	Poland, Ohio		Philadelphia, Pa.
Savannah Male and Female Academy	Savannah, Ohio	{ Citizens	Reynoldsville, Pa.
Witherspoon Institute	Butler, Pa.	{ Presbytery of Wooster	Clarion, Pa.
Doylestown English and Classical Seminary	Doylestown, Pa.	Residents of town and vicinity.	
Reid Institute	Reidsburgh, Pa.	Aaron Fries	
Stewardstown English and Classical Institute	Stewartstown, Pa.	{ Rev. C. H. Prescott.	
Brownsville Graded High School	Brownsville, Tenn.	{ Samuel Frampton	
Enon Seminary	Butler, Tenn.		Butler, Tenn.
McMinn Grange High School	Mouse Creek, Tenn.	Joshua Perkins	Washington, D. C.
Holston Seminary	New Market, Tenn.	J. B. Sibley and others	
Barnes Institute	Galveston, Tex.	American Missionary Association.	
River Side Institute	Lisbon, Tex.	W. B. Miller and others	
Goddard Seminary	Barre, Vt.		Saratoga, N. Y.
Brattleboro' Academy	Brattleboro', Vt.		St. Johnsbury, Vt.
Troy Conference Academy	Poultney, Vt.	Thaddeus Fairbanks	
St. Johnsbury Academy	St. Johnsbury, Vt.		
Elroy Seminary	Elroy, Wis.		
Jefferson Liberal Institute	Jefferson, Wis.		
English and Classical School	Santa Fé, N. Mex.	Ladies' Home and Foreign Missionary Society of the Presbyterian Church.	New York, N. Y.
St. John's School	Logan City, Utah.		
School of the Good Shepherd	Ogden, Utah		
St. Mark's School	Salt Lake City, Utah.	Various churches and persons.	
Salt Lake Collegiate Institute	Salt Lake City, Utah.	Eastern States and Salt Lake City.	
INSTITUTIONS FOR THE DEAF AND DUMB.			
Institution for the Deaf and Dumb and the Blind.	Oakland, Cal.	Mr. Biedeman	San Francisco, Cal.
American Asylum for the Deaf and Dumb.	Hartford, Conn.	James Seymour, (deceased)	Auburn, N. Y.
Institution for the Instruction of the Deaf and Dumb.	New York, N. Y.	Thomas C. Chardavoyne	
Institution for the Improved Instruction of Deaf Mutes.	New York, N. Y.	Members of the Association for the Improved Instruction of Deaf Mutes.	

benefactions for 1875, &c.—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,100							
25,000		\$25,000					For new building.
150		150					For cabinet organ and calendar clock.
352	\$352					a200	For library.
560		560					For improvement of buildings.
1,500		1,000				\$500	For repairs, books, &c.
395		395					For repairs.
4,000	4,000						To pay a debt.
150		150					
4,000		4,000					For repairs.
4,000							A library; value unknown.
4,000	4,000						
5,000				\$2,000			
12,000				3,000			
300		300					For a reading room.
15,000	(15,000)						For building and endowment.
20		20					
1,500							
750	750						
8,000	(8,000)						To establish the school.
2,500	2,500						Eight hundred and ten acres of land and lot of school furniture.
200	200						
1,100	1,100						To fit up primary department.
4,000	4,000						To pay old debts.
75							
3,000					\$3,000		To aid young men preparing for the ministry.
3,000	3,000						
3,000		3,000					To aid in building.
1,200							
500	500						
1,000				1,000			For annual scholarships.
900				900			For scholarships.
4,471				4,471			For annual scholarships
300	250					50	For tuition and library.
1,000	1,000						
5,000							
5,000	5,000						
3,140							

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR THE DEAF AND DUMB—Concluded.			
Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa		
MISCELLANEOUS.			
Town of Vaiden	Mississippi	Dr. C. M. Vaiden	Vaiden, Miss

benefactions for 1875, &c.—Concluded.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$10,829							
9,000	\$9,000						Dr. Vaiden gave the "Vaiden Male and Female Institute" to the town on condition that a good school be kept up.

TABLE XXV.—*Publications, educational, historical, &c., for 1875; compiled from publishers' announcements, by the United States Bureau of Education.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
I	2	3	4	5	6
Lee and Shepard.....	Boston, Mass.....	ART. Fret-Sawing and Wood-Carving. For amateurs, by George A. Sawyer. Il- lustrated.	Square 16mo	63	\$1 50
James R. Osgood & Co.....	do.....	Medieval Follage and Colored Decoration, by James K. Collins, F. R. I. B. A.	4to.....	.....	15 00
Do.....	do.....	Origin and Antiquity of Engraving, by W. S. Baker	4to.....	.....	5 00
Do.....	do.....	Discourses on Architecture. Translated from the French of Viollet-le-Duc, with notes by Henry Van Brunt. Illustrated.	8vo.....	.....	8 00
Do.....	do.....	Raphael Engravings. New edition.	4to.....	.....	10 00
Do.....	do.....	Famous Painters and Paintings, by Mrs. J. H. Sheild. Illustrated.	8vo.....	332	5 00
Do.....	do.....	Teschel's Engravings. New edition.	4to.....	.....	10 00
Do.....	do.....	Landscape's Works with Essay on his Life and Works.	4to.....	.....	10 00
L. Prang & Co.....	do.....	Modern Art Education, by Prof. Joseph Langl. Translated, with notes, by S. B. Koehler.	8vo.....	1, 161	75
Roberts Brothers.....	do.....	Our Sketching Club. Letters and Studies on Landscape Art, by R. St. John Tyrwhitt.	8vo.....	.....	2 50
D. Appleton & Co.....	New York, N. Y.....	Spain: Art Remains and Art Realities; Painters, Priests, and Princes, by H. Willis Baxley, M. D. 2 vols.	12mo.....	.....	5 00
Do.....	do.....	Krist's Drawing, Advanced, Perspective, and Shading Series; five books and Manual.	.....	.....	.....
A. J. Bicknell & Co.....	do.....	Guillaume's Interior Architecture.....	Folio.....	.....	3 00
Do.....	do.....	Manual of Architecture.....	4to.....	133	5 00
J. W. Bouton.....	do.....	Examples of Modern Etchings, with notes, by Philip Gilbert Hamerton	Sm. folio.....	.....	10 00
E. P. Dutton & Co.....	do.....	Church Decoration. A practical manual of appropriate ornamentation. Illustrated.	16mo.....	.....	1 75
Henry Holt & Co.....	do.....	Lectures on Art, by H. Taine. Translated by John Durand	12mo.....	540	2 50
Hurd & Houghton.....	do.....	A Glimpse at the Art of Japan, by James Jackson Jarves.....	Crown 8vo.....	.....	2 50
Ivison, Bakeman, Taylor & Co.....	do.....	White's Progressive Art Studies, by George G. White. Elementary series.	48 cards.....	.....	.....
James Miller.....	do.....	Drawing for Young Children.....	Square 12mo.....	.....	1 25
Do.....	do.....	Artistic Pottery and Porcelain, New and Old, by F. S. Stalknecht	16mo.....	.....	97 plates
Orange Judd Company.....	do.....	Progressive American Architecture, by G. B. Croff.	Royal 4to.....	.....	10 00
D. Van Nostrand.....	do.....	Ceramic Art; a Report on Pottery, Porcelain, Tiles, Terra-Cotta, Brick, &c., by William P. Blake.	5vo.....	146	2 00
T. Whitaker.....	do.....	Expression in Church Architecture, by the Rev. C. C. Tiffany.....	16mo.....	25	20
John Wiley & Son.....	do.....	Fronades Agrées, or Readings in Modern Painters, by John Ruskin.....	12mo.....	.....	1 00
H. T. Williams.....	do.....	Ornamental Designs for Free-Work, Fancy Carving, and Home Decorations	4to.....	24 plates	60
Grobble & Barrie.....	Philadelphia, Pa.....	Art Treasures of England, by J. Vernon Whitaker. (In 30 parts.)	16mo.....	.....	Per part, 50
J. B. Lippincott & Co.....	do.....	Contemporary Art.....	Imperial 4to.....	.....	15 00

