

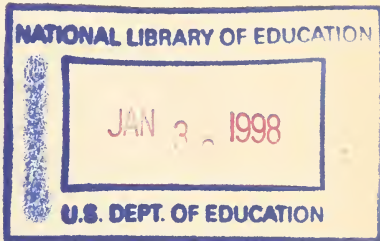
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REPORT, 1879.

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Int

OF THE

COMMISSIONER OF EDUCATION



FOR

THE YEAR 1879.

PART I.

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1881.



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United States. Bureau of
Education.

Report of the Commissioner
of Education made to the

CORRIGENDA.

- Page six. For Mosheim College read Mosheim Institute.
Page 60. Under Superior Instruction omit Lake Forest University.
Page 540, column 17, line numbered 42. For 157 read 107.
Page 545, column 17, line numbered 195. For 129 read 119.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,

Washington, D. C., November, 1879.

SIR: I have the honor to submit my tenth annual report, covering the year 1879.

The demand upon this Office for information has been greater during the present year than ever before. The Office has sent to correspondents 46,000 pieces of matter, of which 16,000 were letters, circulars, and inquiries, and 30,000 documents (packages), and has received from its correspondents 30,000 pieces of mail matter, of which 27,000 were letters, circulars, receipts, and replies, and 3,000 documents (packages). The printing of circulars of information has been more than doubled during the year, and yet this work is much behind. They are entitled as follows:

No. 1, 1879. Training schools for nurses.

No. 2, 1879. Papers, addresses, discussions, and other proceedings of the Department of Superintendence of the National Education Association at the meeting held at Washington, D. C., February 4, 5, and 6, 1879; the proceedings of the Department of Superintendence of the National Education Association for 1877; and the proceedings of the conference of the presidents and other delegates of State universities and colleges in 1877.

No. 3, 1879. The value of common school education to common labor, by Dr. Edward Jarvis, of Worcester, Mass.; together with illustrations of the same as shown by the answers to inquiries addressed to employers, workmen, and observers.

No. 4, 1879. Training schools of cookery.

No. 5, 1879. American education, as described by the French Commission to the International Exhibition of 1876.

Should Congress by concurrent resolution place a sufficient number of copies of the annual report at my disposal, it would enable the Office to send a copy to each person supplying information for its use and to answer in the main the special demand for the document. It should also be sent to county superintendents, and it should be placed in the permanent libraries in correspondence with the Office. As a rule, only one copy could be spared to any single organization, whether State or city board of education or boards of college or other trustees, though in many instances several members of the same faculty or of the same board or committee are pursuing individual investigations rendering personal possession of a copy of the report of great importance. In time it is hoped that some approximation to the number of such persons can be made and all reasonable demands supplied.

The task assigned the Office by the law of its creation and administration is rendered peculiarly difficult by the vast extent of our country, by the varied phases which education assumes under the great diversity of local influences, and by the different degrees of progress in the several sections. To meet the demands of special classes of inquirers and to collate and reduce to the compass of the report the vast mass of information respecting home systems and institutions, and to present therewith a brief general outline of education abroad, I have been obliged to tax the capacity of the Office to the utmost.

Although the circulation of the report of 1877 and the greater number of circulars of information have enabled the Office to meet more fully than ever the demands upon it, the experience thus far had, while confirming the plan upon which the Office has been at work, constantly furnishes new evidence of the need felt among educators that the Office should with greater promptness and in larger variety of form distribute the information which it receives. So inadequate are the present means of printing, that

matter which should be freely circulating can be sent out only in manuscript or be examined by those who visit the Office for the purpose of research.

Unlike some departments of the service, this Office hitherto has not had the means at its command with which to supply its documents to teachers in any considerable number, but has been obliged to limit its work to those subjects which affect the administration of systems and institutions and to distribute its publications chiefly to the persons charged with such administration. Teachers and parents surely have an interest in the work this Office might do, and, on the principle of its foundation, may claim with fairness that its publications in due time should include details of school room work for their benefit.

I have from the first cordially admitted this duty of the Office, and shall be happy to see it performed at the earliest moment that the means placed at its disposal will permit.

For the purpose of illustrating the demands upon the Office, I give a few extracts from letters received during the first four months of the year, and I invite special attention to those bearing date in the month of April, as indicating something of the variety of the questions received in that limited period of time. Communications repeating the same inquiry are omitted.

Jan. 1, 1879.—I have just secured the enactment of a bill by our legislature granting a charter and electing a board of regents for an Inter State Normal College, and am desirous to present a plan of organization at the convening of our board. Please send me such papers as you may have for distribution relating to normal schools in this country and Europe. Prof. E. A. Sheldon, of Oswego Normal School, suggests one on "The training of teachers in Germany" as very valuable for our purpose. Can you aid me in securing copies of the best school laws of the Northern States, that may aid us in developing a good school system for our State? Any help extended to us in this line will be very highly appreciated by our people.—H. T. M.

Jan. 3, 1879.—Will you please give me your opinion of the work and worth of western colleges, i. e., colleges located west of the Alleghany Mountains? Is the prevailing habit of speaking of all such institutions with contempt justified by the facts?—M. C. A.

Jan. 4, 1879.—Where can I find the best account of agricultural schools in Europe?—M. H. B.

Jan. 5, 1879.—We would like to obtain a complete list of the universities and colleges of the United States. These institutions number about 360, and if your department is in possession of printed lists containing the names and locations of them we would be greatly obliged to you for sending us a copy of it.—J. K.

Jan. 11, 1879.—I write this to volunteer a suggestion, which I beg you to excuse if found superfluous or inapplicable. It is: To gather (for any report where it will be appropriate) information as to whatever adult education there is in State prisons and penitentiaries and jails. I know there is some, and I believe there might to advantage be a good deal more, especially in *practical morals*, such as the necessity of the general requirements of society (e. g., safety of property), &c. It is, however, *adult schools* or classes that I have in mind as the thing about which you could get information.—F. B. P.

Jan. 14, 1879.—I suppose that it is now, or soon will be, a proper time to procure from Congress an act incorporating the college in which Mr. Gurdjian is interested, and which he hopes to see erected on the shores of the Bosphorus.

The first step necessary is the drawing up of a constitution and charter for the institution. In order to do this a model is necessary, and Mr. Gurdjian informed me that you had promised to procure the charter of the Robert College or a copy of it to serve as a model. I hope you have been able to do this, or will be when the proper time arrives.—E. D. C.

Jan. 15, 1879.—Is there such a document as a report of the superintendent of public schools in the island of Java?—S. C. A.

Jan. 16, 1879.—I would like to be referred to any source of information concerning compulsory and industrial education and to know if there is anything in cheap form that can be purchased for reference.—M. A. S.

Jan. 20, 1879.—I should like very much to obtain the number of medical colleges, students, and graduates for the year 1877, and, if possible, for the year 1878; also, the same statistics concerning the legal and clerical professions.—C. L. D.

Jan. 25, 1879.—I am to present a paper before the Northern Ohio Teachers' Association, ten days from now, on "Equalizing the requirements for admission to college." The trivial differences among the leading colleges double up the work of a preparatory school which is a feeder to no one particular college in a fearful way. If you should have any pertinent suggestion to make me in the matter I should regard an early reply as conferring a very great favor.—J. S. W.

Jan. 27, 1879.—Please send me the names and post office address of the county superintendents of Nevada.—W. H. D.

Jan. 27, 1879.—Intending to introduce in Europe Mr. ——'s system of heating and ventilating, we respectfully beg to ask for some information on the efficiency of said system in the establishments in which it was applied.—G. & B.

Feb. 1, 1879.—Can you cite me where I can get the best standard works in the form of addresses, essays, and books on the subject of higher education of women? Can you furnish me with statistics showing what colleges of higher grade and universities have admitted women to their classes and the results?—J. J. R.

Feb. 3, 1879.—I am engaged organizing a library and reading room for the benefit of the employés of this railway, and I have been advised that in the Special Report on Public Libraries for 1876 I will find some articles upon the subject.

I don't know where else to get the book. Can you furnish it to me? From Mr. ——'s reputation as a librarian, the articles, I have no doubt, will give us much benefit, while the report itself must contain much valuable information upon the subject.—J. M.

Feb. 13, 1879.—Can you send Mr. ——, of Paterson, N. J., a copy of your Report on Public Libraries? They have *no public library* in that great city.—A. W. C.

Feb. 13, 1879.—Part of my labor is among the freedmen of this place and vicinity, and I feel anxious to learn all I can as to what is being done for the education of the colored people throughout the South.

I take the liberty of addressing you on the subject and asking you to send me such documents as may give me the information desired.—M. C.

Feb. 15, 1879.—Being about to study more thoroughly the system of our public schools, and wishing to publish a treatise in the Bohemian language about it, I humbly request your kindness to send me, if possible, the latest publications of the educational department for my instruction and reference.—F. B. Z.

Feb. 24, 1879.—Our legislature convened on the 13th ultimo, and early in the session a resolute effort was made to abolish my office [State superintendent of instruction]. Your valuable letter of the 25th came to hand in time to be of great service to me.

Feb. 25, 1879.—I wish to find out the following data, and know not where to find what I desire so well as at your Office: (1) How many and what States of our Union have State boards of education? (2) Do all the State boards employ a secretary who is the virtual executive of the school system of the State? How long does he serve? (3) How are these boards appointed? How many constitute the board? How long do the members serve? Are any of them salaried?—J. H. H.

Feb. 25, 1879.—I have the honor respectfully to request to be furnished, if compatible with your rules, with a copy each of any publications of your Bureau relating to medical education in this country or Europe.—S. P.

March 1, 1879.—Will you please be so kind as to let me know how, if possible, I may obtain a report or history of popular education in Canada? Also in Germany?—J. R. G.

March 1, 1879.—Will you be so kind as to send me any statistics you may possess bearing upon the influence of education upon crime and the percentage of crime as between the educated and uneducated classes?—J. O. K. R.

March 4, 1879.—Can you send me any information in regard to the German technical schools? I wish particularly to find out about the departments of bridge building in the schools referred to.—F. W. D.

March 10, 1879.—Please send report showing the average salaries paid teachers in the public schools in the different States.—F. W. B.

March 10, 1879.—Do any of the reports of the Bureau of Education contain a list of the text books officially recommended in the different States?—M. O. H.

March 17, 1879.—Allow me to state in this connection that we have no normal school in this State. Neither are county teachers' institutes authorized by law. You will see by referring to the school law of this State that the superintendent of public in-

struction is required to hold a teachers' institute as often as once in each year in each judicial district, but teachers are not under legal obligation to attend; and practically we find a great deal of reluctance on the part of the teachers in attending the institutes. So far as your observation extends, would you advise the establishment of a State normal school to be sustained and fostered by State appropriation? Would the same object—the thorough preparation of teachers for their work—be better and more cheaply secured by authorizing teachers' institutes to be held at least as often as once in each year in each county under the supervision of competent men, institute conductors, and the necessary expenses paid by the State?—L. J. P.

March 21, 1879.—The citizens of our town held a meeting last evening and subscribed about \$4,000 towards building a school-house. The intention is to build a wing, so that hereafter the main centre building and another wing can be added. The trouble at present is, we have no plans, and can find no books on school-house architecture in our book stores.—W. F. W.

March 21, 1879.—I write you for information as to the percentage of the population of European countries who cannot read or write, as compared with the United States.—A. P. S.

April 1, 1879.—It occurred to me that you might have some papers bearing on education in the South that cover ground not covered by the reports.—J. L. D.

April 7, 1879.—I have now a great favor to ask of you. It is that you will prepare for my use a short account of the prison system and of the actual condition of prisons and of child saving work in the District of Columbia. Only the essential facts can be introduced into a book of so general scope and comprehensive character.—E. C. W.

April 7, 1879.—Will you allow me to recall to you that you have been so kind as to promise me some time ago some information on the United States *écoles professionnelles*? I would be very much obliged to you if you have any document for distribution on the subject, to have it sent to me.—P. D.

April 10, 1879.—Will you do me the favor to send me any information which you find your Office affords on (1) the number of pupils in secondary schools in France, Germany, Belgium, Switzerland, Austria, and England; (2) a list of juries on educational subjects at the Paris Exposition.—J. E. B.

April 12, 1879.—Being engaged in the preparation of a work on "moral statistics," I would like to embody in that work statistics bearing on the progress of education in the United States.—J. H. O.

April 16, 1879.—I have received and examined the circular of information of the Bureau of Education for March, 1872. The catalogue of the * * fraternity would furnish data for tables on the percentage of deaths, average time since graduation, and occupations, which I shall try to compile if I have leisure; the data given may be relied on as quite accurate.—C. W. S.

April 16, 1879.—I am directed to you for a book containing a list of private schools and colleges in the United States. Should your book contain a complete list of all the private schools and academies in New England, with the number of the faculty, I should be very much obliged if you would forward it to me. It is the smaller schools that I wish particularly for.—L. M. S.

April 19, 1879.—If in your power, will you kindly give me the addresses of a few private schools that are in the nature of reform schools, but that do not bear the odium attached to public reform schools?—J. H. S.

April 19, 1879.—A text book on dress cutting and fitting was placed in the hands of the girls in the seventh and eighth [years] grades of our public schools on the 1st of last December, and lessons of forty-five minutes' length have been given each week until the present date. The study has met with much ridicule from the press and opposition from the parents of the pupils required to study it. It has, however, grown in popularity, drawing to its support most of the believers in industrial education in the public schools.

At a test given at my office on Friday, the 11th instant, it appeared that girls of 12 to 14 years who had had ten to twelve lessons in this work could cut and fit garments which they had received instruction upon (a lady's basque was the garment selected for the test) with considerable accuracy, five out of thirteen rivalling the efforts of professional dressmakers.—H. S. T.

April 23, 1879.—Can you give me any statistics or statements relating to the teaching of Hebrew and the other Semitic languages, the colleges having Semitic professorships, the number of students in the United States, and which college first established a chair of Semitic language and literature?—J. S. B.

April 23, 1879.—Can you refer me to any reports giving the percentage of pupils of public schools who attend the colleges? Also, the percentage of the boys (who attend colleges) that are from cities and the proportion that are from the country? I would be under further obligation for any reference to successful methods of introducing science teaching in schools.—W. W. B.

April 30, 1879.—I have the honor to make application for reports and printed matter bearing upon the important subject of school hygiene. I have accepted an invitation, as president of our State board of health, to deliver an address upon this subject early in July next, before the teachers' association of the State, at the University of * *, and I wish to take the important occasion for spreading some wholesome truths before the public upon the philosophy or the physiology of education.—S. S. S.

AMERICAN CORRESPONDENTS OF THE OFFICE.

The following summary gives the number of the correspondents of the Office at the head of systems and institutions of education in our country, who furnish the information contained in these reports :

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

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
States and Territories	37	37	44	48	48	48	48	48	48	48
Cities.....		249	325	533	127	241	239	241	258	333
Normal schools	53	65	98	114	124	140	152	166	179	242
Business colleges	26	60	53	112	126	144	150	157	163	191
Kindergärten.....				42	55	95	149	177	217	322
Academies.....		638	811	944	1,031	1,467	1,550	1,650	1,665	1,848
Preparatory schools.....				86	91	105	114	123	125	138
Colleges for women.....	33	136	175	205	209	249	252	264	277	294
Colleges and universities.....	266	290	298	323	343	385	381	385	389	402
Schools of science.....	17	41	70	70	72	76	76	77	80	86
Schools of theology.....	80	94	104	140	113	123	125	127	129	146
Schools of law	28	39	37	37	38	42	42	45	50	53
Schools of medicine.....	63	82	87	94	99	104	102	106	112	125
Public libraries	156	180	306	377	676	2,200	2,275	2,440	2,578	2,678
Museums of natural history			50	43	44	53	54	55	55	57
Museums of art.....				22	27	27	31			37
Art schools.....					26	29	30			37
Training schools for nurses.....										11
Institutions for the deaf and dumb ...	34	36	37	40	40	42	43	45	52	57
Institutions for the blind	10	26	27	28	28	29	29	30	31	31
Schools for the feeble-minded.....		8		7	9	9	11	11	11	13
Orphan asylums, &c			77	180	269	408	533	540	638	641
Reform schools	28	20	20	34	56	67	63	63	78	79
Total.....	831	2,001	2,619	3,449	3,651	6,085	6,449	6,750	7,135	7,869

PRINTED MATTER RECEIVED BY THE OFFICE.

The number of pages, octavo or larger, of foreign periodicals examined by the translator monthly is 4,072. The pages included in the reports from foreign countries it is impossible to state, but the increase from year to year is very considerable.

The number of pages of printed matter examined for summaries and abstracts respecting education in this country in the division of abstracts was over 90,000, an increase of more than 36,000 pages since 1876.

LIBRARY.

Mr. S. R. Warren's efforts in the library have resulted in placing the books on the shelves so as to be much more available for use and in the initiation of a classification

which will be invaluable when complete. The library now numbers 23,000 pamphlets and 11,000 books, besides many duplicates.

For the proper administration of the library, Mr. Warren recommends: (1) A lad not under sixteen years of age, to take charge of the shelves and cases, to label and number the books, and to serve as messenger and porter in the library rooms. (2) A young man of good education, with some knowledge of books, to assist in the cataloguing and to have charge of the card catalogue. He should have some knowledge of the French and German languages. (3) A young lady, to assist in cataloguing and to write and copy letters on the business of the library, to keep registers of books given out, of books received by gift or purchase, and of books needed in the library, and to make lists for exchange.

STATISTICAL TABLES.

The statistical tables in the appendix are constructed from data furnished the Office on blank inquiries sent out by it to the several States, cities, and institutions reported. The construction of the blanks involves the whole theory of educational statistics in the United States. In the preparation of these blanks all the information possible was secured, together with the opinions of those who had given the subject most attention. After careful study of all that could be obtained in the way of facts and opinions, an effort was made to discover if possible the latent tendencies in the movements indicated by these statistics and to form blanks fitted to bring together as far as possible the data required and necessary to answer the inquiries addressed to the Office and adapted to the actual condition of the facts as reported in the different systems and institutions of the country. Up to that time there was no nomenclature common to States, cities, colleges, academies, or normal schools by which the figures in their reports could be compared with any measure of accuracy or satisfaction. My desire was, if the educators of the country coöperated sufficiently, that the forms adopted should be continued until the value of the generalizations these collections rendered possible should be better understood and appreciated and a larger number of school officers had thought intelligently upon the importance of records and reports in their different systems and institutions and were prepared to advise with reference to further changes.

My aim was neither to make nor to modify facts, but, as reported to the Office, to repeat them with the utmost accuracy. This brought out, as no other method could, the imperfections of our American educational statistics. This purpose, expressed to the educators of the country in my first reports, received a measure of approval and coöperation beyond all my expectations. School officers conferred, committees advised, correspondents multiplied on the subject, and the improvements have been apparent from year to year. Eminent statisticians have stated to me that there is no parallel instance in purely voluntary statistical reports. At first my thought was that the forms adopted might be used for five years, and that then the lessons afforded thereby might be used in making modifications. But the five years passed with gratifying improvements in nomenclature, in accuracy, and completeness. The evidences multiplied illustrative of the usefulness of the good work this collection of information was doing. As other years passed and the results grew more satisfactory, I concluded it best that these forms should remain the same for ten years, unless there was special reason or general urgency for a change. The freest suggestion has all the while been invited from every quarter. Many valuable opinions have been received.

The close of the decade is at hand. The census of 1880, that great decennial account of the people of the United States, will soon be taken, and its results cannot fail to afford further suggestions with regard to any changes desirable in the method of collecting the annual statistics for these reports. My hope is that those among our educators who are best prepared to aid in putting this forward will in due time coöperate with the Bureau.

It must be remembered that whatever methods are adopted affect educational records not alone in institutions of learning that may be under the control of a single head or

small executive board, but great systems as administered in cities and States, wherein changes will involve the action of State legislatures and city assemblies. Nor should it be forgotten that the late increased attention to educational statistics in other countries, notably in France and Japan, indicates the possibility of certain agreements on at least a few points of nomenclature by which international comparisons may be made with greater satisfaction than hitherto has been possible.

However much these statistics may promote the formation of the science of education, it should be remembered that they relate only to the school period; while the science of education, to lay its foundations broadly and surely, must take into consideration the period of life before the child comes under the instruction of the teacher, and the effect this instruction has after the child passes from the school into active life. Mothers and nurses must aid in studying the psychological development of infancy, and the histories of colleges and professional schools must trace the influence of their instruction upon their alumni, as coördinate workers to one end.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1874, 1875, and 1876.

	1874.			1875.			1876.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	16,488	976,837	(b)	22,152	1,180,880	(c)	23,504	1,343,487
Normal schools.....	124	966	24,405	137	1,031	29,105	151	1,065	33,921
Commercial and business colleges.	126	577	25,892	131	594	26,109	137	599	25,234
Kindergärten.....	55	125	1,636	95	216	2,809	130	364	4,090
Institutions for secondary instruction.	1,031	5,466	98,179	1,143	6,081	108,235	1,229	5,999	106,647
Preparatory schools.....	91	697	11,414	102	746	12,954	105	736	12,369
Institutions for the superior instruction of women.	209	2,285	23,445	222	2,405	23,795	225	2,404	23,856
Universities and colleges...	343	3,783	56,692	355	3,999	58,894	356	3,920	56,481
Schools of science.....	72	609	7,244	74	758	7,157	75	793	7,614
Schools of theology.....	113	597	4,356	123	615	5,234	124	580	4,268
Schools of law.....	38	181	2,585	43	224	2,677	42	218	2,664
Schools of medicine, of dentistry, and of pharmacy.	99	1,121	9,095	106	1,172	9,971	102	1,201	10,143
Training schools for nurses.	-----	-----	-----	-----	-----	-----	-----	-----	-----
Institutions for the deaf and dumb.	40	275	4,900	41	293	5,087	42	312	5,209
Institutions for the blind...	29	525	1,942	29	498	2,054	29	580	2,083
Schools for feeble-minded children.	9	312	1,265	9	317	1,372	11	318	1,560
Orphan asylums, industrial schools, and miscellaneous charities.	269	1,678	26,360	278	1,789	54,204	325	3,127	47,435
Reform schools.....	56	633	10,248	47	678	10,670	51	800	12,057

a 127 cities, each containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,037,905.

b 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

c 192 cities of 7,500 inhabitants or more reported in 1876; their aggregate population was 9,123,955.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1877, 1878, and 1879.

	1877.			1878.			1879.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	23,830	1,249,271	(b)	27,944	1,556,974	(c)	28,903	1,669,899
Normal schools.....	152	1,189	37,022	156	1,227	39,669	207	1,422	40,029
Commercial and business colleges.	134	568	23,493	129	527	21,048	144	535	22,021
Kindergärten	129	333	3,931	159	376	4,797	195	452	7,554
Institutions for secondary instruction.	1,226	5,963	92,371	1,227	5,747	100,374	1,236	5,961	108,734
Preparatory schools	114	796	12,510	114	818	12,533	123	818	13,561
Institutions for the superior instruction of women.	220	2,305	23,022	225	2,478	23,639	227	2,323	24,605
Universities and colleges...	351	3,993	57,334	353	3,825	57,987	364	4,241	60,011
Schools of science.....	74	781	8,559	76	809	13,153	81	834	10,919
Schools of theology	124	564	3,965	125	577	4,320	133	600	4,738
Schools of law	43	175	2,811	50	196	3,012	49	224	3,019
Schools of medicine, of dentistry, and of pharmacy.	106	1,278	11,223	106	1,327	11,830	114	1,495	13,321
Training schools for nurses.							11	51	298
Institutions for the deaf and dumb.	43	346	5,743	52	372	6,036	53	379	6,391
Institutions for the blind...	30	566	2,179	30	547	2,214	30	599	2,213
Schools for feeble-minded children.	11	355	1,781	11	422	1,981	13	491	2,234
Orphan asylums, industrial schools, and miscellaneous charities.				389	3,688	67,082	411	4,004	75,020
Reform schools				68	996	13,906	67	1,066	14,216

a 195 cities of 7,500 inhabitants or more reported in 1877; their aggregate population was 9,099,025.

b 218 cities of 7,500 inhabitants or more reported in 1878; their aggregate population was 10,224,270.

c 240 cities of 7,500 inhabitants or more reported in 1879; their aggregate population was 10,801,814.

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

States.	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	7-21	376,649	.....	174,585	112,374	84
Arkansas	6-21	236,601	.....	53,049	.....	.....
California.....	5-17	216,404	.....	156,769	92,468	149
Colorado	6-21	29,738	.....	14,111	10,899	89
Connecticut.....	4-16	138,428	115,000	119,382	72,643	178.6
Delaware	5-21	35,649	.....	26,672	.....	a148
Florida	4-21	572,985	.....	c36,964	c23,933	c105.8
Georgia	6-18	433,444	.....	226,027	d132,000	.....
Illinois.....	6-21	1,000,694	.....	693,334	404,479	150
Indiana	6-21	708,101	530,839	503,892	312,143	132

a For white schools only.

b In 1876.

c In 1878.

d Estimated.

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

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.
Iowa	5-21	577,353	369,447	431,317	264,702	147
Kansas	5-21	312,231	197,342	203,434	123,715	124
Kentucky	<i>a</i> 6-20	539,843	.....	<i>b</i> 227,607	<i>b</i> 160,000	<i>b</i> 110
Louisiana	6-21	330,930	.....	78,523	<i>c</i> 50,248	.....
Maine	4-21	215,724	.....	151,948	103,737	121
Maryland	5-20	<i>d</i> 276,120	.....	165,436	84,245	189
Massachusetts	5-15	303,836	.....	311,523	234,249	175
Michigan	5-20	486,903	.....	342,138	<i>e</i> 201,179	150
Minnesota	5-21	<i>e</i> 271,428	.....	171,945	<i>c</i> 111,764	92
Mississippi	5-21	362,370	.....	217,753	138,973	<i>f</i> 77.5
Missouri	6-20	702,153	.....	450,000	<i>e</i> 207,422	100
Nebraska	5-21	123,411	.....	76,956	.....	107
Nevada	6-13	10,295	.....	7,590	5,108	<i>e</i> 161
New Hampshire	5-21	<i>e</i> 72,102	.....	65,048	43,910	101.5
New Jersey	5-18	327,818	278,646	203,568	112,070	194
New York	5-21	1,623,727	.....	1,030,041	570,382	179
North Carolina	6-21	426,189	.....	238,749	150,788	46
Ohio	6-21	1,043,320	770,070	734,651	459,990	150
Oregon	4-20	56,464	.....	32,718	20,840	88
Pennsylvania	6-21	<i>g</i> 1,200,000	.....	935,740	537,672	149
Rhode Island	5-15	49,562	.....	45,700	23,735	182
South Carolina	6-16	228,128	228,128	122,463	.....	73.33
Tennessee	6-21	514,643	.....	264,637	186,162	69
Texas	8-14	208,324	.....	192,616	.....	80
Vermont	5-20	92,831	.....	77,521	49,231	125.5
Virginia	5-21	483,701	307,742	108,074	65,771	107
West Virginia	6-21	206,123	.....	136,526	90,263	100.76
Wisconsin	4-20	483,453	.....	293,226	.....	<i>f</i> 153.7
Total .....	.....	14,782,765	2,797,214	9,328,003	5,223,100	.....
Arizona	6-21	5,291	.....	3,143	1,992	165
Dakota	5-21	18,535	.....	9,822	4,618	97
District of Columbia	6-17	<i>e</i> 38,800	<i>c</i> 35,943	25,130	19,488	189
Idaho	5-21	5,596	.....	<i>e</i> 3,432	.....	.....
Montana	4-21	5,885	.....	3,909	2,804	105
New Mexico	7-18	<i>d</i> 29,312	.....	<i>h</i> 5,151	.....	<i>h</i> 132
Utah	6-16	34,929	34,929	23,124	16,076	139
Washington	5-21	24,223	.....	14,032	9,585	87.5
Wyoming	7-21	.....	.....	2,090	1,287	.....
Indian:						
Cherokees	} 5-20	<i>e</i> 17,000	.....	{ 3,200	<i>c</i> 1,714	.....
Chickasaws						
Choctaws						
Creeks						
Seminoles						
Total .....	.....	179,571	70,877	96,083	59,237	.....
Grand total .....	.....	14,962,336	2,868,091	9,424,086	5,282,337	.....

a For colored population the school age is from 6 to 16.

b In 1877.

c Estimated.

d Census of 1870.

e In 1878.

f In the counties.

g In 1873.

h In 1875

SCHOOL AGES IN THE UNITED STATES.

The following diagram shows that there are sixteen different school ages in the States and Territories; the longest, extending from four years of age to twenty-one, covers a period of seventeen years, and the shortest, from eight years of age to fourteen, a period of six years only.

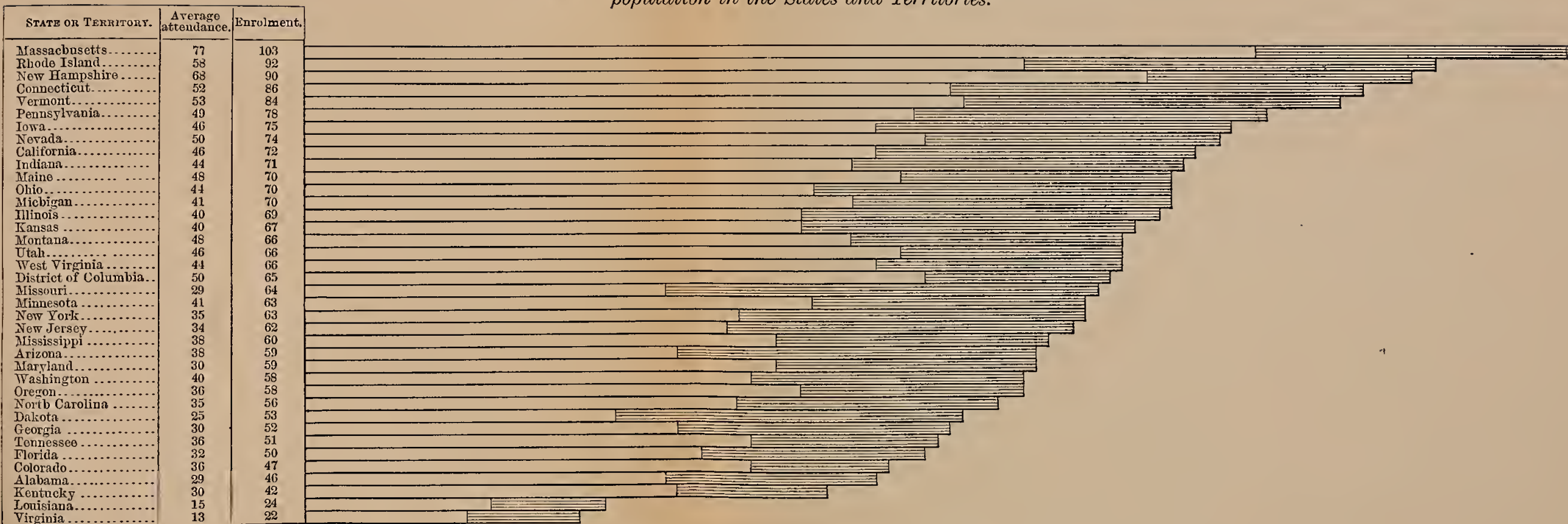
Diagram No. 1, showing the different school ages in the States and Territories during 1879.

School years.	Number of years in each school age.																School years.
	17.	16.	16.	15.	15.	14.	14.	13.	12.	12.	12.	11.	11.	10.	10.	6.	
4																	4
5																	5
6																	6
7																	7
8																	8
9																	9
10																	10
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16																	16
17																	17
18																	18
19																	19
20																	20
21																	21

Diagram No. 2 shows what percentage of the population of legal school age in the several States and Territories was in daily average attendance and what percentage of said population was enrolled in the public schools. The fact that the school age varies widely in different States not only partially accounts for the relative positions of the States indicated in the table, but also explains how it is that in Massachusetts more than 100 per cent. of the children of school age are reported enrolled. The percentage of daily average attendance is not given in the States of Arkansas, Delaware, Nebraska, South Carolina, Texas, and Wisconsin, nor in the Territories of Idaho, Indian, New Mexico, and Wyoming.

Diagram No. 3 shows the average monthly pay of teachers in the States and Territories. Fractions of dollars are disregarded in the diagram, but the exact figures may be found in Table I, Part 1, pages xvii, xviii. In the case of Alabama, Florida, New York, North Carolina, Tennessee, Texas, and Wyoming the average compensation is as given in the table, i. e., for the whole body of teachers, and not as given in the diagram, for each sex separately. The figures in Missouri and Wisconsin refer to the country schools only; for the pay in city schools, see the notes to the table on page xvii.

Diagram No. 2,
*Showing the relation of average attendance and enrolment to school
 population in the States and Territories.*



EXPLANATION.—If the population of school age in Rhode Island be put at 100, the public school enrolment of the State is 92, and the average attendance on public schools is 58; so of the other States. In Massachusetts the enrolment exceeds the population of legal school age. As full statistics have not been received from the States of Arkansas, Delaware, South Carolina, Texas, and Wisconsin, or from the Territories of New Mexico, Indian, Wyoming, and Idaho, they are not included in this diagram.

TABLE I.—PART I.—Summary (B) of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories.

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama.....	3,126	1,549	(\$18 70)	
Arkansas.....	1,143	315	a\$50 00	a\$40 00
California.....	1,236	2,217	82 13	66 37
Colorado.....	255	338	57 27	52 83
Connecticut.....	b773	b2,344	57 19	35 27
Delaware.....	c233	c169	33 08	26 19
Florida.....	a635	a335	(a40 00)	
Georgia.....	a3,654	a1,826	-----	-----
Illinois.....	8,973	12,737	41 45	34 18
Indiana.....	8,016	5,574	40 00	36 20
Iowa.....	7,573	13,579	31 71	26 40
Kansas.....	3,161	3,761	31 65	25 30
Kentucky.....	d1,600	d2,700	d40 00	d35 00
Louisiana.....	(1,949)		27 00	25 00
Maine.....	b2,325	b4,527	37 83	23 60
Maryland.....	1,280	1,811	43 49	43 49
Massachusetts.....	1,212	7,537	67 44	33 50
Michigan.....	3,954	9,662	38 09	23 48
Minnesota.....	1,797	3,210	35 78	27 23
Mississippi.....	3,576	1,789	28 35	27 15
Missouri.....	(11,268)		e35 00	e30 00
Nebraska.....	1,607	2,211	33 25	29 55
Nevada.....	49	135	84 46	83 09
New Hampshire.....	628	2,954	34 09	22 83
New Jersey.....	977	2,355	56 94	33 73
New York.....	8,164	22,505	(41 80)	
North Carolina.....	2,398	973	(22 14)	
Ohio.....	11,456	12,031	56 00	41 00
Oregon.....	(a1,068)		43 90	33 80
Pennsylvania.....	9,607	11,603	33 62	29 69
Rhode Island.....	272	991	73 84	42 37
South Carolina.....	1,934	1,232	25 54	23 84
Tennessee.....	4,436	1,566	(25 67)	
Texas.....	a3,457	a873	(a38 00)	
Vermont.....	783	3,669	29 12	19 04
Virginia.....	1,410	1,094	30 05	24 72
West Virginia.....	3,142	989	c28 21	c26 19
Wisconsin.....	(9,875)		f37 75	f25 72
Total number of teachers in States.....	(270,163)		-----	-----
Arizona.....	27	24	84 00	68 00
Dakota.....	210	254	36 00	25 00
District of Columbia.....	34	368	89 47	61 95
Idaho.....	-----	-----	-----	-----
Montana.....	65	80	66 14	52 20

a In 1878.

b Number of males employed in winter; number of females employed in summer.

c For white schools only.

d In 1877.

e In graded schools the average salary of men is \$87; of women, \$40.

f In the counties; in the cities the average salary of males is \$85.90; of females, \$35.03.

XVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 1.—Summary (B) of the number of teachers employed in the public schools, &c.—Continued.

Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
New Mexico	a132	a15		
Utah	261	248	b\$35 00	b\$22 00
Washington	236	324	41 14	33 34
Wyoming.....	20	29	(\$55 94)	
Indian:				
Cherokees	}	(c196)		
Chickasaws.....				
Choctaws			50 00	50 00
Creeks				
Seminoles.....			50 00	50 00
Total number of teachers in Territories	(2, 523)			
Grand total	(272, 686)			

a In 1875.

b In 1878.

c In 1877.

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

States.	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	\$387, 703		\$11, 615	\$364, 418	\$1, 000	\$377, 033	
Arkansas	261, 088					205, 449	
California	3, 653, 799	\$353, 182	a43, 576	2, 285, 733	371, 992	3, 010, 907	\$6, 857, 330
Colorado	222, 135	40, 158		153, 144	36, 100	229, 402	496, 891
Connecticut.....	1, 390, 972	44, 641	27, 306	1, 015, 883	288, 050	1, 375, 880	
Delaware	219, 830		1, 800	130, 765	91, 073	223, 638	b484, 361
Florida	c183, 311		c11, 595	c85, 361	c5, 860	c134, 880	c116, 934
Georgia	465, 743					465, 748	
Illinois	8, 285, 539	323, 481		4, 180, 374	1, 686, 878	6, 190, 733	16, 902, 710
Indiana	4, 427, 670	430, 898		3, 002, 518	d1, 043, 313	4, 476, 729	11, 787, 705
Iowa	5, 283, 040	992, 580		d2, 927, 308	1, 131, 589	5, 051, 477	9, 236, 613
Kansas	1, 868, 563	282, 109	10, 953	1, 012, 699	285, 033	1, 590, 794	4, 391, 566
Kentucky	e1, 827, 575	e5, 000	e25, 000	e1, 000, 000	e100, 000	e1, 130, 000	e2, 300, 000
Louisiana.....	613, 453		15, 867	415, 814	78, 393	f529, 065	c700, 000
Maine.....	1, 073, 833	72, 176	28, 407	868, 498	115, 610	1, 084, 691	2, 947, 655
Maryland	1, 611, 769	167, 787	25, 200	1, 139, 421	219, 150	1, 551, 558	
Massachusetts...	g4, 399, 801	599, 874	55, 868	h4, 339, 082		4, 994, 824	
Michigan.....	3, 112, 224	387, 063	i17, 541	d1, 873, 460	497, 576	2, 775, 640	9, 011, 454

a Paid from general fund of counties, not included e In 1877.

in State expenditure.

b For white schools only.

c In 1878.

d Includes salaries of superintendents.

f Includes other expenditures not here specified.

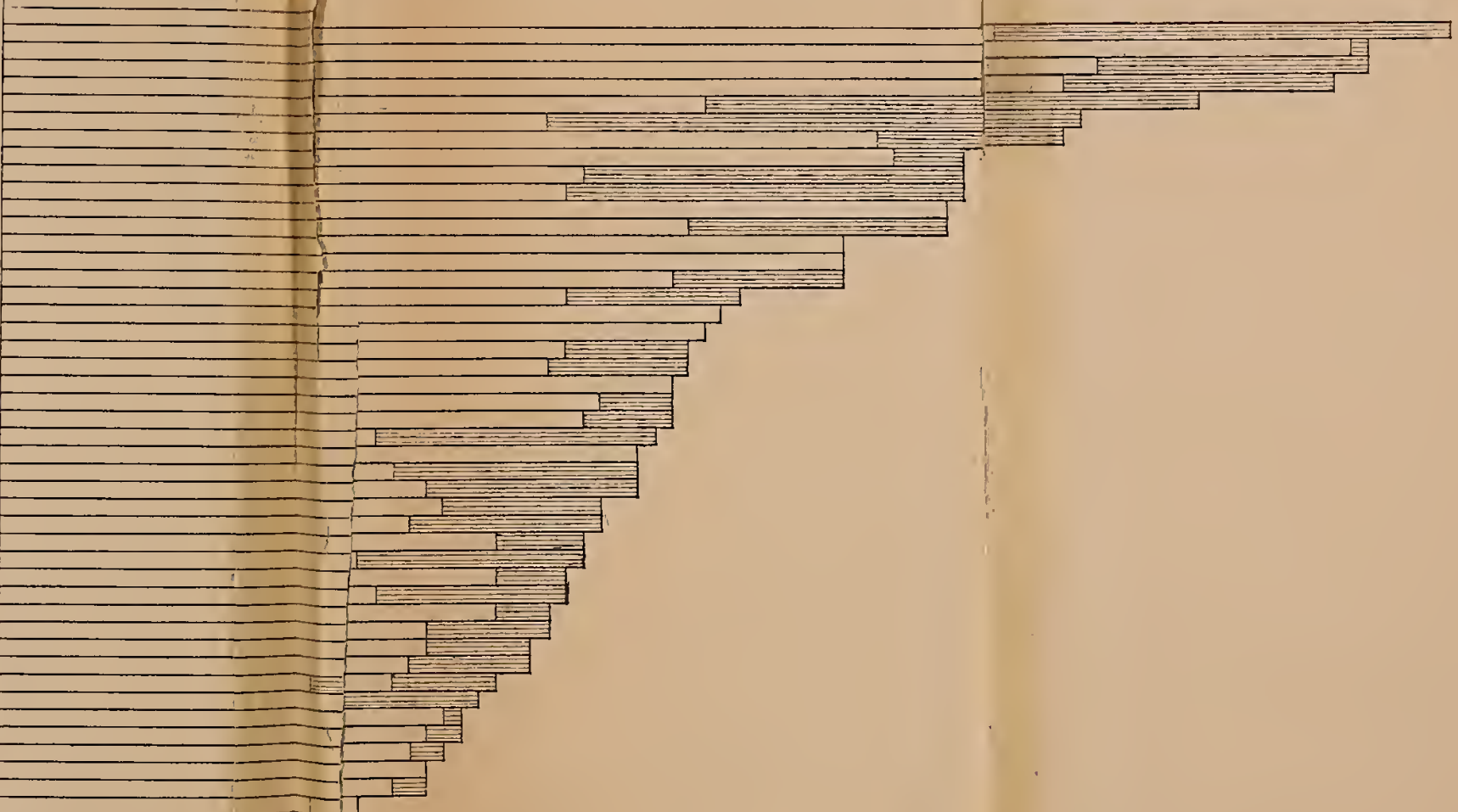
g Total of items reported.

h Includes miscellaneous expenditure.

i Amount paid township superintendents.