Edwin A. Wilson & Co	Springfield, Ill.	Abraham Lincoln; his Life, Public Services, Death and Funeral, by John Carroll Power. Illustrated.	Sq. cr. 8vo.	352	2 50		
J. H. Earle	Boston, Mass	Charles Sumner, Memoir and Eulogies. Edited by William M. Cornell, L.L.D. Illustrated.	12mo.	336	1 50		
Estes & Lauriat	do	Lives of the Lord Chancellors and Keepers of the Great Seal of England, by Lord Campbell. New edition. Edited by John Mallory. Vols. 9 and 10.	8vo	500, vi, 570	Per vol., 3 50		
D. Lathrop & Co.	do	Life of Amos Lawrence, by W. R. Lawrence. New edition. Illustrated.	Large 16mo.		1 50		
Do	do	Life of Benjamin Webster, by J. Banvard, D. D. New edition. Illustrated.	16mo.		1 50		
Do	do	Life of Benjamin Franklin, by Rev. J. Chaplin. Illustrated.	16mo.		1 50		
James K. Osgood & Co.	do	Dictionary of American Biography, by Francis S. Drake. New edition, revised.	Large 8vo.	1019	6 00		
J. Munsell	Albany, N. Y.	American Biographical Notes, by Franklin B. Hough	8vo	450	5 00		
Do	do	Memoir of Commodore David Porter, U. S. N., by Admiral D. D. Porter	8vo	400	6 00		
D. Appleton & Co.	New York, N. Y.	The Life of His Royal Highness the Prince Consort, by Theodore Martin. Vol. 1.	2mo.	400	2 00		
Do	do	Memoirs of General William T. Sherman. 2 vols.	Small 8vo.	Each 400	5 50		
Do	do	English Men of Science; their Nature and Nurture, by Francis Galton, F.R.S	12mo.	xlii, 206	1 00		
Robert Carter & Bros	do	Autobiography of Thomas Guthrie, D. D., and Memoir by his sons. (In 2 vols.) Vol. 2.	12mo.	x, 494	2 00		
James Cockcroft & Co	do	Lives of the Lord Chancellors and Keepers of the Great Seal of England, by Lord Campbell. New edition. Edited by J. A. Mallory. Vol. 8. Illustrated.	8vo	523	3 50		
A. Denham & Co.	do	The Bible Memoirs	16mo.	28	25		
Dodd and Mead.	do	Life of George Washington, by J. S. C. Abbott. Illustrated.	12mo.		1 50		
Harper & Bros	do	Life of Jonathan Swift, by John Forster. Vol. 1. 1667-1711	8vo	487	2 50		
Hurd & Houghton.	do	Familiar Letters of John Adams and his Wife, with Memoir of Mrs. Adams, by Charles Francis Adams.	Crown 8vo.		2 00		
Literary and Art Publishing Co	do	The Private Life of a King, by John Banvard	12mo.	672	2 50		
G. P. Putnam's Sons	do	English Statesmen, by T. W. Higginson. Vol. 1	16mo.		1 50		
Do	do	English Radical Leaders, by R. J. Hinton.	16mo.		1 50		
Scribner, Armstrong & Co.	do	Bric-à-Brac Series. Vol. 6. Personal Reminiscences of Thomas Moore and William Doctian.	Square 12mo.		1 50		
Do	do	Bric-à-Brac Series, No. —. Personal Reminiscences by Cornelia Knight and Thomas Naukes.	Square 12mo	xvi, 339	1 50		
Do	do	Bric-à-Brac Series. Personal Reminiscences, by O'Keefe, Kelly, and Taylor	Square 12mo	352	1 50		
Do	do	Bric-à-Brac Series. Personal Recollections of Lamb, Hazlitt, and others	12mo.		1 50		
Do	do	Bric-à-Brac Series. Vol. X. Personal Reminiscences, by Constable and Gillies.	12mo.	336	1 50		
Wilson, Hinkle & Co.	do	Pestalozzi: His Life, Work, and Influence, by Hermann Krüsi, A. M.	8vo.	246	2 25		
Gebbie & Barrie	Philadelphia, Pa.	William Sharp, Engraver. His Life, and Catalogue of his Works, by W. S. Baker.	12mo.		2 00		
J. B. Lippincott & Co.	do	Memoirs of John Quincy Adams, edited by Hon. Charles Francis Adams.	8vo		Per vol., 5 00		
Porter & Coates	do	Vols. 4, 5, 6, and 7.	12mo.		1 50		
Do	do	Life of George Washington, by Aaron Bancroft. Illustrated.					
Bureau of Education.	Washington, D. C.	EDUCATION.	8vo	114, 64			
		Circulars of Information, No. 1, 1875. Proceedings of the Department of Superintendence of the National Educational Association, at Washington, D. C., January, 1875. No. 2, 1875. Education in Japan.					

TABLE XXXV.—Publications, educational, historical, &c., for 1875, &c.—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
Bureau of Education.....	Washington, D. C.....	EDUCATION — Concluded.	8vo.....	108.....	.....
Do.....	do.....	Circulars of Information, No. 3, 1875; An Account of the Systems of Public Instruction in Belgium, Russia, Turkey, Servia, and Egypt.	8vo.....	16.....	.....
Do.....	do.....	Circulars of Information, No. 4, 1875. Waste of Labor in the Work of Education, by P. A. Chadbourn, LL. D.	8vo.....	208.....	.....
Do.....	do.....	Circulars of Information, No. 6, 1875. Statements relating to Reformatory, Charitable, and Industrial Schools for the Young.	8vo.....	130.....	.....
Do.....	do.....	Circulars of Information, No. 7, 1875. Constitutional Provisions in regard to Education in the several States of the American Union.	8vo.....	.....	.....
Do.....	do.....	Report of the Commissioner of Education for 1874.....	12mo.....	cli, 935.....	.....
George Sherwood & Co.....	Chicago, Ill.....	Model Second Reader, by J. Russell Webb. Illustrated.....	12mo.....	192.....	\$0 55
Day, Egbert & Fidler.....	Davenport, Iowa.....	Teacher's Manual for Language Lessons, by P. W. Sudlow and W. E. Crosby	Square 16mo.....	84.....	35
Do.....	do.....	First Lessons in Language and Composition; Language Lessons, by P. W. Sudlow and W. E. Crosby. Revised edition.	Square 16mo.....	84.....	35
Ginn Brothers.....	Boston, Mass.....	High School Music Reader.....	8vo.....	300.....	1 50
Leo & Shepard.....	do.....	The Reading Club and Handy Speaker, edited by George M. Baker. { No. 2	16mo.....	106.....	50
Do.....	do.....	Easy Reading for Little Folks. Illustrated.....	16mo.....	108.....	50
Do.....	do.....	Illustrated Primer.....	16mo.....	.....	40
Do.....	do.....	How to Write Clearly, by Rev. E. A. Abbott, M. A.....	16mo.....	.....	40
Roberts Brothers.....	do.....	The American Union Speaker, by John D. Philbrick, LL. D. New edition, revised.	16mo.....	78.....	60
Do.....	do.....	Boston University Year Book. Vol. 2, 1875.....	Crown 8vo.....	xxxv 536.....	2 00
Do.....	do.....	First Lessons in Physiology, for use in Common Schools, by C. L. Hotze.....	8vo.....	115.....	50
Central Publishing Co.....	St. Louis, Mo.....	Relations of Education to Public Questions, by Hon. James W. Patterson, an	12mo.....	192.....	1 00
J. B. Parker.....	Hanover, N. H.....	addresses delivered before the Phi Beta Kappa Society at Dartmouth College, June 23, 1875.	12mo.....	23.....	25
Do.....	do.....	What and How to Read: A guide to recent English literature, by G. A. F. Van Rhyll.	16mo.....	xxxv, 221.....	75
D. Appleton & Co.....	New York, N. Y.....	Reasonable Elocution: A text-book for schools, colleges, &c., by F. T. Graham	12mo.....	211.....	1 25
Do.....	do.....	Cole's Self-Reporting Class-Book for the use of Schools, by J. R. Cole.	Ob/long 8vo.....	.....	Paper, 50
Do.....	do.....	Easy Lessons in Language, by S. W. Clark, A. M.	16mo.....	96.....	35
Do.....	do.....	Map-Drawing made easy, by James Montoth.	4to.....	.....	15
Do.....	do.....	Independent First Reader, by J. M. Watson.	12mo.....	80.....	25
Do.....	do.....	Test Speller for the use of teachers' institutes and other spelling classes, by C. T. Pooler, A. M.	12mo.....	79.....	30
Do.....	do.....	The Teacher's Handbook, by William F. Phelps, M. A.	12mo.....	335.....	1 50
Do.....	do.....	Independent Primary Reader.....	12mo.....	80.....	25
Catholic Publishing Society.....	do.....	The Illustrated Fifth Reader.....	12mo.....	480.....	1 25
Do.....	do.....	The Illustrated Sixth Reader and Speaker, by Rev. J. L. Spalding, S. T. L.	12mo.....	477.....	1 50
Do.....	do.....	The Young Ladies' Illustrated Reader.....	12mo.....	423.....	1 25

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Taylor Bros.	do	First Steps in English Grammar, by A. N. Fellows	12mo.	64	25
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Do.	do	Third Reader. Illustrated	16mo.	60
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J. W. Daughaday & Co.	Philadelphia, Pa.	The Eclecticist's Annual, No. 3, edited by Prof. J. W. Shoemaker, A. M.	12mo.	346	1 50
Eldredge & Co.	do	Christian Ethicist: A Text-Book for Schools and Colleges, by D. S. Gregory, D. D.	12mo.	xvii, 144	75
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TABLE XXV.—*Publications, educational, historical, &c., for 1875, &c.—Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
G. P. Putnam's Sons.....	New York, N. Y.	GEOGRAPHY AND TRAVELS—Concluded.	Square 8vo..	380	\$2 25
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Scribner, Welford & Armstrong.....	do	Troy and its Remains, by Dr. Henry Schliemann. Edited by Philip Smith, B. A.	Royal 8vo..	12 50
E. Steiger.....	do	Mannual for the Use of Terrestrial and Celestial Globes, by Joseph Schedler.	12mo.....	36	25
Robert Clarke & Co.....	Cincinnati, Ohio	Journey in Honduras and Jottings by the Way, by R. G. Huston, C. E.	8vo.....	39	50
Eldredge & Bro.....	Philadelphia, Pa	Elements of Physical Geography, by W. J. Houston, A. M.....	4to.....	160	1 75
J. B. Lippincott & Co.....	do	The Amazon and Madeira Rivers, by Franz Koller. Illustrated	4to.....	5 00
HISTORY.					
S. C. Griggs & Co.....	Chicago, Ill.....	Norse Mythology; or, the Religion of Our Forefathers, by R. B. Anderson, A. M.	12mo.....	473	2 50
J. Murphy & Co.....	Baltimore, Md	Lingard's History of England, abridged, with a continuation, by James Bartle, A. B. Third revised and enlarged edition.	8vo.....	688	3 00, 3 50
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TABLE XXV.—*Publications, educational, historical, &c., for 1875, &c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
J. B. Lippincott & Co.	Philadelphia, Pa.	HISTORY—Concluded.			
Do.	do.	History of the Reign of Charles V, by William Robertson, D. D., with an Account of the Emperor's Life after his Abdication, by William H. Prescott, New edition. 3 vols.	{ 12mo, vol. 1. 12mo, vol. 2. 12mo, vol. 3.	xviii, 544 viii, 549 2 25	\$2 95 2 25 1 50
Do.	do.	History of the United States, for intermediate schools, by Joseph T. Derry. Illustrated.	16mo	xiv, 279	1 50
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Smith, English & Co	do.	Text Book of Church History, by Dr. John H. Kurtz. Revised and corrected.	12mo	1004	3 00
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E. B. Myers	Chicago, Ill.	Colonney and Partition, by A. C. Freeman	8vo	713	7 50
Little, Brown & Co.	Boston, Mass.	American Law of Elections, by George W. McCrary	8vo	500	5 00
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Do.	do.	The Law of Trespasses, by Thomas W. Waterman. In 2 vols. { Vol. 1. Vol. 2.	8vo	xxxvi, 689	7 00
Banks & Bros.	do.	On Warrants and Attachments, by Sidney J. Cowan, esq.	8vo	xxxix, 713	7 50
Do.	do.	On Contracts, by C. G. Addison, esq.	8vo	7 50
Do.	do.	Equity Jurisprudence, by John Willard, LL. D. Revised, corrected, and enlarged, by Platt Potter, LL. D.	8vo	cxli, 1223	10 00
Do.	do.	The Law of Contracts, by C. G. Addison. Third American edition, by James A. Morgan. Vol. 1.	8vo	xliv, 1077	7 50
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D. Appleton & Co	New York, N. Y	Differential and Integral Calculus, by C. P. Buckingham	8vo	385	6 00
Do	do	Astronomy, by J. Norman Lockyer, F. R. S. (Science Primers).	18mo	108	25
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Do	do	Arithmetical Problems	16mo	426	2 00
Do	do	Complete Algebra, (Robinson's Shorter Course) by Joseph Ficklin, Ph. D.	16mo	168	50
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Do	do	The Complete Arithmetic, by D. W. Fish, M. A.	16mo	258	80
Scribner, Armstrong & Co	do	New Intermediate Arithmetic, by S. A. Felter, A. M., and S. A. Farrand, A. M.	16mo	vii, 150	25
Sheldon & Co	do	Primary Arithmetic and Teachers' Manual, by Prof. Edward Olney.	16mo	viii, 314	85
Do	do	Elements of Arithmetic for Intermediate, Grammar, and Common Schools, by Prof. Edward Olney.	16mo		85
University Publishing Company	do	Elements of Geometry, Part 2. Geometry in Space, by Charles S. Venable, LL. D.	8vo		1 00
D. Van Nostrand	do	(Science Series No. 19.) Graphic Method of Solving Certain Algebraic Equations, by Prof. George L. Voss.	18mo		50
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Wilson, Hinkle & Co	Cincinnati, Ohio	Elements of the Infinitesimal Calculus, by James G. Clark, A. M.	12mo	441	2 25