Diagram No. 3,
Showing the average monthly pay of teachers in the States and Territories

STATE OR TERRITORY.	FEMALES.	MALES.
District of Columbia..	\$62	\$89
Nevada.....	83	84
Arizona.....	68	84
California.....	66	82
Rhode Island.....	42	74
Massachusetts.....	33	67
Montana.....	52	66
Colorado.....	53	57
Connecticut.....	35	57
New Jersey.....	34	57
Wyoming.....	56	56
Ohio.....	41	56
Chactaws.....	50	50
Seminoles.....	50	50
Arkansas.....	40	50
Oregon.....	34	44
Maryland.....	43	43
New York.....	42	42
Illinois.....	34	41
Washington Territory	33	41
Florida.....	40	40
Indiana.....	36	40
Kentucky.....	35	40
Michigan.....	23	39
Texas.....	38	38
Maine.....	24	38
Wisconsin.....	26	38
Minnesota.....	27	36
Dakota.....	25	36
Missouri.....	30	35
Utah.....	22	35
Pennsylvania.....	30	34
New Hampshire.....	23	34
Nebraska.....	30	33
Delaware.....	26	33
Iowa.....	26	32
Kansas.....	25	32
Virginia.....	24	30
Vermont.....	19	29
Mississippi.....	27	28
West Virginia.....	26	28
Louisiana.....	25	27
Tennessee.....	26	26
South Carolina.....	24	26
North Carolina.....	22	22
Alabama.....	19	19



EXPLANATION.—The white and the pay is the same for both sexes, or where it is not separately reported, the white indicates the average pay of the whole body of teachers. See the remarks respecting the diagram on page xvi.

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

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.	
Minnesota	\$1,394,738	.....	\$13,600	\$920,122	.....	<i>a</i> \$1,394,738	\$3,084,026
Mississippi	739,915	.....	11,840	626,461	\$3,247	641,548	.....
Missouri	3,188,489	.....	.....	2,213,927	.....	<i>a</i> 3,069,454	9,000,000
Nebraska	881,308	\$252,616	29,782	484,999	181,332	948,729	1,810,088
Nevada	6236,491	.....	.....	.....	.....	204,159	6283,338
New Hampshire	587,411	52,925	13,802	425,047	75,018	<i>c</i> 609,588	2,311,660
New Jersey	1,889,475	365,736	22,790	1,407,369	93,580	1,889,475	6,401,603
New York	10,254,499	1,438,344	115,400	7,600,392	1,309,874	10,464,010	30,012,579
North Carolina	493,381	14,807	5,137	304,519	13,078	337,541	192,793
Ohio	7,747,485	816,217	144,128	4,937,014	1,813,966	7,711,825	21,103,255
Oregon	351,673	95,972	7,185	205,523	13,124	323,834	520,963
Pennsylvania	8,210,084	1,031,131	.....	4,605,987	1,998,670	<i>a</i> 7,747,787	24,063,138
Rhode Island	603,208	118,683	9,522	402,097	67,445	597,747	2,654,148
South Carolina	304,167	7,017	18,713	284,953	8,637	319,320	352,046
Tennessee	879,307	49,656	12,023	610,326	38,647	710,652	1,162,685
Texas	972,904	18,681	.....	788,223	46,546	837,913	.....
Vermont	528,119	43,325	14,633	392,457	45,704	496,169	.....
Virginia	670,706	58,487	39,150	391,393	81,359	570,389	1,088,957
West Virginia	787,521	83,881	14,149	504,196	106,845	709,071	1,676,872
Wisconsin	2,756,881	225,202	41,674	1,581,630	345,951	2,194,457	5,169,979
Total	82,767,815	8,371,629	788,306	53,481,113	12,194,640	77,176,354	176,121,408
Arizona	32,421	.....	.....	.....	.....	29,200	78,681
Dakota	81,642	25,595	.....	37,881	12,483	75,959	133,952
Dist. of Columbia	380,000	3,252	10,860	255,184	99,047	368,343	1,184,714
Idaho	23,000	.....	.....	20,000	.....	<i>d</i> 20,000	.....
Montana	66,401	12,881	4,800	41,733	8,317	67,731	99,335
New Mexico	<i>e</i> 25,473	.....	.....	<i>e</i> 15,432	<i>e</i> 3,458	<i>e</i> 13,890	.....
Utah	136,690	29,245	1,500	98,839	7,106	136,690	393,985
Washington	105,520	14,592	2,883	94,019	2,885	114,379	220,405
Wyoming	7,056	.....	.....	22,120	.....	<i>d</i> 22,120	61,675
Indian:							
Cherokees	74,000	.....	.....	.....	.....	74,000	.....
Chickasaws	22,000	.....	.....	.....	.....	22,000	.....
Choctaws	30,200	.....	200	12,000	.....	<i>a</i> 30,000	.....
Creeks	28,356	.....	.....	.....	.....	28,356	.....
Seminoles	7,500	.....	.....	.....	.....	7,500	.....
Total	1,020,259	85,565	20,243	597,208	133,296	1,015,168	2,172,747
Grand total	83,788,074	8,457,194	808,549	54,078,321	12,327,936	78,191,522	178,294,155

a Items not all reported.

b In 1878.

c Includes other expenditures not here specified.

d Amount paid for tuition only.

e In 1875.

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

States and Territories.	Expenditure in the year per capita of the school population.	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.
Massachusetts	a\$15 26	a\$14 62	a\$19 85		
California	12 44	17 17	27 35	b\$12 44	b\$15 61
Montana	11 51	17 07	24 15		
Connecticut	9 64	11 17	18 36	11 60	
Rhode Island	9 47	11 23	17 42		
District of Columbia	9 41	14 53	18 74	10 16	12 14
Iowa	8 74	11 68	19 08	13 67	15 17
Delaware.....	c7 72	c9 09			
Nebraska	7 68	12 34			
Arizona	a6 92	a8 00	a24 03		
Ohio	6 61	9 38	14 98	8 96	9 13
Colorado	6 52	13 75	17 80		
New York.....	6 42	10 15	18 34		
Indiana.....	5 75	8 08	13 04	7 67	8 95
Oregon	5 73	9 89	15 53		
Michigan.....	5 70	8 11			
Illinois	5 45	7 90	13 54		
Vermont	5 34	6 40	10 08		
Kansas.....	5 09	7 63	12 86	8 06	8 11
Maryland	5 05	8 04	16 54		
New Jersey	4 72	7 58	13 79	6 74	7 45
Washington.....	4 72	8 15	11 92		
Maine	4 71	6 03	9 83		
Utah	a3 33	a5 25	a7 63	a3 33	
West Virginia.....	3 05	4 65	6 98		
Kentucky	d2 00	d4 00	d5 00		
Mississippi	1 62	2 85	3 80		
Louisiana	1 59	6 74			
South Carolina	1 39	2 67		1 39	
Virginia	1 06	4 77	7 83	1 67	1 88
Georgia	a95	a1 96	a3 15		
North Carolina	792	1 413	2 238		
Wisconsin.....		8 70			
Minnesota.....		8 42			
Pennsylvania		a7 61	a11 81		
Alabama		2 10	3 24		

a In 1878.

b Per capita of population between 5 and 17.

c Does not include expenditure for books.

d In 1877.

UNGRADED SCHOOLS.

A serious defect in the educational reports of the various States is the meagre information presented with reference to ungraded schools. We have no estimate of the number of children instructed or of the number of teachers employed in them; only approximate estimates can be made from data furnished. Thus, of the thirty-eight

States, eleven report the number of graded and ungraded schools. The total for the eleven States is 73,360 schools, of which number 62,722, that is, 85 per cent. of the whole, are ungraded. The percentage of such schools is smallest in Rhode Island, viz, 36 per cent.; in Pennsylvania it is 65 per cent. of the whole number; in New Hampshire, 82 per cent.; in Connecticut, 83 per cent.; and in each of the seven other States that report, namely, Illinois, Michigan, Iowa, Tennessee, Virginia, West Virginia, and Nebraska, it is above 90 per cent.

The proportion of the school population enrolled in these ungraded schools is not reported, and can only be inferentially determined. In Rhode Island it appears to be a little more than a third of the whole; in Tennessee it is over seven-eighths; in Iowa, nine-tenths; and in Michigan less than two-thirds.

In general, graded schools are found only in cities. In the rural districts ungraded schools are (and must continue to be) the rule save in exceptional districts or where two or three districts can unite their school funds and forces.

THE TEACHING FORCE.

The assertion that "the teacher makes the school," trite though it be, is nevertheless so true that in any inquiry as to the quality of country schools we should seek first to ascertain the character of the teaching force.

In the school system of each State provision is made for the examination, licensing, appointment, and supervision of teachers. The authorized means are not all equally good, perhaps none is the best that might be devised, but various causes conspire to prevent the results from being either as uniform or as satisfactory as they might be in spite of imperfections in the systems themselves. The operation of these causes can best be illustrated by reference to particular States.

In Rhode Island the State board of education, composed of the governor, lieutenant governor, and six persons elected by the general assembly, nominally examines teachers and grants licenses. In practice, candidates are examined by town superintendents and district trustees and licensed by district trustees, subject to the approval of town school committees; and as the last are offices of somewhat doubtful authority and tenure, there is nothing fixed or uniform either in the methods or in the standards of examination. The consequences are stated as follows in the report of the school commissioner for 1879:

I wish very briefly to call attention to the other phase of this question of qualifications, that which is determined by examination mainly, and upon the strength of which nearly all certificates are granted. To any at all conversant with the subject, it must be apparent that our present system is very loose and inequitable. By the operation of our theory of local control, there may be within the State, and doubtless there are, as many standards for obtaining a certificate as there are different towns; and sometimes we have the spectacle of two or more standards for the same town. Now, as these certificates ostensibly represent a uniform degree of qualification, the grade being the same, it is at once very clear that very grave difficulties must arise; while a surer way of blocking the wheels of progress towards a higher standard throughout the State could hardly be devised. The difficulty is one of long standing, and has been many times considered, and various attempts have been made to remedy it, but with only limited success. But past failures should only stimulate to new endeavor. Success seldom crowns the first effort. We certainly are in better condition to-day to enter upon this work than ever before. Our excellent normal school furnishes the ideal standard of qualifications, and it is also giving to the State year by year those who are better and better prepared to illustrate that ideal. Then, too, there is a growing feeling among the people in favor of the recognition of the existence of a professional standard, which will serve as a most valuable basis for action looking to the elevation of the same. In what way the needed reform in this matter can be best brought about it is not easy to say while we retain our present complex district system. But while we cannot decide upon details, I think we shall have little or no difficulty in agreeing upon the proposition that the question of deciding upon the nature and extent of the literary qualifications and the professional standing of teachers should be vested in experts, whose opinions and judgments would be entitled to weight by virtue of their fitness to judge. I am well aware that this proposition is contrary to the general spirit of our legislation, but new conditions bring new possibilities, and they in turn demand new methods of treatment.

Joseph W. Congdon, superintendent for East Greenwich, R. I., dwells more in detail upon the evil effects of the present practices, as follows :

How often does the trustee take advantage of his office and appoint some relative or connection of his own, and give him the benefit of the salary, with little or no regard to the qualifications of the candidate! How often is a school district kept in turmoil for weeks by intrigues to secure the election of a trustee who, having no relative of his own, has entered into a distinct understanding to appoint some leading man's daughter or niece! The effect is as bad as possible. Instead of regarding the position of teacher as a sacred trust, whose duties are to be thoroughly and conscientiously fulfilled, they are regarded merely as drudgery necessary to be submitted to but got through with as easily as possible consistent with securing the salary. The consequence is that in a very large number if not in a majority of districts it would seem as if the choice of teachers is dictated almost wholly by this species of favoritism, and that no intelligent effort is made to secure capable and efficient teachers. Under this system there is little chance of obtaining good teachers and still less of keeping them. If, by mere good fortune, a good teacher is secured, he has little chance of retaining his position after the expiration of the term of office of the trustee who appointed him. The trustee is superseded by intrigues similar to those that secured him his office, and the new one of course appoints a relative or friend of his.

But it may be asked, Why does the committee or superintendent give certificates to such incompetent persons? To this the answer is easy: there is no standard of competency, and it is almost wholly left to the discretion of the examiner. Under this system a low standard has been established which it is practically impossible to change. The teacher is employed, and then comes before the committee for a certificate. To refuse one, unless in a gross case, is a personal offence, and is charged to personal feeling, and with some show of reason, for the unsuccessful candidate can probably point to many no better than himself who have easily obtained certificates. Besides, no examination can determine the probable efficiency of a teacher. It can only in a vague and general way test the amount of his knowledge. The capacity of the candidate to govern a school and to impart to others the knowledge he possesses, can only be ascertained by experience. Moreover, a mere pass examination is a very poor test, because it can easily be made the barest formality. If, as in some of the States, all persons within the county who were candidates met and were examined together, and their relative standing thus ascertained, there would be something, at least, like a fair test of the relative capacity of the candidates, and it would require considerable courage to deliberately prefer the inferior and comparatively unqualified to those of superior qualifications.

In Pennsylvania teachers are examined by the county superintendents, who confer upon successful candidates the license issued by the State superintendent. They are selected and appointed for actual service by the district board of school directors, and in the discharge of their duties they are supervised by the county superintendents. Finally, the county superintendents are elected by the district board of directors and commissioned by the State superintendent. As county superintendents can withhold licenses from incompetent teachers, so the State superintendent may refuse to commission a person elected to the office of county superintendent, or revoke a commission which has been granted, if the holder prove unworthy.

Through this interdependence of the school officials, the chances for the appointment of inefficient teachers are greatly reduced. The county superintendent, feeling his own professional character involved in the act of granting teachers' licenses, is more careful to satisfy himself of the qualification of candidates than to consult the personal preferences of directors; moreover, as the school laws specify the qualifications which shall entitle a teacher to receive either a provisional, professional, or permanent certificate, the examiner has a definite standard by which to test the work of candidates. Notwithstanding these wise provisions for elevating the character of the teaching profession, complaints are made that patronage and favoritism are too much concerned in the appointment of teachers.

The attendance upon primary schools in Michigan shows a marked decrease during the year, which is attributed by the State superintendent to a want of respect for the schools, arising from the indifferent system of examining teachers since the substitution of township for county superintendents.

The reports from all the States indicate to a greater or less degree similar experience with reference to the appointment of teachers.

TEACHERS' TENURE OF OFFICE.

The tenure of the teacher's office is a condition whose effects are not sufficiently appreciated. Favoritism, change of trustees, and the decrease of salaries too frequently deprive schools of teachers who have become familiar with their individual needs and replace teachers of merit and experience by cheap substitutes. It is a favorable symptom that the reports from the several States give evidence of a growing tendency in rural districts to renew engagements with tried and successful teachers. Where this practice prevails and the salaries offered bear a fair proportion to the wages for other labor, probably as great a degree of permanency is secured as could be under any system. Salary is doubtless the chief influence in the determination of the tenure of office. While the salaries vary so widely in different States and in the different sections of the same State, the poorer districts will continually suffer the loss of efficient teachers. A comparison of Table I, Part 1 (page xvii), with the same for 1878, shows a slight decrease in salaries in the majority of the States.

The logical consequence of such false economy is strikingly illustrated in the case of Michigan: In this State the pay of teachers in the rural districts has decreased within the last four years about 25 per cent.; during 1879 the pay of women teaching in the primary schools did not average more than that received by women employed as domestics. The poor pay resulted in poor teachers and a general decline in public school attendance. Those who will take the trouble to examine the column of average monthly salary in connection with that of average duration of school in days, will find abundant evidence of the need of a decided improvement in the two particulars which together represent the pecuniary probabilities of the teacher's vocation.

EXAMINATION AND INSPECTION OF SCHOOLS.

Admitting as we must the supreme importance of the teacher in determining the quality of an individual school, it is nevertheless obvious that the schools of a State cannot reach their highest excellence without examination and inspection. The teachers themselves understand this; the best teachers are everywhere ready to coöperate in any effort for the maintenance of such superintendence. Of examination there is enough, possibly too much. Much of it is excellent in method and satisfactory as a means of determining what the schools really accomplish, while the discussions in teachers' institutes prove that teachers watch the indications of these exercises and are ready to apply them to the improvement of their work.

Inspection, which is by far the most important of the two services, has scarcely any recognition in the conduct of our country schools. In the States which take the lead in education, this is acknowledged to be a fatal defect; wise, public spirited men, both among those employed in the administration of school affairs and those not directly concerned in them, are anxious to see some means devised for its correction.

Hon. J. W. Dickinson, secretary of the Massachusetts board of education, in his report for 1878-'79, says:

Some of our schools are wanting in that intelligent systematic supervision without which the conditions of good schools cannot exist. * * If all the schools in this Commonwealth were placed under the supervision of educated men, acting as professional agents of the school committees of the towns, then there would soon be found in these schools well trained teachers teaching, in accordance with a good method, well devised courses of studies to properly graded classes of enthusiastic pupils. And, more than this, there would soon be that unity of plans of school work all over the Commonwealth which would be sure to contribute to a rapid and permanent progress. * * We need our school committees as they are now appointed and organized. They must forever hold the schools under their control; but they must be supplied with skilled agents to do what requires time and constant study and scientific knowledge and practical skill and a successful experience to do well, namely, to make good plans for a true school, and to guide those who use the plans to the best results.

* * * * *

Within the past few years the educators of the Commonwealth have turned their attention from the mere mechanical practice of the art of teaching to a careful study

of the principles upon which the true art is founded, and the result has been a wonderful and rapid advance in educational ideas. As a direct result of the study of the philosophy of education, some towns have lately made radical changes in the courses of studies taught in their schools and in the method by which these courses have been taught. The schools of such towns have generally been led to these ends by the directing power of an educated superintendence. There is a prevailing sentiment now in the Commonwealth in favor of such superintendence of the schools, so that, even in the smaller towns, containing too few schools to furnish constant employment to a special superintendent or possessing too little wealth to pay his salary, even in such towns it is a common thing for the members of the school committee to appoint or commission one of their number to give so much of his time as is necessary to looking after the internal affairs of the schools. By an actual examination of all the schools of one of our counties, it has been determined that those under the care of special supervision are producing far better results than those left to the accidental visits of agents quite fully engaged in other employments.

In Rhode Island, of 36 towns, 34 report paid superintendents, but it does not appear that any of the incumbents, outside of Providence, Newport, and Pawtucket, have had special training for these duties. The salaries paid elsewhere range from \$25 to \$300 per annum, the average being \$125. Necessarily the office is assigned to men whose main dependence is upon some other business; a circumstance which effectually prevents the kind of inspection that is now claimed to be essential to the successful operation of a public school system. This conviction is repeatedly expressed in the Rhode Island report of 1879. Thus the superintendent of Scituate says: "The schools of this town have been visited during the past year but once each term instead of twice, as the law requires. Your superintendent could not afford to do more, on account of the small amount of money appropriated to pay for this work." The committee of South Kingstown say: "Your committee regret that the summer schools were entirely without supervision, and urge upon you the necessity of fixing an adequate compensation, and either appointing, or referring to your committee or the council to appoint, some competent person to look after that most important of our free institutions, the common schools."

With respect to supervision the school laws of Pennsylvania are among the best that have been devised in the United States, nor has any one of the States at present a more efficient system of supervision for country schools in practical operation. The qualifications which render a man eligible to the office of county superintendent are prescribed by law: he must possess a diploma from a college legally empowered to grant literary degrees, a diploma or State certificate issued according to law by the authorities of a State normal school, a professional certificate from a county, city, or borough superintendent of good standing, issued at least one year prior to the election, or a certificate of competency from the State superintendent of common schools. He must be a person of sound moral character, and must have had successful experience in teaching. In the case of every applicant for the commission of a county superintendent the State superintendent is empowered to determine whether the evidence as to the specified qualifications is sufficient or not. The salaries of the county superintendents are also fixed by law, so that they are in a great measure protected from the caprice of the ignorant or the influential in the district which they serve.

In Ohio the movement referred to in my last report for securing special legislation in the interest of country schools has been prosecuted with unabated ardor. A system of county supervision is one of the new measures to be urged for the action of the legislature.

It has already been widely discussed and received with decided expressions of approval by those educators who are best informed.

It should be borne in mind that *inspection* includes much more than the working of the school in the course of its ordinary routine: plans of construction, warming, drainage, ventilation, the supply of illustrative and other material all come within its province. These conditions, especially so far as they relate to sanitation, are better understood than ever before. Communities which once showed little interest in any of the details of school affairs save financial estimates are concerning themselves about the means by which the sums expended may yield adequate returns

in the intellectual progress and the physical well being of the children, and consequently the time is opportune for securing public coöperation in plans for efficient inspection.

Table I, Part 2 (pp. xviii, xix), gives the estimates of property to be cared for and money to be expended, forming an appreciable measure of the responsibilities resting upon supervising officials. In many of the States the school funds are managed with honesty, economy, and financial skill, and, though the estimates of appropriations are often met with demands for retrenchment, it generally happens that in those States which take the lead in intelligence the people increase their contributions when the necessity of so doing is apparent. Thus, in Bristol, R. I., it became evident, near the end of the winter term, "that the only way to keep the expenses within the limits of the appropriations made was to shorten the term by one week and discharge the teachers. * * * A special town meeting was called by request of citizens. The needs were stated, and with almost entire unanimity the requisite supplies were voted." Such action is by no means unusual.

In the matter of the management of school funds, Pennsylvania has a proud record. Since 1863 more than \$100,000,000 have been raised and expended for the public education of youth; with reference to which amount State Superintendent Wickersham says: "A few thousand dollars would cover all the losses. During the flush times following the war there may have been some extravagance in the building of school-houses; but actual dishonesty among school board officials is almost unknown."

In Michigan the rural districts reduced their indebtedness over 50 per cent. during 1879.

Similar examples might be multiplied; but, on the other hand, reports from many States show an inextricable confusion in school finances, arising from a defective system of accounts or general mismanagement; thus, in Virginia, Superintendent Ruffner states that the exhibit for 1878-'79 is melancholy enough, such debts having been allowed to accumulate in some counties that the local boards determined to open no schools and to use the income for paying off these debts; at the same time the supervisors diminished the school levies when they should have been increased to the full extent of the law.

The great disproportion between the school income of the several States, as shown in Table I, Part 2, Summary A (and which for complete understanding must be examined in connection with the statistics of population, Table I, Part 1, Summary A, pp. xiv, xv), indicates more plainly than particular examples the economic importance of efficient supervision.

All the facts here reviewed testify to the importance of the administrative department of the common school system. It has been a gradual development determined largely by local demands and peculiar or unforeseen conditions, and bears unmistakable evidence in some of its features of being yet in the experimental stage. While, as we have seen, various and often incongruous influences have determined the character of the men charged with its responsibilities, business qualifications have had much to do with their appointment or election. This was a natural consequence of the increase of school funds and the rapid multiplication of school-houses and appurtenances to meet the demands of the increased population. The improvement in all material appliances (as suitable houses, furniture, and apparatus) and the judicious investment and management of school funds are marked characteristics in the history of public education for the last twenty years: but the means by which such interests are promoted and the standard by which they are tested differ essentially from those best adapted to improve the work of instruction; hence this phase of development, excellent and important in itself, has had also its drawbacks.

It has introduced too much of the formalities of business operations into all school exercises, thereby hindering somewhat the progress of individual minds and preventing the ready adaptation of the schools to changing social and industrial conditions according to the most approved pedagogical principles.

That these evils are exciting special attention is evident to all who have followed the popular discussions of school interests, who know the tenor of recent school reports, or who have watched the action of educators and school officers. It is equally evident that the enemies of public education have found in the public excitement with reference to the subject, in the ready acknowledgment of imperfections, and in the new departures which have been cautiously inaugurated, the occasion for the renewal of their attacks upon the system of free education and upon the principles which are at its foundation.

Fortunately, their sweeping, arrogant denunciations have produced a natural reaction of public sentiment: the folly of arraigning the schools for failing to pass their legitimate bounds, and to assume the moral obligations of parents, church, and society, has been exposed; the idea that the function of the schools is special has penetrated the public discussion of their methods and results and given direction to criticism. In the spirit of candid and dispassionate inquiry investigations have been pursued and reports published which afford us more exact information concerning elementary education in certain localities than has hitherto been attainable for any portion of the country. Of all such special reports the most precise and comprehensive is that of the examination of the Norfolk County schools, Massachusetts. As it was published in the Forty-third Annual Report of the Massachusetts Board of Education (1878-'79) and has also been printed separately and widely distributed, it is unnecessary to repeat the details here.

The examinations were conducted by a committee of the Norfolk County school committee, appointed to test the proficiency of pupils who had been four years and two years in the three leading studies pursued in the elementary grades, viz, reading, writing, and arithmetic. This fact should be kept in mind, and the inquiry should not by mistake be taken to include the advanced work performed in the higher grades of public schools.

Mr. Walton has added special value to this collection of facts by his intelligent observations upon the vexed questions relating to the methods of teaching drawing, penmanship, spelling, composition, and arithmetic. Certain errors in spelling, upon which the report places great stress, as, 221 different misspellings of "scholar," 108 of "whose," 52 of "depot," are unmistakable evidences of careless training, which will work evil throughout the mental development. Whatever may be the anomalies of English orthography, it is reasonable to demand that all children who spend four years in school shall learn and have at instant and constant command the correct spelling of the names of the most familiar objects and relations. Carelessness in these simple but important details is the fatal beginning of that superficiality which is charged against our common school instruction and from which it must be guarded.

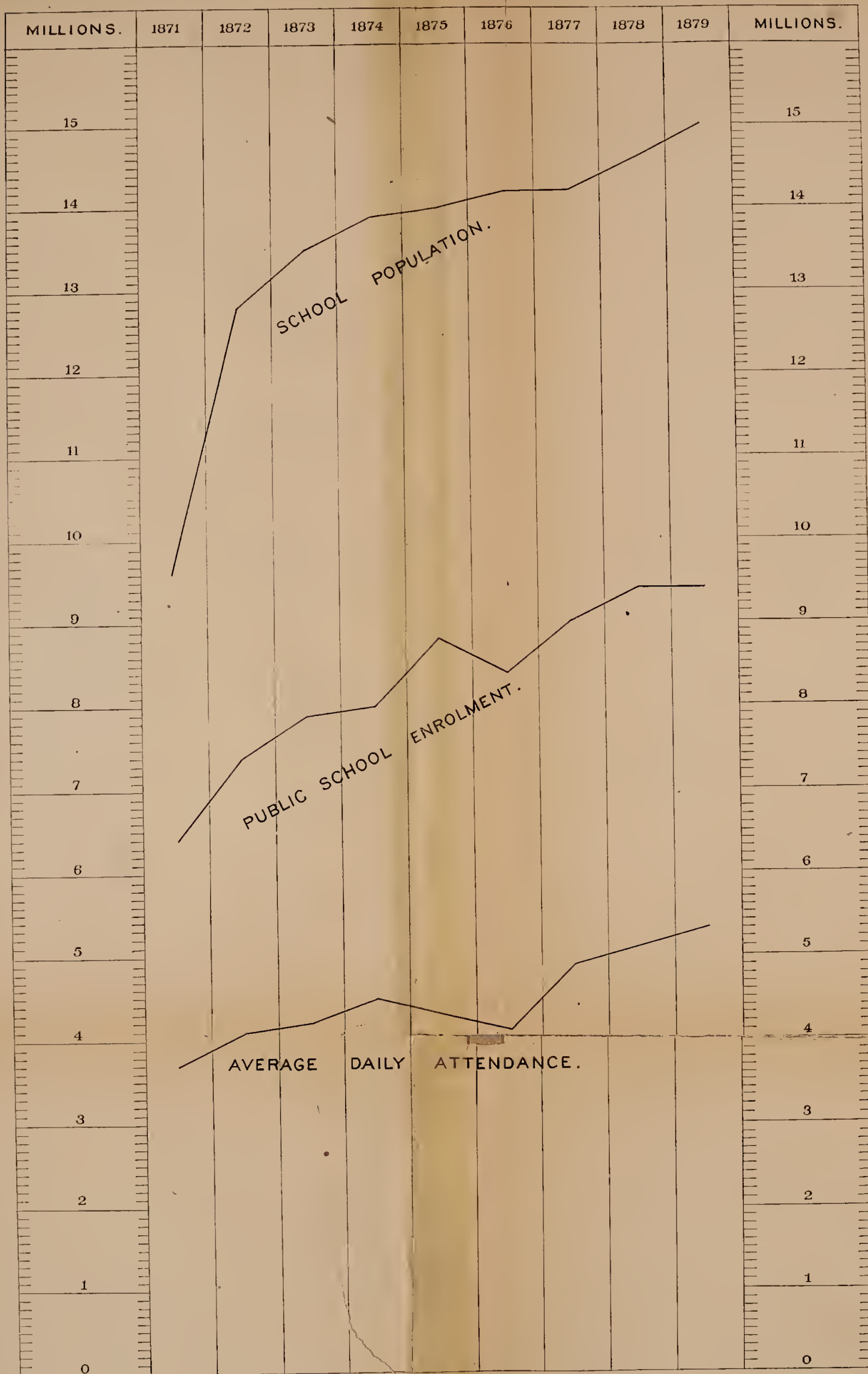
The condition of the Norfolk County schools and the particulars in which immediate improvement is demanded are essentially the same as reported for other sections of the country. It is noticeable that when school officers and teachers enter upon the discussion of school affairs they do not, as a rule, confine themselves to exposing defects, but give practical suggestions for their correction.

The improvements urged as a result of this examination are also similar to those presented as remedies for similar evils elsewhere; they are substantially as follows: Radical changes in all primary instruction; teachers directed to talk with the children instead of to them, thereby drawing out the tender mind, and progressing only as the child can keep pace; perception to be stimulated, especially perception of form, place, and direction; the teaching of reading and of the correct use of the simple language at the child's command to be made one of the aims in the first stages of instruction; the cultivation of habits of neatness and order, correct positions of the body, polite manners, and kindly dispositions, especially enjoined as the foundation of moral culture; the child's love of nature and curiosity with reference to all her phenomena to be recognized in general exercises.

Some practical suggestions for advanced grades are added: It is urged that the

Diagram No. 4,

Showing the total school population, the total public school enrolment, and the average daily attendance on schools for the whole country, from 1871 to 1879, inclusive.



work of instruction should be continued with particular reference to that large majority of pupils who never enter the high school. Reading must still hold an important place and be so conducted as to give an easy style of rendering and a taste for the best authors. In writing, a good business hand is made the requisite; in arithmetic, business computations to be chiefly practiced; in geography, countries to be studied in the order of their importance; good morals and the love of country to be inculcated.

In addition to this specific enumeration of branches to be taught, the following reforms in the general conduct of rural schools are demanded: Better classification, longer terms, higher standards of qualifications for teachers, more intelligent supervision, professional superintendents, and less complexity of jurisdiction.

Many of these changes can only be brought about through the wish and consent of the people, as expressed through their representatives. The views of educators are finding expression in petitions and bills, and no interests are likely to be urged with more persistence and zeal upon the attention of State legislatures than those of the public schools. The practical work for those who see the need of reforms and are ready to render aid in their accomplishment is to watch and stimulate and guide legislation upon school affairs and quicken parental coöperation.

GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.¹

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for 1875, 1876, 1877, 1878, and 1879, as collected by the United States Bureau of Education.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School population	1875	36	8	13,889,837	117,085
	1876	37	8	14,121,526	101,465
	1877	38	9	14,093,778	133,970
	1878	38	9	14,418,923	157,260
	1879	38	9	14,782,765	179,571
Number enrolled in public schools	1875	37	11	8,678,737	77,922
	1876	36	10	8,293,563	70,175
	1877	38	10	8,881,848	72,630
	1878	38	10	9,294,316	78,879
Number in daily attendance.....	1875	29	5	4,215,380	36,428
	1876	27	5	4,032,632	34,216
	1877	31	4	4,886,289	33,119
	1878	31	5	5,093,293	33,115
Number of pupils in private schools	1875	32	8	5,223,100	59,237
	1876	13	5	186,385	13,237
	1876	14	3	228,867	9,137
	1877	12	4	203,082	6,088
	1878	12	4	280,492	6,183
	1879	19	4	358,685	7,459

¹ Respecting the accompanying diagram showing school population, enrolment, and average attendance, it may not be out of place to caution the reader that the curves indicate the figures as reported; for instance, the abrupt rise in school population from 9,632,969 in 1871 to 12,740,751 in 1872 is attributable to the fact that only 29 States reported the item in 1871, while 37 reported in 1872. So in the case of average attendance in 1875: only 29 States report the item, while 37 report their enrolment, thus explaining the absence of concomitant variation in these items which may be generally looked for.

Statistical summary showing the school population, &c.—Continued.

	Year.	Number report- ing.		In States.	In Territo- ries.
		States.	Territo- ries.		
Total number of teachers	1875	36	9	247,423	1,839
	1876	37	9	247,557	1,726
	1877	37	9	257,454	1,842
	1878	33	9	269,132	2,012
	1879	33	9	270,163	2,523
Number of male teachers.....	1875	31	8	97,796	656
	1876	32	9	95,433	678
	1877	33	9	97,638	706
	1878	34	8	100,873	739
	1879	34	8	104,842	935
Number of female teachers.....	1875	31	8	132,185	963
	1876	32	9	125,644	838
	1877	33	9	138,228	986
	1878	34	8	141,780	1,027
	1879	34	8	141,161	1,342
Public school income.....	1875	37	8	\$87,527,278	\$1,121,672
	1876	33	9	86,632,067	717,416
	1877	37	9	85,959,864	906,293
	1878	33	10	86,035,264	942,837
	1879	33	10	82,767,815	1,020,259
Public school expenditure	1875	34	9	80,950,333	932,621
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	932,344
	1878	33	10	79,652,553	877,405
	1879	33	10	77,176,354	1,015,163
Permanent school fund.....	1875	28	3	81,486,158	323,236
	1876	30	2	97,227,909	1,526,961
	1877	26	2	100,127,865	2,106,961
	1878	32	1	106,138,348	1,506,961
	1879	30	2	110,264,434	2,776,593

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE STATES.

The comparisons here instituted are between the school years 1877-'78 and 1878-'79.

NEW ENGLAND STATES—MAINE.

For the first time in several years there appears an increase in the number of youth of school age (4-21) in Maine, this increase being 513. But, partly from political disturbances and some unfriendly legislation as to schools, the enrolment and average attendance fell off more than 3,000 in the State schools, instead of increasing as in the two preceding years. The free high schools particularly suffered, suspension of the State aid previously given cutting them down from 160 to 66, with, of course, a corresponding decrease of enrolment. Still, schools and teaching force in lower grades were kept up, the number in both going beyond that in 1877-'78, and the quality apparently improving, as more teachers were graduates of normal schools. Receipts and expenditures for public schools were, on the whole, considerably increased. Instruction in colleges and professional schools was prosecuted as before, with respectably high standards and some additional advantages, while special instruction of deaf-mutes in a school at Portland had, for the first time, State assistance.

NEW HAMPSHIRE.

The estimated school population in this State was set at 1,683 less than in 1877-78 and the reported enrolment in the public schools was 975 less. In pay of teachers too, in the number of graded and high schools, and in the general expenditure for the support of public schools, there appears a falling off. There was an increase of 500 pupils in average daily attendance in the public schools, although attendance on other than public schools fell off 716. The average time of public schools was increased by almost 5 days; the school-houses with globes or outline maps increased by 69; more men by 28 taught in the State schools; and \$3,970 more were raised for them. At Dartmouth there were 13 more students in the college proper, 17 more in the Agricultural State College, and 2 more in the civil engineering school, those in the Chandler Scientific and the Medical School somewhat fewer in the fall of 1879.

VERMONT.

This State presents a fair advance, the whole enrolment in the public schools reaching 4,440 more, through the entrance of many under and over the school age; while of youth of school age there were 3,185 more in all schools. The average daily attendance in the public schools also considerably advanced, the average time of school was somewhat lengthened, and the receipts for school purposes increased. The only falling off was in the pay of teachers, in the amount expended on the schools, and in the number of the teachers who had attended a Vermont normal school. Normal schools were continued, though assailed, and 1 in 9 of the teachers in the common schools was said to have been trained in them. No important change appears in secondary, superior, or professional instruction for the year.

MASSACHUSETTS.

With 6,634 more youth of school age and with greater stringency in the laws for the instruction of them, the enrolment in the public schools here was only 1,347 greater than in 1877-78. Still, an average attendance of 5,802 more pupils daily brought up the ratio of such attendance from 76.86 to 77.09, though the average attendance on other than public schools fell off 164. The State charitable and reformatory schools had a smaller average number to provide for; the normal schools seem to have improved their methods of instruction by introducing more of practice teaching; summer schools for teachers did something towards improving those already in the field; Harvard and Wellesley did some good work in the same direction, and the former adopted for all graduating students a system of distinguishing degrees which will be likely to be followed elsewhere.

RHODE ISLAND.

Although a census of the youth of school age in 1879 showed a falling off of 3,754 since 1875, there were 717 more pupils entered in public schools for 1878-79 and 295 more in average daily attendance. Three more public school buildings were reported, and 18 more public day schools, 19 more being also graded. Meetings of teachers for mutual improvement helped to elevate them; the State school for training teachers entered on new quarters with increased advantages for work, and Brown University reported progress in an effort to more fully systematize its courses. Almost the only important falling off occurred in the revenue for public schools, in the enrolment in evening schools, and in teachers' pay.

CONNECTICUT.

The statistics for 1878-79 appear to indicate a check to the steady progress reported for previous years. Against an increase in 1877-78 of 1,308 youth entitled to free instruction in the public schools, there is an increase of only 21, and the enrolment in public schools was 446 below that of 1878. The average attendance diminished still

more. As the grading of the schools was more complete, the number of teachers greater, and the school-houses in about as good condition, the only apparent explanation of the check to progress is the marked decrease in the pay of teachers. In normal, secondary, superior, and scientific instruction no special change is noticeable; but the Yale medical department extended its required course to 3 years instead of 2, with strict preliminary and annual examinations.

MIDDLE ATLANTIC STATES—NEW YORK.

The record for 1878-'79 is: Youth to be taught, 13,471 more than in 1877-'78; youth actually taught in common schools, 2,011 fewer; in average daily attendance on such schools, 7,224 fewer. Taught in private schools, 596 more; in normal schools, 94 more; in academies and colleges reporting to the State regents, 684 more. Public school-houses, 33 more; teachers in public schools, 102 more, with some diminution in the average annual pay, because the receipts for public schools were \$1,539,121 less than in 1877-'78. In 6 of the 8 State normal schools the academic teaching ceased; in that of the city of New York the course was extended from 3 years to 4. In high school studies 30,377 pupils were reported, an increase of 77. In collegiate study no special change appears, except an increasing tendency toward scientific and artistic branches.

NEW JERSEY.

With 3,747 more to be instructed and 934 more enrolled in public schools, the average monthly enrolment in these schools fell off 22,127, and the enrolment in private and church schools 1,316. The average attendance, too, which in the public schools had been increasing since 1873, was less by 1,534 than in 1877-'78. All this, as respects the State schools, was probably the indirect result of a reduction of \$114,574 in the school receipts and expenditures from public funds. Still, school buildings were more numerous and of somewhat improved quality, the valuation of them going up \$101,205. Normal and high school training went on much as before, and in the better class of colleges there were improved facilities for study.

PENNSYLVANIA.

The hindrances to school work noted in 1877-'78 as growing out of diminished funds for common schools continued to operate in 1878-'79. A further reduction in the pay of teachers and in other expenses was the natural result, accompanied by a reduction of 1,040 in public school enrolment and of 16,153 in average attendance. And yet there were 319 more schools reported, 373 more graded ones, 319 more teachers; singing and higher branches were more fully taught, while, notwithstanding a largely decreased attendance in private and church schools, there were 253 more of them. The 10 State normal schools entered on a revised course of study at the beginning of their school year; the one in Philadelphia increased its already great advantages; secondary instruction in good city high schools was prosecuted with fuller means of illustration; collegiate and professional school standards were maintained; and in some scientific and art schools, with additional special schools, there was a largely increased training for useful and artistic industries.

DELAWARE.

There is nothing here to note for 1878-'79, outside of Wilmington, but a decrease of 109 in free schools for white youth and of 111 in teachers for them, with an increase of 6 in the schools for colored youth and a decrease of 58 in the attendance on these. In Wilmington, a good school system, well sustained and with teachers well prepared, insures steady progress.

MARYLAND.

In this State, as in Pennsylvania and Delaware, there is no census of youth of school age. There were, however, 9,212 more on the rolls of the State schools in

1878-'79, with 2,416 more in average daily attendance, 20 more schools, and as many more teachers; average school term 7 days longer, and average pay of teachers fairly increased, to correspond with a considerable increase of general receipts. Normal school training for both white and colored teachers held its own; that in high schools was made higher and better; Baltimore City College added a year to its course, and Johns Hopkins University maintained its high standard and increased its work.

VIRGINIA.

As in 1877-'78, State funds were largely withheld from the schools and the receipts were diminished by \$267,675. This compelled a reduction of 2,054 in the number of free schools taught, of 2,099 in teachers for them, of \$2.14 to \$2.41 in the average monthly pay of those employed, with the result of 94,170 less enrolment and of 50,693 less in the current daily attendance. The strong feeling this aroused throughout the State promised, however, such widened local taxation for free schools as it was hoped would bring them up another year to nearly their former standing, and the first figures since received tend to justify this hope. There was still no State normal teaching, but initiatory steps were taken towards the institution of it in 1880. Private and county normal teaching made some advance. Collegiate and professional instruction was continued by the same institutions and with about the same standards. A new and important special school (the Miller Manual Labor School, Albemarle County), with large endowment for training orphans in school studies and industries, made its first report, showing 29 boys on its roll in 1878-'79.

SOUTHERN ATLANTIC STATES—NORTH CAROLINA.

The only thing that remained stationary here was the short average school term, only 46 days, as in 1877-'78. Youth to be taught increased 3,809; enrolment in free schools, 10,657; average attendance on them, 18,235; number of schools, 354; receipts for them, \$40,865; expenditures, \$13,254; available State school fund, \$92,500. Even a decline of 351 in the number of teachers is probably not an offset to this educational advance, but only an indication that many short term schools, instead of having each a different teacher, were conducted in contiguous districts and successive terms by the same persons. The teachers, too, were probably better qualified, as the State summer normal school for whites had taught 402 in its session of 1873 and had 290 attending in 1879, while the one for colored pupils was also sending out graduates from its 3 years' course. Many of the increasing number of collegiate and professional students, too, doubtless taught some part of the year.

SOUTH CAROLINA.

From the lack of a State census it does not appear what was the increase of children entitled to instruction; but 6,224 more than in 1877-'78 were enrolled in public schools;¹ 49 more teachers found employment (though at reduced average pay); 123 more school-houses were in use, of which 81 were built during the year, at a cost of \$5,556, while 29 more than in the previous year were owned by the school districts; and, though the receipts for free schools were \$12,030 less, the expenditure for them was \$290 greater. The State University and the State normal school for whites remained suspended, but several normal schools for colored pupils trained teachers for the schools. The only apparent advance in collegiate instruction for the year was at Claflin University, which reported a marked increase in the number of students and a considerable advance in the standard of scholarship.

GEORGIA.

Although there was no census in 1878-'79 to show the increase in youth of school age, 16,755 more were reported enrolled in public schools, with a small increase in average attendance; pupils in private schools fell off 4,425. Public schools increased

¹No record is made here of average attendance.

by 374, while private ones diminished by 109. There was no State normal training for whites in the year, and the hope of having the normal college for whites transferred from Nashville, Tenn., to Atlanta was disappointed; but training of teachers for the colored race continued at Atlanta University, with State aid. No special change appears in collegiate and professional training in this year.

FLORIDA.

At the time when the abstract for this State was sent to press no statistics for 1878-79 had been received. Since then they have come in, and present an enrolment of 73 more pupils in public schools, an average attendance of 1,668 more, 58 more schools and 2 fewer teachers, \$5,824 more expended for them, some normal training for colored teachers through Peabody fund aid, and 8 white teachers under instruction at the Nashville Normal College for the State schools.

GULF STATES—ALABAMA.

With 125 fewer schools and teachers and an increase of only 6,404 in youth entitled to free schooling, there were 13,872 more enrolled and 13,249 more in average attendance, with a proportionate increase in the school expenditure. The fewer teachers thus got better pay, while 3 State normal schools and numerous new township institutes helped to improve their quality. The standard of admission to the State University was considerably raised, and a graduate course was started at the Agricultural State College, professional courses and standards remaining as they had been.

MISSISSIPPI.

A good record meets us in this State: 16,430 additional youth of school age, an enrolment of 11,775 more in the free schools, and an average daily attendance of 2,997 more, with \$113,647 more raised for the schools and \$48,743 more expended for them. Better teaching, too, was doubtless had from the influence of the two State normal schools and of four extensively attended institutes held by the State superintendent, with good help, in four different cities consecutively. No evidence comes, however, of advance worth noting in higher and professional instruction.

LOUISIANA.

Uncertainty of school officers as to income for the schools and uncertainty of teachers as to the receipt of their pay, combined with movements towards a change of school laws, hinder progress in the public schools throughout this State. Hence, with an estimated increase of some 58,000 youth of school age, only 1,699 more were enrolled in public schools, and the total of schools taught and of teachers for them fell off. The schools of New Orleans were with difficulty kept open 9½ months, and the fund for paying teachers there proved inadequate. Normal training for both white and colored pupils was continued in that city only through aid from the Peabody fund. The reorganized State University made no report.

TEXAS.

A partial report from this State, received as the matter relating to it went to press, shows considerable gains in 1878-79, such as 13,971 in children of school age, 45,670 in enrolment in the public schools, which were more numerous by 1,560; the receipts for schools increased, too, by \$113,420, and the expenditures for them by \$90,379. Later reports from counties and cities not at first heard from indicate that the real gains were greater than above stated. Normal instruction for both white and colored pupils was also said to be fairly inaugurated under State auspices. The State College of Agriculture for Whites had 248 students.

SOUTHERN CENTRAL STATES—ARKANSAS.

The report from the State superintendent for the year shows that, with 20,126 more children to be taught, there were 19,302 more gathered into public schools, under 583

more teachers and in 148 more school-houses. This, with receipts for free schools \$90,753 greater and expenditures for them \$57,056 more, is very fair progress. In the 2 State schools for training teachers 4 years' normal courses were the rule and in the State University there was a respectable advance in standard settled on for 1880. The university also reported a medical department organized for 1879-'80, with the current "regular" standard, but offering a 3 years' graded course.

KANSAS.

Except in the average pay of teachers and the valuation of school property, all is progress here: \$65,260 more raised for public schools, 412 more of these built or opened, 512 more with a graded course of study, 2,900 more with uniform text books, an increase of 11 days in the average school term, and, out of 45,656 more youth of school age (poured mainly by large immigration into the State), 30,628 more shown on the school rolls, with 16,783 more in average daily attendance. The chief State normal training, by county and State normal institutes, gave the greater part of the teachers 4 weeks' instruction in good methods, while normal courses of 2 to 3 years held many more, the State University and several colleges coöperating in this work.

MISSOURI.

The report here was that out of 13,905 more youth to be educated only 1,599 entered the public schools, these schools diminishing in number by 188 and the number of school-houses reported being less by 256; though the estimate of the value of all school property was put \$678,601 higher. The number of teachers was 31 less, the average monthly pay of men \$1.36 less, that of women \$1.91 more. Receipts for public schools fell off \$1,019,128; expenditure for them increased \$663,321. The permanent State school fund, though with some different elements in the two years, was reported \$264,179 larger in amount. The 3 State normal schools for whites were said to be flourishing and useful, as well as one at the State University, and one aided by the State at Jefferson City, for colored youth. The State University received from its president the gift of an observatory and telescope, and somewhat advanced its standards, while Washington University, St. Louis, added to much previous good work a considerable extension of its training for industries. One new college, Stewartsville, was added to the previous list.

KENTUCKY.

From failure of the late superintendent of instruction to report any statistics for last year, or any but of the youth of school age in 1879, no show of any progress in the latter year can be presented beyond the fact that the whites to be schooled were 17,475 more than in 1876-'77; the colored, 9,847 more. How many of these were gathered into schools appears only in the cities, in which fair work seems to have been done. A State summer normal school, established in 1878, trained 40 pupils in its session of 1879 and then was closed; but institutes were held under State authority in 114 counties and gave instruction to 6,074 teachers, and 9 private normal schools worked in the same direction. The State University had for the year 154 students; the State Agricultural College matriculated 118, double the number that entered the former year.

TENNESSEE.

By a change in the school age (from 6-18 to 6-21) and by natural increase, 65,726 were added to the number entitled to free schooling in 1878-'79. Yet, of this large increase, only 3,535 seem to have gone into the public schools, though 3,277 more pupils were reported in private schools. The average daily attendance in the former went up, however, 13,964; that in the latter, only 1,729. There were 218 more school-houses, 266 more schools opened (24 of them graded), 410 more teachers, and an increase in the value of school property amounting to \$111,286. The points of loss were 8 days less average time of schools, \$119,377 less money for them, and thus a falling off of \$2.45 in average monthly pay of teachers. The normal school arrangements were only changed

by the addition of 3 private normal schools to the previous 12. Superior and professional training went on with the same arrangements as before.

WEST VIRGINIA.

With 3,409 fewer children to be trained the public system here enrolled 5,342 more and had 3,635 more in average daily attendance; there were 176 more school-houses, 215 more schools (23 more being graded), and 384 more teachers; the school term was lengthened 4.4 days, although the receipts for schools were less by \$47,654 and the valuation of school property fell off to some extent. The 5 State normal schools went forward with their work, though without the promised State appropriation, and so did one for training colored teachers, while institutes with \$1,000 aid from the Peabody fund did much to improve the existing teaching force. In other instruction the only change was the introduction of a law department and of some medical lectures at the State University.

NORTHERN CENTRAL STATES—OHIO.

Against the great increase of public school enrolment and attendance in this State in 1877-'78 must be set for 1878-'79 a decrease of 5,543 in the former and of 5,332 in the latter, though the youth to be instructed numbered 1,357 more and the school-houses opened to them 164 more. The new school-houses built, too, were fewer by 44, and the valuation of the new buildings was \$263,021 less. Receipts for free schools fell off \$94,426; expenditures for them, \$283,800. All this, with the fact that the comparatively few private schools increased their pupils by about the number that the State schools lost, indicates a dissatisfaction with the latter somewhere, and this is said to have been with the numerous poor country schools. A movement to improve these by training for them better teachers in the State normal schools, and by giving them the benefit of town school systems and of county supervision, failed to secure legislative action. The State remained thus dependent on private normal training, city normal schools, and institute instruction for the skilled teachers she required. Other instruction went on much as before.

MICHIGAN.

In this State the youth for schooling were 10,187 more than in the previous year, but the enrolment in public schools was 17,564 less, though private and church schools gained nearly half of what the others lost. A falling off of \$128,261 in receipts for public schools required again a decrease of teachers' wages, which were reduced, on an average, \$2.72 a month for men and \$2.68 for women. Much of all this is attributed to a growing disrespect for the numerous poor teachers, and consequently poor schools, that have come from the change in 1875 of skilled county superintendents for unskilled township officers. A well arranged system of teachers' institutes mitigates the deterioration from this source. The high schools, normal school, University,¹ Agricultural College, and State special schools seem all, however, to have done well.

INDIANA.

No gains like those of 1877-'78 are reported; only an increase of 8,948 in youth of school age, of 92 in public school-houses, of 3 days in the average time of school, of \$251,058 in the valuation of school property, and of \$42,498 in the amount of available State school fund. All else is loss: a decrease of 8,643 in public school enrolment, of 3,750 in average daily attendance, of 9 in the number of graded schools, of 17 in school-houses built within the year, of 191 in the number of teachers, of \$1 to \$8.40 in average monthly pay of teachers, of \$164,298 in receipts for schools, and of \$175,182 in expenditures for them; and this notwithstanding skilful and efficient superintendency. Still, 520 pupils in the State normal school, 2,327 in private normals, with training in this line in 8 colleges and many summer schools, gave promise of good teaching.

¹ To aid in training teachers of high grade a chair of pedagogy was established at the University this year.

The State University had 33 high schools on its approved list, and Purdue University matriculated 195 students for its excellent scientific course.

ILLINOIS.

Statistics here, too, indicate a falling off of 1,727 in educable youth, of 13,399 in public school enrolment, of 4.22 days in the average time of school, of 582 in teachers, of \$12.62 in average monthly pay of men (against \$3.31 advance in that of women), of \$3,492,388 in receipts for schools, and of \$1,335,366 in expenditures for them. School property in the State system was valued, however, at \$796,840 more, and private schools reported 6,268 more pupils, under 108 more teachers. In normal schools linked with the State system 778 pupils were preparing to be teachers; in private normals, 215, besides classes in 10 colleges and numerous summer schools. In 21 approved high schools pupils for the State University were given the privilege of entering on their diplomas; in 14 more, examination of students for such entrance was allowed to be conducted by the principals. In the University itself and in the professional schools and special schools, fairly high standards seem to have been well maintained.

WISCONSIN.

There were 5,861 fewer youth of school age reported in public schools, though there were 4,761 more entitled to free schooling; 7.3 days less in the average school term outside of cities, where it was 6.3 days longer than before; the average monthly pay of men reduced, and that of women slightly advanced. Attendance in the 4 State normal schools was less also by 82; in colleges and academies reported, less by 231. In other things there was a gratifying increase, 243 more districts reporting, 502 more that purchased text books for their schools, 6 more free high schools,¹ 65 more public school-houses, with 4,067 more sittings, 67 more teachers, \$4,453 more raised for schools, and \$6,925 more spent on them. The State University had a new assembly hall and new observatory, and Ripon College an addition of \$15,000 to its endowment. The State school for deaf and dumb at Delavan lost its building by fire, but without loss of pupils, and a new school for teaching articulation to deaf-mutes at Milwaukee had 21 pupils.

MINNESOTA.

From lack of a school census, there is no information as to increase of educable youth, but 3,739 more of school age were reported enrolled in 190 more districts, with 136 more school-houses, under 135 more teachers. The number of towns reporting graded schools fell off, however, by 14, and the reported number of scholars in such schools by 3,152; receipts for public schools were \$57,918 less than in 1877-'78; the expenditures for them \$99,947 lower, and the valuation of school property decreased \$298,326. From the diminution of receipts, the average monthly pay of men teaching in public schools was made \$1.74 less and that of women 89 cents less, the only financial improvement being a gain of \$190,766 in the available State school fund. With a view to preparing students for the University, a law to encourage high schools and bring them up to a proper standard was passed.

IOWA.

As in 1877-'78, the comparatively small increase of school population (only 1,879) and nearly as many more (2,955) were enrolled in public schools (with 1,433 more in other schools), and 7,789 more were kept in average attendance. School districts and subdistricts increased by 320, public schools by 250, school-houses for them by 225, teachers in them by 568 (besides 58 more in private schools), the average school term by 1 day, the receipts for the State school system by \$442,184, the expenditure upon it by \$358,939, and the permanent school fund by \$15,612. The only retrogressions that appear are the reduction in the valuation of school property of \$98,929 and the average

¹Of these, 3 were aided by the State; the other 3 were not yet old enough to claim such aid.

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monthly pay of teachers of \$2.27 for men and \$1.44 for women, though means to pay them seem to have been ample and the teaching quality exceptionally good. Normal training was given in 2 State, 4 private, and 9 collegiate institutions; the State University transferred all preparatory work to the schools below it.

NEBRASKA.

This State added 19,381 to its youth of school age, 14,171 to its public school enrolment, 86 to its school districts, 86 to its schools (74 to schools with more than 6 months' session), 15 to the average days of school, 88 to the roll of its school teachers, \$3.80 a month to the average pay of women teaching, \$3,621 to the valuation of school property, \$32,008 to its receipts for public schools, \$11,797 to its expenditure for their support, and \$205,441 to its permanent available school fund. Two fewer male teachers and a reduction of \$1.40 in the average monthly pay of men were the only fallings off.

The 1 State normal school had 232 normal students and graduated 50; a private normal had 70 students in a 5 years' course. A new collegiate institution was added to the 4 already in existence and a theological school established in 1878 made its first report.

COLORADO.

With 3,267 more youth of school age, 2,530 fewer appear on the public school rolls, under 26 more teachers, and 1,200 more were in average attendance. The monthly pay of the male teachers went up \$7.37; that of women, \$5.93; the receipts for the State schools fell off \$59,539, and the expenditure for them, \$14,448. Normal training continued to be given in the normal classes of the high school at Denver and of the State University at Boulder, with the addition of like instruction at Colorado College. The State University reported its first collegiate class, its work having previously been preparatory; the agricultural college had a like one ready for 1880; and the School of Mines arranged a vacation course of mining inspection for the summer of 1879.

STATES ON THE PACIFIC SLOPE—NEVADA.

The year 1878-79 being an off one as respects Nevada reports, the few statistics of a brief return form the only basis of comparison with the preceding one. These show an increase of 670 in youth of school age, of 442 in the average daily attendance in State schools, and of 15 in the number of teachers for them. The enrolment in State schools fell off by 22, and the average monthly pay of teachers decreased \$21.54 for men and 91 cents for women. The expenditures for public schools were thus reduced \$988.

CALIFORNIA.

Of 10,929 more children to be instructed, 6,209 more appeared on the State school rolls and 3,772 more in daily average attendance; there were 70 more school districts, 160 more teachers of apparently higher average qualifications, in schools better supplied with illustrative apparatus, as well as with appliances for ventilation, health, and comfort, and having 4.8 days longer terms. The valuation of school property was \$514,019 higher. Of the teachers, 108 more were graduates of the State Normal School and 803 more attended the teachers' institutes. Teachers' pay was cut down on an average \$1.82 to \$1.87 a month, to meet a reduction of \$166,862 in receipts for schools, the saving in expenditure reaching \$144,908. Normal training was extended in the direction of preparation for Kindergarten work by the efforts of an experienced teacher. Notwithstanding some discouragement of high school work under the new constitution, 4,871 pupils were reported in high school grades. An elevation of standard in the 2 medical colleges was the chief change in education beyond the high schools.

OREGON.

The advance made here in 1878 was not quite reached again in 1879, for although there was about an equal increase (3,002) in youth of school age, and in enrolment in the public schools one of 5,726 against the former gain of 958, the average daily

attendance (then a gain of 7,077) shows now a loss of 624, and the private schools gained on the public ones. The average school term lost 5.6 days, and average pay of teachers went down 53 cents a month for women and \$1.35 for men; but school property was rated \$37,905 higher and receipts and expenditures for public schools both showed a large proportionate increase. The State University increased its capacity for work by the addition of much new apparatus and of 2 professors, and the new Blue Mountain University reported its collegiate and fine arts departments organized and in operation.

THE TERRITORIES.

Alaska, in 1879, though still unorganized, presented, besides the 2 required schools on the Seal Islands, 3 others sustained by missionary enterprise at Fort Wrangell, with over 130 pupils; another of the same class, with 60 pupils, at Sitka; others of unknown number among the Aleuts; and yet more elsewhere; apparently at least 13 in all. The natives are said to have evinced a great desire for education and considerable aptitude.¹

¹The following letter, throwing light on the condition of educational effort in this Territory, is given in full:

SUPERINTENDENCY OF PRESBYTERIAN HOME MISSIONS FOR THE TERRITORIES,
Denver, Colo., December 30, 1879.

HON. AND DEAR SIR: The prominent events of the past year in connection with the educational work in Alaska were the erection of a commodious school building at Fort Wrangell and a personal visit of Rev. Henry Kendall, D. D., and myself. The McFarland Home for Girls (a boarding school), in the old military hospital, and the day school, in an abandoned soldiers' mess room at Fort Wrangell, had so far outgrown their temporary quarters as to imperatively demand enlarged accommodations. To meet this demand, in the winter of 1878-'79 I made an appeal through the newspaper press and by public addresses for funds to erect a suitable building for the use of the boarding and day schools. The appeal was successful, and by May, 1879, between four and five thousand dollars were contributed by the Presbyterians of the United States.

Last spring Dr. Kendall, secretary of the Board of Home Missions of the Presbyterian Church, and myself were requested by Hon. John Sherman, Secretary of the Treasury (who has the supervision of Alaska affairs), and by Hon. Carl Schurz, Secretary of the Interior, to visit Alaska and report to them upon the condition of the native population, their need of schools, &c. This we did, spending July, August, and September in the trip. Upon our arrival at Fort Wrangell we at once set men at work on the erection of a building, 40 by 60 feet, two stories high, besides basement and attic, for the Girls' Industrial Home, and a building 36 by 55 feet in size to be used jointly as a church and school rooms. No one that has not tried building a thousand miles from a hardware store and a hundred miles from a saw mill, in a community where there was not a horse or any other beast of burden, and but one wheelbarrow, can realize the vexatious delays incident to such a work. Nevertheless the school-house was so far completed as to be occupied at the opening of the fall term, and the boarding house is inclosed and will be completed early next spring.

At Sitka the school commenced by Rev. J. G. Brady and Miss Kellogg last year was suspended by the marriage and removal of Miss Kellogg to Fort Wrangell. This fall it has been reopened by Mr. Alonzo E. Austin, of New York City.

A trip was made to some of the native villages upon the Stickine River. We also attempted to reach the villages north as far as the Chilcats, at the head of Lynn Channel, but were prevented by the breaking down of our steamer. Disappointed in our northern trip, I availed myself of an opportunity to take passage with eighteen Indians in a canoe and visit the villages down the coast as far as Metlakatlah, in British Columbia. Metlakatlah is a mission station of the London Church Missionary Society.

On October 1, 1857, Mr. William Duncan reached Fort Simpson, British Columbia, finding there nine tribes and some 2,300 Tsimpshean Indians. They were degraded and savage cannibals, seemingly beyond the reach of instruction. On June 23, 1858, he opened the first school in the house of a chief. The attendance was 26 children and 15 adults. The interest grew so rapidly that in July the erection of a school building was commenced. Before the close of the year there were 140 children and 50 adults in attendance. On May 27, 1860, Mr. Duncan located a new village, which he named Metlakatlah, and removed to it such Indians as were willing to come under instruction. The village now numbers 1,000 civilized and intelligent Indians. Spirituous liquors of all kinds are strictly prohibited. All are required to keep the Sabbath, attend church, and send their children to school. The men are educated as farmers, blacksmiths, carpenters, merchants, &c. They live in well built houses (two story frame), and have a Gothic church capable of seating 1,000 persons. They have also a school building that will seat 700 pupils. Metlakatlah is a living illustration of the effect of a Christian education upon a savage tribe.

In 1864 a mission school was established at Kincolitte. The London Church Mission Society has also established schools at Kittackdamian, 40 miles above Kincolitte, on the Nasse River; also at Kitwagach, on the Skeena River, 100 miles from Kittackdamian; at Kishpiyoux, on the Upper Skeena; at Massett, on Queen Charlotte Island, and at Fort Rupert, on the northern end of Vancouver Island.

In the fall of 1874 the Methodist Church of Canada sent Rev. and Mrs. Thomas Crosby to Fort Simpson, B. C., where they have built up a prosperous Indian village. They have a day school of 120 pupils and a girls' boarding school of 15.

The Canadian Methodist Society has also established schools at two villages on the Naas River, at Kitamart, Bella Bella, and other points.

The school at Fort Wrangell was reinforced in July by the arrival of Miss Maggie J. Dunbar, an accomplished teacher from Steubenville, Ohio. In June, W. H. R. Corlies, M. D., and wife removed from Philadelphia to Fort Wrangell to do mission work at their own expense. They opened a school with great success on the beach, among the visiting Indians, of whom there are often as many as a thousand. While the pupils were constantly changing with the coming and going of the parents, yet seed was sown and impressions made that are already bearing fruit in the request for schools among the more distant tribes.

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Arizona, through the efforts of a working superintendent, had 23 more school rooms, 14 more teachers, an average of 41 more days of school and of 2,202 more youth of school age, and 403 more in public schools, with 1,102 more in average daily attendance. For the support of the free schools \$11,025 more were received and \$7,804 more expended. The only reduction was in average pay of teachers, \$7 a month for males and \$6 a month for females. The value of school property was nearly doubled.

Dakota reported 6,334 additional youth of school age, 2,672 additional enrolled in public schools, and 3,276 additional in average attendance under 134 more teachers, and in 169 more school-houses, with an additional valuation of \$73,633. Her school receipts went \$8,692 beyond those of 1877-'78, and her expenditures \$16,166 beyond, though the pay of teachers was reduced on an average \$1.16 a month for men and \$1.54 a month for women.

The *District of Columbia* had no census in 1879 to show the increase of educable youth, but 2,288 more pupils were enrolled in public schools and 1,355 more were in daily attendance, notwithstanding a great lack of accommodations for them. Two days' additional school term, 23 more school-rooms with 1,420 more seats for study, 32 more teachers, \$6,394 more in receipts for schools, but \$5,263 less expenditure on them, are further items of report. The pay of women teachers was cut down, on an average, \$2.13 a month, but men, mostly in higher positions and with greater responsibilities, had an average of \$2.92 more.

Idaho, through an extension of the school age, in addition to the natural growth, presents 654 more youth to be educated and makes the number in her public schools 2,164 greater. Receipts for school purposes (including in 1877-'78 the balance on hand and in 1878-'79 county and local taxation only) were less by \$10,347; the expenditure for teachers' salaries \$3,083 less.

The *Indian Territory* had 6,250 children of the five nations in its schools (257 more than in 1878), these schools numbering 195, teachers not given. Of these Indians 2,650 were reported as having learned to read within the year, making the whole number of readers 33,650. Of other Indians in that Territory and elsewhere 7,193 were under instruction, an increase of 964, while 346 more than in the previous year were held in average attendance under 55 more teachers. The beginning made in 1878 of educating large numbers from the wild tribes in schools of high character as future teachers of their race progressed and was extended, with most encouraging results.

Montana, with only 570 more youth of school age, enrolled 632 more in her schools and had 420 more in average daily attendance in 11 more school-houses, 29 more schools, and under 29 more teachers; received \$540 more for schools and spent \$2,226 more on them.

New Mexico, as before, had the same imperfect county school system, receiving one fourth of the public taxes, yet entirely under local and largely under sectarian control, reporting to no central head and giving no general statistics.

Utah enrolled on its school lists 1,349 more pupils (which was 14 more than the increase of those entitled to free schooling) and reported 1,127 more in average daily attendance, mission schools in the Territory also having a considerable increase. Advance was shown, too, in the organization of 19 more school districts, in the fact that 28 more made reports and that there were 27 more schools, 20 more teachers, and 2 days' longer school term, while receipts and expenditures for schools advanced each more than \$23,000.

Washington, from imperfection of a previous report, does not exhibit its whole prob-

During the summer, Rev. S. S. Haury and Mr. John Baer, of the Mennonite Church in Illinois, visited Southeastern Alaska, extending their trip westward to Kadiak Island and Cook's Inlet, but returned without the establishment of any schools.

During the coming year our board propose enlarging the school at Sitka and the establishment of a new school at the Chilcat villages at the head of Lynn Channel.

Very truly yours,

HON. JOHN EATON,
Commissioner of Education,
Washington, D. C.

SHELDON JACKSON,
Superintendent.

able advance, but, out of 11,036 more children for the schools, showed 6,850 more in them, 68 more districts holding schools, employment being given to 291 more teachers at higher wages for both men and women, as the receipts for school purposes were \$55,755 more.

Wyoming made up for past deficiencies by reporting for 3 successive years, including 1879, showing increase from 1877 of 49 in public school enrolment, 173 in average attendance, 4 in the number of school buildings, 8 in the number of schools taught, \$40,297 in the value of school property, and \$4,492 in the annual expenditure for pay of teachers. The items of decrease were a reduction of \$16.02 in the average monthly pay of teachers and of \$17,566 in receipts from local tax for schools.

COMPARATIVE STATISTICS OF EDUCATION AT THE SOUTH.

Table showing comparative population and enrolment of the white and colored races in the public schools of the recent slave States, with total annual expenditure for the same in 1879.

States.	White.			Colored.			Total expenditure for both races. <i>a</i>
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.	
Alabama	214, 098	106, 950	50	162, 551	67, 635	42	\$377, 033
Arkansas	b174, 253	b39, 063	22	b62, 348	b13, 986	22	205, 449
Delaware	31, 849	23, 830	75	3, 800	2, 842	75	223, 638
Florida	c40, 606	bc18, 169	45	c42, 001	bc18, 795	45	c134, 880
Georgia	c236, 319	147, 192	62	c197, 125	79, 435	40	465, 748
Kentucky	d476, 870	e208, 500	48	d62, 973	e19, 107	30	e1, 130, 000
Louisiana	e141, 130	44, 052	31	e133, 276	34, 476	26	529, 065
Maryland	f213, 669	138, 029	65	f63, 591	27, 457	43	1, 551, 558
Mississippi	156, 434	105, 957	68	205, 936	111, 796	54	641, 548
Missouri	663, 135	428, 992	65	39, 018	20, 790	53	3, 069, 454
North Carolina	271, 348	153, 534	57	154, 841	85, 215	55	337, 541
South Carolina	e83, 813	58, 368	70	e144, 315	64, 095	44	319, 320
Tennessee	388, 355	208, 858	54	126, 288	55, 829	44	710, 652
Texas	b160, 482	c111, 048	69	b47, 842	c35, 896	75	837, 913
Virginia	280, 849	72, 306	26	202, 852	35, 768	18	570, 389
West Virginia	198, 844	132, 751	67	7, 279	3, 775	52	709, 071
District of Columbia	e26, 426	16, 085	61	e12, 374	9, 045	73	368, 343
Total	3, 758, 480	2, 013, 684	.....	1, 668, 410	685, 942	.....	12, 181, 602

a In Delaware and Kentucky the school tax collected from colored citizens is the only State appropriation for the support of colored schools; in Maryland there is a biennial appropriation by the legislature; in the District of Columbia one-third of the school moneys is set apart for colored public schools; and in the other States mentioned above the school moneys are divided in proportion to the school population without regard to race.

b Estimated by the Bureau.

c In 1878.

d For whites the school age is 6-20; for colored, 6-16.

e In 1877.

f Census of 1870.

Statistics of institutions for the instruction of the colored race for 1879.

Name and class of institution.	Location.	Religion denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute.....	Huntsville, Ala.....	Meth.....	3	235
State Normal School for Colored Students.....	Huntsville, Ala.....		2	51
Lincoln Normal University.....	Marion, Ala.....		a5	a225
Emerson Institute.....	Mobile, Ala.....	Cong.....	6	240
Alabama Baptist Normal and Theological School	Selma, Ala.....	Bapt.....	6	250
Normal department of Talladega College.....	Talladega, Ala.....	Cong.....	6	95
State Normal School for Colored Students.....	Pine Bluff, Ark.....		4	72
Normal department of Atlanta University.....	Atlanta, Ga.....	Cong.....		a176
Haven Normal School.....	Waynesboro', Ga.....	Meth.....		125
Normal department of Berea College.....	Berea, Ky.....	Cong.....	(b)	(b)
Normal department of New Orleans University.	New Orleans, La.....	Meth.....		
Normal department of Straight University.....	New Orleans, La.....	Cong.....	(b)	91
Peabody Normal School.....	New Orleans, La.....		a2	a35
Baltimore Normal School for Colored Pupils...	Baltimore, Md.....		4	190
Centenary Biblical Institute.....	Baltimore, Md.....	M. E.....	a5	a75
Natchez Seminary.....	Natchez, Miss.....	Bapt.....	4	46
Tongaloo University and Normal School.....	Tongaloo, Miss.....	Cong.....	6	96
Lincoln Institute.....	Jefferson, Mo.....		6	139
State Normal School for Colored Students.....	Fayetteville, N. C.....		3	93
Bennett Seminary.....	Greensboro', N. C.....	Meth.....	3	125
Lumberton Normal School.....	Lumberton, N. C.....		2	51
St. Augustine's Normal School.....	Raleigh, N. C.....	P. E.....	4	81
Shaw University.....	Raleigh, N. C.....	Bapt.....	5	192
Institute for Colored Youth.....	Philadelphia, Pa.....	Friends.....		300
Avery Normal Institute.....	Charleston, S. C.....	Cong.....	8	322
Normal department of Brainerd Institute.....	Chester, S. C.....	Presb.....	3	50
Claflin University, normal department.....	Orangeburg, S. C.....	M. E.....	3	167
Fairfield Normal Institute.....	Winnsboro', S. C.....	Presb.....		390
The Warner Institute.....	Jonesborough, Tenn.....		c4	c149
Knoxville College.....	Knoxville, Tenn.....	Presb.....	13	240
Freedman's Normal Institute.....	Maryville, Tenn.....	Friends.....	a4	a229
Le Moyne Normal Institute.....	Memphis, Tenn.....	Cong.....	a7	a200
Central Tennessee College, normal department.	Nashville, Tenn.....	M. E.....	3	114
Nashville Normal and Theological Institute....	Nashville, Tenn.....	Bapt.....	6	231
Normal department of Fisk University.....	Nashville, Tenn.....	Cong.....	5	215
Tillotson Collegiate and Normal Institute.....	Austin, Tex.....		3	153
State Normal School of Texas for Colored Students.	Prairie View, Tex.....		3	49
Hampton Normal and Agricultural Institute d.	Hampton, Va.....	Cong.....	e23	e320
St. Stephen's Normal School.....	Petersburg, Va.....	P. E.....	8	240
Miner Normal School.....	Washington, D. C.....		5	19
Normal department of Howard University.....	Washington, D. C.....	Non-sect..	2	95
Normal department of Wayland Seminary.....	Washington, D. C.....	Bapt.....	(f)	(f)
Total.....			181	6,171

a In 1878.

b Included in university and college reports.

c For two years.

d In addition to the aid given by the American Missionary Association, this institute is aided

from the income of Virginia's agricultural college land fund.

e For all departments.

f Reported under schools of theology.

Statistics of institutions for the instruction of the colored race for 1879—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity School.....	Athens, Ala.....	Cong.....	2	162
Dadeville Seminary.....	Dadeville, Ala.....	M. E.....		
Lowery's Industrial Academy.....	Huntsville, Ala.....			
Swayne School.....	Montgomery, Ala.....	Cong.....	6	470
Burrell School.....	Selma, Ala.....	Cong.....	5	448
Talladega College.....	Talladega, Ala.....	Cong.....	12	212
Walden Seminary.....	Little Rock, Ark.....	M. E.....		
Cookman Institute.....	Jacksonville, Fla.....	M. E.....	a5	a140
Clark University.....	Atlanta, Ga.....	M. E.....	5	167
Storrs School.....	Atlanta, Ga.....	Cong.....	5	528
Howard Normal Institute.....	Cuthbert, Ga.....	Cong.....	3	66
La Grange Seminary.....	La Grange, Ga.....	M. E.....	4	140
Lewis High School.....	Macon, Ga.....	Cong.....	2	110
Beach Institute.....	Savannah, Ga.....	Cong.....	6	338
St. Augustine's School.....	Savannah, Ga.....	P. E.....		
Day School for Colored Children.....	New Orleans, La.....	R. C.....		80
St. Augustine's School.....	New Orleans, La.....	R. C.....	3	60
St. Mary's School for Colored Girls.....	New Orleans, La.....	R. C.....		60
St. Francis' Academy.....	Baltimore, Md.....	R. C.....		50
Meridian Academy.....	Meridian, Miss.....	M. E.....		
Natchez Seminary.....	Natchez, Miss.....	Bapt.....	4	45
Scotia Seminary.....	Concord, N. C.....	Presb.....	8	152
St. Augustine's School.....	New Berne, N. C.....	P. E.....		
Estey Seminary.....	Raleigh, N. C.....	Bapt.....		
Washington School.....	Raleigh, N. C.....	Cong.....	3	149
St. Barnabas School.....	Wilmington, N. C.....	P. E.....		a100
Williston Academy and Normal School.....	Wilmington, N. C.....	Cong.....	a6	a126
Albany Enterprise Academy.....	Albany, Ohio.....	Non-sect..	4	64
Polytechnic and Industrial Institute.....	Bluffton, S. C.....	Non-sect..	8	265
High School for Colored Pupils.....	Charleston, S. C.....	P. E.....		
Wallingford Academy.....	Charleston, S. C.....	Presb.....	6	261
Brainerd Institute.....	Chester, S. C.....	Presb.....	5	300
Benedict Institute.....	Columbia, S. C.....	Bapt.....	4	142
Brewer Normal School.....	Greenwood, S. C.....	Cong.....	a1	a53
West Tennessee Preparatory School.....	Mason, Tenn.....	Meth.....	2	76
Canfield School.....	Memphis, Tenn.....	P. E.....		
West Texas Conference Seminary.....	Austin, Tex.....	M. E.....		
Wiley University.....	Marshall, Tex.....	M. E.....	a3	a123
Thyne Institute.....	Chase City, Va.....	U. Presb.....	3	213
Richmond Institute.....	Richmond, Va.....	Bapt.....	3	92
St. Philip's Church School.....	Richmond, Va.....	P. E.....	2	100
St. Mary's School.....	Washington, D. C.....	P. E.....		
Total.....			120	5,297
UNIVERSITIES AND COLLEGES.				
Atlanta University.....	Atlanta, Ga.....	Cong.....	ab13	a71
Berea College.....	Berea, Ky.....	Cong.....	b12	b180
Leland University.....	New Orleans, La.....	Bapt.....	a6	ac91
New Orleans University.....	New Orleans, La.....	M. E.....	5	92

a In 1878.

b For all departments.

c These are preparatory.

XLII REPORT OF THE COMMISSIONER OF EDUCATION.

Statistics of institutions for the instruction of the colored race for 1879—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
UNIVERSITIES AND COLLEGES—Continued.				
Straight University	New Orleans, La.....	Cong.....	a11	b260
Shaw University	Holly Springs, Miss.....	M. E.....	6	273
Alcorn University.....	Rodney, Miss.....	Non-sect..	10	180
Biddle University	Charlotte, N. C.....	Presb.....	9	151
Wilberforce University.....	Wilberforce, Ohio.....	M. E.....	15	a150
Lincoln University	Lincoln University, Pa.....	Presb.....	c9	c74
Clafin University and College of Agriculture..	Orangeburg, S. C.....	M. E.....	10	165
Central Tennessee College.....	Nashville, Tenn.....	M. E.....	13	139
Fisk University	Nashville, Tenn.....	Cong.....	13	74
Agricultural and Mechanical College.....	Hempstead, Tex.....			
Hampton Normal and Agricultural Institute ..	Hampton, Va.....	Cong.....	(d)	(d)
Howard University e.....	Washington, D. C.....	Non-sect..	5	e33
Total			137	1,933
SCHOOLS OF THEOLOGY.				
Alabama Baptist Normal and Theological School.	Selma, Ala.....	Bapt.....	1	
Theological department of Talladega College ..	Talladega, Ala.....	Cong.....	2	14
Institute for the Education of Colored Ministers	Tuscaloosa, Ala.....	Presb.....		
Atlanta Baptist Seminary	Atlanta, Ga.....	Bapt.....	3	113
Theological department of Leland University..	New Orleans, La.....	Bapt.....	c2	c55
Thomson Biblical Institute (New Orleans University).	New Orleans, La.....	M. E.....	c1	c16
Theological department of Straight University	New Orleans, La.....	Cong.....	1	21
Centenary Biblical Institute.....	Baltimore, Md.....	Meth.....	c6	c29
Theological department of Shaw University ...	Holly Springs, Miss.....	Meth.....	c2	c17
Natchez Seminary	Natchez, Miss.....	Bapt.....	2	31
Theological department of Biddle University..	Charlotte, N. C.....	Presb.....	4	8
Bennett Seminary	Greensboro', N. C.....	Meth.....	2	6
Theological department of Shaw University..	Raleigh, N. C.....	Bapt.....	2	59
Theological Seminary of Wilberforce University	Wilberforce, Ohio.....	M. E.....	7	16
Theological department of Lincoln University.	Lincoln University, Pa.....	Presb.....	c7	c22
Baker Theological Institute (Clafin University)	Orangeburg, S. C.....	Meth.....	2	28
Nashville Normal and Theological Institute..	Nashville, Tenn.....	Bapt.....	6	50
Theological course in Fisk University.....	Nashville, Tenn.....	Cong.....	c2	c12
Theological department of Central Tennessee College.	Nashville, Tenn.....	M. E.....	4	45
Richmond Institute.....	Richmond, Va.....	Bapt.....	10	86
Theological department of Howard University.	Washington, D. C.....	Non-sect..	4	50
Wayland Seminary	Washington, D. C.....	Bapt.....	a9	a84
Total			79	762
SCHOOLS OF LAW.				
Law department of Straight University.....	New Orleans, La.....		c4	c28
Law department of Shaw University	Holly Springs, Miss.....		c1	c6
Law department of Howard University.....	Washington, D. C.....		3	8
Total			8	42

a For all departments.

b Normal students are here reckoned as preparatory.

c In 1878.

d Reported with normal schools.

e This institution is open to both races and the figures given are known to include some whites.