TABLE XXV.—*Publications, educational, historical, &c., for 1875, &c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
Wilson, Hinklo & Co. Eldredge & Bro	Cincinnati, Ohio Philadelphia, Pa	<p style="text-align: center;">MATHEMATICS—Concluded.</p> Plano and Spherical Trigonometry and Mensuration, by A. Schnyler, LL. D. Practical Book-Keeping, by Prof. John Grosbeck. Collejo edition.....	12mo. 8vo	187, 82 256	\$1.50 2.00
D. Appleton & Co.	New York, N. Y.	<p style="text-align: center;">MECHANICS.</p> The Science of Music; or, the Physical Basis of Musical Harmony, by Sedley Taylor, M. A. American Mechanical Dictionary, by Edward H. Knight, C. and M. E. Illustrated. (In 3 vols.) Vols. 1 and 2. Catechism of the Locomotive, by M. N. Formey, Mech. E. Illustrated. Graphical Method for the Analysis of Bridge Trusses; extended to continuous girders and truss spans, by Charles E. Greene, A. M. Illustrated. (Science Series, No. 15.) Skew Arches, by E. W. Hyde, C. E. With diagrams. Richards' Steam-Engine Indicator. Third edition revised and enlarged. The Mechanic's Friend. Edited by William A. Axon, M. R. S. L. Illustrated. The Mechanical Engineer, his Preparation, and his Work, by Prof. R. H. Thurston, A. M., C. E. Resistance of Materials and Preservation of Timber, by Do Volson Wood. Second edition. Notes on Building Construction. Part I. Illustrated.	12mo. Royal 8vo 12mo. 8vo 18mo. 8vo 12mo. 8vo 8vo	169 Each, 832 xvi, 609 79 104 258 339	1.00 Per vol., 7.00 2.50 2.00 50 3.50 1.50 50 3.00
John Wiley & Son	Philadelphia, Pa	<p style="text-align: center;">MEDICINE.</p> Contributions to the Annals of Medical Progress and Medical Education in the United States before and during the War of Independence, by Jos. M. Tenor, M. D. Lecture on Physiology, by Prof. Küss. Edited by Matthias Duval, M. D. Illustrated. Longevity: The Means of Prolonging Life after Middle Age, by John Gardner, M. D. Hirschfeld Medicine: A Familiar Description of Diseases, by John Gardner, M. D. Compendium of Children's Diseases, by Dr. Johann Steiner. Translated from the German by Lawson Tait. The History and Histo-Chemistry of Man, by Heinrich Froy. Translated from the German by Arthur E. J. Parker. Illustrated.	8vo 12mo. 12mo. 8vo 8vo	118 520 191 500 683	..... 2.50 1.50 3.50 4.00
Bureau of Education	Washington, D. C.		8vo	118	.....
James Campbell	Boston, Mass.		12mo.	520	2.50
William F. Gill & Co.	do		12mo.	191	1.50
A. Williams & Co.	do		8vo	500	3.50
D. Appleton & Co.	New York, N. Y.		8vo	.....	3.50
Do	do		8vo	683	5.00