Statistics of institutions for the instruction of the colored race for 1879 — Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
SCHOOLS OF MEDICINE.				
Medical department of New Orleans University	New Orleans, La		a5	a8
Medical department of Shaw University.....	Holly Springs, Miss.....		a1	a4
Meharry medical department of Central Tennessee College.	Nashville, Tenn.....		9	22
Medical department of Howard University	Washington, D. C.....		8	65
Total			23	99
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md		1	30
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C.....		a15	a60
Total			16	120

a In 1878.

b For all departments.

Summary of statistics of institutions for the instruction of the colored race for 1879.

States.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrolment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	162, 551	67, 635	6	28	1, 096	6	25	1, 292
Arkansas	62, 348	13, 986	1	4	72	1		
Delaware	3, 800	2, 842						
Florida	42, 001	18, 795				1	5	140
Georgia	197, 125	79, 435	2		301	7	25	1, 349
Kentucky	62, 973	19, 107	1					
Louisiana	133, 276	34, 476	3	2	126	3	3	200
Maryland	63, 591	27, 457	2	9	265	1		50
Mississippi	205, 936	111, 796	2	10	142	2	4	45
Missouri	39, 018	20, 790	1	6	139			
North Carolina	154, 841	85, 215	5	17	542	6	17	527
Ohio						1	4	64
Pennsylvania.....			1		300			
South Carolina	144, 315	64, 095	4	14	929	6	24	1, 026
Tennessee	126, 288	55, 829	7	42	1, 378	2	2	76
Texas	47, 842	35, 896	2	6	207	2	3	123
Virginia	202, 852	35, 768	2	36	560	3	8	405
West Virginia.....	7, 279	3, 775						
District of Columbia.....	12, 374	9, 045	3	7	114	1		
Total	1, 668, 410	685, 942	42	181	6, 171	42	120	5, 297

XLIV REPORT OF THE COMMISSIONER OF EDUCATION.

Summary of statistics of institutions for instruction of the colored race for 1879—Continued.

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama				3	3	14			
Georgia	1	13	71	1	3	113			
Kentucky	1	12	180						
Louisiana	3	22	443	3	4	92	1	4	28
Maryland				1	6	29			
Mississippi.....	2	16	453	2	4	48	1	1	6
North Carolina.....	1	9	151	3	8	73			
Ohio	1	15	150	1	7	16			
Pennsylvania	1	9	74	1	7	22			
South Carolina	1	10	165	1	2	28			
Tennessee.....	2	26	213	3	12	107			
Texas	1								
Virginia.....	1			1	10	86			
District of Columbia	1	5	33	2	13	134	1	3	8
Total.....	16	137	1,933	22	79	762	3	8	42

States.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Louisiana	1	5	8			
Maryland				1	1	30
Mississippi.....	1	1	4			
North Carolina.....				1	15	90
Tennessee	1	9	22			
District of Columbia	1	8	65			
Total	4	23	99	2	16	120

Table showing the number of schools for the colored race and enrolment in them by institutions without reference to States.

Class of institutions.	Schools.	Enrolment.
Public schools	a14,341	a685,942
Normal schools	42	6,171
Institutions for secondary instruction	42	5,297
Universities and colleges	16	1,933
Schools of theology	22	762
Schools of law	3	42
Schools of medicine.....	4	99
Schools for the deaf and dumb and the blind.....	2	120
Total	14,472	700,366

a To these should be added 417 schools, having an enrolment of 20,487 in reporting free States, making total number of colored public schools 14,758, and total enrolment in them 706,429; this makes the total number of schools, as far as reported, 14,889, and total number of the colored race under instruction in them 720,853. The colored public schools of those States in which no separate reports are made, however, are not included.

By reference to the table it will be seen that the colored school population in sixteen States and the District of Columbia is 30 per cent. of the entire school population; in Florida, Mississippi, and South Carolina it is in excess of the white school population. The ratio of enrolment to school population is 42 per cent., leaving about 58 per cent. of the colored children to swell the ranks of illiterates in the South.

The chief causes of this deplorable condition are such as affect in the main both races alike. They are (1) the low state of school funds, which are altogether too small to maintain schools enough for the accommodation of the scattered inhabitants in the great agricultural districts; (2) the natural obstacles to the introduction of schools in communities which have developed without any provision for them and are destitute of the appliances and experience necessary to their conduct. Certain influences operate exclusively against school provisions for the colored people. These are diminishing, however, and having less effect alike upon the legislation and administration of school affairs.

The question of preparing teachers for the colored schools is one of extreme interest. Forty-two normal schools and departments were engaged in this work during the year, having 81 instructors and 6,171 students. The funds for their support were derived chiefly from the Peabody education fund, with contributions from the religious denominations. Twelve¹ only received State aid in a sum amounting in all to \$49,820, or about two-thirds the amount appropriated by Massachusetts to her six normal schools and but a trifle over half the city appropriation for the Normal College, New York.

The statistics of institutions for secondary instruction, of colleges and universities, and of schools of theology show a similar dependence upon benevolent societies. These facts indicate the imperative demand for more adequate public provision for the education of this portion of our people. An examination of Table I, Part 2, shows how small is the amount of school funds raised by taxation in the sixteen States here enumerated as compared with the same fund in other States. The friends of education all demand that this amount should be increased and favor the recommendation which I have repeatedly made that there should be some measure of national aid devised for this purpose.

It is evident that the industrial and educational renovation for which these Southern States are suffering and for which the friends of progress there are laboring, can only be assured through the effective efforts of the resident citizens. Aid may be extended, but the animating spirit must come from within, and each locality must do its own work. On this point the lesson of the exodus, the most remarkable event of the year in the history of the colored people, is unmistakable.

The 14,341 public schools reported in the table are entirely too few for the work to be accomplished and when the limited duration of the school year is considered (see Table I, Part 2), and the great difficulty of securing competent teachers, we are forced to admit that, notwithstanding the philanthropic efforts that have been put forth and the funds contributed, much greater progress is demanded by the interests of those communities.

Industrial training is particularly needed throughout these States and, as it appears, equally for the promotion of the welfare of both races. In nearly all the denominational schools established for the freedmen there are some attempts in this direction, but the only reports that have reached us of systematic and practical instruction in ordinary industries are from the Le Moyne Normal Institute, Memphis, Tenn.; Atlanta University, Atlanta, Ga.; and Hampton Normal and Agricultural Institute, Hampton, Va. The industrial training in the latter is particularly thorough. It includes farming, sewing, knitting, machine making, wood working, blacksmithing, shoemaking and harness making. A cooking school is also contemplated.

¹ These were the State Normal School, Huntsville, Ala.; Lincoln Normal University, Marion, Ala.; State Normal School, Pine Bluff, Ark.; Atlanta University (normal department), Atlanta, Ga.; Baltimore Normal School, Baltimore Md.; Alcorn University, Rodney, Miss.; Tougaloo University and State Normal School, Tougaloo, Miss.; Lincoln Normal Institute, Jefferson, Mo.; State Normal School, Fayetteville, N. C.; Claflin University (normal department), Orangeburg, S. C.; Normal School, Prairie View, Tex.; Hampton Normal and Agricultural Institute, Hampton, Va.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 to 1879, inclusive.

Year.	Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.	Alabama.	Mississippi.
1868	\$4,750	\$2,700	\$3,550	\$8,562	.....	\$1,000	\$1,338
1869	12,700	6,350	7,800	9,000	\$1,850	5,700	9,000
1870	10,300	7,650	3,050	6,000	6,950	5,950	5,600
1871	15,950	8,750	2,500	3,800	6,550	5,800	3,250
1872	29,700	8,250	500	6,000	6,200	9,900	4,550
1873	36,700	9,750	1,500	13,750	7,700	6,000	6,800
1874	31,750	14,300	200	6,500	9,900	9,700	6,700
1875	23,350	16,900	100	9,750	1,800	2,200	5,400
1876	17,800	8,050	4,150	3,700	1,000	5,500	9,950
1877	18,250	4,900	4,300	4,000	6,500	3,700	5,990
1878	15,350	4,500	3,600	6,000	3,900	1,100	600
1879	9,850	6,700	4,250	6,500	3,000	3,600	4,000
Total.....	226,450	98,800	35,500	83,562	55,350	60,150	63,178

Year.	Louisiana.	Texas.	Arkansas.	Tennessee.	West Virginia.	Total.
1868.....	\$8,700	.....	.....	\$4,800	.....	\$35,400
1869.....	10,500	.....	\$4,300	11,900	\$10,900	90,000
1870.....	5,000	\$1,000	11,050	15,050	13,000	90,600
1871.....	12,400	.....	9,200	22,650	9,150	100,000
1872.....	11,500	.....	12,250	23,250	17,900	130,000
1873.....	.....	.....	11,400	27,800	15,750	137,150
1874.....	2,750	1,000	3,600	33,100	15,100	134,600
1875.....	1,000	1,350	1,500	27,150	10,500	101,000
1876.....	2,000	4,450	1,000	10,100	8,600	76,300
1877.....	2,000	10,800	6,300	15,850	6,810	89,400
1878.....	8,000	8,550	6,000	14,600	5,050	77,250
1879.....	7,650	7,700	5,600	12,000	4,000	74,850
Total.....	71,500	34,850	72,200	218,250	116,760	1,136,550

The total disbursements in 1879 from the Peabody fund were somewhat less than in any previous year since 1868. The circumstance is due in great measure to shrinkage in the income, resulting partly from the reduction of the interest on United States Government bonds and partly from changes in State securities. In his annual report Dr. Barnas Sears, general agent, said :

Of the two grand objects which this board has from the beginning had in view, namely, the promotion of common school education and the professional training of teachers, the former, or primary one, has been so far attained that it may, in great part, be safely left in the hands of the people, and our chief attention henceforth be given to the latter. * * * It is a pleasing coincidence that at the very time when this board is turning its chief attention to the improvement of the education given in the public schools, a widespread opinion is simultaneously springing up that the greatest want now existing in the several States is that of well trained teachers.

In accordance with this drift of public opinion and the determination of the board, a large proportion of the money distributed was applied to the support of teachers' institutes, normal schools, and scholarships for students who gave promise of making capable teachers.

The administration of the Peabody fund has had a remarkable influence in developing the school spirit in the South, in awakening the people to a sense of their obligation with reference to the support of public schools, and in maintaining a high standard for such schools. This last result has been accomplished by the wise policy pursued by Dr. Sears in insisting upon a certain degree of excellence in a school as the condition of receiving aid from the fund.

TABLE II.—Summary of school statistics of

	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.....	47,000	7-21	.....	.....	.....	a125	172	4,659	4,014
2	Montgomery, Ala*	15,000	7-21	3,004	.....	.....	.....	.....	.....	.....
3	Little Rock, Ark*.....	18,000	6-21	6,146	7	1,520	27	168	2,142	1,536
4	Los Angeles, Cal.....	11,183	5-17	2,981	10	.....	27	193	1,776	1,161
5	Oakland, Cal.....	50,000	5-17	7,950	16	5,059	124	209	5,504	4,831
6	Sacramento, Cal.....	*26,000	5-17	4,943	11	.....	75	194	3,895	.....
7	San Francisco, Cal....	305,000	6-17	58,110	73	.....	696	211	38,129	27,075
8	Stockton, Cal.....	14,000	5-17	2,550	9	.....	36	200	2,165	.....
9	Denver, Colo. (½ of city)	30,000	6-21	4,000	6	2,100	47	185	2,700	1,817
10	Bridgeport, Conn.....	*25,000	4-16	6,362	.....	.....	d80	.....	4,840	d3,501
11	Greenwich, Conn*....	8,000	4-16	1,934	19	.....	26	.....	1,552	d845
12	Hartford, Conn.....	*50,000	4-16	9,525	*17	.....	d142	.....	7,701	d4,776
13	Meriden, Conn*.....	€10,495	4-16	3,823	12	.....	45	.....	2,782	d1,821
14	New Britain, Conn....	*11,000	4-16	3,118	*11	.....	d39	.....	2,342	d1,567
15	New Haven, Conn.....	*59,829	4-16	13,470	21	9,142	222	199	11,732	8,097
16	New London, Conn....	*10,000	4-16	2,037	.....	.....	d41	.....	1,963	d1,393
17	Norwalk, Conn.....	*15,000	4-16	3,141	*12	*3,200	d48	.....	2,575	d1,723
18	Norwich, Conn ^f	18,750	4-16	1,507	6	1,259	33	196	1,251	951
19	Stamford, Conn ^a	11,000	4-16	2,472	.....	.....	32	197	1,606	972
20	Waterbury, Conn*....	16,039	4-16	3,799	21	.....	54	.....	3,157	d1,842
21	Wilmington, Del.....	40,000	6-21	.....	19	5,723	115	196	6,871	4,436
22	Jacksonville, Fla.....	7,500	6-21	1,011	3	950	17	166	806	.....
23	Key West, Fla ⁱ	15,000	6-21	3,415	5	.....	17	165	1,168	828
24	Atlanta, Ga.....	45,000	6-18	10,360	15	2,750	77	200	5,000	4,730
25	Augusta, Ga.....	27,012	6-18	5,628	19	.....	32	166	2,001	1,142
26	Columbus, Ga.....	10,000	6-18	2,863	6	980	22	178	1,245	932
27	Macon, Ga.....	16,000	6-18	3,339	9	1,136	27	168	1,491	956
28	Savannah, Ga ^j	30,000	6-18	10,917	7	.....	76	200	4,019	3,085
29	Belleville, Ill.....	14,000	6-21	4,532	4	2,000	34	199	1,859	1,649
30	Chicago, Ill.....	500,000	6-21	€135,000	55	40,605	903	198	58,947	41,927
31	Danville, Ill.....	8,339	6-21	2,878	5	.....	30	.....	1,824	1,152
32	Decatur, Ill.....	*10,000	6-21	3,456	.....	.....	29	.....	1,786	1,347
33	Freeport, Ill.....	9,000	5-21	.....	5	2,000	28	197	1,750	1,350
34	Galesburg, Ill*.....	14,000	6-21	4,354	7	2,100	34	178	2,301	1,630
35	Jacksonville, Ill.....	12,000	6-21	3,700	7	1,610	35	188	1,868	1,279
36	Joliet, Ill.....	14,000	6-21	3,499	8	.....	37	198	1,852	.....
37	Ottawa, Ill.....	8,000	6-21	3,168	8	1,680	29	197	1,737	1,658
38	Peoria, Ill*.....	38,000	6-21	8,947	16	3,592	73	200	4,118	3,038
39	Quincy, Ill.....	30,000	6-21	8,513	9	3,100	55	197	3,770	2,451

* From Report of the Commissioner of Education for 1878.

a Average number.

b The assessed valuation only of personal property is included.

c Assessed valuation.

d For the winter term.

e 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 daily average attendance in public schools.			
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.		
11	12	13	14	15	16	17	18	19	20		
.....	b\$14,639,000	\$81,000	1	\$40,719	.....	\$34,613	\$40,607	.....	.....	1
.....	.....	.....	.....	2,869	.....	.....	.....	.....	.....	2
450	c5,500,000	50,700	7	34,921	.....	14,020	23,603	\$10 10	\$2 22	3
366	c6,879,144	84,500	.8	41,924	\$3,835	22,000	31,541	20 24	3 02	4	
749	37,896,037	335,550	3.2	194,770	22,881	115,131	170,774	23 83	.....	5
4,800	*c12,000,000	221,500	.....	96,923	8,633	51,148	76,899	23 00	11 00	6
7,224	c244,477,360	3,038,000	1.6	856,107	55,815	618,486	876,489	25 46	4 84	7	
250	c7,000,000	161,061	5	66,243	.....	342	29,118	37,441	(\$19 53)	8
400	22,000,000	232,000	8	73,331	.....	34,435	73,331	20 32	4 40	9
250	c11,979,850	.....	.....	58,142	.....	173	41,595	53,167	.....	10
142	c3,627,216	.....	.....	12,325	.....	35	10,806	12,325	.....	11
1,400	c48,527,506	.....	.....	172,674	1,312	104,906	148,352	.....	.....	12
886	c8,783,839	.....	.....	40,027	2,783	24,834	35,315	.....	.....	13
470	c4,619,659	.....	.....	26,271	.....	644	18,689	26,271	.....	14
1,500	60,000,000	558,500	15.5	230,373	3,875	135,732	226,293	17 61	3 75	15	
40	c6,567,581	.....	.....	25,066	.....	200	18,756	25,066	.....	16
139	c6,034,499	.....	.....	31,194	.....	69	23,029	30,557	.....	17
140	9,095,890	95,150	2.5	28,841	135	17,381	28,841	20 37	6 14	18	
648	.....	.....	.....	21,464	.....	428	16,709	21,459	.....	19
473	c7,958,728	.....	.....	43,988	8,995	23,626	43,972	.....	.....	20
.....	26,000,000	*265,339	3	93,725	0	47,914	63,983	11 25	3 18	21
.....	.....	22,200	.....	g14,200	g100	gh12,500	g16,239	.....	.....	22
500	1,000,000	17,000	.....	9,140	700	8,011	9,564	8 00	.....	23
800	20,000,000	95,000	.....	39,664	0	h35,287	38,083	10 12	.....	24
1,000	6,897,350	.....	.....	g41,470	.....	.....	g28,448	.....	.....	25
300	4,000,000	26,500	2.25	12,559	650	7,705	12,023	10 03	2 36	26	
200	c7,500,000	26,500	2	g18,093	217	h10,237	11,817	.....	.....	27
500	.....	57,500	.....	47,134	.....	46,682	57,062	.....	.....	28
700	6,430,824	74,200	16.4	55,049	13,896	16,142	44,765	9 99	2 40	29	
22,000	c117,970,035	2,138,381	6.2	875,459	74,604	h530,646	809,502	12 84	2 46	30	
.....	.....	.....	.....	23,263	.....	14,153	21,890	.....	.....	31
.....	.....	.....	.....	.....	.....	97	h16,104	28,609	11 80	32
200	3,824,220	73,000	13	33,926	300	h14,770	24,129	.....	.....	33
.....	9,000,000	100,100	4	.....	.....	16,085	20,601	.....	.....	34
600	3,000,000	149,700	10.2	37,432	782	18,000	30,348	15 24	3 11	35	
619	7,252,338	58,868	.....	26,338	.....	15,660	19,008	.....	.....	36
.....	c1,465,511	80,050	16	32,518	1,700	13,750	26,922	12 00	2 25	37	
1,660	21,428,000	186,800	6	56,928	12,787	32,036	54,632	11 20	2 57	38	
1,800	18,000,000	215,000	5.24	46,930	2,226	27,700	46,375	11 81	2 84	39	

f The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half the city.
 g Includes returns from the entire county.

h Includes cost of supervision.
 i Including Monroe County.
 j Including Chatham County.
 k Estimated.

TABLE II.—Summary of school

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
40 Rock Island, Ill.....	12,500	6-21	3,425	6	1,740	37	179	2,100	1,594
41 Springfield, Ill.....	25,000	6-21	.....	.....	.....	54	.....	2,776	2,114
42 Evansville, Ind*.....	40,000	6-21	12,877	14	.....	115	.....	5,113	.....
43 Fort Wayne, Ind.....	28,460	6-21	12,649	9	3,798	88	195	3,356	2,601
44 Indianapolis, Ind.....	80,000	6-21	26,039	25	10,291	214	194	12,322	9,369
45 Jeffersonville, Ind c...	*10,000	6-21	2,912	5	.....	28	.....	1,551	.....
46 La Porte, Ind.....	66,581	6-21	.....	.....	.....	26	.....	1,224	868
47 Logansport, Ind.....	15,600	6-21	4,061	6	1,525	29	196	1,767	1,188
48 Madison, Ind.....	10,000	6-21	5,400	7	1,800	42	200	1,745	1,218
49 Richmond, Ind*.....	14,000	6-21	4,236	8	1,679	45	200	2,142	1,602
50 South Bend, Ind.....	12,000	6-21	3,215	7	1,835	32	178	1,717	1,295
51 Terre Haute, Ind.....	25,000	6-21	8,372	11	4,041	78	195	4,035	2,866
52 Vincennes, Ind.....	8,646	6-21	2,326	4	.....	18	197	1,187	.....
53 Burlington, Iowa.....	22,000	5-21	6,350	12	3,724	67	194	3,339	2,331
54 Council Bluffs, Iowa...	15,000	5-21	3,600	10	*1,500	37	197	1,745	1,420
55 Davenport, Iowa.....	25,000	5-21	9,097	12	4,240	86	189	4,841	3,438
56 Des Moines (west side), Iowa.	15,000	5-21	3,664	5	.....	39	186	2,490	1,563
57 Dubuque, Iowa.....	30,000	5-21	10,014	9	3,500	81	196	3,831	2,623
58 Keokuk, Iowa.....	15,000	5-21	4,606	9	2,200	50	190	2,469	1,906
59 Ottumwa, Iowa.....	9,100	5-21	2,600	3	1,400	23	188	1,590	1,330
60 Lawrence, Kans.....	7,912	5-21	2,824	10	.....	17	163	1,613	1,031
61 Leavenworth, Kans...	20,000	5-21	6,335	8	3,150	41	186	3,069	2,308
62 Topeka, Kans.....	12,500	5-21	2,816	.....	1,692	30	180	1,935	1,697
63 Covington, Ky.....	30,000	6-20	10,094	6	.....	63	.....	3,286	2,485
64 Lexington, Ky.....	16,000	6-20	5,299	9	*2,000	31	183	2,262	1,615
65 Louisville, Ky.....	135,000	6-20	43,712	29	.....	327	211	19,484	13,495
66 Newport, Ky.....	24,000	6-20	6,807	5	2,600	43	200	2,544	1,982
67 Owensboro', Ky.....	10,000	6-20	1,232	2	700	16	186	815	646
68 New Orleans, La.....	203,439	6-21	*68,918	69	.....	426	204	20,249	17,461
69 Augusta, Me*.....	10,000	4-21	2,288	28	.....	.....	.....	1,217	1094
70 Bangor, Me.....	18,500	4-21	5,362	36	3,624	77	152	2,995	2,675
71 Biddeford, Me*.....	10,285	4-21	3,662	21	2,072	40	190	1,779	1,100
72 Lewiston, Me.....	20,000	4-21	5,974	29	.....	76	(k)	3,558	2,061
73 Portland, Me.....	*36,000	5-21	9,739	21	6,020	116	200	6,437	4,240
74 Baltimore, Md.....	393,796	6-21	86,961	63	.....	822	183	36,505	30,477
75 Cumberland, Md l.....	38,000	6-21	8,000	.....	.....	130	.....	6,833	.....

* From Report of the Commissioner of Education for 1878. d Census of 1870.

e Evening schools are maintained at an expense of \$628.

a Includes cost of supervision.

b Assessed valuation.

f For colored children, 6-16.

c From report of State superintendent for 1878.

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 assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
400	\$6,774,160	\$94,600	10	\$29,803	.....	\$16,310	\$28,327	\$11 99	\$4 30	40
.....	.....	.....	.....	30,446	.....	25,279	23,070	.....	.....	41
.....	.....	501,800	.....	.....	.....	59,930	102,686	.....	.....	42
2,800	11,809,110	224,650	3.3	121,871	\$5,711	39,210	62,342	13 13	3 64	43
1,597	650,000,000	918,137	1.6	313,361	30,274	118,592	201,462	14 24	3 99	44
.....	.....	60,100	.....	.....	.....	12,548	19,085	.....	.....	45
.....	.....	.....	.....	31,802	.....	.....	24,570	.....	.....	46
800	6,000,000	175,500	4	37,005	613	13,450	26,892	12 58	3 36	47
1,000	5,500,000	88,000	.....	51,150	3,425	13,541	40,007	.....	.....	48
.....	10,600,000	64,500	4.1	48,969	17,500	21,500	43,470	13 92	4 78	49
600	.....	.....	.....	35,184	.....	11,631	16,025	.....	.....	50
700	23,000,000	225,471	3.2	89,898	16,975	41,467	71,692	15 34	3 75	51
594	.....	75,000	.....	11,450	.....	9,900	15,372	.....	.....	52
1,200	10,000,000	150,000	8	62,043	4,504	35,655	51,727	16 00	4 25	53
180	64,000,000	120,000	4.5	*53,785	.....	.....	*44,829	.....	.....	54
.....	16,000,000	291,200	13	113,484	13,532	50,375	83,810	16 70	4 05	55
350	6,500,000	154,000	13	69,917	8,445	23,451	43,661	.....	.....	56
1,887	16,001,680	160,000	8.25	55,594	2,769	34,818	50,273	13 20	4 32	57
200	6,000,000	100,000	6.5	49,000	300	21,700	34,700	12 50	.....	58
200	3,522,960	57,550	15	28,016	2,200	13,000	35,692	14 02	3 29	59
75	1,895,679	100,000	10	25,143	.....	8,876	25,143	9 31	2 70	60
725	8,000,000	168,200	7.9	25,060	72	18,000	24,986	11 00	.....	61
.....	2,430,181	111,000	8	21,259	.....	14,252	19,682	11 24	.....	62
2,500	15,000,000	206,000	2.5	78,218	500	27,767	73,344	.....	.....	63
600	5,000,000	29,000	1.5	14,658	.....	.....	18,319	(h)	(h)	64
.....	64,684,539	865,300	4.5	220,156	0	160,598	218,769	14 09	2 22	65
.....	67,200,000	.....	2.5	27,576	.....	19,140	27,327	10 41	1 90	66
100	3,000,000	53,500	.....	9,350	.....	7,000	9,750	11 20	1 40	67
12,000	691,117,920	647,500	2	219,173	5,763	239,006	302,595	13 96	3 99	68
.....	.....	65,000	.....	28,509	.....	.....	24,094	.....	.....	69
300	12,000,000	150,000	2.1	29,630	.....	21,978	29,630	8 43	2 19	70
.....	65,682,000	34,000	.....	17,037	.....	12,680	14,950	.....	.....	71
260	60,152,121	176,200	2.5	32,498	2,765	25,323	32,444	12 05	3 38	72
1,330	30,184,928	350,000	.....	96,634	17,042	58,373	96,635	14 30	4 47	73
14,000	250,000,000	1,640,000	1.4	591,126	43,898	473,447	643,895	15 53	4 15	74
.....	18,000,000	250,000	.....	53,240	.....	.....	.....	.....	.....	75

g In colored schools, 160.

h Average of entire expense per capita: for white schools, \$14.08; for colored, \$7.54.

i Average attendance for the winter.

j For graded schools only.

k Rural schools, 167 days; primary and intermediate, 180; grammar, 184; high, 181.

l Includes Alleghany County.

TABLE II.—*Summary of schools*

	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
76	Frederick, Md	8,488	6-20	.....	4	.....	19	154	1,234	825
77	Boston, Mass.....	a341,919	5-15	64,766	158	55,820	1,260	.....	56,667	46,784
78	Brockton, Mass.....	12,000	5-15	2,107	19	.....	44	195	2,304	.....
79	Brookline, Mass.....	7,500	5-15	1,303	.....	.....	36	.....	1,473	.....
80	Cambridge, Mass.....	a47,838	5-15	8,885	26	8,924	173	198	8,500	6,385
81	Chelsea, Mass.....	a20,737	5-15	3,313	.....	.....	69	.....	3,901	2,699
82	Chicopee, Mass.....	a10,335	5-15	2,104	10	1,540	33	195	1,467	1,040
83	Fall River, Mass*.....	50,000	5-15	9,793	32	7,690	133	200	9,604	5,727
84	Fitchburg, Mass.....	12,000	5-15	2,239	19	3,253	63	191	2,647	1,920
85	Gloucester, Mass.....	18,000	5-15	4,050	20	4,006	87	198	3,290	3,032
86	Haverhill, Mass.....	a14,628	5-15	2,539	.....	.....	65	.....	2,756	2,066
87	Holyoke, Mass.....	23,000	5-15	3,587	12	2,198	68	187	3,165	1,838
88	Lawrence, Mass.....	40,000	5-15	6,836	20	4,600	118	197	d5,684	d4,254
89	Lowell, Mass*.....	53,000	5-15	8,087	39	7,802	196	197	12,458	6,112
90	Lynn, Mass.....	35,000	5-15	5,792	31	5,575	109	205	6,233	4,711
91	Malden, Mass.....	12,000	8-15	2,153	11	2,360	49	198	2,688	1,844
92	Marblehead, Mass.....	7,500	6-15	1,694	11	.....	27	200	1,302	1,156
93	Marlborough, Mass...	8,830	5-15	2,066	12	1,985	*38	{160} {180}	2,068	1,611
94	Milford, Mass.....	a9,818	5-15	2,138	.....	.....	42	.....	2,349	1,695
95	New Bedford, Mass...	a25,876	5-15	*4,208	23	.....	106	.....	4,500	4,207
96	Newburyport, Mass...	a13,323	5-15	2,461	.....	2,241	46	.....	2,295	1,530
97	Newton, Mass*.....	16,500	5-15	2,846	17	3,676	88	194	3,359	2,767
98	Northampton, Mass...	10,854	5-15	2,026	25	2,200	53	f165	2,197	1,600
99	Pittsfield, Mass.....	13,400	5-15	2,353	26	2,250	57	195	2,605	1,805
100	Quincy, Mass.....	10,500	5-15	1,900	7	.....	45	197	1,910	1,461
101	Salem, Mass.....	26,000	5-15	4,673	17	4,431	101	205	4,272	2,936
102	Somerville, Mass.....	23,000	5-15	4,500	18	4,580	92	188	4,521	3,901
103	Springfield, Mass.....	32,000	5-15	5,524	25	5,609	118	198	6,024	4,399
104	Taunton, Mass.....	19,000	5-15	3,246	36	.....	84	190	3,670	2,636
105	Waltham, Mass*.....	10,500	5-15	1,995	11	.....	43	195	1,762	.....
106	Weymouth, Mass.....	10,000	5-15	2,012	.....	.....	60	.....	2,102	1,762
107	Woburn, Mass.....	10,694	5-15	2,424	24	2,332	46	200	2,238	1,790
108	Worcester, Mass.....	55,000	5-15	9,827	38	8,661	228	194	10,840	7,463
109	Ann Arbor, Mich.....	7,500	5-20	2,483	6	1,580	33	198	1,845	1,291
110	Bay City, Mich.....	20,000	5-20	4,211	7	2,000	45	194	2,814	1,594
111	Detroit, Mich.....	116,000	5-20	37,684	29	12,231	248	194	14,837	10,665
112	East Saginaw, Mich...	22,000	5-20	5,327	10	2,769	53	196	3,018	2,303
113	Flint, Mich.....	8,417	5-20	2,441	6	1,699	34	196	1,823	1,163
114	Grand Rapids, Mich...	33,000	5-20	9,559	16	4,704	89	196	5,109	3,478

* From Report of the Commissioner of Education for 1878.

b Assessed valuation.

a State census of 1875.

c Includes some incidental expenses.

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 daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
300	.....	\$19,000	.....	\$7,296	\$85	\$5,668	\$7,296	\$6 87	\$1 87	76
6,722	\$613,322,692	7,696,300	.....	1,564,915	38,500	1,117,028	1,558,163	*24 83	*9 10	77
25	7,500,000	90,275	4.25	35,325	673	19,860	27,744	.....	.....	78
.....	\$22,493,900	116,500	.....	36,290	.....	.....	.....	.....	.....	79
1,610	\$49,238,098	582,000	3.2	162,504	.....	132,663	162,504	21 20	4 25	80
443	\$15,377,402	.....	.....	47,491	.....	\$47,491	49,491	.....	.....	81
580	4,900,775	166,100	4	.....	.....	.....	.....	.....	.....	82
900	\$42,326,730	1,369,626	2.33	142,645	34,536	73,836	143,271	13 25	5 73	83
25	\$9,029,393	168,857	3.8	35,967	.....	26,174	35,033	14 57	3 67	84
40	8,022,623	130,750	8	47,821	1,234	32,368	47,765	11 96	3 55	85
73	\$9,173,333	.....	.....	47,620	.....	\$46,900	48,020	.....	.....	86
1,133	11,000,000	139,920	4.9	51,999	14,304	24,013	49,549	13 99	2 26	87
1,200	30,000,000	263,318	2.95	66,429	.....	\$55,432	72,253	11 00	9 09	88
600	50,000,000	492,300	3.9	139,677	14,031	91,810	127,048	16 81	5 88	89
115	22,487,864	493,500	4	86,817	1,200	\$62,887	90,701	13 71	4 19	90
100	\$10,420,325	197,600	3.1	35,707	1,000	27,138	35,837	14 20	3 09	91
25	\$3,361,300	39,800	2.5	14,105	.....	\$12,190	14,105	.....	.....	92
75	\$5,505,478	59,500	5.7	20,779	.....	13,312	18,692	8 73	2 87	93
99	\$4,375,096	.....	.....	22,594	.....	15,952	23,404	.....	.....	94
230	\$25,772,718	.....	.....	75,000	.....	\$76,404	78,832	.....	.....	95
193	\$7,409,588	.....	.....	25,331	.....	\$26,066	26,815	.....	.....	96
300	25,012,930	426,000	3.34	83,606	2,306	61,161	83,606	24 87	6 30	97
100	\$7,077,300	96,000	.....	24,095	.....	17,073	23,244	.....	.....	98
136	7,320,848	69,500	4.28	31,734	689	21,083	31,666	12 27	4 84	99
54	.....	119,000	.....	42,065	8,000	23,244	38,666	.....	.....	100
950	26,000,000	326,530	5.5	81,076	14,262	57,920	81,077	20 58	5 93	101
25	\$13,950,160	436,350	4.5	85,027	.....	63,833	85,027	16 82	4 97	102
450	\$29,441,324	553,500	2.8	84,353	.....	66,506	84,309	15 80	3 30	103
132	20,000,000	202,000	3	48,750	4,150	34,093	48,749	13 04	2 97	104
100	\$9,565,900	180,000	3.25	32,165	500	\$25,840	28,240	(\$15 52)	.....	105
40	\$5,293,032	.....	.....	25,908	50	\$24,500	26,350	.....	.....	106
35	8,052,508	194,500	3.1	28,109	116	20,345	27,864	12 36	3 13	107
1,200	\$9,585,358	889,570	3.3	141,502	11,596	111,951	141,502	15 77	3 74	108
300	3,314,800	130,000	1.9	30,314	1,606	15,653	23,438	13 52	3 25	109
540	7,651,130	145,000	2.25	51,687	6,048	18,886	44,356	12 60	6 91	110
3,894	\$3,138,040	747,690	2.28	295,454	24,353	143,016	205,022	13 72	3 22	111
350	7,759,000	150,000	1.5	39,318	1,011	22,684	37,497	11 34	4 11	112
250	4,386,186	125,000	5.8	30,809	500	13,096	27,853	.....	.....	113
1,000	25,000,000	35,000	8	104,470	15,427	45,736	89,291	13 72	2 63	114

d For the second term of the school year.

e Includes cost of supervision.

f In high schools, 195.

g Estimated.

TABLE II.—Summary of schools

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
115 Manistee, Mich.....	8,000	5-20	1,616	8	712	14	198	961	616
116 Muskegon, Mich.....	9,596	5-20	2,629	8	1,400	30	197	1,639	1,038
117 Saginaw, Mich.....	12,000	5-20	2,845	8	1,600	30	196½	1,690	1,151
118 St. Paul, Minn.....	51,030	6-21	.....	13	3,688	86	195	4,003	2,785
119 Natchez, Miss ^c	19,000	5-21	8,107	54	2,871	76	120	2,730	2,599
120 Vicksburg, Miss.....	12,000	5-21	3,000	2	.....	21	.....	1,196	.....
121 Hannibal, Mo.....	13,000	6-20	3,304	8	1,630	28	176	1,967	1,323
122 Kansas City, Mo.....	55,000	6-20	11,325	9	4,600	62	195	5,259	3,140
123 St. Joseph, Mo.....	30,000	6-20	7,658	19	3,140	58	198	3,691	2,521
124 St. Louis, Mo.....	333,000	6-20	101,825	122	44,711	1,093	197	55,122	36,077
125 Sedalia, Mo.....	10,000	6-20	2,877	6	1,515	21	179	1,843	1,210
126 Springfield, Mo.....	8,500	6-20	2,222	4	.....	16	160	1,458	851
127 Nebraska City, Nebr.....	8,000	5-21	1,850	3	1,000	14	175	757	651
128 Omaha, Nebr.....	27,000	5-21	6,468	9	2,466	47	199	3,033	1,950
129 Concord, N. H.*.....	13,000	5-15	.....	28	.....	66	.....	2,375	1,809
130 Dover, N. H.....	11,500	4-21	3,000	21	2,000	44	178	1,616	1,456
131 Manchester, N. H.*.....	28,000	5-15	3,065	24	3,125	79	186	3,886	2,454
132 Nashua, N. H.....	12,500	5-	*2,072	16	*2,140	51	.....	2,244	1,734
133 Portsmouth, N. H.....	10,000	5-	2,105	13	.....	27	200	1,905	1,786
134 Camden, N. J*.....	40,000	5-18	11,134	.....	.....	110	.....	7,668	4,653
135 Elizabeth, N. J.....	30,000	5-18	7,180	15	3,050	56	203	4,052	2,188
136 Jersey City, N. J*.....	120,000	5-18	40,204	20	12,810	317	206	21,183	12,214
137 Newark, N. J.....	137,000	5-18	41,935	31	15,047	270	205	19,478	11,100
138 New Brunswick, N. J.....	19,000	5-18	6,089	6	2,370	47	206	2,076	1,892
139 Orange, N. J.....	14,000	5-18	3,792	4	1,244	33	197	1,574	913
140 Paterson, N. J.....	42,000	5-18	13,906	10	6,109	101	204	9,095	4,343
141 Trenton, N. J.....	28,000	5-18	9,221	13	2,564	71	207	3,929	2,312
142 Albany, N. Y*.....	86,541	5-21	37,000	25	10,332	247	.....	14,024	9,076
143 Auburn, N. Y.....	20,200	5-21	5,469	10	3,128	64	193	3,168	2,264
144 Binghamton, N. Y*.....	17,624	5-21	4,246	8	2,479	56	205	3,102	2,034
145 Brooklyn, N. Y.....	*482,493	5-21	*164,250	59	64,773	1,330	206	494,573	452,858
146 Buffalo, N. Y*.....	134,557	5-21	52,000	42	.....	457	.....	23,905	14,792
147 Cohoes, N. Y*.....	22,500	5-21	9,556	8	2,100	41	205	3,589	1,712
148 Elmira, N. Y.....	23,500	5-21	6,033	9	4,123	81	195	4,287	3,080
149 Hudson, N. Y*.....	8,784	5-21	3,500	3	.....	22	.....	1,299	727
150 Ithaca, N. Y.....	10,500	5-21	2,591	6	1,668	32	192	1,831	1,260
151 Kingston, N. Y. (½ of city).	7,500	5-21	2,892	5	1,671	32	204	1,880	1,221
152 Lockport, N. Y.....	13,000	5-21	4,185	7	*2,448	44	198	2,665	1,639

* From Report of the Commissioner of Education for 1878.

a Assessed valuation.

b Includes cost of supervision.

c Including Adams County.

d Based on average number belonging.

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 daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
300	\$2, 146, 545	\$35, 000	11	\$11, 665	\$495	\$6, 604	\$9, 994	\$11 90	\$3 57	115
300	a1, 214, 755	82, 665	21.4	31, 665	856	10, 950	27, 439	11 70	4 35	116
525	4, 548, 325	100, 000	3	33, 115	2, 331	13, 086	25, 975	11 59	1 43	117
2, 000	23, 000, 000	246, 728	.....	93, 445	.....	b42, 303	80, 557	20 88	2 03	118
240	3, 300, 000	81, 200	4	9, 625	.....	68, 995	9, 626	3 70	23	119
.....	a3, 000, 000	8, 650	3	10, 500	.....	9, 000	9, 945	.....	.....	120
325	a2, 780, 000	38, 700	4	17, 690	.....	12, 520	18, 882	9 73	2 37	121
.....	a8, 100, 000	*200, 000	4	112, 075	12, 040	35, 744	78, 141	.....	.....	122
800	15, 000, 000	120, 780	4	53, 643	900	35, 120	47, 440	14 78	3 63	123
19, 000	220, 384, 533	2, 851, 133	5	950, 124	76, 590	b632, 968	1, 009, 051	d16 73	d2 00	124
240	a1, 870, 147	73, 600	7	28, 880	.....	9, 025	16, 736	.....	.....	125
200	2, 500, 000	24, 025	6.5	18, 660	142	5, 200	11, 037	.....	.....	126
200	3, 500, 000	37, 700	3.5	7, 000	112	5, 142	6, 923	.....	.....	127
446	20, 000, 000	435, 100	10	69, 555	2, 095	30, 698	64, 379	d16 56	d4 46	128
.....	.....	141, 550	.....	34, 072	8, 900	19, 943	40, 742	.....	.....	129
50	10, 000, 000	140, 950	3.3	.....	.....	.....	*24, 574	.....	.....	130
1, 625	20, 000, 000	278, 000	2.9	50, 148	2, 715	36, 267	48, 811	15 46	3 32	131
50	*a8, 291, 704	227, 891	.....	30, 064	.....	b21, 803	28, 478	(e\$12 69)	.....	132
100	10, 000, 000	81, 400	.....	22, 974	.....	18, 264	23, 035	.....	.....	133
1, 513	.....	440, 500	.....	72, 000	.....	.....	.....	.....	.....	134
2, 000	20, 000, 000	100, 000	2.5	39, 464	169	24, 766	36, 523	13 41	4 52	135
10, 000	120, 808, 562	770, 273	4	222, 464	4, 443	138, 000	222, 364	14 50	3 70	136
6, 596	a82, 140, 700	898, 000	.....	204, 915	2, 969	126, 858	207, 868	14 08	3 66	137
1, 200	10, 560, 000	100, 500	4.5	42, 186	586	18, 950	49, 499	11 86	2 19	138
900	a4, 314, 000	100, 000	2.4	25, 207	201	18, 200	23, 927	21 58	4 41	139
1, 500	19, 169, 609	247, 500	1.63	75, 464	6, 008	50, 530	73, 946	12 09	3 60	140
2, 500	20, 000, 000	130, 000	2	54, 908	519	30, 362	g54, 908	14 09	3 71	141
4, 048	.....	730, 750	.....	288, 637	3, 654	138, 085	202, 754	.....	.....	142
1, 200	11, 658, 366	142, 800	2.92	48, 512	5, 558	23, 758	38, 572	11 29	3 34	143
553	7, 263, 777	226, 888	4.3	46, 167	2, 780	27, 702	39, 384	14 29	3 70	144
*20, 000	.....	4, 876, 664	.....	1, 397, 626	290, 357	735, 342	1, 214, 835	(14 81)	.....	145
9, 077	.....	754, 900	.....	441, 878	1, 432	281, 027	310, 408	.....	.....	146
250	12, 080, 866	97, 500	6	65, 061	7, 931	21, 160	38, 059	12 82	4 64	147
.....	13, 730, 918	305, 500	4.5	71, 806	409	39, 016	61, 466	13 12	2 52	148
700	.....	32, 500	.....	13, 768	722	8, 912	10, 672	.....	.....	149
60	6, 000, 000	42, 000	5.7	27, 427	7, 367	13, 661	27, 000	12 90	2 57	150
200	5, 363, 395	148, 000	3.3	33, 661	11, 096	16, 110	33, 661	14 26	2 67	151
550	8, 000, 000	105, 000	4	45, 542	3, 951	22, 424	33, 590	14 33	3 69	152

e Whole expense based on total enrolment.

f In 1877.

g Includes the balance on hand at the close of the fiscal year.

h In the evening schools, held for six weeks only, there was a total enrolment of 7,201 with an average attendance of 3,934. These items are not included in the totals given above.

TABLE II.—*Summary of school*

	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	
153	Long Island City, N. Y.	17,500	4-21	5,533	7	.....	43	206	3,644	2,258
154	Newburgh, N. Y.	17,500	5-21	5,874	6	2,958	56	201	2,431	2,240
155	New York, N. Y.	1,242,000	5-21	375,000	127	143,013	3,406	207	263,450	131,295
156	Ogdensburgh, N. Y.	12,000	5-21	4,096	10	1,500	30	197	1,951	1,112
157	Oswego, N. Y.	22,000	5-21	8,739	15	3,900	68	195	4,264	2,831
158	Poughkeepsie, N. Y. c.	20,022	5-21	6,000	7	.....	68	.....	3,911	2,186
159	Rochester, N. Y.	89,000	5-21	31,452	27	9,883	230	195	12,002	8,144
160	Rome, N. Y.	d11,000	5-21	2,995	7	1,332	28	193	1,759	1,017
161	Saratoga Springs, N. Y.	8,267	5-21	2,456	12	1,627	30	201	1,755	1,018
162	Schenectady, N. Y*	12,759	5-21	4,450	9	.....	41	.....	2,376	1,617
163	Syracuse, N. Y.	54,897	5-21	17,747	23	8,224	182	196	9,310	7,037
164	Troy, N. Y*	48,531	5-21	19,000	.....	.....	146	.....	9,716	5,546
165	Utica, N. Y.	35,000	6-21	10,727	18	4,614	101	196	5,245	3,858
166	Watertown, N. Y*	9,992	5-21	2,809	9	.....	48	.....	2,088	1,460
167	Wilmington, N. C.	17,604	6-21	4,921	.....	.....	.....	144	866	.....
168	Akron, Ohio*	17,000	6-21	4,429	11	2,554	52	195	2,747	2,161
169	Canton, Ohio	13,000	6-21	3,787	6	2,006	39	191	2,317	1,686
170	Chillicothe, Ohio*	15,000	6-21	3,404	5	2,025	46	187	1,844	.....
171	Cincinnati, Ohio	255,000	6-21	91,693	48	37,002	710	205	35,761	26,537
172	Cleveland, Ohio	145,545	6-21	46,239	40	20,062	385	196	22,741	15,693
173	Columbus, Ohio	51,881	6-21	14,178	25	7,037	132	194	7,400	6,100
174	Dayton, Ohio*	35,000	6-21	10,798	12	5,627	125	196	5,888	4,394
175	Fremont, Ohio	8,500	6-21	2,368	9	1,000	21	192	1,042	706
176	Hamilton, Ohio	15,000	6-21	5,168	5	1,850	32	195	1,907	1,421
177	Ironton, Ohio	8,851	6-21	2,720	10	1,540	30	190	1,607	1,176
178	Mansfield, Ohio*	10,000	6-21	2,821	6	1,962	32	177	1,889	1,461
179	Newark, Ohio	11,000	6-21	3,715	6	1,990	40	180	1,854	1,338
180	Pomeroy, Ohio	8,000	6-21	1,956	7	1,200	25	177	1,279	860
181	Portsmouth, Ohio	15,000	6-21	3,485	7	2,020	40	199	2,131	1,644
182	Sandusky, Ohio	15,821	6-21	6,113	10	2,750	43	194½	2,657	1,959
183	Springfield, Ohio	20,760	6-21	5,683	8	2,733	57	187	2,683	2,066
184	Steubenville, Ohio	16,000	6-21	4,373	6	2,032	40	197	2,458	1,854
185	Toledo, Ohio	50,000	6-21	14,898	23	6,500	125	195	7,615	4,739
186	Youngstown, Ohio* ...	18,000	6-21	4,769	7	.....	37	.....	2,080	1,398
187	Zanesville, Ohio	*18,000	6-21	5,497	18	.....	69	.....	3,103	.....
188	Portland, Oreg.	21,000	4-20	4,302	4	2,010	42	200	2,363	1,863
189	Allegheny, Pa.	73,400	6-21	.....	21	11,000	203	192	11,610	8,287
190	Allentown, Pa.	18,000	6-21	.....	8	3,500	52	180	3,319	2,432
191	Altoona, Pa.	19,000	6-21	*3,604	15	2,725	47	189	2,510	2,164
192	Carbondale, Pa.	9,000	6-21	3,000	8	.....	22	190	1,435	1,026
193	Chester, Pa.	15,100	6-21	.....	9	2,100	45	194	2,698	1,970

* From Report of the Commissioner of Education for 1878.

a 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 daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
205	a\$4,681,847	\$65,000	7.5	\$41,492	\$575	b\$30,120	\$41,223	\$14.57	\$4.86	153
585	13,000,000	191,000	3.5	41,676	3,192	27,715	40,238	13.04	3.50	154
45,000	a1,094,069,335	7,861,881	.....	3,805,148	299,783	2,617,927	3,374,966	23.03	4.02	155
648	.....	45,000	4	25,098	1,850	10,225	16,428	.....	.....	156
1,322	a3,947,950	175,097	3	40,992	685	26,192	39,978	9.62	3.20	157
651	.....	116,600	.....	55,899	10,133	23,941	39,969	.....	.....	158
3,500	38,884,340	503,500	3	168,957	18,749	118,464	168,768	14.76	5.95	159
400	4,398,205	71,500	3.2	22,690	2,576	11,559	21,674	12.15	2.55	160
130	41,101,839	35,500	2	33,079	2,435	15,436	20,722	15.56	2.12	161
350	.....	70,000	.....	24,577	4,594	16,979	24,577	.....	.....	162
1,884	29,684,609	768,700	2.6	109,498	6,773	8,499	109,498	11.90	3.93	163
1,500	.....	235,000	.....	123,993	13,279	80,070	110,473	.....	.....	164
700	25,000,000	463,784	2.8	108,157	8,020	46,380	70,091	12.69	3.45	165
100	.....	95,000	.....	36,269	14,385	17,636	36,269	.....	.....	166
936	4,844,218	9,600	.....	18,270	2,101	8,999	11,486	.....	.....	167
450	9,000,000	100,000	5	71,916	7,039	25,396	44,528	12.93	3.63	168
500	*a5,059,270	100,000	5	47,865	3,234	17,989	36,955	12.51	5.49	169
350	10,000,000	150,000	5.2	44,045	2,928	20,669	31,290	14.26	4.50	170
16,889	a179,000,000	2,000,000	3.25	809,454	136,696	460,797	741,274	20.12	2.66	171
10,535	211,544,312	*1,663,035	4.5	397,579	78,946	237,017	381,865	15.76	3.54	172
1,889	43,500,000	603,968	4.5	170,578	10,015	93,948	135,857	17.33	4.71	173
2,100	30,000,000	351,000	5.7	188,647	23,169	86,623	176,842	20.49	.....	174
300	3,000,000	54,000	5	16,509	.....	9,175	13,376	15.00	2.10	175
2,958	6,194,460	235,100	5	49,626	.....	18,200	38,128	14.10	3.67	176
250	3,675,836	27,300	5.5	17,647	276	12,983	16,920	12.31	1.83	177
135	5,500,000	150,600	4.8	36,755	969	13,544	27,101	10.50	2.17	178
280	.....	95,300	5	45,902	.....	17,000	22,830	.....	.....	179
300	1,867,103	50,220	5	21,394	150	9,290	13,858	11.96	4.15	180
200	4,500,000	180,000	5	51,311	4,467	18,485	35,102	10.00	3.62	181
900	10,062,562	204,000	7	43,928	.....	22,284	38,273	13.06	2.67	182
800	15,000,000	119,819	5.5	66,063	2,620	29,291	48,364	15.14	3.57	183
400	a5,344,420	125,900	4.5	46,703	.....	18,149	29,082	10.73	2.92	184
2,000	a18,687,955	551,000	6	189,642	251	57,298	139,131	12.53	2.78	185
.....	.....	133,562	.....	60,045	.....	.....	47,299	.....	.....	186
600	.....	175,000	3.5	.....	.....	35,311	49,467	17.24	5.53	187
480	13,000,000	149,636	4.5	69,410	36,854	28,601	80,672	16.31	6.41	188
3,500	a46,000,000	922,377	4.9	251,271	9,298	107,162	243,784	12.93	5.21	189
500	12,000,000	400,000	5.5	47,869	.....	.....	42,156	.....	.....	190
800	5,400,000	73,800	13	28,568	161	16,616	25,357	8.14	2.39	191
200	3,000,000	41,400	11	9,427	1,326	6,138	9,541	6.25	1.72	192
250	a6,543,232	97,000	6	49,948	.....	20,000	50,200	.....	.....	193

b Includes pay of janitors.

c From report of State superintendent for 1878.

d Census of 1870.

TABLE II.—*Summary of schools*

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
194 Danville, Pa.....	*8,000	6-21	.....	.....	.....	26	.....	1,555	1,060
195 Easton, Pa.....	*14,000	6-21	.....	9	.....	51	.....	2,348	1,710
196 Erie, Pa*.....	26,000	6-21	.....	19	.....	84	.....	4,040	.....
197 Harrisburg, Pa.....	30,728	6-21	.....	22	5,376	97	189	5,491	3,414
198 Lancaster, Pa*.....	23,000	6-21	.....	.....	.....	65	.....	3,426	.....
199 New Castle, Pa.....	*9,000	6-21	.....	5	.....	27	.....	1,305	1,138
200 Norristown, Pa.....	15,000	6-21	.....	5	2,060	43	202	2,223	1,561
201 Philadelphia, Pa.....	*765,000	6-	.....	472	.....	2,070	196	103,567	92,381
202 Pittsburgh, Pa.....	155,000	6-21	.....	55	.....	526	.....	26,937	17,387
203 Pottsville, Pa*.....	14,500	6-21	.....	9	.....	52	.....	2,765	.....
204 Reading, Pa.....	*45,000	6-21	8,100	24	7,150	142	195	7,531	6,357
205 Scranton, Pa*.....	45,000	6-21	16,000	28	7,141	145	210	13,771	8,312
206 Shenandoah, Pa.....	9,000	6-21	3,350	4	.....	22	168	1,904	1,162
207 Titusville, Pa*.....	8,500	6-21	1,800	5	1,500	32	196	1,500	1,322
208 Wilkes-Barre, 3d dist., Pa.*	10,174	6-21	.....	4	1,600	32	193	1,790	1,390
209 Williamsport, Pa.....	21,000	6-21	4,126	12	3,210	64	165	3,323	2,144
210 York, Pa*.....	14,000	6-21	2,500	8	2,100	45	185	2,300	1,784
211 Newport, R. I.....	14,028	5-15	2,843	9	2,570	54	198	2,410	1,737
212 Pawtucket, R. I.....	19,000	5-15	3,299	18	2,700	47	.....	3,358	1,949
213 Providence, R. I.....	103,500	5-15	19,108	*47	.....	279	.....	14,211	.....
214 Warwick, R. I*.....	11,700	5-15	.....	.....	.....	29	196	2,045	1,062
215 Woonsocket, R. I.....	16,010	5-15	3,279	13	.....	29	193	2,698	.....
216 Charleston, S. C.....	54,000	6-16	12,727	5	.....	90	191	6,775	.....
217 Chattanooga, Tenn.....	11,488	6-21	2,807	8	.....	26	e111½	1,887	1,105
218 Knoxville, Tenn.....	10,000	6-21	2,100	4	4,560	26	192	1,509	930
219 Memphis, Tenn.....	45,000	6-21	9,011	10	3,780	63	e124	4,105	2,389
220 Nashville, Tenn.....	28,000	6-18	9,046	8	3,825	78	196	4,122	3,191
221 Houston, Tex.....	30,000	8-14	2,968	14	1,147	31	157	f1,756	f1,172
222 San Antonio, Tex.....	22,500	6-18	2,130	5	850	17	202	1,424	756
223 Burlington, Vt*.....	15,000	5-20	.....	.....	.....	33	.....	1,580	917
224 Alexandria, Va*.....	14,000	5-21	g4,447	4	1,200	18	197	1,183	871
225 Lynchburg, Va.....	16,000	5-21	4,093	6	1,025	23	193	1,520	784
226 Norfolk, Va.....	22,000	5-21	6,244	7	1,320	26	191	1,773	1,173
227 Petersburg, Va.....	20,000	5-21	7,417	5	1,808	28	172	1,985	1,494
228 Portsmouth, Va*.....	11,000	5-21	3,399	3	.....	14	200	982	592
229 Richmond, Va.....	80,000	5-21	20,754	16	5,558	128	206	5,995	4,652
230 Fond du Lac, Wis.....	13,000	4-20	5,900	17	2,800	46	200	2,484	1,692
231 Green Bay, Wis.....	7,500	4-20	2,172	5	1,040	19	178	1,207	.....

* From Report of the Commissioner of Education for 1878. c Includes the cost of supervision.

d Includes salaries of officers of the board, secretaries, messengers, &c.

a Assessed valuation.

b In 1877.

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 daily average attendance in public schools.	
Estimated enrollment in private schools.	Permanent improvements.					Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
.....		\$60,000	.....	\$8,993	.....	\$5,900	\$8,993	.....	.....	194
.....	*a\$9,201,624	255,200	.....	42,095	.....	.....	39,564	.....	.....	195
1,600	b22,439,977	282,200	.....	81,499	.....	.....	71,344	.....	.....	196
450	15,770,262	418,221	13	91,355	\$8,975	49,416	90,931	\$14 86	\$2 42	197
.....	b13,194,298	147,000	.....	59,497	.....	.....	52,233	.....	.....	198
35	*4,910,568	.....	.....	11,118	.....	.....	11,518	.....	.....	199
350	7,737,107	100,579	6.5	33,702	512	19,710	30,532	12 58	4 06	200
.....		6,363,100	.....	1,430,942	.....	1,004,185	1,418,074	.....	.....	201
12,000	a110,404,698	1,900,000	.....	556,267	35,925	279,235	487,788	(\$17 10)		202
125	b12,000,000	180,000	.....	40,437	.....	.....	40,004	.....	.....	203
800	a18,000,000	273,510	3	123,059	23,065	43,806	95,579	8 35	3 70	204
800	10,144,942	275,000	.....	141,860	11,410	53,832	89,106	10 55	6 35	205
.....	3,000,000	50,500	10	25,177	1,433	5,800	19,337	6 28	2 30	206
300	a1,700,000	80,000	.....	31,822	.....	.....	31,019	.....	.....	207
400	a2,329,019	125,400	10	27,576	937	c18,400	26,809	13 26	3 00	208
.....		105,960	5	51,784	9,984	23,244	42,163	11 40	3 39	209
.....	8,561,833	125,000	3.5	29,129	.....	15,860	29,116	8 89	.....	210
670	a24,820,300	208,008	1.2	42,763	567	30,570	42,736	18 65	5 94	211
315	.....	175,281	.....	52,692	.....	22,773	44,143	.....	.....	212
.....		1,450,000	.....	*358,409	.....	181,917	196,684	.....	.....	213
50	a9,305,350	.....	5.3	11,883	.....	11,588	11,845	11 23	.....	214
649	.....	.....	.....	.....	.....	.....	.....	.....	.....	215
.....	a26,422,000	125,000	1	67,199	.....	d57,289	65,676	.....	.....	216
300	a3,664,377	22,100	3	13,420	47	7,703	15,384	8 32	1 63	217
90	.....	28,200	.....	13,660	.....	c12,256	13,241	(13 18)		218
1,600	25,000,000	139,050	1	29,221	.....	23,926	40,850	10 40	5 34	219
400	12,000,000	169,200	4.5	57,464	75	48,562	68,686	15 21	1 19	220
360	6,000,000	21,100	.....	17,591	413	12,878	15,092	12 87	1 80	221
1,000	10,000,000	45,000	.....	26,057	8,288	9,530	20,273	14 45	1 26	222
.....		.....	.....	23,449	.....	.....	21,059	.....	.....	223
800	4,000,000	24,250	2.3	9,927	.....	7,800	10,272	9 25	2 08	224
300	a7,750,448	34,000	1.4	12,738	39	8,658	12,668	12 24	2 59	225
950	11,334,291	57,000	.....	20,202	540	13,500	19,649	.....	.....	226
1,000	.....	59,500	.....	14,571	.....	11,836	14,568	.....	.....	227
.....	2,948,478	10,500	2	8,499	302	6,190	8,497	10 96	2 88	228
3,550	39,796,936	248,656	14	64,269	.....	43,153	64,269	11 76	2 06	229
450	4,000,000	125,110	6	30,402	686	17,636	30,215	10 72	.....	230
610	1,603,713	67,800	.....	14,373	123	7,681	9,929	10 18	2 24	231

e Schools were closed for several weeks because of the yellow fever.

f Estimated.

g Census of 1875.

TABLE II.—*Summary of school*

	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
232	Janesville, Wis	10,000	4-20	3,610	10	.....	36	178	1,695	1,216
233	La Crosse, Wis*	17,000	4-20	3,968	9	2,150	33	193	2,199	.....
234	Madison, Wis	12,000	4-20	*3,951	9	1,600	32	180	1,958	.....
235	Milwaukee, Wis	*120,000	4-20	37,742	25	.....	239	203	16,457	10,490
236	Oshkosh, Wis*	18,000	4-20	5,409	10	.....	51	197	2,846	.....
237	Racine, Wis	17,000	4-20	5,456	8	2,240	45	200	2,397	1,610
238	Watertown, Wis	8,000	4-20	3,562	5	.....	22	198	1,310	685
239	Georgetown, D. C. <i>b</i>	} 150,000	6-17	24,241	53	12,922	240	189	14,942	11,736
240	Washington, D. C. <i>b</i>									
	Total	10,801,814	.....	2,586,579	4,002	913,389	28,903	.....	1,669,899	1,072,632

* From Report of the Commissioner of Education for 1878.

b Assessed valuation.

statistics of cities, &c.—Continued.

Pupils.	Estimated enrolment in private schools.	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 daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
250	\$5,000,000	\$87,750	3.8	\$19,194	\$1,001	\$10,349	\$18,333	\$9 75	\$4 50	232
700	6,000,000	90,625	.....	61,098	24,546	18,474	47,267	.....	.....	233
500	a4,000,000	100,000	4	.....	.....	.....	.....	.....	.....	234
7,392	a55,875,969	665,773	.....	294,260	.....	161,185	192,826	11 10	.....	235
700	.....	.....	.....	49,602	.....	.....	27,358	.....	.....	236
951	7,692,669	81,532	3.75	\$5,617	3,039	21,087	28,381	13 20	2 54	237
500	2,000,000	37,500	5.5	15,910	260	8,070	11,378	10 28	3 12	238
5,481	81,060,955	838,802	.....	338,762	2,988	152,303	229,520	13 61	5 69	239
										240
364,732	5,990,317,205	84,175,336	.....	26,987,228	1,890,761	16,142,985	24,468,620	.....	.....

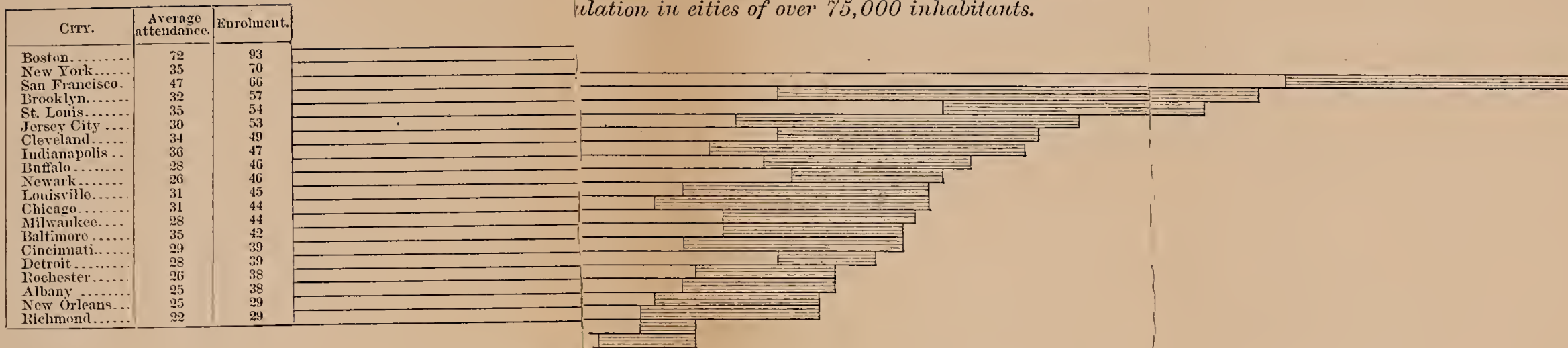
† These statistics, excepting receipts, are for white schools only; for those in which colored schools are included, see Table I of the appendix and the preceding summary of the same.

TABLE II.—Average expenses per capita of daily average attendance in city public schools.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
San Francisco, Cal.....	\$25 46	\$4 84	Chillicothe, Ohio.....	\$14 26	\$4 50
Newton, Mass.....	24 87	6 90	Kingston, N. Y. (2/3 of city).....	14 26	2 67
Boston, Mass.....	24 83	9 10	Indianapolis, Ind.....	14 24	3 99
Oakland, Cal.....	23 83	.....	Malden, Mass.....	14 20	3 00
New York, N. Y.....	23 03	4 02	Hamilton, Ohio.....	14 10	3 67
Sacramento, Cal.....	23 00	11 00	Trenton, N. J.....	14 09	3 71
Orange, N. J.....	21 58	4 41	Louisville, Ky.....	14 09	2 22
Cambridge, Mass.....	21 20	4 25	Newark, N. J.....	14 08	3 66
St. Paul, Minn.....	20 88	2 03	Ottumwa, Iowa.....	14 02	3 29
Salem, Mass.....	20 58	5 93	Holyoke, Mass.....	13 99	2 26
Dayton, Ohio.....	20 49	.....	New Orleans, La.....	13 96	3 99
Norwich, Conn.....	20 37	6 14	Richmond, Ind.....	13 92	4 78
Denver, Colo. (2/3 of city).....	20 32	4 40	Detroit, Mich.....	13 72	3 22
Los Angeles, Cal.....	20 24	3 62	Grand Rapids, Mich.....	13 72	2 63
Cincinnati, Ohio.....	20 12	2 66	Lynn, Mass.....	13 71	4 19
Newport, R. I.....	18 65	5 94	Georgetown, D. C.....	13 61	5 69
Fort Wayne, Ind.....	18 13	3 64	Washington, D. C.....		
New Haven, Conn.....	17 61	3 75	Ann Arbor, Mich.....	13 52	3 25
Columbus, Ohio.....	17 33	4 71	Elizabeth, N. J.....	13 41	4 53
Zanesville, Ohio.....	17 24	5 53	Wilkes-Barre, Pa. (3d district).....	13 26	3 00
Somerville, Mass.....	16 82	4 97	Fall River, Mass.....	13 25	5 73
Lowell, Mass.....	16 81	5 88	Dubuque, Iowa.....	13 20	4 82
St. Louis, Mo.....	a16 73	a2 00	Racine, Wis.....	13 20	2 54
Davenport, Iowa.....	16 70	4 05	Elmira, N. Y.....	13 12	2 52
Omaha, Nebr.....	a16 56	a4 46	Sandusky, Ohio.....	13 06	2 67
Portland, Oreg.....	16 31	6 41	Newburgh, N. Y.....	13 04	3 50
Burlington, Iowa.....	16 00	4 25	Taunton, Mass.....	13 04	2 97
Springfield, Mass.....	15 80	3 30	Allegheny, Pa.....	12 93	5 21
Worcester, Mass.....	15 77	3 74	Akron, Ohio.....	12 93	3 63
Cleveland, Ohio.....	15 76	3 54	Ithaca, N. Y.....	12 90	2 57
Saratoga Springs, N. Y.....	15 56	2 12	Houston, Tex.....	12 87	1 80
Baltimore, Md.....	15 53	4 15	Chicago, Ill.....	12 84	2 46
Manchester, N. H.....	15 46	3 32	Cohoes, N. Y.....	12 82	4 64
Terre Haute, Ind.....	15 34	3 75	Utica, N. Y.....	12 69	3 45
Jacksonville, Ill.....	15 24	3 11	Bay City, Mich.....	12 60	6 91
Nashville, Tenn.....	15 21	1 19	Norristown, Pa.....	12 58	4 06
Springfield, Ohio.....	15 14	3 57	Logansport, Ind.....	12 58	3 36
Fremont, Ohio.....	15 00	2 10	Toledo, Ohio.....	12 53	2 78
Harrisburg, Pa.....	14 86	2 42	Canton, Ohio.....	12 51	5 49
St. Joseph, Mo.....	14 78	3 63	Keokuk, Iowa.....	12 50	.....
Rochester, N. Y.....	14 76	5 95	Woburn, Mass.....	12 36	3 13
Long Island City, N. Y.....	14 57	4 86	Ironton, Ohio.....	12 31	1 83
Fitchburg, Mass.....	14 57	3 67	Pittsfield, Mass.....	12 27	4 84
Jersey City, N. J.....	14 50	3 70	Lynchburg, Va.....	12 24	2 59
San Antonio, Tex.....	14 45	1 26	Rome, N. Y.....	12 15	2 55
Lockport, N. Y.....	14 33	3 69	Paterson, N. J.....	12 09	3 60
Portland, Me.....	14 30	4 47	Lewiston, Me.....	12 05	3 38
Binghamton, N. Y.....	14 29	3 70	Ottawa, Ill.....	12 00	2 25

a Based on average number belonging.

Diagram No. 5,
Showing the relation of average attendance and enrolment to school population in cities of over 75,000 inhabitants.



NOTE.—As full statistics have not been received from Allegheny, Philadelphia, Pittsburgh, and Providence, those cities are not included in this diagram.

TABLE II.—Average expenses per capita of daily average attendance, &c.—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Rock Island, Ill.....	\$11 99	\$4 30	Watertown, Wis.....	\$10 28	\$3 12
Pomeroy, Ohio.....	11 96	4 15	Green Bay, Wis.....	10 18	2 24
Gloucester, Mass.....	11 96	3 55	Atlanta, Ga.....	10 12	.....
Syracuse, N. Y.....	11 99	3 98	Little Rock, Ark.....	10 10	2 22
Manistee, Mich.....	11 90	3 57	Columbus, Ga.....	10 03	2 36
New Brunswick, N. J.....	11 86	2 19	Portsmouth, Ohio.....	10 00	3 62
Quincy, Ill.....	11 81	2 84	Belleville, Ill.....	9 99	2 40
Decatur, Ill.....	11 80	.....	Janesville, Wis.....	9 75	4 50
Richmond, Va.....	11 76	2 06	Hannibal, Mo.....	9 73	2 37
Muskegon, Mich.....	11 70	4 35	Oswego, N. Y.....	9 62	3 20
Saginaw, Mich.....	11 59	1 43	Lawrence, Kans.....	9 31	2 70
Williamsport, Pa.....	11 40	3 39	Alexandria, Va.....	9 25	2 08
East Saginaw, Mich.....	11 34	4 11	York, Pa.....	8 89	.....
Auburn, N. Y.....	11 29	3 34	Marlborough, Mass.....	8 73	2 37
Wilmington, Del.....	11 25	3 13	Bangor, Me.....	8 43	2 19
Topeka, Kans.....	11 24	.....	Reading, Pa.....	8 35	3 70
Warwick, R. I.....	11 23	.....	Chattanooga, Tenn.....	8 32	1 63
Peoria, Ill.....	11 20	2 57	Altoona, Pa.....	8 14	2 39
Owensboro', Ky.....	11 20	1 40	Key West, Fla.....	8 00	.....
Milwaukee, Wis.....	11 10	.....	Frederick, Md.....	6 87	1 87
Lawrence, Mass.....	11 09	9 09	Shenandoah, Pa.....	6 28	2 30
Leavenworth, Kans.....	11 09	.....	Carbondale, Pa.....	6 25	1 72
Portsmouth, Va.....	10 96	2 83	Natchez, Miss.....	3 70	23
Steubenville, Ohio.....	10 73	2 92	Stockton, Cal.....	(\$19 53)	.....
Fond du Lac, Wis.....	10 72	.....	Pittsburgh, Pa.....	(17 10)	.....
Scranton, Pa.....	10 55	6 35	Waltham, Mass.....	(15 52)	.....
Mansfield, Ohio.....	10 50	2 17	Brooklyn, N. Y.....	(14 81)	.....
Newport, Ky.....	10 41	1 90	Knoxville, Tenn.....	(13 13)	.....
Memphis, Tenn.....	10 40	5 34	Nashua, N. H.....	a(12 69)	.....

a Whole expense based on total enrolment.

Table II presents the school statistics of 240 cities containing each 7,500 inhabitants or more. Their estimated school population is 2,586,579; the enrolment in public schools, 1,669,899; the average daily attendance, 1,072,632; the number of teachers, 28,903. The estimated value of property used for the purposes of the schools is \$84,175,336, or 1½ per cent. of the estimated cash value of the taxable property of these cities. The tax for school purposes on the assessed valuation ranges from eight-tenths of a mill on the dollar in Los Angeles, Cal., to 16.4 mills in Belleville, Ill. The amount expended in teachers' salaries in the 218 towns which report the item is \$16,142,985, and the total of expenditures for 233 cities is \$24,468,620. Newton, Mass., reports the highest average expense per capita of daily average attendance, viz, \$31.77, and Natchez, Miss., the lowest, \$3.93.

The magnitude of the interests thus tabulated and the advantages which cities naturally afford for progressive action and the systematic conduct of institutions impart peculiar importance to the history of city school systems. The considerations which are made most prominent in the reports of the current year will be found below.

SUPERINTENDENCE.

The conviction that the duties of the superintendent's office can only be discharged by trained specialists is not more manifest in the reports of cities in which men of this class are already employed than in those of cities in which as yet the public has not authorized such a choice. The report of the school board of Philadelphia thus emphasizes the demand:

An urgent need of this department is competent superintendence; its absence is an anomaly. There is no knowledge possessed by any central power of the character and condition of the schools of this district, and without such knowledge there must be waste, mutual ignorance of wants, indifference, and abuses unredressed. Nowhere is it attempted to conduct a school district of half the proportions of this without the hourly supervision of a staff of thoroughly trained specialists in education. The effect of the inspection and direction of our schools by proper persons clothed with sufficient power to fulfil their office would be to increase enormously their results. This work not only requires an expert, but attention that is constant and systematic. Controllers and directors, chosen for the business management of the department, have neither the time nor special knowledge to enable them to discharge such duties. This work demands the service of a most liberal education, with a scientific and enlightened knowledge of educational systems, particularly that of primary education. As well might the directors of a steamship company attempt to dispense with boiler inspectors and pilots as for the school control to assume the duties of this office.

TEACHERS.

The preparation of teachers, methods of appointment, and gradation of salaries have been subjects of earnest discussion through the year. The old idea that anybody can teach, especially if incapable of doing anything else, and the more advanced notion that character is the only requisite in the teacher's vocation, no longer prevail in our cities. It is indeed true that the prime requisite of character is not wanting in the present conception of a teacher's qualifications, but by it is meant character in which moral excellence and natural aptitude are reënforced by knowledge, mental discipline, and experimental training.

Fortunately the interest in teachers is not limited to their preparation. The determination to adopt a wise and just policy, with reference to teachers' salaries,¹ tenure of office, and the number of scholars assigned to each, is definitely announced in a few reports; and in many others, in which no resolution is expressed, there is evidence of a disposition to move in these matters. We really seem likely to attain the moment when we may say, as did M. Bardoux, speaking for the French nation to the teachers of France, "It is not necessary that I should assure you of the devotion of the republic; what has been done and the present efforts speak."

But notwithstanding the undeniable progress in public sentiment concerning city schools and in their general management, they are still subject to some of the adverse

¹ See reports of the school committee of Boston, 1879; of Philadelphia, 1879; of Baltimore, 1879; and of San Francisco, 1879.

influences that have been found to affect the rural schools. In general, cities and large towns, under some State act, have independent jurisdiction over their schools and regulate in their own way the selection, appointment, and payment of teachers. In many cities an annual election determines the continuance of old teachers and the appointment of new. It is easy to see that patronage and favoritism may enter into all these arrangements and disturb them.

Hon. A. L. Mann, superintendent of the San Francisco schools, thus illustrates the point:

"You know nothing of politics," said a veteran to a school officer. "The 'boys' are all down on you. They say 'you are no good to your friends.' You must understand there is a certain reciprocity about these things." The application of these words of wisdom to school affairs is this: the "practical" politician says to the school official, "I secured your nomination in the 'reform' party, therefore you owe me the appointment of so many school teachers." It is useless to remonstrate, to point out the difference between ephemeral election clerks and poundkeepers and those who are to take charge, for life it may be, of the formation of the character of your own and your neighbors' children. If you do not accede you are marked for political slaughter, and in the next "convention" the deed will be done without remorse.

The remedy for such evils is obvious. Methods of appointment, of promotion, and of determining the tenure of office should be adopted and maintained which are at once and forever removed from the dubious action of politics. These are matters for wise legislation, and in this view the teachers themselves can effect much in educating the public up to their duties.

The words addressed by M. Casimir Perier, under-secretary of state in the ministry of public instruction in France, to the primary teachers may be cited. He refers to conditions that do not exist in our country, but the sentiment he expresses is applicable here. "Whenever," he says, "each of you in your communes shall have trained enough intelligent and educated men to relieve you of other duties and leave you to your special functions, I believe a great improvement will take place. * * * Work for this end on your side as we shall work on ours. We ought to join our common efforts, and from the union of so much exertion and such dispositions only a good result can follow."

It must be admitted that the abuses of which we complain are not carried to the worst extreme, or even so far as is sometimes represented in the discussions of the subject. This is proved by the positive duration of the term of service of teachers in the large cities—eight, ten, twelve years being no unusual averages. The teacher has always an appeal to the parents, who know his service, and herein is a powerful corrective. In many communities in which, theoretically, the teacher's position is at the mercy of an irresponsible officer, practically he can hold it as long as he deserves; he may be annoyed, but can neither be dismissed nor disgraced with impunity.

The number of pupils assigned to a teacher is a matter not easily controlled, even under the wisest and most honest policy. It is inextricably involved in estimates of school population, income, expenditure, position, and arrangement of school buildings.

PRIMARY GRADES.

The most decided evidence of life and progress in our city systems is the attention given to the primary schools. The efforts for the improvement of this grade are in various stages of advancement.¹ In some cities nothing has been attempted beyond a

¹As showing the advance in elementary instruction in Germany, the following, which comes into the Office as this report is going through the press, is of special interest. Der Deutsche Schulmann gives the course of instruction prescribed for German elementary schools during four centuries, as follows:

Sixteenth century.—Catechism, singing of church songs, reading, and writing.

Seventeenth century.—Religion, reading, writing, arithmetic, singing, and object lessons.

Eighteenth century.—Religion, reading, writing, arithmetic, singing, natural history, geography, and history—the last three optional.

Nineteenth century.—Religion, object lessons, German (language lessons, reading, spelling, composition), arithmetic, geometry, natural history, botany, zoölogy, geography, history, singing, writing, drawing, gymnastics, and needlework (for girls).

careful examination of the present condition and a candid admission of present defects.

Mr. W. H. Wells, president of the Chicago board, dwells upon the lack of suitable accommodations for the primary schools, which, he says, is doing irreparable injury at the most important stage in the educational course. More than two thousand children are compelled to occupy basement rooms endangering the health of both teachers and pupils. Many of these rooms, besides other disadvantages, are deficient in light, and the eyes of the pupils are exposed to serious injury. With reference to the system of double divisions this same officer says:

More than seven thousand children belong to double divisions, and only receive instruction during one-half of the day. There can be no doubt that pupils in one or two of the lowest grades derive as much benefit from three and a half or four hours' school instruction in a day as from five hours', but none of these pupils receive even three and a half hours' instruction a day.

He further objects to the crowding of all the instruction of one set of pupils into the forenoon and that of another set into the afternoon, "as an evil that should not be suffered to continue." The earnestness of the general movement for the improvement of primaries is well illustrated in his words:

Our primary schools do not afford a complete course of school instruction, but they are by far the most important part of our school system and the basis of all the rest. * * * It is in the primary schools that more than three-fourths of all our school instruction is given, and more than one-half of the whole number entering school do not remain long enough to pass into the higher grades at all. I have dwelt particularly upon the primary schools, because here is the weakest point in our educational course and because we have so long discriminated against them by making more complete and satisfactory provision for the grammar schools and high schools than for the primary school.

The prevalent system of salary adjustments operates against the improvement of primary grades. The president of the Philadelphia board congratulates the city that the new basis of compensation promises well for the lower grades. He says:

It must be clear to every one that the work of the primary school is of the most serious importance, and that if it is well done it will relieve and greatly aid the work of the higher schools. The system of basing compensation upon term of service will not only make it feasible to assign teachers to grades for which they are specially capable without doing them injustice in pay, but it secures their retention in such positions, with an advance of salary, after experience has added to their worth.

In pursuance of the same subject, the president of the Baltimore board says:

If some arrangement could be made by which teachers possessing special skill in the instruction and management of young children might be induced to continue in charge of the lowest classes, and forego promotion, it would certainly be a great advantage to the school.

The lower grade of certificate generally required for primary teachers has also exercised a depressing influence upon the grade.

Among the changes introduced in the recent revision of the Boston schools is an amendment of the regulations fixing the same grades of certificates of qualification for assistants of the primary and grammar schools. It would seem as if these indispensable conditions to the successful conduct of the primaries — suitable accommodations, adequate salaries, and honorable certificates — could be secured in all cities if the matter were brought before the proper legislative authorities disencumbered of all collateral questions and interests. But with these secured there remain the important considerations of methods and subjects of instruction, of the spirit to be encouraged and the purposes to be maintained. It is impossible to do more than suggest the tendency of these discussions. So far as studies are concerned the demand is for fewer subjects and greater variety and individuality in methods. The child is regarded as an intelligence to be excited, developed, strengthened, where he used to be crammed. Instead of being thrown back upon a lifeless primer and a wearying round of routine recitations, he is to be brought into the closest relation with the mind of the teacher. "That fixed mental exertion, that power of continued application, that

mastery of books and exercises, which are the proper objects of higher grades are found out of place here." "In this earlier grade," says Dr. Samuel Eliot, "we should be satisfied with opening or expanding the minds of our pupils; we should not try to fill them. We have to set the intellectual powers in conscious exercise, but not to exercise them all, or any one of them entirely. Primary teaching is an impulse rather than a complete movement. * * * The training of little children is persuasive rather than compulsory. * * * Delicacy of touch is indispensable. * * * Variety of handling is also indispensable. Topics should be * * * presented according to the capacity of the individual child."