TABLE XXV.—*Publications, educational, historical, &c., for 1875, &c. — Continued.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
Lindsay & Blackston.....	Philadelphia, Pa.....	MEDICINE—Concluded.	8vo.....	xiii, 348	3 00
Do.....	do.....	Functions and Disorders of the Reproductive Organs, by William Acton, M. R. C. S. Fourth American edition.	8vo.....	146	\$2 00
Do.....	do.....	Lectures on Bright's Disease, by D. C. Black, M. D. Illustrated.	12mo.....	395	2 25
Do.....	do.....	Minor Surgery and Bandaging, by Christopher Heath, F. R. C. S. Fifth edition. Revised.	8vo.....	4223	8 00
Do.....	do.....	Diseases of the Heart and of the Aorta, by Thomas Haydon, F. C. P. L. Illustrated. In two volumes.	12mo.....	63	50
Do.....	do.....	Value of Phosphorus as a Kennedy for Loss of Nerve Power, Neuralgia, &c., by E. A. Kirby, M. D. Second edition.	Small 4to.....	.....	Each, 2 00
Do.....	do.....	Medicinal Plants, by Robert Bentley, F. L. S., and Henry Trimen, F. L. S. Parts 1, 2, and 3.	8vo.....	454	4 00
Do.....	do.....	Materia Medica, for the Use of Students, by John B. Biddle, M. D. Seventh edition. Revised and enlarged.	4to.....	.....	Each, 2 00
Do.....	do.....	Atlas of Skin Diseases, by Tibbony Fox, M. D. Parts 1, 2, and 3.	.....	.....	.....
Do.....	do.....	Illustrations of Clinical Surgery, by Jonathan Hutchinson, F. R. C. S. Part 1. Folio.	.....	.....	.....
Do.....	do.....	On Addison's Disease. The Croonian Lectures for 1875, by E. H. Greenhow, M. D.	8vo.....	212	3 50
Do.....	do.....	Lectures on Nursing, by William Robert Spithy.	12mo.....	228	2 25
Do.....	do.....	The Student's Guide to Human Osteology, by W. W. Wagstaffe, F. R. C. S.	12mo.....	349	3 50
Do.....	do.....	Outlines of Practical Histology, by William Rutherford, M. D.	12mo.....	72	1 25
J. B. Lippincott & Co	do.....	Pulmonary Tuberculosis, by A. P. Dutcher, M. D. Illustrated.	Crown 8vo.....	.....	3 00
Do.....	do.....	Disease of the Nervous System, by Jerome K. Sandry, M. D.	8vo.....	.....	4 00
NATURAL SCIENCES.					
Estes & Lauriat.....	Boston, Mass.....	The Glacial Epoch of our Globe, by Alexander Brann.....	12mo.....	40	25
Do.....	do.....	Insects of the Field, by A. S. Packard, jr. Illustrated.	12mo.....	32	25
Do.....	do.....	Insects of our Forests, by A. S. Packard, jr. Illustrated.	12mo.....	31	25
Do.....	do.....	The Sun and the Earth, by Prof. Balfour Stewart, F. R. S.; and Force Electrically Exhibited, by J. W. Phelps. Illustrated.	12mo.....	32	25
Do.....	do.....	Ice Age in Great Britain, by Prof. Geikie.....	12mo.....	32	25
Do.....	do.....	North American Birds. Land Birds. Volume 3	Small 4to.....	.....	10 00
Do.....	do.....	First Lessons in Physics, by G. L. Hotze. New edition. Revised	16mo.....	174	90
Central Publishing Company	St. Louis, Mo.....	The Natural History of Man, by Prof. A. de Quatrefages. Translated from the French by Ediza A. Youmans. (Popular Science Library.)	12mo.....	.....	1 00
D. Appleton & Co.	New York, N. Y.....	Fungi, their Nature and Uses, by M. C. Cooke, M. A. Edited by Rev. M. J. Berkeley, M. A. (International Science Series.)	12mo.....	.....	1 50
Do.....	do.....	The Chemistry of Light and Photography, by Dr. Hermann Vogel.....	.....	.....	2 00

Do.....do	Boys and Girls in Biology; or, Simple Studies of the Lower Forms of Life, by Sarah H. Stevenson. Illustrated.	12mo.....	186	1 50
Do.....do	The Zerial World: A Popular Account of the Phenomena and Life of the Atmosphere, by G. Hartwig, M. D., Ph. D.	8vo.....	xviii, 556	6 00
Do.....do	Insectivorous Plants, by Charles Darwin, F. R. S.	12mo.....	462	2 00
Do.....do	First Book of Zoology, by Prof. Edward S. Morse, Ph. D.	12mo.....	188	1 25
Do.....do	First Book of Physiology, by Prof. W. J. Youmans, M. D.	12mo.....	.....	1 75
Do.....do	Yeoman's Class-Book of Chemistry.	12mo.....	.....	3 00
Do.....do	Descents of Man and Selection in Relation to Sex, by Charles Darwin, M. A. New edition. Revised and enlarged.	12mo.....	xvi, 688	3 00
Do.....do	Climate and Time in their Geological Relations, by James Croll.	12mo.....	577	2 50
Do.....do	Our Place Among Infidians, by R. A. Proctor.	12mo.....	120	1 75
Do.....do	Testimony of the Rocks, by Hugh Miller. New edition.	12mo.....	592	1 50
Do.....do	Annual Record of Science and Industry for 1874, edited by Spencer F. Baird.	12mo.....	cciv, 665	2 00
Do.....do	Practical Hints on the Selection and Use of the Microscope, for Beginners, by John Philin.	12mo.....	131	75
Do.....do	The Geological Story Briefly Told, by Prof. James D. Dana, LL. D. Illustrated.	12mo.....	xi, 263	1 50
Do.....do	Science Record for 1875, edited by Alford E. Beach.	12mo.....	597	2 50
Do.....do	Elements of Magnetism and Electricity, illustrated, by John Angoll. (Elementary Science Series.)	16mo.....	172	75
Do.....do	Principles of Metal Mining, by J. H. Collins, F. G. S. Illustrated. (Elementary Science Series.)	16mo.....	149	75
Do.....do	Manual of Metallurgy, by Prof. W. H. Greenwood. Part second. Illustrated. (Advanced Science series.)	12mo.....	.....	1 50
Do.....do	Elements of Zoology: A Text-Book, by Sanborn Tenney, A. M. Illustrated	12mo.....	503	2 50
Do.....do	Outlines of Proximate Organic Analysis, by A. B. Prescott, M. D.	12mo.....	.....	1 75
Do.....do	Treatise on the Gases met with in Coal Mines, by J. J. Atkinson. (Science Series No. 13.)	18mo.....	53	50
Do.....do	New Method of Graphical Statics, by A. J. Du Bois, C. E., Ph. D. Illustrated	8vo.....	79	2 00
Do.....do	Manual of Determinative Mineralogy and Blowpipe Analysis, by Prof. George J. Brush.	8vo.....	105	3 50
Do.....do	Appendix to Dana's Descriptive Mineralogy, by E. S. Dana.	8vo.....	.....	.....
Do.....do	Text-Book of Mineralogy, by J. D. and E. S. Dana.	8vo.....	.....	.....
Do.....do	Preserving Qualitative Chemical Analysis, by Prof. S. W. Johnson. New revised edition.	8vo.....	.....	.....
Do.....do	The Resistance of Materials, by Prof. D. Volsou Wood. New revised edition	8vo.....	.....	.....
Do.....do	Manual of Qualitative Chemical Analysis, by Dr. C. R. F. encinus. Translated and edited by Prof. S. W. Johnson.	8vo.....	438	4 50
Do.....do	Practical Guide to the Determination of Minerals by the Blowpipe, by Dr. C. W. C. Fuchs. Translated and edited by T. W. Danby, M. A., F. G. S.	Crown 8vo.....	88	2 50
Do.....do	The Microscope and its Revelations, by William B. Carpenter, M. D., LL. D. Fifth edition. Illustrated.	F. cap 8vo.....	848	5 50
Do.....do	The Recent Origin of Man, by James C. Southall. Illustrated	8vo.....	.....	6 00
Do.....do	Science Byways, by R. A. Proctor	Crown 8vo.....	422	4 00
Do.....do	Storms: Their Nature, Classification, and Laws, by William Blasius	12mo.....	.....	2 50
PHILOLOGY AND TRANSLATIONS.				
Do.....do	Demonstrations on the Crown, by Martin L. D'Ongre, Ph. D.	12mo.....	275	1 75
Do.....do	The Latin Subjunctive, by L. F. Pennell	16mo.....	iv, 62	30
Do.....do	A Method of Instruction in Latin, by J. H. Allen and J. B. Greenough.	10mo.....	241	1 25