While in other grades it may be sufficient that the teacher should be master of the subject and its presentation, here it is essential that she be in sympathy with the natures she is training. Primary teaching does not require so much special knowledge or skill in intellectual abstractions as the higher grades, but more general knowledge and a more symmetrical development of all the faculties. The primary teacher must be strong in the sympathetic qualities, that she may not stifle the heart of the child while exercising his intellect.

GRAMMAR GRADES.

The work of the grammar grades has heretofore been too largely determined by the subsequent requirements of the high schools. Greater attention is now paid to the wants of the majority who leave school in the early stages of the grammar; and from present indications we may expect important modifications of the grammar school courses and both modification and extension of those of the high schools. Too little has yet been done with reference to either to warrant any very positive or general statements.

SOUTHERN CITIES.

The improved condition of public schools in many southern cities deserves special notice. By reference to my report of 1873 it will be seen that public education was at that time greatly embarrassed throughout the South, and there was reason to apprehend the overthrow of what had already been accomplished. Since 1877 a perceptible reaction has taken place, which, though gradual in its development and interrupted at some of the most important centres by the presence of yellow fever, has resulted in substantial progress. Some phases of the improvement admit of representation in the tabular forms; thus, Richmond and Petersburg, Va., show increase in the number of school buildings, in enrolment, and in average daily attendance. In Chattanooga, Knoxville, Nashville, and even in Memphis, Tenn., which has been so fearfully devastated and crippled in funds, the legal school age has been lengthened, a greater number of teachers has been employed, and the enrolment and average daily attendance increased for the period during which the schools are open. In Atlanta, Ga., the number of school buildings has been nearly doubled since 1877, the number of teachers increased 37 per cent., enrolment in public schools 31 per cent., and the average daily attendance 90 per cent. Little Rock, Ark., has made an excellent beginning. The system is well supervised and growing and improving in all directions. Notable forethought has been shown in securing ample grounds for buildings. In San Antonio, Tex., an excellent system of public schools is in operation, consisting of one high, four grammar, and three primary schools. Several large stone school-houses have been built and the school funds increased.

Still more important, however, than the improvement in these specific conditions is the change in public sentiment. The people now take some pride in the schools, which they formerly viewed with contempt or suspicion, and the demand for admission is far greater than can be met by the present accommodations.

Equal improvement is manifested in the character of the instruction imparted; the elementary branches are more carefully taught and the necessity of a special preparation for the teacher's vocation is recognized.

Unfortunately finances have not in all places kept pace with the growth in other respects. Receipts from school funds and taxes have diminished, and it is consequently impossible to secure the best results from the favorable turn in public opinion.

AUTHORS' DAYS IN SCHOOLS.

Hon. J. B. Peaslee, superintendent of the Cincinnati schools, has with others long felt the need of giving more attention to the memorizing of gems of English as well as greater care in the cultivation of a taste for the best reading and knowledge of the best authors. In July, 1879, Superintendent Peaslee announced at the State Teachers' Association his intention to celebrate the birthdays of popular authors in the schools with a view of deepening the interest in standard literature. He began this new feature of work by the celebration of Whittier's seventy-second birthday. The programme in the various schools consisted of compositions by pupils on the life of the author, recitations and readings from his poems, and singing by the pupils and appropriate talks by the teachers and others. It is understood to be his intention to make these celebrations a regular and important feature of school work. It appears to be a successful effort to supersede the usual fondness for light literature by creating an early love and admiration of the ennobling thoughts and sentiments of truly great men.

COLOR BLINDNESS.

In all the public schools of Boston above the primary grades, Dr. Joy Jeffries has tested the children for color blindness. The number of male students examined was 14,469; of these 608 were color blind, or 4.202 per cent. The number of female students examined was 13,458; of these 9 were color blind, or 0.066 per cent.

Dr. Jeffries observes with reference to these results:

They are so near what is found by the best observers in Europe that we may take them as the expression of a general law. Color blindness is not curable by any known method, and the color sense does not alter through life; hence the statistics gathered from the schools apply to the whole community. We may conclude that 1 male in 25 is more or less color blind and that the defect very rarely occurs among females.

In noticing the general deficiency manifested by boys in the use and knowledge of color names, Dr. Jeffries observes:

This want does not show itself in school life, in examinations or exhibitions, but does show itself very quickly when the boy comes out into every day life and occupations. It is naturally supposed that in a general way boys will learn colors and color names as girls do, from their occupations with colored objects and materials. The fact is, however, as absolute experience has abundantly shown me and the teachers watching my work, that but very few boys of the grammar or higher schools are familiar with the color names of even the primary colors, and that still less can they correctly apply those names they do remember when shown colored objects. * * * It seems almost impossible that a bright boy of fourteen not color blind should not know the word green or be able to apply it; yet this does not give an extreme idea of the truth in reference to the ignorance of color names and their application amongst our school boys.

Such examinations indicate the great need of systematic training in color names and their application in the lowest grade of schools. In this matter we have not been as active as many European nations; in the German schools especially this instruction has long been imparted, and has received of late a new impulse, partly from the importance attached to tests for color blindness and partly through the successful efforts of Dr. Hugo Magnus, professor in the University of Breslau, in devising simple and effective methods of teaching. The International Medical Congress, which met at Amsterdam during the year, awarded a diploma of honor for his valuable work.

Attention has been called to the importance of testing railroad employes for color blindness. In a conference with the railroad committee of the Massachusetts legislature, Dr. Jeffries maintained that such examinations should be made obligatory and be conducted by experts. The result of that hearing was a legislative order to the railroad commissioners to investigate the subject and report. In their report the

commissioners state that any one can make examination for these defects, as it does not require the action of an expert. The opposite position taken by Dr. Jeffries is supported by Professor F. C. Donders, of Utrecht, Holland, chief of the inspection and control of color blindness and visual power, and by Professor Frithiof Holmgren, of Upsala, Sweden, chief of the control in Sweden. The latter gentleman is well known in this country as an authority on color blindness through his book, upon which is based the United States Manual, Color Blindness, its Dangers and its Detection, which has been adopted as the standard in our Army, Navy, and Marine Hospital Service.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1870 to 1879, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	53	65	98	113	124	137	151	152	156	207
Number of instructors.....	178	445	773	887	966	1,031	1,065	1,189	1,227	1,422
Number of students.....	10,023	10,922	11,778	16,620	24,495	29,105	33,921	37,082	39,669	40,029

TABLE III.—Summary of

States.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama	7	36	a1,296	383	325	284	253	b12	b29
Arkansas	2	5	99	22	16	28	33		
California	2	20	708	98	510	(c100)		112	106
Colorado	2		37	15	22				
Connecticut	1	8	132	14	118	0	0	37	30
Georgia	3	6	301	(c176) 15	10	50	50		
Illinois	9	63	1,841	(c43) 429	642	349	296	76	36
Indiana	10	108	a3,930	(c23) 787	548	40	34	267	180
Iowa	8	57	720	(c37) 246	325	47	65	35	32
Kansas	3	18	305	104	131	39	31	33	25
Kentucky	9	36	526	165	231	84	46	46	34
Louisiana	3	12	218	(c91) 1	96	0	30	25	12
Maine	7	23	618	(c83) 259	276	0	0	109	88
Maryland	6	30	631	57	279	97	198	35	32
Massachusetts	8	62	1,207	125	1,082			276	106
Michigan	3	13	648	(c104) 57	14	(c473)		84	
Minnesota	3	25	575	126	299	90	60	74	69
Mississippi	4	13	249	(c107) 34	41	40	27		
Missouri	9	63	1,563	(c96) 653	603	(c103) 58	50	236	120
Nebraska	3	20	373	144	161	(c68)		50	44
New Hampshire	1	5	30	8	22			21	
New Jersey	1	25	559	50	167	164	178	28	28
New York	11	180	6,663	(c1,099) 558	2,400	(c459) 461	1,686	651	307
North Carolina	8	53	a1,089	516	367	75	50	d25	d37
Ohio	15	98	3,181	(c162) 1,282	806	586	345	224	180
Oregon	2	9	54	25	29			8	2
Pennsylvania	19	173	5,396	1,706	2,346	548	796	489	382
Rhode Island	1	11	155	10	145			25	21
South Carolina	4	14	a929	(c50) 64	35	206	184	15	5
Tennessee	13	67	a1,788	(c245) 391	279	(c84) 294	264	55	11

a Classification not reported in all cases.

b Rust Normal Institute reports 18 graduates as engaged in teaching, but makes no report of the number graduating at the last commencement.

statistics of normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &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.
Whole number.	Increase in the last school year.										
4,325	430	3	2	6	6	3	4	.....	.....	1	6
200	20	1	0	2	1	1	1	1	0	1	2
1,416	.....	2	2	2	.....	1	2	2	1	2	2

1,400	100	1	1	1	0	1	1	0	0	0	1
200	100	.....	.....	2	2	.....	2	1	.....	.....	1
8,444	1,249	7	4	8	5	5	8	6	1	6	8
9,330	1,245	9	3	10	5	6	8	4	2	6	8
2,980	85	6	2	6	4	5	6	2	.....	2	7
1,650	150	3	1	3	2	2	3	1	1	2	3
3,425	205	3	2	8	5	5	5	2	1	2	5
1,042	15	1	1	2	1	0	0	0	0	0	2
3,083	627	5	3	4	1	4	5	3	.....	3	6
3,312	.....	3	2	4	3	2	2	2	2	3	4
11,889	335	8	6	7	.....	5	5	4	1	3	8
3,000	500	1	1	1	.....	1	1	1	.....	1	1
850	150	3	2	3	0	3	2	3	1	3	3
1,300	25	1	.....	3	2	2	2	.....	.....	1	3
5,952	209	7	2	7	6	5	5	4	1	.....	8
.....	50	2	2	2	2	2	1	2	2	2	2
400	100	0	0	1	0	0	1	0	0	1	1
500	50	1	1	1	1	1	1	1	0	1	1
5,774	513	10	5	10	3	9	9	8	6	10	10
1,350	250	2	.....	7	2	2	3	2	3	1	6
9,302	356	11	5	11	6	8	8	5	1	4	11
100	.....	1	0	2	2	1	1	0	0	0	2
13,860	1,352	15	7	14	11	8	12	5	5	13	14
2,000	30	1	1	1	0	1	1	1	0	0	1
1,370	.....	3	1	2	2	2	2	.....	.....	2	2
18,500	500	7	1	10	7	4	6	4	1	6	8

c Sex of these not reported.

d Lumberton Normal School reports 20 graduates as engaged in teaching, but makes no report of the number graduating at the last commencement.

TABLE III.—*Summary of*

States.	Number of schools in each State.	Number of instructors.	Number of students.				Graduates in the last year.		
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Texas.....	5	15	402	(a49) 103	109	62	79	.....	.....
Vermont.....	4	20	387	138	249	.....	.....	85	21
Virginia.....	4	37	752	153	105	249	245	43	40
West Virginia.....	7	28	6654	217	182	41	31	55	20
Wisconsin.....	4	53	1,830	403	567	414	441	53	54
District of Columbia.....	5	13	139	7	51	61	20	44	43
Utah.....	1	3	44	22	22	.....	.....	14	.....
Total.....	207	1,422	640,029	(a2,365) 9,392	13,610	(a1,369) 4,367	5,492	3,347	2,094

a Sex of these not reported.

statistics of normal schools — Continued.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &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.
Whole number.	Increase in the last school year.										
600	575	1	1	3	1	1	2	1	1	1	2
1,490	40	3	.....	.....	1	3	3	1	.....	.....	2
2,500	194	1	0	3	3	.....	.....	.....	.....	2	1
3,915	472	2	1	3	5	0	1	0	1	2	7
3,345	387	4	2	4	1	3	4	4	.....	4	4
450	50	4	1	4	.....	.....	1	1	1	4	4
.....	.....	0	0	0	0	1	1	1	0	1	1
129,254	10,364	132	62	157	90	97	119	72	32	90	157

b Classification not reported in all cases.

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. <i>a</i>	Number of schools.	Number of instructors.	Number of students. <i>a</i>	Number of schools.	Number of instructors.	Number of students. <i>a</i>	Number of schools.	Number of instructors.	Number of students. <i>a</i>
Alabama.....	3	15	300							4	21	408
Arkansas.....	2	5	38									
California.....	1	17	603							1	3	5
Colorado.....	1		22							1		15
Connecticut.....	1	8	132									
Georgia.....	1	6	176							2		25
Illinois.....	2	26	546	2	12	322				5	25	246
Indiana.....	1	9	450				1	16		8	83	908
Iowa.....	2	7	274				1	18	130	5	32	204
Kansas.....	b1	7								2	11	235
Kentucky.....										9	36	396
Louisiana.....										3	12	188
Maine.....	3	18	485				1	1	8	c3	4	125
Maryland.....	2	16	266							4	14	70
Massachusetts.....	6	49	1,091				1	7	93	1	6	23
Michigan.....	1	11	104							2	2	71
Minnesota.....	3	25	425									
Mississippi.....	d2	9	136							2	4	46
Missouri.....	5	39	1,132				1	10	150	3	14	70
Nebraska.....	1	9	232							2	11	73
New Hampshire.....	1	5	30									
New Jersey.....	1	25	217									
New York.....	8	116	2,709				1	59	1,321	2	5	27
North Carolina.....	2	23	383							6	30	500
Ohio.....							e5	43	820	10	55	1,430
Oregon.....										2	9	54
Pennsylvania.....	10	133	2,782	d3	3	58	1	27	1,092	5	10	120
Rhode Island.....	1	11	155									
South Carolina.....	1	3	81							3	11	68
Tennessee.....	1	8	135							12	59	780
Texas.....	2	8	156							e3	7	105
Vermont.....	3	20	387							1		
Virginia.....	1	20	218	e2	9	10				1	8	30
West Virginia.....	f6	19	399							1	9	
Wisconsin.....	4	53	975									
District of Columbia.....							1	4	20	4	9	38
Utah.....	g1	3	44									
Total.....	80	723	15,083	7	24	390	13	185	3,634	107	490	6,260

a This summary contains the strictly normal students only, as far as reported; for total number of students, see the preceding summary.

b No appropriation for the last year.

c Receive some allowance from State.

d One of these had no appropriation for the last year.

e One of these is partially supported by State.

f Two of these report no appropriation for the last year.

g Territorial appropriation.

Appropriations for normal schools.

Name of school.	Appropriation, 1879.	State appropriation per capita of pupils in the last year. ⁶
State Normal School, Florence, Ala.....	\$7,500	\$100 00
State Normal School for Colored Students, Huntsville, Ala.....	2,000	.....
Lincoln Normal University, Marion, Ala.....	4,000	16 00
Normal department of Arkansas Industrial University, Fayetteville, Ark...	(b)	.....
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark..	2,000	27 78
California State Normal School, San José, Cal.....	24,500	40 63
Connecticut State Normal School, New Britain, Conn.....	12,000	99 00
Normal department of Atlanta University, Atlanta, Ga.....	c8,000	.....
Southern Illinois Normal University, Carbondale, Ill.....	20,290	47 03
Illinois State Normal University, Normal, Ill.....	d24,494	64 63
Cook County Normal and Training School, Normalville, Ill.....	e15,000	.....
Peoria County Normal School, Peoria, Ill.....	e3,000	.....
Central Indiana Normal College and Business Institute, Ladoga, Ind.....	f1,800	.....
Indiana State Normal School, Terre Haute, Ind.....	18,000	37 77
Iowa State Normal School, Cedar Falls, Iowa.....	6,750	27 00
Eastern Iowa Normal School, Grandview, Iowa.....	f1,200	.....
Kentucky Female Orphan School, Midway, Ky.....	g140	.....
Peabody Normal School for Colored Students, New Orleans, La.....	g3,700	g28 55
Peabody Normal Seminary, New Orleans, La.....	h1,008	h37 00
Eastern State Normal School, Castine, Me.....	7,500	32 33
Western State Normal and Training School, Farmington, Me.....	6,750	33 68
Madawaska Training School, Fort Kent and Van Buren, Me.....	800	.....
State Normal and Training School, Gorham, Me.....	6,000	50 00
Normal Practice School, Lewiston, Me.....	f1,100	.....
Normal department of Maine Central Institute, Pittsfield, Me.....	600	14 33
Baltimore Normal School for Colored Teachers, Baltimore, Md.....	2,000	20 00
Maryland State Normal School, Baltimore, Md.....	10,500	46 05
Massachusetts Normal Art School, Boston, Mass.....	18,000	.....
State Normal School, Bridgewater, Mass.....	13,000	.....
State Normal School, Framingham, Mass.....	9,900	.....
State Normal School, Salem, Mass.....	14,000	44 16
Westfield State Normal School, Westfield, Mass.....	10,050	75 56
Massachusetts State Normal School, Worcester, Mass.....	9,400	.....
Michigan State Normal School, Ypsilanti, Mich.....	17,500	32 22
State Normal School, Mankato, Minn.....	9,000	53 25
State Normal School, St. Cloud, Minn.....	9,000	40 00
State Normal School, Winona, Minn.....	12,000	.....
Mississippi State Normal School, Holly Springs, Miss.....	3,000	28 00
Southeast Missouri State Normal School, Cape Girardeau, Mo.....	7,500	21 00
Normal School of the University of the State of Missouri, Columbia, Mo....	(b)	.....

a Exclusive of appropriations for permanent objects.

b Appropriation in common with the university.

c Annual appropriation to the university.

d Exclusive of one-half interest in the college and seminary fund, \$18,000.

e County appropriation.

f City appropriation.

g From local contributions and from Peabody fund; the amount per capita being the amount of these two funds.

h From Peabody fund; the amount per capita being the amount of this fund.

Appropriations for normal schools — Continued.

Name of school.	Appropriation, 1879.	State appropriation per capita of pupils in the last year. ^a
Lincoln Institute, Jefferson City, Mo	\$5,000	\$35 71
North Missouri State Normal School, Kirksville, Mo	7,500	15 00
St. Louis Normal School, St. Louis, Mo	b11,628	.....
State Normal School, second district, Warrensburg, Mo	7,500	21 49
Nebraska State Normal School, Peru, Nebr.....	12,500	43 00
New Hampshire State Normal School, Plymouth, N. H	c5,000	166 66
New Jersey State Normal School, Trenton, N. J.....	20,000	.....
New York State Normal School, Albany, N. Y	18,000	48 00
State Normal and Training School, Brockport, N. Y.....	18,000	19 00
State Normal School, Buffalo, N. Y	18,000	59 00
State Normal and Training School, Cortland, N. Y.....	18,000	45 00
State Normal and Training School, Fredonia, N. Y.....	18,000	45 00
State Normal School, Geneseo, N. Y	18,000	.....
Normal College, New York, N. Y.....	b92,000	.....
State Normal and Training School, Oswego, N. Y	48,362	49 32
State Normal and Training School, Potsdam, N. Y.....	17,436	29 29
University Normal School, Chapel Hill, N. C	2,000	.....
State Colored Normal School, Fayetteville, N. C.....	2,000	.....
Trinity College Normal School, Trinity College, N. C.....	d50	.....
Cincinnati Normal School, Cincinnati, Ohio.....	b7,911	.....
Geneva Normal School, Geneva, Ohio.....	e1,600	4 00
Mansfield Normal College, Mansfield, Ohio	b1,000	.....
Southwestern State Normal School, California, Pa.....	10,000	5 00
Northwestern State Normal School, Edinboro', Pa	5,000	10 00
Central State Normal School, Lock Haven, Pa	3,060	12 44
Pennsylvania State Normal School, fifth district, Mansfield, Pa.....	2,775	9 19
Pennsylvania State Normal School, second district, Millersville, Pa	7,294	.....
Philadelphia Normal School for Girls, Philadelphia, Pa.....	b24,275	.....
Cumberland Valley State Normal School, Shippensburg, Pa	2,250	12 71
West Chester State Normal School, West Chester, Pa	11,954	20 00
Rhode Island State Normal School, Providence, R. I.....	10,500	.....
Claffin University, normal department, Orangeburg, S. C	5,000	.....
Freedmen's Normal Institute, Maryville, Tenn	d303	.....
McNairy County Normal School, Purdy, Tenn	b100	.....
Tillotson Collegiate and Normal Institute, Austin, Tex.....	560	.....
Sam Houston Normal Institute, Huntsville, Texas.....	14,500	131 81
State Normal School of Texas for Colored Students, Prairie View, Tex	6,000	.....
State Normal School, Castleton, Vt	1,000	24 00
Johnson State Normal School, Johnson, Vt.....	2,000	15 00
State Normal School, Randolph, Vt.....	f2,830	14 00
Valley Normal School, Bridgewater, Va.....	d378	.....
Shenandoah Valley Normal School, Strasburg, Va	g225	1 33
State Normal School at Glenville, Glenville, W. Va.....	1,400	28 00

^a Exclusive of appropriations for permanent objects.

^b City appropriation.

^c Also \$1,200 town appropriation.

^d County appropriation.

^e City appropriation; also \$400 State appropriation.

^f Also \$100 from the county.

^g County appropriation; also an equal amount from the State.

Appropriations for normal schools—Continued.

Name of school.	Appropriation, 1879.	State appropriation per capita of pupils in the last year. ^a
Marshall College, State Normal School, Huntington, W. Va	\$2, 000	\$13 80
West Liberty Normal School, West Liberty, W. Va	2, 000	.....
Oshkosh State Normal School, Oshkosh, Wis	13, 991	21 15
Wisconsin State Normal School, Platteville, Wis	17, 890	32 00
State Normal School, River Falls, Wis	15, 343	40 25
Normal department of Howard University, Washington, D. C.....	(b)	.....
Washington Normal School, Washington, D. C	c2, 000	.....
Normal department of the University of Deseret, Salt Lake City, Utah.....	2, 600	.....

^a Exclusive of appropriations for permanent objects.

^b Appropriation in common with the university.

^c City appropriation.

The law of human experience warrants expectation of success only on preparation, whatever occupation is under consideration, whether it be one of the learned professions or some branch of commercial, mechanical, or agricultural industry. The fundamental principle of the normal school is simply an application of this theory to the work of teaching.

How the opposition to these schools which has manifested itself in a variety of attacks, open and covert, is received by the body of the people is shown in the preceding summary of the institutions reported to this Office, the number in 1879 both of institutions and students being about four times what it was in 1870. The increase of 1879 over 1878 shows 51 institutions or departments, 195 instructors, and 360 students.

Evidently educators need give less attention to the defence of the principle upon which normal instruction is based, but should concentrate their efforts on improvements in its methods and its practical application.

From this summary it will be seen that normal schools have been established in all of the States save Delaware, Florida, and Nevada. Eighty are maintained in part or whole by the State, seven are termed county normal schools, and thirteen are established in connection with city systems. Ohio, to its shame, has no normal school maintained by the State; but the appreciation of this instruction in the cities where education is most advanced is shown by the five city normal schools, which reported 820 pupils. State normal schools would invite pupils from the rural districts and send them back better qualified to accomplish the improvement so greatly needed in those schools.

From this table it appears that the number who graduated from normal schools during the year was 3,347, certainly not at all equal to the number of well qualified teachers demanded anew in the schools of the country during the year. The fact that only 2,094 were employed when the reports were made indicates that there is not yet everywhere a proper appreciation of the teacher's professional preparation. Far too many, both men and woman, are employed as teachers who are entirely unfit for the work. The gain in behalf of normal instruction, great as it has been, is not yet at all adequate to our necessities. Information must be disseminated showing what incompetency is, and how vast and cruel its evils, at the same time giving correct ideas of what right teaching is, and of its necessity and benefit to the individual, the family, and the community.

The increase indicated in libraries and in the other appliances of these schools,

while gratifying and encouraging, is inadequate. There can be no great learned profession without books and a literature of its own, used and mastered by those undertaking its responsibilities. Teachers must have a taste for reading and be willing to expend from their personal income to procure educational journals and treatises. The teacher who does not read and reflect upon what he reads, and digest and make its truths his own, cannot grow; indeed, cannot be a live teacher. He has accepted the doom of professional death. He has no place among growing young minds, and the community should not suffer his mental corpse to be deposited in the midst of their children. The teacher not only must take advantage of all there is for him in books or methods and subjects, but he must go beyond. He should be able to appreciate and acquire what there is of his profession that cannot be included in books, and he should not be satisfied till he can adapt his method in every exercise to the nature and environment of every child under his instruction.

In gathering appliances for normal schools, it is apparent that there are many engaged in their management who have not thought out the pedagogical uses of illustrations; indeed, that there are many so far behind that they are not familiar with some of the most common aids in use among their better qualified coadjutors. Where these schools are under State administration the remedy can be promptly applied.

While it is now generally admitted that the best preparation for teaching is the kind required for other professions, viz, liberal education followed by special professional training, it is conceded that the endeavor to crowd this twofold work into the ordinary course of a normal school is a great mistake.

Upon this subject Dr. Samuel Eliot, superintendent of the Boston schools, says :

Taking for granted that the [Boston] normal school needs teachers of the greatest attainable force, let us consider what study promises the best returns. The time for it, we remember, is a single year, or, omitting vacations and examinations, two-thirds of a solar year. This is plainly inadequate for both general and special instruction, and, as the school is not intended to undertake both, the first thing to do towards improving it is to limit it to its special object.

He advises higher standards of admission, a rigid adherence to the regulation requiring a candidate to be at least eighteen years of age and to present a recommendation from the master or committee of the last school attended, certifying personal fitness for the teacher's work. Again, he says :

No normal school has time enough for both general and special studies, and whatever it devotes to the former, unless in the most superficial manner, can be ill spared by the latter. A professional school is bound to give professional training. A law school teaches law, not logic, or rhetoric, or declamation; a medical school teaches medicine, not natural science, except so far as it is a part of medical; and so a teaching school teaches teaching, not thinking, or speaking, or writing, or anything else save as an illustration of didactics. This seems to me the province of our school as of any other, and the committee have recently taken the same view in increasing the time allotted to the practice of teaching throughout the schools, while that allotted to studying in the normal school itself has been reduced. The regulations now say "at least three months" for observation and practice, and that is one-third of the school year. The other two-thirds will be profitably spent in learning how to observe and how to practice to the greatest advantage.

Louis Soldan, principal of the Normal School, St. Louis, says in the annual report of the St. Louis schools for 1879 :

Normal schools may review grammar school work, but they cannot begin it at the beginning, for their course of study is too short for such an undertaking, and their legitimate work lies in another direction, namely, to prepare those who have the basis of a good education for the important task of teaching the children of this great city.

Radical changes have been made in the course of study in the Philadelphia normal schools, the most important of which is the provision for increased and more systematic instruction in the theory and art of teaching.

The proposition to abandon the State normal schools, introduced in the assembly of the State of New York in the session of 1878, gave rise to a discussion outlined in my last annual report. In pursuance of a resolution which passed the assembly January 23, 1878, a special committee was appointed to make a careful examination of the schools in question, and to report whether they are fulfilling their original pur-

pose, and what, if any, further legislation is necessary to increase their usefulness. In a report transmitted to the assembly May 19, 1879, the committee presents under the first consideration the following conclusions :

(1) That the normal schools are performing intelligently, efficiently, and in good faith the work expected of them by the State.

(2) That the normal schools are an essential part of our public school system, and as such should be liberally and unwaveringly supported.

(3) That without normal schools there would be that waste in the public expenditures which must result from the employment of unskilled and incompetent teachers ; and hence that true economy requires their maintenance.

(4) That normal schools should have a settled place in the permanent policy of the State, and that henceforth the only question should be, How can they be improved and extended ?

With reference to the legislation needed to render the normal schools more useful to the State, the committee is of the opinion " that no legislation is required immediately affecting the schools now in operation beyond providing for them a liberal support."

The committee also presents a series of recommendations which, so far as they relate to other than local conditions, are in accordance with opinions already cited. It is recommended " that the standard for admission should be raised in order to give more time for the purely professional work of the schools ; * * * that the normal scholars, in addition to the promise to teach, which they now make on entering the schools, should also promise to report to the respective principals, during a specified time, as to the teaching actually done by them after leaving the normal school ; * * * that the people generally avail themselves of every opportunity to examine all of the normal schools. The committee believes that most of the opposition to them has arisen from or been supported by a lack of acquaintance with them. Let them be visited. Let their work be examined. The schools themselves desire it. Great gain would result from it. It would lead to a more intelligent and active coöperation on the part of the people in this and all efforts to raise the standard of popular instruction and citizenship."

Examples might be multiplied to prove that the discussion concerning normal schools has deepened the conviction of their value, revealed more clearly their true province, and caused decided improvements in their subjects and methods of study.

The normal school of Chicago, closed in 1877 because it was graduating more teachers than could be employed in the city, has not been reopened.

By the adoption of proper requisites for admission to a city normal school, a due proportion might be maintained between the number of its graduates and the vacancies for which they would be required ; thus the possibility of an intermittent existence, so fatal to the vigor and influence of an institution, would be avoided.

During the year a memorial was addressed to the general assembly of Ohio calling attention to the backwardness of the State in providing normal schools and urging the immediate establishment of one at some central point. It also recommended that the money now paid for institute work should be expended by the State in the employment of a regular board of institute managers charged with the duty of unifying and systematizing the instruction in these institutes in the several counties. The memorial was circulated for signatures in every county, and it is intended to present it to the legislature as soon as the canvass of the State is completed.

As the work of normal or teachers' institutes extends and larger appropriations are absorbed in their conduct, the need of a regular board of managers and a systematic organization of the work, as expressed in the memorial alluded to above, is generally recognized.

Hon. J. L. Denton, State superintendent of schools of Arkansas, and J. M. Fish, superintendent of city schools of Little Rock, are active in promoting the work of normal schools. A summer normal school was conducted by the latter, in the city of Little Rock, for a term of four weeks, beginning June 16.

While efforts are thus in progress for multiplying the number of training schools for

teachers and improving those in operation, many colleges and universities are making special provision for instruction in the theory and art of teaching. Chairs of pedagogics have been established in the Universities of Missouri, Michigan, and Iowa; didactics is taught by lectures in the University of Wisconsin and plans are maturing for courses of lectures on pedagogics in Harvard University. In Johns Hopkins University the teachers' class in zoölogy was conducted during the session of 1878-79 by Dr. Brooks.

The aim of the course was to supply at first hand, by the study of typical forms of animal life, such an acquaintance with the principles of morphology as would be of use in teaching any branch of natural science, and the furnishing of facts, to be retailed to classes, was made a very subordinate object. * * The course of instruction included fifteen one hour lectures and forty-five hours of laboratory work, on the mornings of fifteen Saturdays.—(Fourth Annual Report Johns Hopkins University, 1879.)

In this connection the following letter from Dr. J. M. Gregory, giving some account of his work and lectures in behalf of normal training in the University of Michigan, is of general interest and is given in full:

DEAR SIR: In response to your inquiry I furnish the following statement of my lectures on education and the art of teaching, given formerly at the University of Michigan.

In 1858, when I entered upon my duties as superintendent of public instruction for the State of Michigan, I was impressed, as all who have had the care of school systems must be, with the vital necessity of obtaining a supply of well trained teachers. After all expenditures for fine school buildings and all provision of text books and other apparatus of instruction, it is the teacher that makes the school. If a school system fails at this point, it fails in all. Better a good teacher without any facilities or aids than a poor, incompetent teacher with all the apparatus which wealth can purchase. A true teacher, with nothing but a spreading oak for his school-house and its leaves for his books, will successfully teach and educate. An untrained and unskilful instructor will fail, though surrounded by a library or in the midst of a furnished laboratory. It was, and is, to my mind, one of the most serious faults of our American school systems that so much is paid for fine school buildings and for teachers' wages and so stinted an allowance is made for the agencies by which teachers may be thoroughly trained and prepared for their work. Teachers who can earn their wages by good work will never lack for compensation. But the payment of good wages will not necessarily and of itself produce good teachers, though an important force in that direction.

It was under the influence of such views that I used with the utmost vigor the means put in my hands by the State for the training of teachers by means of State institutes. I urged also upon the high schools and colleges of the State the establishment of teachers' classes and, when practicable, of normal courses of study. A good number of such classes were annually taught, and in several schools regular courses for teachers were established. The State of Michigan owes much of the high credit of its school system not alone to the reputation of its stately and magnificent State university, but to the earnest and persistent efforts which have been made within its borders to train and qualify its common school teachers. It was well said by one of its superintendents that if he were to undertake the education of its school children as an individual enterprise, with the school fund as the fixed price, he would use a tenth of the fund to train a body of competent teachers, and with the other nine-tenths as wages would accomplish more than the whole would do as then used in the payment of unprepared instructors.

An excellent normal school was doing its utmost to meet the public wants, but the few scores of teachers that it could annually furnish were only a handful in comparison with the thousands which were needed. The school boards having in charge the graded and high schools of the State, naturally looked to the university and colleges to supply them their principal teachers. The possession of a college diploma was supposed to indicate not only the presence of the necessary scholastic acquirements but also the ability to teach and manage a high school. From this cause I found our schools often suffering in the hands of inexperienced teachers, whose learning was ample, but who were sadly ignorant of the first principles of the science of education, and especially of the art of the teacher. Residing near the State university, I frequently urged upon the attention of its president and members of its faculty the wrong that was being done to the schools of the State by their failure to give their students some special instruction in the work in which so many of them sought temporary or permanent employment.

It was, I think, in the winter of 1860 that I tendered my services to the president of the university to commence the work of instruction in pedagogics, offering, if arrangements could be made to suit my leisure, to give to the senior class and such other students as chose to attend them a free course of lectures upon the principles and

philosophy of education and upon the organization, management, and instruction of schools. The offer was courteously accepted, and a course of lectures was given occupying several weeks, embracing usually two lectures each week. They were attended not only by the members of the senior class but also by many students of the law and medical schools.

As several of the chief universities and colleges of the country are now at length waking up to their duty to the general school system and establishing chairs of educational science and art, it may not be uninteresting or useless to describe the field covered by this early effort to introduce pedagogic instruction into an American university.

UTILITIES OF THE COURSE.

At the outset the attention of the class was called to the prominent position which education and educational institutions hold in our national life and civilization. The utterances of the chief magistrates of the Nation and of the States, from Washington down, have recognized the necessity of popular education and of public intelligence to the preservation of liberty and the perpetuity of our form of government.

The scope and power of these great truths, so often repeated and so little understood, were explained and enforced. The relations of popular education to the advancement of civilization and to the progress of the sciences and arts are now recognized; and the vast importance of the public school system to the individual, to society, and to the State follow as logical sequences of indisputable force.

Next, their own duties as educated men were pointed out; many, if not all of them, were to be, at least temporarily, teachers, and the absurdity of undertaking a business which they did not understand, was urged. To have been taught does not necessarily give the ability to teach any more than taking medicine prepares one to be a physician. If it is wrong for one to offer his services as a watchmaker or even as a skilled laborer who has no knowledge of the trade he proposes to practise, how much more inexcusable is he who offers himself as an instructor and knows nothing of the processes or principles by which he may successfully discharge his duty to the children whom he undertakes to teach!

Even if our college graduates do not intend to become teachers, still, as educated men, they will naturally be called upon to serve upon school boards and in other ways to influence or control the school system. None of them, therefore, in such a country as ours, where the school system counts for so much, ought to leave college without a general knowledge of educational science. To be ignorant of the political system, of the machinery of government, and of common political principles, would be justly counted as a reproach to any man of liberal education. But to be ignorant of that widespread and pervasive system of agencies by which the political and social life of the nation is to be constantly renewed and directed and of that mighty and expensive machinery through which the entire childhood of the country is expected to pass, must certainly be more shameful to the individual as it must be more disastrous to the state.

But besides and beyond their possible duties as teachers and school officers, there remain their interests as future parents on whom will fall the chief responsibility in directing the education of their children; and certainly no knowledge could be outside of their true interests and duties which would help them to discharge with success these highest and most delicate responsibilities which come upon a human being in this life.

By such considerations and arguments the attention of the class was aroused to the importance of this, to them, new field of study. May it not be hoped that these arguments, always valid and always increasing in force, will ultimately lead all our colleges to fulfil the high duty that they owe, in this respect, to the country which nourishes them?

EDUCATIONAL PHILOSOPHY.

As a basis for the more practical part of the course, a statement was made of the fundamental divisions and principles of educational science or philosophy. Education was shown to involve two great fields of fact or truth: First, *the being to be educated*; second, *the knowledge to be learned*. If a teacher with a group of little children before him, will ask himself thoughtfully in what his task consists, what are the exact terms of his problem, he will notice these two facts: first, my pupils are *children*, immature beings, needing growth—my work is the development and discipline of their powers; second, they are *ignorant*—I am to give them instruction in many branches of knowledge.

Education involves both of these terms; it must *train* or discipline, and thus develop powers; and, secondly, it must *teach*, or communicate knowledge. The art of the teacher and the business of the school are all comprehended in these two. The whole machinery of instruction must be shaped to these ends.

Education is the cultivated growth of living powers and faculties. As cultivation, it involves the exercise, training, discipline, and direction of the powers to be cultivated. As a growth, it involves nourishment, inward action, and digestion. As

physical growth demands food and exercise of the body, so mental education demands mental food or knowledge, and mental exercise in thought, study, and all forms of mental activity.

On these two great facts educational science constructs itself. It takes into account, on the one side, all the variations of childhood in its diversities of age, temperament, and environments, and, on the other side, the various departments of knowledge, their essential differences in the nature of the facts involved, the peculiarities in their different stages of development, and their connections with each other, with the human intellect, and with the business of life.

It would require too much space to follow further the line of discussion in this field. As the aim of the course was thoroughly practical, only so much attention was given to these fundamental principles as was necessary to show that education is not a mere matter of shifting empiricism, but is based in a philosophy as fixed as the laws of mind and the system of nature. It was held that no teacher was safe from sinking into the practice of mere school room quackery who is not led to see that in all his processes he is dealing with great natural laws, as scientific and as dominant as those which control the chemist in his laboratory or the mechanic in the employment of the forces of nature.

THE GRADES IN EDUCATION.

The proper organization and management of schools afforded another field for the lectures; and, as the graded school system of the State was then being somewhat rapidly developed, a careful discussion was made of the theory of school gradation.

A graded school is properly nothing but a group of schools organized into a system, the schools being adapted each to a different grade of pupils. It proceeds upon the assumption that each period of childhood has its own appropriate studies and methods of instruction, and requires, therefore, a school peculiar to itself. It was shown that the schools of the several grades met and provided for natural periods of mental growth on the one side and natural stages of the development of knowledge on the other. If the life of a child is watched carefully from infancy up to maturity, it will be found to consist, not of a continuous and as it were homogeneous growth of the several faculties, but of successive periods in which new powers appear and new elements of character become dominant. As there are successive changes in the physical system, like that which occurs at puberty, which divide the growth into stages or periods, exhibiting new forces and phenomena, so in the intellectual life its different periods are marked by the introduction of new faculties and new intellectual processes. Every essential power of the human mind can be detected, as a germ at least, in the first hours of mental development, but the evolution of these different faculties does not go forward with equal pace.

These larger stages may in general be sufficiently discriminated from each other to afford practical guidance in the gradation of instruction and in the separation of the departments of a graded school.

In the first of these the perceptive or acquisitive powers of the child are in chief exercise. The sensibilities are keen, the curiosity is in full power, and the novelties of environment as yet fresh and vivid. It is evident that instruction in this stage must of necessity be chiefly addressed to the senses, and must consist of such facts as can be seen, heard, and handled.

Over against this stage of the mental life lies that lower platform of knowledge occupied by the multitudinous but simple facts of sense. It is as if the earlier pathway of knowledge was conformed to the childish power of apprehension: for the simple unreflecting sense, the simple palpable form; for the short steps of childish inference, the simple relation of contiguous facts; for the limited power of childish attention, the equally limited phases of nature's truth; and for the nascent and scarcely appearing power of classification, the simplest and plainest resemblances of forms, colors, and beings, and so also to the new power of speech, confined to a few words, and those nouns and verbs, a field of observation made up of a few familiar things and beings and their simplest acts and motions.

Thus childhood and nature are in agreement. To the childish intellect nature furnishes fitting food and an appropriate playground. The true primary school imitates nature and meets childish powers with childhood's proper lessons.

In these correlated terms the whole theory of the primary grade, its studies, and its methods of instruction are clearly involved.