TABLE XXV.—Publications, educational, historical, &c., for 1875, &c.—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
Ginn Bros.....	Boston, Mass.....	PHILOLOGY AND TRANSLATIONS—Concluded. Selections from the Poems of Ovid. Edited by J. H. and W. F. Allen and J. B. Greenough.	12mo.....	292	\$1 50
Do.....	do.....	Introduction to Anglo-Saxon, by Stephen H. Carpenter.....	12mo.....	218	1 25
Do.....	do.....	Latin Composition, by J. H. and W. F. Allen and J. B. Greenough.....	12mo.....	125	1 25
Do.....	do.....	Preparatory Latin Course, Nos. 1 and 2, by J. H. and W. F. Allen and J. B. Greenough.....	12mo.....	580, 524	Per vol., 2 50
Do.....	do.....	Select Orations of Lysias. Edited by James M. Whitton, Ph. D.....	12mo.....	659	2 50
Lee & Shepard.....	do.....	Exercitios sur la grammaire, par Lambert Sauvour.....	12mo.....	335	2 00
James E. Osgood & Co.....	do.....	Aristophanes' Apology, including a transcript by Robert Browning.....	12mo.....	321	2 00
Do.....	do.....	The Odyssey of Homer. Translated into English verse, by William Cullen Bryant.....	12mo.....	528	4 00
Roberts Bros.....	do.....	The Zepherids of Virgil. Translated into English verse by William Morris.....	Crown 8vo.....	178	3 50
Schoenbof & Moeller.....	do.....	Petites exercises à l'usage des commençants, by L. Sauvour, Ph. D., LL. D.....	12mo.....	1 50	1 50
M. R. Dennis & Co.....	Newark, N. J.....	Now and Concise Method of Reading Latin Verse, by Martin Bähler, A. M.....	12mo.....	23	25
Martin Taylor.....	Buffalo, N. Y.....	Remnants of German Etymology, by Henry Klein, A. M.....	12mo.....	93	60
American News Company.....	New York, N. Y.....	Recent Frenches pratique, by Prof. Edouard Jeaureaud.....	18mo.....	105	1 00
D. Appleton & Co.....	do.....	The Life and Growth of Language: An Outline of Linguistic Science, by William D. Whitney.....	12mo.....	vii, 325	1 50
Clark & Maynard.....	do.....	Child's First Book in French, by Prof. Jean Gustav Koetels, Illustrated.....	12mo.....	143	1 00
Harpor & Bros.....	do.....	The Satires of A. Persius Flaccus. Edited by Basil L. Gildersleeve, Ph. D., LL. D.....	12mo.....	231	1 25
Do.....	do.....	Select Dialogues from Plato, by Henry Cary, A. M.....	12mo.....	551	1 50
Henry Holt & Co.....	do.....	Otto's First Book in German. Edited by Prof. E. S. Joyues.....	10mo.....	40	40
Do.....	do.....	Otto's Introductory German Reader. Edited by Prof. E. S. Joyues.....	12mo.....	vii, 268	1 25
Ivison, Blakeman, Taylor & Co.....	do.....	Practical Course with the Spanish Language, by H. M. Mousaouto, A. M., and Louis A. Labignarelle, LL. D.....	16mo.....	400	1 75
Do.....	do.....	Easy Lessons in German, by W. H. and E. K. Woodbury.....	16mo.....	237	1 25
Nelson & Phillips.....	do.....	Outline Lessons in Hebrew, by Rev. S. M. Vail, D. D.....	12mo.....	28	50
L. W. Schmidt.....	do.....	First German Book, by Prof. Charles A. Schlegel. In 2 parts.....	16mo.....	50	Each, 50
E. Steiger.....	do.....	Key to Ahn's Third German Book, by P. Henn.....	12mo.....	iv, 131	45
Do.....	do.....	Key to Ahn's First French Reader, by Dr. P. Henn.....	12mo.....	31	25
Do.....	do.....	Key to Ahn's First French Reader, by Dr. P. Henn.....	12mo.....	95	60
Do.....	do.....	Latin Primer, introductory to Gildersleeve's Latin Series, by B. L. Gilder- sleeve, Ph. D., LL. D.....	12mo.....	50	30
University Publishing Com- pany.....	do.....	Latin Primer, introductory to Gildersleeve's Latin Series, by B. L. Gilder- sleeve, Ph. D., LL. D.....	12mo.....	192	90
Do.....	do.....	Latin Reader, by B. L. Gildersleeve, Ph. D., LL. D.....	12mo.....	190	1 00
Wilson, Hinkle & Co.....	Cincinnati, Ohio.....	Key to Duffie's French Method.....	12mo.....	99	75

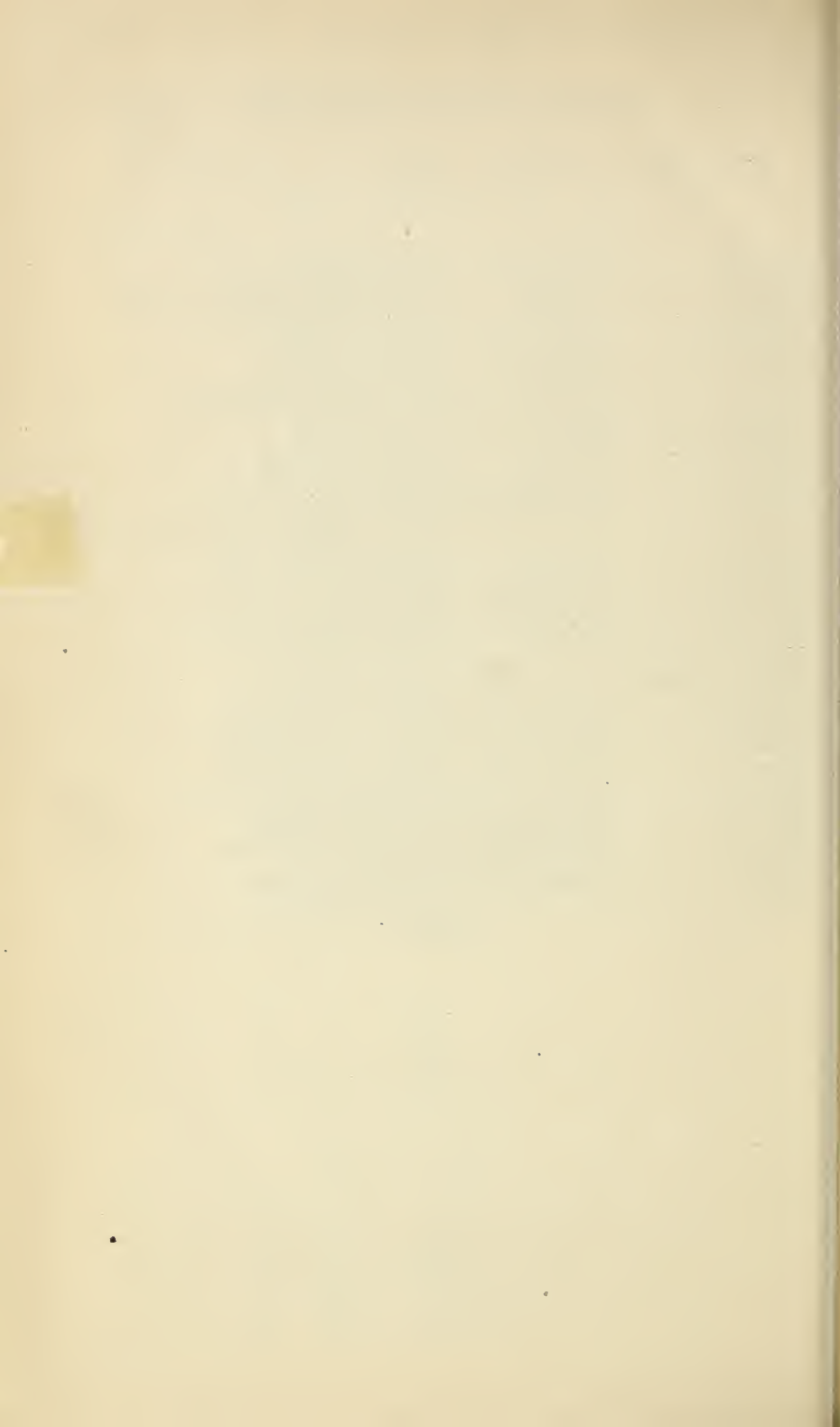
Eldredge & Bro.	Philadelphia, Pa.	Tactics: Germania, Agricola, and Dialogus de Oratoribus, with notes by Prof. G. Stuart.	16mo.	236	1 25
Do.	do	Smith's Guide to French Conversation, revised and abridged by Prof. F. A. Brégy.	16mo.	100	60
J. B. Lippincott.	do	German Grammar, by Prof. J. A. Schmitz, A. M., and H. J. Schmitz.	12mo.		1 50
POLITICAL ECONOMY AND SOCIAL SCIENCE.					
Jensen, McClung & Co.	Chicago, Ill.	Primer of Political Economy, by A. B. Mason and J. J. Lalor.	12mo.	67	75
D. Appleton & Co.	New York, N. Y.	The Vatican Decrees, in their Bearing on Civil Allegiance, a political exposition, by Rt. Hon. W. E. Gladstone, M. P., with replies of Archbishop Manning, Lord Acton, and Rt. Rev. Monsignor Capel.	8vo		25
Do.	do	A reply to the Rt. Hon. W. E. Gladstone's Political Exposition, by Rt. Rev. Monsignor Capel, D. D.	12mo.		30
Do.	do	Money and the Mechanism of Exchange, by W. Stanley Jevons, M.A., F.R.S.	12mo		1 50
Do.	do	Principles of Political Economy, by John Stuart Mill. New edition. 2 vols.	8vo		2 00
Do.	do	Currency and Banking, by Bonamy Price.	12mo.	176	1 50
Harper & Bros.	do	Political Economy, by J. E. Cairnes, LL. D.	12mo.		1 50
Ivison, Blakeman, Taylor & Co.	do	A Shorter Course in Civil Government, by Calvin Townsend.	16mo.	225	1 00
G. P. Putnam's Sons.	do	Protection and Free Trade, by Isaac Butts.	12mo.	190	1 50
Robert Clarke & Co.	Cincinnati, Ohio	Politics as a Science, by Charles Remondin.	8vo	vii, 186	1 50
Henry C. Baird	Philadelphia, Pa.	A New Monetary System, by Edward Kollogg. Edited by Mary K. Putnam. Fifth edition.	12mo	374	1 00
J. B. Lippincott & Co.	do	Principles, or, Basis of Social Science, by R. J. Wright.		3 50	3 50
Porter & Coates	do	Social Science and National Economy, a text book for colleges, by Prof. E. J. Thompson.	12mo	415	1 50
THEOLOGY AND RELIGION.					
W. F. Draper	Andover, Mass.	Commentary on Psalms, by James G. Murphy, LL. D.	8vo	ix, 694	4 00
Congregational Sunday School Publishing Society.	Boston, Mass.	Future Punishment, by Prof. Samuel C. Bartlett, D. D.	10mo.	68	50
Roberts Bros.	do	An Inquiry into the Reality of Divine Revelation. 2 vols.	8vo		8 00
Do.	do	Christian Belief and Life, by Andrew P. Peabody, D. D.	16mo.		1 50
Authors' Publishing Company.	New York, N. Y.	Ecclesiology, by Rev. E. J. Fish, D. D.	16mo.	399	2 00
Robert Carter & Bros.	do	The Royal Law of Love, by James McCosh, D. D., LL. D.	16mo.	30	25
Do.	do	Notes on the Gospel of John, critical and explanatory, by Melancthon W. Jacobus, D. D. New edition.	16mo.	348	1 00
James Crockeroff & Co	do	Testimony of the Evangelists Examined, by Simon Greenleaf, LL. D.	Royal 8vo.	xxxiii, 613	5 00
Dodt & Mead.	do	God's Word Through Preaching, (Yale Lectures on Preaching for 1873), by Rev. J. Hall, D. D.	12mo.		1 50
Do.	do	The Jewish Tabernacle, its History and Significance. By Rev. E. Alwater. Illustrated.	12mo.		1 25
Do.	do	Introduction to the Study of the Gospels, with notes, by B. F. Westcott, D. D.	8vo	476	2 00
E. P. Dutton & Co	do	Dictionary of Religious Knowledge. Edited by Rev. Lyman Abbott, assisted by Rev. T. J. Conant, D. D.	8vo	xv, 1074	6 00
Harper & Bros.	do	Binney's Theological Compend, improved, by Rev. Amos Binney and Rev. Daniel Steele, D. D.	12mo.	195	90
Nelson & Phillips.	do	Commentary on the Old Testament, vol. 4, by Rev. Milton S. Terry, A. M.	12mo.	534	2 50
Do.	do	Whetson's Commentary on the New Testament. Vol. 4.	12mo.	461	1 75