The second broadly marked stage of mental growth shows the introduction of the active powers of imagination and the practical judgments. These are stimulated by the fast coming consciousness of power of action and by the awakening appetites and desires for the goods and pleasures of life. The little child whose perpetual cry was "Let me see, let me see!" now adds the manifest disposition to do, to have, and to handle. The senses, without losing the keenness of their curiosity, are now eager to find out causes and consequences. The mind grasps after processes, the busy hands can scarcely be restrained from their perpetual activity. It is evident that a new phase of knowledge is needed to meet this new phase of life. And, as we found lying over against our primary stage of mental development a primary platform of knowl-

edge, so we find set opposite this second stage of mental development a second platform of truth. Facts become more complex, causation is traced further, and the uses of things begin to be seen. The child recognizes himself as a cause, and seeks to produce the effects he has found useful. Nature, instead of being a simple wonder book, becomes to him a book of riddles to be guessed, of problems to be solved, of things to be reached, shaped, counted, combined, used, and preserved or traded away. The utilitarian age is come. Knowledge has a stage correspondent to this stage of mind. Its classifications are by properties and uses instead of by simple forms and colors. Its motions have force, intention, and effects, instead of simple direction and velocity. It finds uniformities, laws, and meaning in nature's phenomena, and the world shapes itself as a whole with related parts.

The pupil, at this stage, wants, above all other things, the pen and pencil and the familiar objects of nature. Learning must be united with doing, principle must be illustrated and fixed by practice, and theory must be proved by new constructions of facts.

The language itself answers to the new forms of knowledge. To its nouns and verbs it adds adjectives, adverbs, and the connectives, and distinguishes differences of moods, tenses, and cases. Such are the general features and outlines of the secondary or intermediate stage of education; and answering to it must come the second grade of schools, broken frequently into several grades for convenience in teaching.

A third stage of intellectual growth is reached when the reason, inquisitive and discursive, enters fully upon the scene, and the mind begins those great questionings of the *why* and the *how* of the phenomena of nature and of life. The knowledges which in the first stages were simple facts of sense, unclassified and unexplained, and which in the second stage were problems of combinations and results of practical uses and powers, now for the first time assume scientific definiteness and completeness, exhibiting laws of nature, principles, and philosophy. This is the realm of the high school and the college, in which instruction is addressed to the rational understanding. The judgment may still employ the senses as instruments of observation and the practical powers as means of experiment, but it transcends them all in its higher work and deals at last with the problems of pure thinking.

The mind has now reached and is entering on its mature stage, and it finds confronting it the mature scientific forms of knowledge. The methods of study and instruction must also change, and the school of the child must give way to the departments or institutions of higher learning.

Thus these two great parallels of unfolding mental life and of developing science move by equal and corresponding stages and lend each other mutual aid and support.

THE TEACHING ART.

From these fundamental principles, the lectures proceeded to unfold the practical gradation of schools and to define the studies and methods of instruction appropriate to each, and in connection with these the practical question of school exercises, school programmes, and of teachers' work generally.

The methods of teaching appropriate to different branches of knowledge constituted another field for the lectures. They included methods of teaching reading as the translation of written into oral language; of arithmetic as the science of pure and applied numbers; of grammar as the art of criticising and correcting speech; of geography as the doctrine of locality, with its natural or physical, its commercial, and its political and historical relations; of history as of the movement and distribution of events in time and in territorial relations; and of other sciences of mind and matter.

The subjects of moral education and of school government were analyzed and referred to the fundamental principles which must ever control them. Some of the great systems of educational philosophy, such as that of Pestalozzi, were described and criticised. The doctrines of Fröbel had not yet been widely promulgated in this country.

The State systems of education, including school territory, school funds, school offices, and their several classes and functions, and schools themselves of all kinds and grades, with public libraries and other agencies of popular intelligence, also came under review.

Such, in brief, was the scope of this early effort at pedagogical instruction in a State university. Of its utility proofs came, in after years, as I met in other States members of the class who testified to the practical advantages they had gained from the lectures they had attended.

The foregoing account has been given chiefly from memory, and may in some cases include in the statements topics discussed in subsequent courses of lectures.

It may be added, to complete this history, that when I afterwards became president of Kalamazoo College I introduced this course of lectures as part of the instruction of the senior classes. Going thence to the presidency of the Illinois State Industrial University and carrying with me the same convictions strengthened by experience and observation, I introduced into this last institution the course of pedagogical lectures, not only for the senior class, but for all students who desired to attend them. The lectures were given at such an hour as would allow the attendance of all, and

frequently the lecture room was crowded, not only by the students of the university, but also by the teachers from the neighboring city who asked permission to attend.

In conclusion, I wish to express the settled conviction not only of the duty of our higher institutions of learning thus to aid the public school systems of the country, but, stronger still, of the value of this work to the colleges and universities themselves in the grand revenue of popular appreciation and support they would gain by it and in the enlargement and increasing might of their influence over the civilization, the intelligence, and the prosperity of the entire citizenship of our country. Helping the lowest schools to higher planes of usefulness and to a richer fruitage, they would themselves rise to higher rank and to wider harvests.

JOHN M. GREGORY.

Hon. JOHN EATON,
Commissioner of Education.

The question of the teacher's compensation necessarily enters into the consideration of his training. When he has done his utmost, availed himself of the best opportunities to prepare himself for the successful discharge of his responsibility as a teacher, is his compensation to be reasonable or not? One of the considerations bearing upon the compensation of teachers, pointed out by Roger Ascham three hundred years ago, has not yet ceased to exist. Speaking of the importance of selecting the best teachers he says:

It is a pity, that commonly more care is had, yea and that among very wise men, to find out rather a cunning man for their Horse, than a cunning man for their Children. They say nay in word, but they do so in deed: For to the one they will gladly give a Stipend of two hundred Crowns by the year, and loth to offer to the other two hundred Shillings. God that sitteth in Heaven laugheth their Choice to scorn, and rewardeth their Liberality as it should: For he suffereth them to have tame and well ordered Horse, but wild and unfortunate Children; and therefore in the end they find more Pleasure in their horse, than Comfort in their children.

But often where the importance of the teacher's qualification is admitted there is hesitancy in giving him reasonable compensation. The amount of teaching that is underpaid is appalling. The effect this must have upon the efficiency of the profession is apparent. The most useful and eminent teachers and educators live all their days most economically and die and leave their families in poverty and dependence. The examples are numerous. The facts which come together in these statistical collections illustrative of this truth are too numerous to permit their enumeration. Only one can be mentioned. Prof. J. H. Raymond, LL. D., best known in connection with his great services as president of Vassar College, before entering upon his duties there alluded to the salary he had received during his service of fourteen years in the faculty at Hamilton, five years at Rochester, and nine years in Brooklyn. He said:

My labors have been accepted with an over generous praise and paid for at the usual market price for such commodities, and yet I have done it at a constant pecuniary sacrifice to myself and have been dependent upon extra-professional labors to eke out a bare support for my family. I close my work this summer, and with it my twenty-eighth year of public service, with impaired health, a family unprovided for, and an empty purse.

This condition of facts is suggesting to many thoughtful persons the question, Shall we compensate our teachers fairly and place the profession upon a footing with other vocations, or shall teachers be underpaid during their service and provided with pensions after they are unfitted for active service in the school room?

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 1879, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions...	26	60	53	112	126	131	137	134	129	144
Number of instructors...	154	168	263	514	577	594	599	568	527	535
Number of students.....	5, 824	6, 460	8, 451	22, 397	25, 892	26, 109	25, 234	23, 496	21, 048	22, 021

TABLE IV.—*Summary of statistics of commercial and business colleges.*

States.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last year.
			Total number of students, excluding duplicate enrollments.	In day school.	In evening school.		
Alabama	3	7	78	78	.....	1,100	60
California	5	34	a726	536	52	1,750	200
Georgia	2	4	310	310	.....	.....	.....
Illinois	12	68	b2,990	2,250	618	17,220	2,500
Indiana	7	27	1,381	1,027	592	.....	.....
Iowa	11	29	c1,532	1,139	452	340	15
Kansas	2	3	123	100	34	.....	.....
Kentucky	3	10	d498	335	38	2,500	50
Louisiana	2	13	289	201	88	1,529	20
Maine	3	4	e245	221	112	.....	.....
Massachusetts	4	23	767	732	35	.....	.....
Michigan	10	27	1,220	916	378	7,000	.....
Minnesota	3	8	573	505	145	217	38
Mississippi	1	8	83	83	.....	1,100	50
Missouri	6	32	f1,450	1,231	161	2,340	250
Nebraska	1	1	110	75	35	.....	.....
New Hampshire	4	11	228	196	32	300	.....
New Jersey	4	24	633	441	336	775	23
New York	17	64	3,114	2,633	907	2,695	.....
North Carolina	1	1	12	12	.....	.....	.....
Ohio	13	49	g2,029	1,696	410	h14,700	50
Pennsylvania	12	36	i1,504	779	301	177	21
Rhode Island	2	10	429	328	101	100	26
Tennessee	3	4	172	157	43	457	.....
Texas	3	9	143	143	21	.....	.....
Virginia	1	1	43	27	16	536	12
West Virginia	2	6	217	132	35	.....	.....
Wisconsin	6	19	779	628	181	386	6
District of Columbia	1	3	283	160	123	.....	.....
Total	144	535	j22,021	k17,176	l5,246	55,222	3,321

a Classification of 133 not reported.

b Classification of 300 not reported.

c Classification of 76 not reported.

d Classification of 125 not reported.

e Classification of 24 not reported.

f Includes 8 special students whose classification is not given.

g Includes 25 special students whose classification is not given.

h Includes library of St. Xavier College, Cincinnati, which is reported with commercial department.

i Classification of 424 not reported.

j Classification of 1,120 not reported.

k 1,521 students attend both day and evening schools.

In connection with this summary of the facts in regard to education in colleges for business training in this country I cannot do better than call attention to the more thorough manner in which young persons aiming at commercial pursuits are instructed in some older countries.

In Continental Europe commercial education is given in special schools of commerce and in certain secondary schools. The schools of commerce are, as a rule, higher institutions of learning which do not give elementary instruction. As their pupils have nearly all received a thorough training at secondary schools, the instruction can be exclusively devoted to higher branches. The graduates of commercial schools in Continental Europe easily find lucrative positions at home and abroad because they are familiar with three or four foreign languages, an advantage which cannot be claimed by many graduates of commercial schools in other countries. The secondary schools, where the theory of commercial subjects is taught, are the German Realschulen and the French, Belgian, Italian, and Spanish secondary schools. The Realschulen give their pupils a thorough training in modern languages, arithmetic, history, geography, and natural sciences, and thus eminently fit them for business. With this thorough theoretical training the graduates can easily acquire the practical part in the business office. The French, Belgian, Italian, and Spanish secondary schools have, as a rule, special commercial sections for the teaching of mercantile subjects. These sections are largely attended and seem to grow daily in the favor of the public.

In the commercial schools proper the courses of instruction last two or three years. The following extracts from recent programmes show the ways in which Europeans deal with the demand for a practical business education: Germany has higher commercial schools in every chief provincial city and in a large number of smaller towns. The course of instruction embraces German, French, English, Italian or Spanish, commercial arithmetic, book-keeping, commercial correspondence in different languages, botany, the study of raw materials and manufactured articles, history and geography, commercial law, weights and measures, monetary systems, physics, chemistry, and drawing.

France has a large number of commercial schools, the most prominent among which are those of Paris and Marseilles. All branches relating to commerce are thoroughly taught in a course of three years, with the exception of modern languages, which are optional instead of being obligatory, as in German schools. Marseilles, however, has made English an obligatory branch, while Arabic, modern Greek, German, Italian, and Spanish remain optional, though very useful in the Mediterranean trade.

At the commercial school at Zürich, German, French, English, and Italian are obligatory branches. Great stress is laid here on mercantile history and on applied mechanics.

In Spain some of the secondary schools have commercial sections, in which the following branches are taught: Mercantile arithmetic, weights and measures, coinage systems, book-keeping for wholesale and retail establishments, calculations applied to all kinds of business, mercantile geography and statistics, political economy, commercial law, the Spanish, French, and English languages.

Belgium has probably one of the best commercial schools in the world. It is situated at Antwerp, and was established in 1852, at the expense of the Belgian government and the city of Antwerp. The course of study lasts two years. The age of the students ranges from 18 to 20. The course embraces the French, Dutch, German, Spanish, Italian, and English languages and all the other branches relating to commerce. The students receive a thorough practical training in the mercantile offices connected with the school. The programme of these offices embraces transactions of a general business house, practical demonstration and application of commercial arithmetic, invoices, accounts of sales, accounts current, commercial calculations and valuations, exchange operations, public funds, book-keeping, bills of lading, insurance, banking, and correspondence in foreign languages. The mercantile offices keep commercial newspapers from London, Liverpool, Cologne, Frankfort, Berlin, Vienna, Amsterdam, Hamburg, Havre, New York, Havana, Rio de Janeiro, Buenos Ayres, Valparaiso, the East Indies, and China.

The commercial schools in Europe are either state, provincial, or municipal institutions, but they are all under the supervision of the state.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1879, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	42	55	95	130	129	159	195
Number of instructors	73	125	216	364	336	376	452
Number of pupils	1, 252	1, 636	2, 809	4, 090	3, 931	4, 797	7, 554

TABLE V.—Summary of statistics of Kindergärten.

States.	Number of schools.	Number of teachers.	Number of pupils.
Alabama	1	1	.....
California	7	7	120
Connecticut	3	8	76
Delaware	1	1	15
Florida	1	1	20
Georgia	1	1	12
Illinois	10	23	336
Indiana	4	9	95
Iowa	3	9	70
Kentucky	3	4	35
Louisiana	1	1	23
Maine	2	10	25
Maryland	3	8	83
Massachusetts	16	29	338
Michigan	2	6	70
Minnesota	1	1	.....
Missouri	28	a110	a3, 009
New Hampshire	1	1	16
New Jersey	17	37	751
New York	31	68	989
North Carolina	1	2	.....
Ohio	18	34	383
Pennsylvania	23	49	492
South Carolina	2	2	87
Tennessee	2	2	12
Virginia	2	2	40
Wisconsin	5	10	200
District of Columbia	6	16	257
Total	195	452	7, 554

a Includes some teachers and pupils in primary schools.

The increase of these interesting institutions during the year has been marked. Thirty-six new Kindergärten are reported, with 76 additional instructors and 2,757 additional pupils. The fact that the Kindergärten depend almost exclusively on private effort subjects them to great changes and renders the collection and compilation of their statistics extremely difficult. It will be observed that these institutions now report from nearly all of the States, thus by their great dissemination bringing to bear their methods upon the institutions and systems in the great majority of educational centres in the country.

The great desirableness of their methods where provision is made for dependent

infants under eight years of age is becoming more manifest. The skilful teacher finds no injurious home influences in the institutions where they are gathered operating adversely to the spirit and methods of the Kindergarten, while their skilful adaptation under a devoted and accomplished teacher seems to add new joy and inspiration to the darkened life of the young child. His evil tendencies and beginnings receive a new resistance, and the better elements of his nature are aroused and prepared to gather greater advantages from whatever opportunities may be enjoyed in the future.

Kindergärten are already reported in connection with the Boston Orphan Asylum; the Pennsylvania Training School for Feeble-Minded Children; the State Institution for the Blind, Ohio; the Home for the Friendless, Columbus, Ohio; and a Kindergarten is included in the plan for the new Orphans' House, in Columbus, Ohio.

Twenty-one of the Kindergärten reported are in the Southern and Southern Central States.

The effort to introduce the Kindergarten into the public school system is attended with embarrassment. The Kindergarten proposing to receive children at the age of $2\frac{1}{2}$ or 3 years anticipates the legal school age in different States by 2 and 3 years.

The public Kindergarten in Boston was abolished at the close of the school year, in accordance with the recommendation of the revision committee, after an existence of nine years. The report of the school committee says:

It is not denied that the school proved a decided success. It had many enthusiastic friends and no enemies. The movement for its abolition called out vigorous remonstrances, and a petition for its retention signed by many well known citizens was presented to the school board. * * * As the experiment had succeeded, the logical and consistent course would seem to be to establish a sufficient number of such schools to accommodate all children of the Kindergarten age; but the expense of such an undertaking * * * seemed to the board too great to assume without a more general and pronounced demand on the part of the public.

Superintendent Eliot says:

Were the Kindergarten the only provision to be made for those of Kindergarten age we should need a great many additional schools, but it is not the only, and, as a general rule, I think, not the best. For the very young children a day nursery seems to me preferable; for those of 5 or 6 a primary school of the right stamp appears better than a Kindergarten. This new school is a reaction against the old schools, whose routine and discipline were often pushed to great extremes. Against the hard character which they thus acquired, something in the way of protest was inevitable, and it came in the form of the Kindergarten. For the good it has done in mellowing the primary school we cannot be too grateful; but to acknowledge its service in this respect is not to acknowledge the necessity of substituting it for the primary or the lowest classes of the primary. * * * Whatever Kindergarten theory may be, Kindergarten practice seems to be defective in forming the habit of attention. * * * If attention is the first, self-control is the second purpose in early training; and this too appears to me to be delayed by Kindergarten exercises. I have had the opportunity of seeing them vibrate between two conditions: one of dependence upon the teachers' directions greater than is common in a primary school, the other of noise, sometimes disorder, when children have no control of themselves and very little is exercised over them. * * * Unless I am much mistaken, the Kindergarten is rather a private charity than a public school.—(Report Boston public schools, 1879.)

In St. Louis the effort to connect the Kindergarten with the public school has had a different result. Superintendent Harris reviews the history of the effort, after six years' control, and sets forth in a very clear and concise manner the educational theory involved, the conditions which have made the experiment successful in St. Louis, and his own conclusions as to the strong and weak points of the system, forming altogether a treatise of great importance at the present stage of public interest in the subject.

Dr. Harris attributes the success achieved in St. Louis to the fact that Miss Susan E. Blow, a lady of great practical sagacity, of profoundly clear insight, and of untiring energy, undertook to aid in organizing the Kindergärten and instructing the teachers. Her gratuitous and disinterested services have secured a system that now

furnishes its own directors and assistants, and in which the cost of Kindergarten tuition is reduced from the usual price of \$50 or \$100 for each pupil instructed to an average of \$5.70 a pupil on the basis of average attendance and \$3.52 on the enrolment.

The following remarks are taken from Dr. Harris's discussion as to the "Limits of the Kindergarten as an educational appliance:"

While the industrial preparation involved in the Kindergarten exercises is a sufficient justification for its introduction into our school system, * * * there is much else which is common to the instruction in the school subsequently and occupies the same ground. * * * The instruction in manners and polite habits which goes on in all well conducted Kindergärten is of very great value. * * * Moreover, there is a cultivation of the imagination and of the inventive power which possesses great significance for the future intellectual growth. The habits of regularity, punctuality, silence, obedience to established rules, self-control, are taught to as great a degree as is desirable for pupils of that age, but not by any means so perfectly as in the ordinary well conducted primary school. The two kinds of attention that are developed so well in a good school, (1) the attention of each pupil to his own task, so absorbed in it that he is oblivious to the work of the class that is reciting, and (2) the attention of each pupil in the class that is reciting to the work of the pupil reciting, * * * are not developed so well as in the primary school, nor is it to be expected. The freedom from constraint which is essential in the Kindergarten, or in any school for pupils of five years of age, allows much interference of each pupil with the work of others, and hence much distraction of attention. It is quite difficult to preserve an exact balance. The teacher of the Kindergarten is liable to allow the brisk, strong willed children to interfere with the others and occupy their attention too much. As regards imagination and inventive power, it is easily stimulated to an abnormal degree. For if it is accompanied by conceit, there is a corresponding injury done to the child's faith and reverence which must accompany his growth if he would come to the stores of wisdom which his race has preserved for him. * * * As regards the claimed transcendence of the system over all others in the way of moral development, I am inclined to grant some degree of superiority to it, but not for intrinsic reasons. It is because the child is then at an age when he is liable to great demoralization at home, and is submitted to a gentle but firm discipline in the Kindergarten, that the new education proves of more than ordinary value as a moral discipline. The children of the poor, at the susceptible age of five years, get many lessons on the street that tend to corrupt them. The children of the rich, meeting no wholesome restraint, become self-willed and self-indulgent. The Kindergarten may save both classes and make rational self-control take the place of unrestrained, depraved impulse. But the Kindergarten itself has dangers. The cultivation of self-activity may be excessive, and lead to pertness and conceit. The pupil may get to be irreverent and overbearing, hardened against receiving instruction from others. In fact, with a teacher whose discernment is dimmed by too much sentimental theory, there is great danger that the weeds of selfishness will thrive faster among the children than the wholesome plants of self-knowledge and self-control.—(Report of St. Louis (Mo.) Public Schools, 1879.)

In sustaining and developing sentiment in behalf of Kindergärten in California, great credit is due to Mrs. Sarah B. Cooper, a well known writer and teacher of a Sabbath school class of about three hundred persons from 16 to 80 years of age who have coöperated with her in raising funds for the establishment of free Kindergärten for destitute children. They were very fortunate in obtaining for their first Kindergarten teacher in this movement Miss Kate Smith, who was trained by that devoted Kindergärtner, Miss Marwedel, the pioneer in this work on the Pacific Coast.

Mrs. Mary Mann, who participated so fully in the labors of her husband, Hon. Horace Mann, in behalf of education, and who has since his death studied and labored so faithfully in the same spirit, has, like her sister, Miss E. P. Peabody, done much to promote a correct idea of the Kindergarten. In a recent discussion of the subject she says:

Caste, which our Government abolishes politically, is the deepest moral abyss that separates human beings. Education is the only thing that can abolish it morally, and it must be education, that is, *development*, and not mere acquisition, which does not educate, but may add power to evil as well as to good. Knowledge is always power, but it is not always beneficent power. It is a well known fact that some of the greatest criminals in society have been men of ability and knowledge. These, divorced from conscience, made them only the more powerful for evil. The Kindergarten idea is to relate the child to God through nature, and from the very first to remand it to conscience as its guide in conduct. Put the right idea into the child with all the skill at your command, and its savagery will soon disappear before that light. Give it an

assured feeling of heavenly care and protection, and it will understand how to do good to others, even without appealing to the golden rule, which, if precaution is not taken, may become a selfish rule. Its inculcation will give the intellectual reason for doing right to others; but if love is not invoked at the same time to do to others as you would have them to do to you, it may be only a matter of expediency. It is a perfectly legitimate use of the intellect to invoke it for social purposes. We would not be too fastidious, for it is often necessary to call in its aid so far before the love motive can be addressed; but selfishness is hydra-headed, and must be guarded against even there.

The Kindergarten system is now widely adopted by intelligent educators, and has already modified education in many places beyond the proper age for its exclusive use. But, popularly, many objections are advanced against it. This is from ignorance of its true scope and significance, and the prejudice will gradually fade away. The uneducated look upon reading and writing as education. There is an age where these become practically indispensable, but they do not in themselves educate. We can conceive of very profound education without them; for a living teacher, with nature as an aid and instrument, could develop in a child the faculties of observation, attention, comparison, judgment, without any use of books. His experiments with nature may give him a great deal of knowledge useful and available in life, and the more so because he learns them practically; he may learn many sciences after his observing faculties have been cultivated by the exercises Fröbel thought out and organized; he may learn botany, mineralogy, geology, physics, in this way, always supposing his teacher competent to guide him. The earth may be described in its totality by the aid of so much of it as comes under the observation of the pupil, and its history, physical and political, made known to him. His observation of the heavens may be the nucleus which shall be the occasion of his learning those laws of nature exemplified by the position of the earth and other planets in relation to the sun and of other suns to their systems. The plastic arts may be learned by intelligent manipulation of plastic substances, and music and color and drawing give him the elements of the other fine arts. All this could be done on a desert island by the adequate teacher and intelligent pupil, so that reading and writing are not education. They are simply its instruments, though most potent ones. Mathematics is the basis of the intellectual instruction of the Kindergarten, offered as material for intuitive conception, not explained by technical words and processes, but made known in delightful constructive plays in which the children are conscious only of amusement while they are imbibing scientific principles. And this is fitting, for "God geometrizes," as the insight of genius has expressed it, and can be thus traced better than in any other demonstration of Himself but that of love. The science of numbers grows out of the geometric plays with cubes, and with its aid the square root and the cube root may easily be made intelligible to the child, for he can soon be taught to make squares and cubes of all sizes by combining his blocks. Parallels, perpendicular lines, angles and their relations to the circle, follow inevitably, and, by drawing, the children soon learn to represent them on their slates. The pleasure of making and drawing symmetrical forms is inexhaustible, and is soon demonstrated by inventions of forms of beauty whose underlying principle is mathematical. But care must be taken not to load the mind with definitions and rules. Young Kindergärtner, whose mathematical knowledge is at best very limited, must be carefully trained in this respect, for they do not easily understand the philosophy of it, and thus expose the system to be misjudged by the physicians, who know better of what the little brain is yet capable without injury. The Kindergärtner must crucify her wordly ambition. She is not to work for her own glory; if she does, she has missed her vocation and is unworthy of this holy work. The occupation of paper folding is another form in which mathematical truth can be made into means of intuitive knowledge. All the occupations of the Kindergärtner, indeed, have similar relations; notably the pea work, which teaches perspective by the skeleton forms of mathematical solids. The manipulation of this occupation is difficult and should be deferred to the very last of the course, but the embroidery and the paper cutting also give it, and more easily. If Kindergärtner will confine themselves to making children see things with their own eyes and judge and compare them with their own minds without any attempts at abstractions, they will gradually see them generalize for themselves even in words; they do it still earlier without words by the combinations they make of items of intuition. When they can readily generalize in words they are ready to leave the Kindergarten for a second stage of instruction. Fröbel left additional apparatus for the intermediate class which he proposed, by which the children could carry their mathematical intuitions into crystallography with as much ease as they at first discriminated the ball, cube, and cylinder. The main principle of the intermediate class, as well as the Kindergarten, is to study all science in nature rather than in books, and with the objects to look at and handle.¹

¹ In Miss Garland's establishment, 52 Chestnut street, Boston, four distinct grades are taught in different rooms by well qualified teachers, and no drones come out of such classes who have dwelt the due time in each stage. All is action and development and not mere acquisition.

The faculties are thus prepared to take hold of self education with the help of books as soon as there is sufficient maturity, and no education is complete but self education. We do not think that progress once entered upon is easily arrested; by self education it is perpetuated, and society is released from its surveillance over the education of man when he is prepared to assume the responsibility of it himself. Rightly regulated progress is the great principle that should rule in education. The acquisitions that are made by the continual unfolding of the mind never become a dead weight or destroy individuality of thought. All knowledge that has been founded on intuitive knowledge is living, vital, intellectual life, no other man's thinking but one's own. It may be identical or nearly so with some other man's thinking, but it is not an imposed knowledge. Its source is in conviction, and, as all truth is one, mind will be satisfied with nothing less than the truth, and all minds so trained will be knit together in a true unity.

TABLE VI.—SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction making returns from 1871 to 1879, inclusive:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions. . . .	638	811	944	1,031	1,143	1,229	1,226	1,227	1,236
Number of instructors. . . .	3,171	4,501	5,058	5,466	6,081	5,999	5,963	5,747	5,961
Number of students.	80,227	98,929	118,570	98,179	108,235	106,647	98,371	100,374	108,734

TABLE VI.—Summary of statistics of

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.....	13	15	32	a1,751	415	256	478	148	61
Arkansas.....	9	14	15	829	422	407	664	123	63
California.....	26	87	143	3,878	1,726	2,152	2,605	306	1,209
Colorado.....	1	2	7	120	.....	120	73	35	.....
Connecticut.....	39	56	107	1,632	733	949	1,152	336	343
Delaware.....	11	28	21	554	301	253	293	153	40
Florida.....	6	11	23	1,151	466	635	923	72	49
Georgia.....	116	a133	105	a7,665	3,832	2,374	4,607	1,078	282
Illinois.....	23	66	175	3,565	1,114	2,451	b2,131	423	610
Indiana.....	12	20	32	a2,264	792	1,330	1,473	110	20
Iowa.....	50	87	97	a4,710	2,337	2,250	2,120	445	395
Kansas.....	3	4	18	a295	6	74	15	65	6
Kentucky.....	50	90	134	a3,532	1,367	2,055	2,496	592	449
Louisiana.....	9	23	31	771	415	356	261	60	84
Maine.....	25	44	46	a2,245	1,203	973	1,224	329	166
Maryland.....	35	a110	61	a2,442	1,324	998	1,641	462	411
Massachusetts.....	49	92	162	3,829	1,700	2,129	2,760	628	837
Michigan.....	8	19	38	913	337	576	802	123	73
Minnesota.....	15	34	43	1,917	990	927	1,009	262	427
Mississippi.....	21	25	43	1,832	928	954	1,202	263	62
Missouri.....	22	a56	68	2,293	1,076	1,222	1,590	292	297
Nebraska.....	1	3	5	80	6	74	80	22	26
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	30	50	51	1,646	875	771	1,132	441	196
New Jersey.....	47	100	115	a3,101	1,576	1,347	1,537	631	934
New York.....	201	562	715	a21,809	10,634	9,230	13,191	b3,508	3,395
North Carolina.....	32	48	45	a2,350	1,206	1,044	1,550	470	183
Ohio.....	41	a32	140	a3,603	1,592	1,966	1,430	425	191
Oregon.....	14	16	43	1,175	445	730	731	103	93
Pennsylvania.....	86	215	316	5,857	3,470	2,337	b3,933	b1,232	1,314
Rhode Island.....	6	11	30	372	151	221	227	160	124
South Carolina.....	9	a20	17	a1,634	169	167	174	72	31
Tennessee.....	71	a96	108	a5,420	2,632	2,438	3,626	828	209
Texas.....	17	51	34	1,825	1,094	731	1,412	246	311
Vermont.....	30	53	82	a3,032	1,432	1,590	1,923	707	326
Virginia.....	27	54	72	1,697	809	838	1,234	445	364
West Virginia.....	8	10	21	a710	224	459	267	68	16
Wisconsin.....	14	42	87	1,897	734	1,163	b1,192	175	535
Arizona.....	1	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia.....	23	43	93	1,275	322	953	935	225	219
Indian Territory.....	1	2	1	60	60	.....	60	8	.....
Montana.....	2	.....	.....	24	.....	.....	.....	.....	.....
New Mexico.....	6	17	14	597	317	230	337	7	90
Utah.....	18	18	51	a2,047	842	884	1,034	91	50
Washington Territory.....	2	3	8	101	12	89	96	17	2
Wyoming.....	1	.....	.....	23	.....	.....	.....	.....	.....
Total.....	1,236	a2,512	3,449	a103,734	50,196	51,453	b65,830	b16,236	14,503

a Sex not reported in all cases. .

SECONDARY INSTRUCTION.

XCIII

institutions for secondary instruction.

Number of students.				Libraries.			Property, income, &c.					
Preparing for classical course in college.	Preparing for scientific course in college.	Entered colleges since close of last academic year.	Entered scientific schools since close of last academic year.	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.	Number of volumes.	Increase of volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuitions.
30	4	16	3	3	6	6	6,700	770	\$98,000	.....	.....	\$7,350
105	36	40	31	3	5	7	140	70	35,000	.....	.....	10,900
87	85	30	30	21	22	21	11,477	398	534,000	\$15,000	\$1,050	105,384
.....	.....	.....	.....	1	1	1	500	100	50,000	0	0	11,000
b116	32	20	2	26	24	29	11,611	380	447,500	29,000	1,740	69,292
49	21	6	.....	6	4	5	1,350	380	103,000	7,000	400	8,300
30	13	9	10	1	2	2	2,150	247	66,500	121,900	5,300	3,720
b522	194	119	14	20	42	49	4,872	34	214,450	10,456	2,165	61,690
49	14	17	8	20	22	21	12,750	796	1,187,000	36,000	3,300	145,227
66	76	64	8	8	8	6	3,195	25	92,500	41,400	4,196	14,670
271	226	157	65	21	28	23	7,915	426	349,650	46,280	2,243	45,735
.....	.....	.....	.....	2	2	2	550	110	32,000	0	0	11,500
222	111	63	17	21	32	37	11,740	267	353,900	7,500	360	77,470
24	.....	20	.....	4	7	7	1,375	0	20,500	0	0	5,474
143	43	24	7	9	11	18	8,023	147	226,300	94,714	6,089	18,592
83	11	87	3	18	17	20	19,096	683	371,358	717,000	41,300	30,930
b169	44	40	17	38	29	24	33,789	2,482	942,073	866,602	48,481	52,368
25	18	.....	9	6	5	4	2,299	91	115,000	25,000	2,000	17,050
187	66	34	4	10	14	11	3,933	250	231,000	19,740	1,815	45,489
293	249	36	5	10	11	11	5,214	209	173,000	30,000	2,500	17,361
144	42	9	14	13	19	20	8,985	854	187,500	32,000	2,200	53,207
2	0	1	0	1	1	1	2,500	.....	12,000	.....	.....	2,800
.....
133	17	15	12	14	10	14	11,475	473	249,600	163,000	21,092	13,636
235	59	62	22	34	30	33	16,233	761	650,000	37,500	3,620	74,218
1,195	322	272	104	134	117	123	136,788	15,328	3,657,615	581,953	50,478	434,926
235	77	47	10	8	16	15	14,742	420	178,550	.....	700	24,840
b171	82	67	38	17	28	28	20,180	1,190	564,800	102,450	8,159	25,639
71	86	.....	.....	4	8	6	2,400	100	101,000	19,500	1,950	12,268
350	67	67	26	67	49	51	48,885	1,441	4,079,350	75,000	880,165	136,367
36	.....	8	.....	4	4	4	5,872	224	623,000	.....	6,000	7,500
32	.....	27	.....	4	3	3	1,348	113	37,000	.....	.....	6,630
244	179	109	29	18	45	37	10,205	342	311,420	7,335	3,420	61,990
244	63	127	6	7	11	11	6,100	195	81,550	10,000	500	13,910
300	66	53	10	17	20	26	13,098	303	440,200	80,700	4,868	27,005
63	31	40	7	14	15	15	12,805	382	202,700	25,000	4,000	45,283
b55	2	2	2	3	5	6	3,200	300	71,600	7,000	500	2,135
37	150	13	7	9	12	11	11,355	180	370,500	2,000	150	14,167
.....
16	1	5	.....	18	15	16	6,840	104	71,600	.....	.....	8,250
.....	.....	3	.....	.....	1	.....	300	.....	.....	6,000	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	16,000	.....	.....	.....
37	13	48	.....	1	4	5	2,305	205	49,000	.....	.....	12,500
31	4	3	1	5	8	4	1,605	155	132,200	1,000	680	16,955
.....	.....	.....	.....	2	2	2	350	100	7,000	.....	.....	2,000
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000
b6,104	2,504	1,760	521	642	715	735	485,600	31,035	17,736,908	3,212,030	1,117,421	1,756,723

b Classification not reported in all cases.

Statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table II). <i>a</i>	In normal schools (Table III). <i>b</i>	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of —			Total.
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Alabama.....		537	1,751		152	108	104	2,652
Arkansas.....		61	829			596		1,486
California.....	1,341	100	3,878	579		1,295		7,193
Colorado.....			120	30		70	20	240
Connecticut.....	440		1,682	895	15			3,032
Delaware.....			554		31	56		641
Florida.....			1,151					1,151
Georgia.....	83	100	7,665	150	405	278	488	9,169
Illinois.....	1,559	727	3,565	182	173	2,719	110	9,035
Indiana.....	1,075	74	2,264	30	38	1,576	119	5,176
Iowa.....	646	112	4,710	54	221	1,520	70	7,333
Kansas.....		70	295		52	699		1,116
Kentucky.....	879	130	3,582	86	711	614	40	6,042
Louisiana.....	270	30	771		156	509	28	1,764
Maine.....	551		2,246	873	300			3,970
Maryland.....		295	2,442	262	61	266	12	3,338
Massachusetts.....	5,854		3,829	3,211	117	50		13,061
Michigan.....	1,440	473	913	75		879		3,780
Minnesota.....		150	1,917		15	498		2,580
Mississippi.....		67	1,882		310	736		2,995
Missouri.....	1,252	211	2,298		530	1,305	332	5,928
Nebraska.....	70	63	80			504	1	723
Nevada.....						42		42
New Hampshire.....	296		1,646	772	176			2,890
New Jersey.....	1,192	342	3,101	378		26		5,039
New York.....	3,334	2,606	21,809	2,097	668	2,701		33,215
North Carolina.....		125	2,350		123	356		2,954
Ohio.....	4,261	931	3,608	834	184	3,087	294	13,199
Oregon.....	138		1,175		40	701	75	2,129
Pennsylvania.....	1,525	1,344	5,857	1,021	240	2,017	66	12,070
Rhode Island.....	135		372	631				1,138
South Carolina.....		390	1,634	150	229	254		2,657
Tennessee.....	260	642	5,420	130	482	1,371		8,305
Texas.....	57	141	1,825	415	158	839		3,435
Vermont.....			3,082	198	94			3,374
Virginia.....	209	494	1,697	188	173	186	155	3,102
West Virginia.....		72	710		55	78		915
Wisconsin.....	145	855	1,897	320	194	831	30	4,322
District of Columbia.....	151	81	1,275			211		1,718
Indian Territory.....			60					60
Montana.....			24					24
New Mexico.....			597					597
Utah.....			2,047			325		2,372
Washington Territory.....			101			114		215
Wyoming.....			23					23
Total.....	27,163	11,228	108,734	13,561	6,103	27,467	1,944	196,200

a In eighty-nine cities.

b Strictly normal students are not included.

c In Boston, only the average number belonging is included.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau for 1873, 1874, 1875, 1876, 1877, 1878, and 1879:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	86	91	102	105	114	114	123
Number of instructors	690	697	746	736	796	818	818
Number of students	12,487	11,414	12,954	12,369	12,510	12,538	13,561

The preparatory schools reported indicate an increase of 9 schools and, with the same number of instructors as in 1878, an increase of 1,023 students during the year 1879.

TABLE VII.—Summary of statistics of preparatory schools.

States.	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.
California	6	44	60	66	453	23	24
Colorado	1	2	3	6	21		
Connecticut	5	38	257	33	605	54	14
Georgia	2	5	6		144	36	
Illinois	4	23	63	44	70		
Indiana	1	3	a30			6	
Iowa	2	9	2		52	2	
Kentucky	1	6	19	15	52		
Maine	6	23	a587	2	284	50	3
Maryland	2	14	20	5	237	8	
Massachusetts	23	178	a1,854	161	1,196	153	39
Michigan	1	7	8	3	64	1	
Missouri	1						
New Hampshire	6	41	466	36	270	80	6
New Jersey	5	34	a125	35	218	6	6
New York	21	154	a762	162	1,173	100	29
Ohio	6	66	318	114	402	72	4
Pennsylvania	10	64	a329	72	620	35	24
Rhode Island	4	41	a363	17	251	21	3
South Carolina	1	3	20	0	130		
Tennessee	1	5	25		105		10
Texas	1	14	a415				
Vermont	2	7	a88		110		
Virginia	5	12	a122	18	48	25	4
Wisconsin	6	25	123	49	148	13	3
Total	123	818	a6,070	838	6,653	740	169

a Includes preparatory scientific and other students.

TABLE VII.—*Summary of statistics of preparatory schools—Continued.*

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California.....	3,325	160	\$221,500			\$15,780
Colorado.....			3,000			700
Connecticut.....	8,200	225	425,583	\$178,557	\$8,600	8,000
Georgia.....	100		55,000	50,000	3,500	2,800
Illinois.....	2,700		25,000			
Indiana.....						
Iowa.....	2,400		80,000	4,250	750	1,130
Kentucky.....			30,000			4,000
Maine.....	1,350	225	59,500	43,000	2,580	4,023
Maryland.....	2,500	100	54,000			12,000
Massachusetts.....	25,650	465	885,500	478,192	30,525	91,161
Michigan.....	400	150	40,030			
Missouri.....			60,000			
New Hampshire.....	7,750	288	321,000	349,588	19,751	98,850
New Jersey.....	760	307	196,000	21,000	1,260	6,524
New York.....	13,329	545	1,105,947	30,000	2,100	49,256
Ohio.....	25,700	200	190,000	25,000	1,750	26,940
Pennsylvania.....	4,000	150	331,300	30,000	1,800	31,900
Rhode Island.....	1,650	75	217,000	100,000	6,000	21,045
South Carolina.....						
Tennessee.....			6,000			
Texas.....						
Vermont.....	300		45,000	10,000	600	475
Virginia.....	7,100	50	28,000			
Wisconsin.....	4,400	45	192,200	10,000		48,340
Total.....	111,614	2,924	4,571,530	1,329,587	79,216	422,929

Secondary instruction in this country as generally understood has included work done in academies and high schools and in a class of institutions, known as preparatory schools, specially devoted to fitting persons for the American college. Occasionally an institution of this grade is known as a seminary or institute. In a number of instances these institutions are well endowed, well furnished with appliances for illustration and with libraries, and employ none but able and scholarly instructors, and do a quality of work of the very first order. Generally they give more special attention to preparation in the classics. As yet there are few preparatory schools devoted to the preparation of students for admission to the colleges of science or of agriculture and the mechanic arts; but there is steady progress towards the remedy of these deficiencies.