TABLE XXV.—*Publications, educational, historical, &c., for 1875, &c.—Concluded.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
G. P. Putnam's Sons	New York, N. Y.	<p style="text-align: center;">THEOLOGY AND RELIGION—Concluded.</p> Religion as Affected by Modern Materialism, by James Martineau, LL. D. Introduction by Rev. H. W. Bellows, D. D.	16mo.....	68	\$0 75
Do.	do		Philosophy of Trinitarian Doctrine, by Rev. A. G. Pease.....	16mo.....	183	1 50
A. D. F. Randolph & Co.	do	The Philosophy of Natural Theology, by Rev. William Jackson, M. A., F. S. A.	Sm, 8vo.....	xviii, 398	3 00
Reformed Church Board of Publication.	do	Prayer and its Relation to Modern Thought and Criticism, by I. S. Heartley, D. D.	12mo.....	257	1 50
Scribner, Armstrong & Co.	do	Systematic Theology, by Charles Hodge, D. D., LL. D. New and cheap edition. 3 vols.	8vo	.....	10 50
Do.	do	Speaker's Commentary, vol. 5, Isaiah, Jeremiah, and Lamentations. By W. Kay, D. D., and R. Payne Smith, D. D.	Royal 8vo...	.....	5 00
Chase & Hall.	Cincinnati, Ohio	New Testament Commentary, vol. 9, Hebrews. By Robert Milligan.....	Crown 8vo..	396	2 50
Pratt & Brazzle	Oberlin, Ohio	Needed Phases of Christianity, by James H. Fairbaird, D. D.	12mo.....	29	25
J. B. Lippincott & Co.	Philadelphia, Pa.	The Apocalypse Revealed, from the Latin of Emanuel Swedenborg. 2 vols.	12mo.....	.....	2 75
Lutheran Publishing Society	do	Justification by Faith; or, The Lutheran Doctrine of the Inner Life. By S. W. Harkney, D. D.	16mo.....	230	1 25
William Rutter & Co.	do	Inquiry into the Usage of Baptizo, and the Nature of Christic and Patristic Baptism, by James W. Dale, D. D.	8vo	630	5 00

TABLE XXVI.—Improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year ended June 30, 1875.

Name of patentee.	Residence.	No. of patent.	Title of patents.
1	2	3	4
Pitkin, A. P.....	Hartford, Conn.....	164, 983	Heating and ventilating public buildings.
Andrews, H.....	New Haven, Conn....	158, 452	Parallel ruler.
Andrews, H. L.....	Chicago, Ill.....	164, 248	School desk and seat.
Cogger, W. B.....	Chicago, Ill.....	164, 268	Hinge for seat arms of school desks.
Jackson, D.....	Chicago, Ill.....	164, 173	Blackboard rubber.
Presbrey, G. H.....	Sterling, Ill.....	162, 099	Hinge joint for school desks.
Lichtenberg, J.....	Fort Wayne, Ind....	159, 335	Map exhibitor.
Gilchrist, F. M.....	Greenfield, Ind.....	158, 271	School desks.
Fry, H. R.....	Marion, Ind.....	164, 160	School desk.
Grant, G. H.....	Richmond, Ind.....	164, 547	Blackboard eraser.
Walker, J. B.....	Louisville, Ky.....	154, 357	Blackboard rubber.
Knight, J. A.....	Auburn, Me.....	157, 996	Map drawer and exhibitor.
Barbarick, J. H.....	Casco, Me.....	161, 732	Slate frame.
Bushfield, S. B.....	Baltimore, Md.....	æ6, 221	Slate frame.
Haskell, W. O.....	Boston, Mass.....	157, 326	School desks.
Peabody, W. B. O.....	Boston, Mass.....	161, 982	Drawing board.
Ross, J. L.....	Boston, Mass.....	153, 019	School and lawn seats.
Soper, P. O.....	Boston, Mass.....	151, 928	Parallel rule.
Choate, G. W.....	Newton Centre, Mass	161, 862	Slate pencil sharpener.
Kelsey, O.....	Worcester, Mass.....	163, 320	Heating and ventilating apparatus for buildings.
Shields, C. J.....	Adrian, Mich.....	158, 444	Slate frames.
Baldwin, F. S.....	St. Louis, Mo.....	159, 244	Calculating machine.
Moore, C. C.....	Elizabeth, N. J.....	156, 491	Pencil holder for slate frame.
Birmeli, D.....	Greenville, N. J.....	163, 912	Letter and picture block.
Weissenborn, E.....	Hoboken, N. J.....	153, 408	Eraser.
Miller, W. A.....	Paterson, N. J.....	164, 019	Slate frame.
Taylor, D. C.....	Brooklyn, N. Y.....	156, 959	Alphabet boards and block.
Baade, W. F., and Sangster, A. W.....	Buffalo, N. Y.....	156, 865	Alphabet case.
Baade, W. F., and Sangster, A. W.....	Buffalo, N. Y.....	157, 113	Alphabet case.
Couch, S. W.....	Cold Spring, N. Y.....	159, 800	Window ventilator.
Lawrence, J. M.....	New York, N. Y.....	157, 690	Adding machine.
Poznanski, J.....	New York, N. Y.....	163, 886	Slate pencil attachment.
Holland, J.....	Cincinnati, Ohio.....	159, 513	Pen and pencil case.
Jones, G. E.....	Cincinnati, Ohio.....	155, 449	Geographical map.
Brinkerhoff, A. W.....	Sandusky, Ohio.....	æ6, 200	Inkstand.
Cramer, F.....	Toledo, Ohio.....	152, 726	Device for teaching music.
Holman, C. J.....	Toledo, Ohio.....	153, 828	Adding machine.
Baldwin, F. S.....	Philadelphia, Pa.....	153, 532	Adding machine.
Barker, G. R.....	Philadelphia, Pa.....	155, 406	Building ventilator.
Blair, J. B.....	Philadelphia, Pa.....	æ6, 510	Pencil rubber eraser.
Chinn, R. H.....	Washington, D. C.....	155, 606	Pen.
Wagner, G.....	Washington, D. C.....	160, 066	Window ventilator.
Daguin, E.....	Paris, France.....	157, 584	Drawing pen.



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A.

- Academies and seminaries:** 11; 19; 32; 53; 62; 68; 75; 88; 106; 119; 120; 132; 143; 154; 163, 164; 176; 194; 215; 227, 228; 236; 243; 281; 300, 301; 322; 336; 349; 362; 382; 390; 400; 410; 417; 429; 445; 456; 474; 490; 513, 514; summary, lxiii-lxxiii.
- Alabama, State of:**
Statistical summary—enrolment and attendance, 5; teachers and their pay, 5; school districts and schools, 5; income and expenditure, 5.
School system of the State—constitutional provisions, 6, 7; provisions of school law, 7, 8.
Elementary instruction—school privileges enjoyed, 8, 9; summary of schools, 9; cost and time of tuition, 9; economy in administration, 9; serious financial trouble, 9. (See also Table I.)
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