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction 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 1879, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
No. of institutions..	33	136	175	205	209	222	225	220	225	227
No. of instructors...	378	1,163	1,617	2,120	2,285	2,405	2,404	2,305	2,478	2,323
No. of students.....	5,337	12,841	11,288	24,613	23,445	23,795	23,856	23,022	23,639	24,605

Compared with the statistics for 1878, institutions reported for the superior instruction of women have increased by 2, their instructors have diminished by 155, and the students have increased by 966.

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TABLE VIII.—Summary of statistics of institutions

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students. Number in preparatory department.
		Total.	Males.	Females.		
Alabama.....	9	73	20	53	8	152
California.....	2	40	2	38		
Connecticut.....	2	8	3	5	1	15
Delaware.....	1	8	4	4		31
Florida.....	1					
Georgia.....	15	6114	34	56	23	405
Illinois.....	12	95	23	72	20	173
Indiana.....	2	10	4	6	2	38
Iowa.....	3	34	5	29	13	221
Kansas.....	1	12	3	9		52
Kentucky.....	23	144	40	104	36	711
Louisiana.....	5	23	5	18	15	156
Maine.....	2	620	7	5	5	300
Maryland.....	5	51	7	44	1	61
Massachusetts.....	9	167	46	121	1	117
Michigan.....	1	10	1	9		
Minnesota.....	2	15	2	13		15
Mississippi.....	9	61	13	48	13	310
Missouri.....	17	188	30	158	14	530
Nevada.....	1	7	2	5		
New Hampshire.....	4	30	10	20	7	176
New Jersey.....	3	32	13	19	1	
New York.....	15	230	37	193	20	668
North Carolina.....	9	57	17	40	1	123
Ohio.....	13	6129	23	101	10	184
Oregon.....	1	12	2	10		40
Pennsylvania.....	14	143	41	102	5	240
South Carolina.....	4	33	9	24	6	229
Tennessee.....	16	6140	28	101	26	482
Texas.....	8	49	16	33	5	158
Vermont.....	1	10	5	5		94
Virginia.....	12	88	30	58	9	173
West Virginia.....	3	22	5	17	4	55
Wisconsin.....	2	22	6	16		194
Total.....	227	62,077	493	1,536	246	6,103

a Classification not reported in all cases.

tions for the superior instruction of women.

Students.				Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c. ✓			
Number in collegiate department.			Total number in all departments.		Number of volumes.	Increase in volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.	Graduate students.								
493	6	22	a866	8	6,300	75	\$440,000	.....	.....	\$16,000
.....	.....	.....	351	1	4,000	1,300	15,000	.....	.....	11,323
60	.....	.....	a260	.....	1,900	.....	58,000	.....	.....	4,000
49	6	.....	86	1	1,500	0	35,000	.....	.....	2,500
.....
882	66	73	a1,841	12	9,300	170	441,000	.....	.....	40,900
520	206	21	a1,395	9	10,550	185	685,000	\$27,000	\$1,320	42,565
16	25	.....	a106	1	1,100	.....	55,000	.....	.....	8,370
92	28	4	a408	2	1,840	60	44,000	.....	.....	.....
62	9	.....	123	1	1,000	100	130,000	4,000	240	10,000
1,001	22	4	a2,126	18	15,900	963	517,500	.....	.....	53,456
279	2	13	450	4	2,700	40	133,000	20,000	2,000	11,400
58	100	4	462	2	3,500	40	100,000	40,000	2,400	3,775
147	10	20	a364	3	8,125	.....	151,000	20,000	1,000	8,000
849	259	8	a1,378	2	46,187	672	1,070,000	454,424	33,100	70,136
.....	.....	.....	44	.....	640	.....	50,000	.....	.....	7,490
30	.....	.....	a128	1	1,200	10	42,000	.....	.....	1,800
554	12	14	a1,011	9	5,160	160	218,000	.....	.....	33,843
763	68	14	a1,945	13	12,550	543	409,000	30,000	1,500	47,144
.....	.....	.....	a50	.....	200	0	30,000	0	0	2,500
81	15	13	a365	3	2,420	10	95,000	132,000	7,420	4,995
44	10	3	a319	2	3,800	100	105,000	.....	.....	12,000
366	32	64	a2,968	5	30,674	281	1,562,000	41,400	2,242	61,681
258	9	.....	a621	5	3,600	.....	220,000	.....	.....	17,500
549	136	2	a960	5	15,950	330	844,000	16,500	1,060	66,045
.....	.....	.....	a155	0	600	50	35,000	.....	.....	.....
234	125	27	1,076	8	15,029	175	570,000	11,950	700	23,806
278	2	3	512	4	1,150	80	38,500	.....	.....	900
1,084	77	30	a1,870	14	21,300	292	351,000	30,000	1,800	63,370
347	.....	2	a603	6	2,122	262	102,500	.....	.....	13,350
91	.....	4	189	1	1,000	.....	95,000	.....	.....	.....
422	9	2	a966	10	4,700	70	421,000	.....	.....	47,800
234	11	4	304	2	397	91	15,000	.....	.....	7,140
79	26	4	303	1	3,800	25	135,000	6,190	469	12,650
9,922	1,282	356	a24,605	153	240,194	6,084	9,212,500	833,464	55,251	706,439

b Sex not reported in all cases.

C REPORT OF THE COMMISSIONER OF EDUCATION.

Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.	States.	Number of degrees.
Alabama.....	47	New Jersey.....	26
Delaware.....	3	New York.....	45
Georgia.....	72	North Carolina.....	28
Illinois.....	31	Ohio.....	27
Iowa.....	4	Pennsylvania.....	14
Kansas.....	5	South Carolina.....	19
Kentucky.....	68	Tennessee.....	99
Louisiana.....	11	Texas.....	9
Maine.....	14	Vermont.....	9
Maryland.....	4	Virginia.....	50
Massachusetts.....	12	West Virginia.....	13
Minnesota.....	9	Wisconsin.....	7
Mississippi.....	35		
Missouri.....	58	Total.....	727
New Hampshire.....	8		

The above summary brings into view the main facts in regard to this class of institutions. It will be observed that in some instances these, to a considerable extent, take the place of high schools, as in Kentucky, where there are 23; in Missouri, where there are 17; in Tennessee, where there are 16; and in Georgia, where there are 15. It is interesting to observe in these institutions the growth of those conditions which assure permanence and a better quality of work; yet it will be seen that the 227 institutions reporting possess grounds, buildings, and apparatus valued at only \$9,212,500, and that they report the meagre endowment of \$833,464.

If this is all that the better instruction of women has secured during the period in which the questions relating to woman have been so earnestly agitated, it is natural to ask Has this agitation been most wisely conducted? But in estimating the exact amount accomplished in the advance of woman's education there must be taken into account, in addition to the data presented by this table, the facts connected with her attendance upon high schools, normal schools, and State universities. The high school and normal school as elements of the public school system have wrought especially in her behalf. Is it on this account that some persons assail them both?

The smallness of the libraries connected with institutions for the superior education of women should not be overlooked. Altogether they report only 240,194 volumes, and an increase of 6,084 during the year. Certainly all cultured women may be expected to acquire not only a knowledge of the best styles of speaking and writing, as found in the works of the masters in literature, but a taste for reading and a sound judgment in choosing what to read. It is to be hoped that this clear presentation of the defects of these institutions for the superior instruction of women, their lack of funds and libraries and apparatus, will lead to renewed efforts to supply these deficiencies on the part of their conductors and on the part of those who would bestow their benefactions in aid of education.

Worthy of all commendation are the efforts made by some of the teachers to direct aright among their youthful students the tendency to the display of jewelry and other expensive personal ornaments during their school days.

The advance of standards for admission and graduation in connection with these institutions is full of interest. Vassar, Smith, and Wellesley, by the high position they have taken and the thoroughly good work they do, are worthy of all commendation and

are exerting a great influence upon the whole question of superior instruction for women. There is evidence of an increasing desire in the public mind to furnish women an education fully equivalent to the best education furnished men. Indeed the objections to the coeducation of the sexes are believed, as examined by the best authorities, to be continually diminishing at a rapid rate. It will be noted that the universities of Michigan, Wisconsin, Illinois, and Iowa, as well as Cornell, Boston, Middletown, the University of Vermont, and others that admit women, require identical attainments for both sexes for admission and graduation.

Dr. F. A. P. Barnard, president of Columbia College, New York, in his report for 1879, discussing the expediency of receiving young women as students, reviews the standard arguments for and against it, cites the result of the experiments in Cornell, Michigan, and Boston Universities, and elsewhere, and, in conclusion, says:

Whatever may be the fate of the present suggestion, the undersigned cannot permit himself to doubt that the time will yet come when the propriety and the wisdom of this measure will be fully recognized; and as he believes that Columbia College is destined in the coming centuries to become so comprehensive in the scope of her teaching as to be able to furnish inquirers after truth the instruction they may desire, in whatever branch of human knowledge, he believes also that she will become so catholic in her liberality as to open widely her doors to all inquirers without distinction either of class or sex.

The Harvard Annex, so called, came into operation as a private enterprise, having no reference to the general question of joint and disjoint education, but no one familiar with the conditions can doubt that the question will in time be forced here to definite issue. This probable result, no less than the character of the instruction offered, causes the Annex to be viewed as one of the most important events in the records of the year. The ladies who took charge of the movement made the first public announcement in a circular of February 22. A second circular, issued May 1, promised fifty-one courses of study by the best instructors in the college, offering, says Prof. Goodwin, "better advantages than any institution in America offered to young men fifteen years ago." On the 24th of September examinations were held at the same time as those for admission to the college, and with corresponding requisites; as a result, three young women were entered for a regular course of four years, another began a four years' course of advanced studies, and twenty-one were admitted as special students.

The discussion in the board of overseers and the medical faculty of Harvard University on the admission of women to the school, observes President Eliot in his report, was the most interesting transaction of the year. The committee to whom was referred the proposition of Miss Marian Hovey, trustee, "to give the sum of \$10,000 to the Harvard Medical School if its advantages be offered to women on equal terms with men," presented a majority report in favor of women under specified conditions. The faculty also recorded their opinion in favor of the proposal, "provided a sufficient sum of money can be obtained to warrant the corporation in so doing."

Though the proposition was finally declined, the language of the vote plainly indicates that circumstances, not principles, determined the result.

"It is obvious," says President Eliot in his report of the proceedings, "that both the governing boards are in favor of giving medical education to women in the university under suitable restrictions; and it is also apparent that the reasons given by the faculty for not admitting women to the school are temporary in their nature." And again, noting the vote of the councillors of the Massachusetts Medical Society "to admit females to examination as candidates for admission to fellowship," he says:

This action cannot but suggest the inquiry whether it be expedient that Harvard University should make no provision for educating a class of persons who are admissible as members of so ancient and respectable a professional body as the Massachusetts Medical Society.

The Women's Educational Association of Massachusetts has done much to promote the higher education of women, especially in supporting the Harvard examinations

for women¹ and in contributing to the establishment of the biological laboratory, having special reference to the instruction of women, in the Massachusetts Institute of Technology.

The Concord Summer School of Philosophy, which held its first session during the year, will exercise a decided influence upon public opinion with reference to the liberal education of women, particularly through the opportunity it affords of demonstrating the social importance of the movement; women are admitted to all the lectures on the same conditions as men. Mrs. Edna D. Cheney was announced as one of the five regular lecturers, and lectures were promised by Miss Anna E. Brackett and Mrs. Julia Ward Howe. Miss Elizabeth Peabody contributed much to the enthusiasm and success of the first session.

It will be interesting here to consider some of the facts connected with the successful efforts to promote the higher education of women in Great Britain. The results attained there are mainly due to the large number of associations organized for this purpose, with their large and influential membership. Prominent among these associations are those at Cambridge, London, Oxford, Clifton, Aberdeen, Edinburgh, and Glasgow. The following are the most prominent of the higher colleges for women now in operation: (1) Girton College, Cambridge, established 1869; number of students, about 50. (2) Newnham Hall, Cambridge, opened October, 1875, for reception of students coming from a distance to attend lectures for women at Cambridge. (3) Norwich Hall, Cambridge, opened in 1877 for the same purpose as Newnham Hall. (4) Cheltenham Ladies' College, the highest division of which ranks as a college for women. (5) University College, Bristol, supplying higher education for persons of either sex. (6) The ladies' division of the Crystal Palace School of Art, Science, and Engineering. (7) Bedford College, London, incorporated 1869. (8) Brompton Evening College for Women, London. (9) The City of London College for Ladies. (10) The London School of Medicine for Women. (11) Queen's College, London. Besides these colleges there are over 100 high schools for girls scattered all over the country.

ADMISSION OF WOMEN TO ENGLISH UNIVERSITIES.

On the 23d of October, 1862, a committee was formed for obtaining the admission of young women to the university local examinations. In December, 1863, an experimental examination was held in London, with the coöperation of the syndicate for conducting the Cambridge local examinations, the regulations for male candidates being strictly observed. Forty seniors and 43 juniors (girls) were examined; as only six weeks' notice could be given, it is not surprising that only 6 seniors and 27 juniors were successful. The experiment, however, had shown that there were no practical difficulties in the way of the scheme, and the committee was encouraged to persevere in its efforts. The following year a memorial, signed by about a thousand ladies and gentlemen officially engaged in or connected with educational work and supported by other influential persons, was presented to the vice chancellor and senate of the University of Cambridge. The answer was favorable, and in 1865 the Cambridge local examinations were finally thrown open to young women and six local centres formed. The examination held in December, 1878, was the fifteenth to which women had been admitted, and in those fifteen years the number of centres for examination has increased from 6 to 76 and the number of candidates from 126 to 2,379.

The example of Cambridge in admitting women to the local examinations was followed after a time by Oxford, but on a different plan, the sexes not being classed separately, but taking their places together on the result of the examination; in 1878 30 per cent. of the whole number of candidates were women.

¹The examinations for women which the University at Cambridge has conducted since 1874 were fundamentally changed near the close of the year at the instance of the ladies who had taken the warmest interest in them. In conformity with the general tendency of courses of study in colleges for women and the specific wish of the committee of the Women's Educational Association, which has borne the cost of the Harvard examinations for women from the beginning, those examinations will hereafter be nearly identical with the examinations for admission to Harvard College.

The next step in order was the effort to obtain university education for women. This movement began amidst difficulties of every kind; nevertheless, in the course of 10 years, it achieved its object. The first step was the foundation of Girton College, Cambridge. The university does not recognize in any official sense the existence of the women's college, but the help and favor of individual members has never failed; the teaching has been Cambridge teaching, and the Girton students have yearly been examined from the same papers and under the same conditions as the undergraduates, both for the previous examination and for the examination for degrees with or without honors. The influence of Girton College has led to the establishment of two halls in conservative Oxford and to the most important concession of all, the opening of the London University degrees to women. Under the supplementary charter of 1878 the senate of the latter university made all existing regulations applicable to females as well as to males. All examinations, with honors, scholarships, exhibitions, prizes, and rewards of all kinds, are now open to both sexes equally.

At the examination held in July, 1879, for matriculation at the University of London, the success of the female candidates was brilliant. The total number of candidates was 868, and of these 526 passed, or 61 per cent. Of these candidates 68 were women, of whom 51 passed, or 75 per cent. Of the 475 young men who passed, 126, or 27 per cent., were placed in the honors division; 319, or 67 per cent., in the first class; and 30, or 6 per cent., in the second class. Of the 51 successful women, 29, or 57 per cent., were placed in honors; 22, or 43 per cent., in the first class; and none in the second class. Twelve ladies presented themselves in the summer of 1879 for the B. A. degree examination of the University of London. Of these 12, 9 passed, 6 in the first division and 3 in the second. Four presented themselves for the first B. S. examination, of whom 2 passed, one in the first and the other in the second division. Four presented themselves for the preliminary scientific examination, all of whom passed in the first division.

TABLE IX.—UNIVERSITIES AND COLLEGES.¹

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 1879, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	266	290	298	323	343	355	356	351	358	364
Number of instructors	2,823	2,962	3,040	3,106	3,783	3,999	3,920	3,998	3,885	4,241
Number of students.....	49,163	49,827	45,617	52,053	56,692	58,894	56,481	57,334	57,987	60,011

¹I have already called attention to the desirability of changes in our tabular forms. The improvement made in the statistics presented under this heading seems especially to warrant an advance step, and I cannot but hope that the officers of these institutions will lend their aid in the elaboration of new forms adapted to their changed conditions and to any special schemes that cannot be adequately stated in our present forms.

TABLE IX.—Summary of statistics of universities and colleges.

States and Territories.	Number of universities and 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 classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number with four years' course.	Number with three years' course.	Number with courses over four years.	Number having only elective courses.
Alabama.....	4	4	0	1	2	1	0	1	0	2	0	2	0
Arkansas.....	5	5	0	0	4	1	0	0	0	3	1	1	0
California.....	12	12	0	0	11	1	0	4	2	9	0	1	0
Colorado.....	2	2	0	0	2	0	0	0	0	2	0	0	0
Connecticut.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware.....	1	1	0	0	1	0	0	0	0	1	0	0	0
Georgia.....	7	7	0	0	7	0	0	0	0	7	0	0	0
Illinois.....	29	25	4	1	27	1	0	6	3	24	0	2	0
Indiana.....	15	15	0	1	14	0	0	1	0	12	0	3	0
Iowa.....	19	18	1	1	16	1	1	3	1	16	0	2	0
Kansas.....	8	8	0	0	7	0	1	1	0	6	0	2	0
Kentucky.....	14	14	0	1	11	2	0	3	3	9	0	2	0
Louisiana.....	7	7	0	1	6	0	0	1	2	3	0	2	0
Maine.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland.....	9	8	1	0	9	0	0	1	1	5	0	2	1
Massachusetts.....	7	7	0	0	6	1	0	2	0	6	0	1	0
Michigan.....	9	9	0	0	8	0	1	0	1	8	0	0	0
Minnesota.....	5	4	1	0	4	0	1	3	1	3	0	1	0
Mississippi.....	4	4	0	1	3	0	0	1	1	3	0	0	0
Missouri.....	15	15	0	2	11	2	0	2	2	9	0	3	1
Nebraska.....	4	2	2	0	2	1	1	2	2	2	0	0	0
Nevada.....	1	1	0	1	0	0	0	1	1	0	0	0	0
New Hampshire.....	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey.....	4	3	1	0	4	0	0	1	0	3	1	0	0
New York.....	29	25	4	0	28	1	0	5	1	22	0	6	0
North Carolina.....	8	7	1	0	6	2	0	0	0	6	0	1	1
Ohio.....	36	36	0	5	30	1	0	3	2	33	0	1	0
Oregon.....	8	7	1	2	5	0	1	2	0	7	0	1	0
Pennsylvania.....	28	27	1	3	22	2	1	4	3	23	0	2	0
Rhode Island.....	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina.....	7	7	0	0	7	0	0	1	0	6	0	1	0
Tennessee.....	21	20	1	0	19	2	0	2	0	17	0	2	2
Texas.....	10	9	1	0	9	1	0	2	1	7	1	1	0
Vermont.....	2	2	0	0	2	0	0	0	0	2	0	0	0
Virginia.....	7	7	0	1	4	1	1	0	1	3	0	0	3
West Virginia.....	4	4	0	0	3	0	1	0	1	3	0	0	0
Wisconsin.....	8	8	0	0	7	1	0	0	0	8	0	0	0
Dist. of Columbia.....	4	4	0	0	4	0	0	0	0	4	0	0	0
Utah.....	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington.....	2	1	1	0	2	0	0	0	2	0	0	0	0
Total.....	364	344	20	22	311	22	9	52	32	282	3	39	8

TABLE IX.—Summary of statistics of

States and Territories.	No. of universities and colleges.		Preparatory department.					Number of students unclassified.	Collegiate department.						
	Number of instructors.		Students.						Corps of instruction.	Whole number of students.		Students in classical course.		Students in scientific course.	
										Male.	Female.	Male.	Female.	Male.	Female.
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.								
Alabama.....	4	2	108	108	0	10	10	55	331						
Arkansas.....	5	20	a596	377	129	118	18	38	312	156	53	10	8		
California.....	12	27	1,295	1,121	174	180	224	160	818	b410	39	85	53		
Colorado.....	2	2	70	49	21	44	26	13	49	14	1				
Connecticut.....	3							130	924	780	21	8	1		
Delaware.....	1	5	56	32	24	6	3	7	50	27	8				
Georgia.....	7	8	273	205	73	104	16	47	602	c347	46	55	1		
Illinois.....	29	91	a2,719	1,823	634	c383	849	114	200	2,204	775	125	340	153	
Indiana.....	15	30	a1,576	993	416	e620	224	48	118	1,039	d671	85	152	43	
Iowa.....	19	34	a1,520	876	478	352	492	115	133	1,104	e443	c172	127	83	
Kansas.....	8	9	609	461	238	89	201		62	373	84	16	71	22	
Kentucky.....	14	12	a614	310	72	107	65		116	1,161	e388	c109	39	43	
Louisiana.....	7	13	a509	195	70	102	71		36	277	e62	3	14	8	
Maine.....	3								36	440	417	23			
Maryland.....	9	18	266	239	27	e96	29	50	113	1,161	e231	24	11	2	
Massachusetts.....	7		50	50					145	1,983	1,470	35	26		
Michigan.....	9	17	879	551	328	209	230		112	1,135	163	44	78	37	
Minnesota.....	5	1	498	302	196	127	237		55	308	112	13	60	45	
Mississippi.....	4	10	736	643	93	193	143		27	209	92	1	96		
Missouri.....	15	46	a1,205	1,114	101	262	326		166	1,550	e305	c33	48	25	
Nebraska.....	4	12	504	390	114	70	80		21	113	27	11	17	10	
Nevada.....	1	1	42	20	22		11		1						
New Hampshire.....	1								14	215	215				
New Jersey.....	4	8	26	26					59	642	485				
New York.....	29	115	2,701	2,206	495	515	333	401	479	3,531	e1,803	317	426	65	
North Carolina.....	8	7	356	323	33	169	116		63	906	309		25		
Ohio.....	36	69	a3,087	2,069	781	904	604	43	266	2,613	ce1,229	c117	273	295	
Oregon.....	8	17	701	381	320	169	318		24	252	86	39	42	45	
Pennsylvania.....	28	57	a2,017	1,508	459	676	317	86	308	2,040	e1,280	81	244	15	
Rhode Island.....	1								19	271	e245				
South Carolina.....	7	7	a254	103		100	70	82	39	328	197		40	2	
Tennessee.....	21	38	a1,371	993	173	273	242		145	1,826	e398	38	125	72	
Texas.....	10	18	839	569	270	321	163	50	60	781	e154	e56	77	16	
Vermont.....	2								16	120	114	5			
Virginia.....	7	3	186	186					57	662	148		34		
West Virginia.....	4	4	78	78		38	40		22	244	e167	e37	23		
Wisconsin.....	8	20	881	665	216	351	397		93	701	282	55	63	33	
Dist. of Columbia.....	4	11	211	211		131	19		35	145	85		11		
Utah.....	1	3	325	182	143				3						
Washington.....	2		a114						4	126					
Total.....	364	735	a27,467	19,359	6,100	7,219	5,993	989	3,506	31,555	e14,171	e1,617	2,630	1,037	

a Sex not reported in all cases.

b Includes 120 sex not given.

c Classification not

universities and colleges—Continued.

Collegiate department.		Volumes in libraries.			Property, income, &c.					
Special or optional students.	Number of graduate students.	Number in college libraries.	Increase in the last collegiate year.	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.
.....	3	9,200	100	2,500	\$350,000	\$302,000	\$24,000	.....	.....	.....
83	2	2,360	490	.....	141,000	4,000	2,900	\$8,670	\$23,500	\$1,000
94	20	41,474	140	9,800	1,239,620	1,776,204	109,688	93,940	10,000	.....
34	.....	2,200	200	.....	105,000	.....	20,518	471	7,000	2,450
70	44	141,275	5,000	22,000	450,000	1,480,000	77,580	109,686	.....	220,000
13	2	6,500	150	2,000	75,000	83,000	4,980	540	.....	.....
22	4	28,813	615	16,150	591,000	233,800	18,696	24,420	8,198	20,300
194	5	148,870	1,515	19,742	2,098,150	1,217,463	134,030	80,946	.....	95,000
79	4	58,995	1,965	12,025	1,036,000	920,500	65,900	25,830	23,000	24,755
78	5	45,000	2,275	7,220	1,101,400	734,489	53,068	52,258	20,000	23,280
178	2	22,075	200	2,355	645,500	158,000	12,000	8,450	28,093	2,000
24	29	34,996	212	11,569	648,500	452,945	23,460	39,662	600	.....
.....	3	52,800	400	5,900	310,000	278,400	19,488	5,676	.....	.....
.....	.....	40,837	2,071	14,600	700,000	546,238	33,550	20,276	600	107,927
13	46	44,484	917	2,400	380,500	3,027,570	181,734	12,178	38,865	.....
28	88	268,160	12,200	16,019	1,300,000	5,593,525	413,743	189,283	.....	300,000
208	13	55,000	3,602	5,603	1,486,700	1,070,075	79,946	74,557	.....	130,700
4	0	17,024	973	525	275,952	507,162	34,020	4,784	21,000	6,776
4	3	2,825	75	1,500	420,000	584,061	34,143	3,350	30,000	.....
61	66	88,275	5,200	9,367	955,500	775,300	63,647	77,475	.....	61,550
41	7	3,700	400	.....	175,000	33,000	2,970	470	25,000	200
.....	.....	.....	.....	.....	30,000	90,000	.....	.....	6,000	.....
.....	.....	55,000	.....	.....	100,000	450,000	25,000	21,400	.....	100,000
12	43	55,650	2,000	21,900	1,200,000	1,253,203	81,729	25,934	.....	116,312
225	23	237,228	5,233	21,090	6,726,946	8,637,784	493,459	527,688	172,104	274,265
129	1	28,943	275	32,113	506,000	273,120	17,410	24,300	.....	5,120
488	27	285,893	4,215	36,443	2,897,086	1,814,034	193,502	59,760	.....	122,000
40	.....	8,850	170	670	233,000	169,000	16,200	11,330	.....	50,000
75	15	160,475	7,802	72,479	5,103,500	3,837,150	201,771	189,278	.....	140,500
12	16	52,000	1,411	.....	.....	624,148	35,838	31,191	.....	67,306
7	4	22,900	430	6,400	210,000	471,000	19,700	5,520	.....	80,000
126	22	48,521	2,638	7,051	1,244,000	1,230,300	78,755	71,289	.....	12,500
22	3	13,975	65	2,625	338,000	47,000	2,400	29,800	175	.....
1	.....	30,191	323	.....	368,000	195,766	24,689	4,927	.....	11,500
27	.....	82,800	435	27,000	1,390,000	319,700	20,482	15,800	.....	5,100
12	.....	6,605	805	500	363,000	140,000	8,500	6,200	16,000	.....
92	8	46,409	4,825	3,200	840,000	787,000	51,206	65,578	41,310	13,500
2	.....	47,600	385	3,100	1,075,000	138,000	2,675	150	10,000	18,000
.....	.....	2,888	171	.....	.....	.....	.....	2,993	2,000	.....
.....	.....	1,200	80	.....	100,000	4,000	700	3,000	1,000	.....
2,498	508	2,301,991	69,963	395,846	37,209,354	40,258,937	2,684,077	1,929,060	482,445	2,012,042

reported in all cases.

d Includes 165 sex not given.

e Includes 274 sex not given.

CVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Summary of college entrance examinations in 1879.

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.	
				Latin.	Greek.	Mathematics.	History and geography.						
University of Alabama	Tuscaloosa, Ala.	105	79										26
Arkansas Industrial University.	Fayetteville, Ark. ...	475	18	8	15	5	8	6	20	10			25
St. John's College of Arkansas.	Little Rock, Ark. ...	134	134	0	0	0	0	0	0	0	0	0	0
St. Vincent's College ..	Los Angeles, Cal.	63											
Wesleyan University..	Middletown, Conn. ...	77	11	32	36	60	15	5	3	5	1		5
Lombard University...	Galesburg, Ill.	7	6	1	0	0	1	0	0	2	0		0
Lake Forest University	Lake Forest, Ill.	44	28										
Monmouth College.....	Monmouth, Ill.	37	17	18	2		8					2	6
Augustana College.....	Rock Island, Ill.	24	19	(2)		2	0	0	0	0	0		5
St. Joseph's College....	Tentopolis, Ill.	33											
Evangelical Lutheran Concordia College.	Fort Wayne, Ind.	64	57	a4									3
Franklin College.....	Franklin, Ind.	15	10	1	1	2		1					
Butler University.....	Irrington, Ind.	68	57	5	6								
Union Christian College	Merom, Ind.	8	8										
Earlham College	Richmond, Ind.	20	11	3		2	4	3		2	3		8
Ridgeville College	Ridgeville, Ind.	59											
Griswold College	Davenport, Iowa....	7	3	4	4	1	0	0	0	0	0		0
Parsons College.....	Fairfield, Iowa....	32	13	4	3	2	0	1	2				1
State University of Iowa.	Iowa City, Iowa	100											3
Cornell College	Mt. Vernon, Iowa ...	47											
Oskaloosa College.....	Oskaloosa, Iowa....	240											
Penn College	Oskaloosa, Iowa....	9	0	6	1	0	b2						
Central University of Iowa.	Pella, Iowa	36	15	3	4			12	13				
Tabor College.....	Tabor, Iowa	29	29	0	0	0	0	0	0	0	0		0
Western College	Western Coll., Iowa.	57	49	4	4								
St. Benedict's College..	Atchison, Kans.	13	9	1		1		2					
Baker University.....	Baldwin City, Kans.	77	77										
Highland University...	Highland, Kans.	24	24										
Concord University....	New Liberty, Ky ...	96	24	3				6					
St. Charles College ...	Grand Coteau, La. ...	13	12	c1									
Jefferson College.....	St. James Parish, La. (Convent P. O.).	74	29	22	67	69	0	0	0	5			
Bates College	Lewiston, Me.	50	43	2		2							3
St. Charles College.....	Ellicott City, Md. ...	65	35	30	22	33	54						
Western Maryland College.	Westminster, Md. ...	113	94	7	9	5							
Amherst College.....	Amherst, Mass.	144	46	27	17	49	35						22

a Number conditioned in Latin, Greek, mathematics, history, and geography.

b Number conditioned in scientific studies.

c Conditioned in Latin, Greek, and mathematics.

Summary of college entrance examinations in 1879—Continued.

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.
				Latin.	Greek.	Mathematics.	History and geography.					
Tufts College	College Hill, Mass ..	14	6	3	4	3	2	0	0	0	0	0
Hope College	Holland City, Mich..	19	14			4	1					1
Kalamazoo College.....	Kalamazoo, Mich ...	21	8	6	1	1	0	1	1	0	0	1
Carleton College	Northfield, Minn....	20	7	10	2	4	7					1
University of Mississippi.	Oxford, Miss.....	267	254	6			a7					
Rutgers College.....	New Brunswick, N.J	38	11	2	4	14	12					
St. Stephen's College ..	Annandale, N. Y	14	8	3	6	0	0	0	0	0	0	0
Cornell University.....	Ithaca, N. Y.....	175	63	13	3	45	1	16	13	29	0	5
Vassar College	Poughkeepsie, N. Y .	45	39	0	0	3	1	1	0	6	0	2
University of North Carolina.	Chapel Hill, N. C ...	61	45	12	3	15						
Trinity College	Trinity College, N. C.	42	15	10	6	8		12	5			
Baldwin University....	Berea, Ohio	38	15	7	5	6	4	3	4	4	5	3
Denison University....	Granville, Ohio	21	6	0	4	8						
Marietta College.....	Marietta, Ohio	30	18	5	4	4	3		0	0	0	1
Heidelberg College....	Tiffin, Ohio	30	28	0	0	2	0	0	0	0	0	0
Urbana University....	Urbana, Ohio	7	1	1	1	3						
Wilmington College....	Wilmington, Ohio....	20	10	3	0	0	0		0		0	3
McMinnville College...	McMinnville, Oreg..	50	21	0	0	1	0	2	1	2	3	3
Christian College	Monmouth, Oreg....	93	70	11	9	3	0	0	0	0	0	0
Pennsylvania College..	Gettysburg, Pa	41	21	5	11	2	1					4
University at Lewisburg.	Lewisburg, Pa	28	11	4	3	9	5	2	2	1	0	2
Allegheny College	Meadville, Pa	40	25	5	6	0	4					
Western University of Pennsylvania.	Pittsburgh, Pa	46	16	0	0	8	11	0	0	1	0	
Lehigh University.....	South Bethlehem, Pa	51	5	0	3	23	17	2	2	6	0	4
Swarthmore College	Swarthmore, Pa		51	4	0	10	1					
Newberry College.....	Newberry, S. C	21	17	0	4	0	0	0	0	0	0	0
East Tennessee Wesleyan University.	Athens, Tenn.....	200	90	40	30	20	20	10	6			29
King College	Bristol, Tenn	65	65									
Maryville College.....	Maryville, Tenn	6		0	0	0	0	0	0	0	0	0
Mosheim College.....	Mosheim, Tenn	135		10	6	25	20	0	0	0	0	0
Central Tennessee College.	Nashville, Tenn.....	9	3	2	4	0	0					
Fisk University.....	Nashville, Tenn.....	10	9	0	1	0	0	0	0	0	0	0
University of the South.	Sewanee, Tenn	94	94									
Burritt College	Spencer, Tenn	200	200	0	0	0	0	0	0	0	0	0
Greeneville and Tusculum College.	Tusculum, Tenn	70	30	3	2	9	4	7	3	8	4	13
Southwestern University.	Georgetown, Tex ...	63		36	19	63	27					

a Of these, 2 were conditioned in several studies, 2 in mathematics and English, and 2 in English alone.

Summary of college entrance examinations in 1879—Continued.

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.	
				Latin.	Greek.	Mathematics.						
Baylor University	Independence, Tex..	30	30	0	0	0	0	0	0	0	0	
Austin College.....	Sherman, Tex.....	78	78									
University of Vermont and State Agricult- ural College.	Burlington, Vt	25	16	5	6	4	2	2	2	1	0	2
Middlebury College...	Middlebury, Vt	15	13	2	2	3						
Lawrence University ..	Appleton, Wis	34	23	2	1	5	5	4	0	3	2	3
Beloit College.....	Beloit, Wis.....	20	6	6	3	7	11	0	0	0	0	0
University of Wiscon- sin.	Madison, Wis	160	100	3	2	10	12	8	3	12	10	16
Ripon College.....	Ripon, Wis.....	29	14	6	0	1	1	3		2	2	2
Howard University....	Washington, D. C...	7	5									2
Total		4,941	2,471	430	294	569	370	113	66	104	47	203

Statistical summary of students in classical and scientific preparatory courses.

States.	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.....	30		10	4		10	104	158
Arkansas.....	105		118	36		18		277
California.....	87	60	180	85	66	224		702
Colorado.....		3	44		6	26	20	99
Connecticut.....	116	257		32	33			438
Delaware.....	49		6	21		3		79
Florida.....	30			13				43
Georgia.....	522	6	104	194		16	483	1,330
Illinois.....	49	68	883	14	44	849	110	2,017
Indiana.....	66	30	620	76		284	119	1,195
Iowa.....	271	2	352	226		492	70	1,413
Kansas.....			89			201		290
Kentucky.....	222	19	107	111	15	65	40	579
Louisiana.....	24		102			71	28	225
Maine.....	143	587		43	2			775

Statistical summary of students in classical and scientific preparatory courses — Continued.

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).	
Maryland	83	20	96	11	5	29	12	256
Massachusetts	169	1,854	.....	44	161	.....	.....	2,228
Michigan	25	8	209	18	3	230	.....	493
Minnesota	187	.....	127	66	.....	287	.....	667
Mississippi	295	.....	193	249	.....	143	.....	880
Missouri	144	.....	262	42	.....	326	332	1,106
Nebraska	2	.....	70	.....	.....	89	1	162
Nevada .....	.....	.....	.....	.....	.....	11	.....	11
New Hampshire	133	466	.....	17	36	.....	.....	652
New Jersey	235	125	.....	59	35	.....	.....	454
New York	1,195	762	515	322	162	333	.....	3,289
North Carolina	235	.....	169	77	.....	116	.....	597
Ohio	171	318	904	82	114	604	<i>a</i> 294	2,487
Oregon	71	.....	169	86	.....	318	75	719
Pennsylvania	350	329	676	67	72	317	66	1,877
Rhode Island	36	363	.....	.....	17	.....	.....	416
South Carolina	32	20	100	.....	0	70	.....	222
Tennessee	244	25	273	179	.....	242	.....	963
Texas	244	415	321	63	.....	163	.....	1,206
Vermont	300	88	.....	66	.....	.....	.....	454
Virginia	63	122	.....	31	18	.....	155	389
West Virginia	55	.....	38	2	.....	40	.....	135
Wisconsin	37	123	351	150	49	397	30	1,137
District of Columbia	16	.....	131	1	.....	19	.....	167
New Mexico	37	.....	.....	13	.....	.....	.....	50
Utah	31	.....	.....	4	.....	.....	.....	35
Total	6,104	6,070	7,219	2,504	838	5,993	1,944	30,672

a Includes students in regular scientific course.

Statistical summary 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.....	331	175	714	1,220
Arkansas.....	312	59	.....	371
California.....	818	192	351	1,361
Colorado.....	49	26	.....	75
Connecticut.....	924	177	245	1,346
Delaware.....	50	.....	55	105
Georgia.....	602	153	1,436	2,191
Illinois.....	2,204	348	1,222	3,774
Indiana.....	1,039	76	68	1,183
Iowa.....	1,104	214	187	1,505
Kansas.....	373	207	71	651
Kentucky.....	1,161	97	1,415	2,673
Louisiana.....	277	150	294	721
Maine.....	440	102	162	704
Maryland.....	1,161	440	303	1,904
Massachusetts.....	1,983	596	1,261	3,840
Michigan.....	1,135	232	44	1,411
Minnesota.....	308	7	103	418
Mississippi.....	209	5	701	915
Missouri.....	1,559	249	1,415	3,223
Nebraska.....	113	8	.....	121
Nevada.....	.....	.....	50	50
New Hampshire.....	215	69	189	473
New Jersey.....	642	165	319	1,126
New York.....	3,531	2,220	2,300	8,051
North Carolina.....	906	53	498	1,457
Ohio.....	2,613	^a 1	776	3,390
Oregon.....	252	161	115	528
Pennsylvania.....	2,040	1,859	836	4,735
Rhode Island.....	271	.....	.....	271
South Carolina.....	328	.....	283	611
Tennessee.....	1,826	.....	1,388	3,214
Texas.....	781	248	445	1,474
Vermont.....	120	37	95	252
Virginia.....	662	538	793	1,993
West Virginia.....	244	.....	249	493
Wisconsin.....	701	111	109	921
District of Columbia.....	145	.....	.....	145
Washington.....	126	.....	.....	126
Total.....	31,555	8,975	18,492	59,022

^aOther scientific students are reported with preparatory students.

The comparative summary shows a steady increase in colleges and universities since 1870. The number of such institutions reported for 1879 is 8 more than in 1878 and 98 more than in 1870; the number of instructors is 356 more than in 1878 and 1,418 more than in 1870, while the number of students is 2,024 more than in 1878 and 10,848

more than in 1870. The greater number of institutions (282) report a four years' course. There are gratifying indications of increase in appliances and resources; thus there were in libraries 69,963 volumes more than in 1878 (an increase, it will be observed, largely made up by additions to libraries previously reported).

SCHOLARSHIP FUNDS.

The amount of scholarship funds is an important item, whether considered as an indication of the disposition on the part of the wealthy to promote scholarly ambition or of the pecuniary aid that students of marked ability but slender means may command. They are among the influences which make for "sweetness and light," and it is to be regretted that they are not reported by the several institutions with greater regularity and exactness. The table shows an increase in scholarship funds of \$292,616 above the same for 1878. A large part of this increase consists of \$220,000 reported by Yale College, Connecticut, which failed to report the particular in 1878.

EXAMINATIONS FOR ADMISSION.

Conclusions unfavorable to our public schools, especially our public high schools, based upon the statistics of conditioned or rejected college candidates should be received with extreme caution. From a comparison of Table IX with the corresponding table for 1878, it appears that thirty-three institutions which gave the items then repeat them now, showing a decided increase in the percentage of those who failed to meet the full requirements for admission. Even here there is but slight basis for comparison or generalization. The difference may indicate any one or all of several causes; as, advanced standards of admission, want of relation between preparatory and college courses, arising from the endeavor to adapt the lower grades to the wants of the majority, greater desire for education in sections so poorly supplied with secondary schools that the colleges must make temporary provisions for preparatory students, &c. Thus these columns of the table are seen to be merely tentative, chiefly valuable in their present fragmentary state as representing essential elements in a complete exhibit of education.

COLLEGE TRAINING AS A PREPARATION FOR LIFE.

The endeavor to bring college and university instruction into the best possible relation with the conditions of modern life and the demands of ever increasing knowledge continues under a happy balancing of the conservative and progressive spirit. We do not look for abrupt transitions or positive departures in any given year. The movement within the institutions is as gradual as the outside movement to which it responds. Its progress and effects are indicated in the following abstracts and selections from current reports:

REQUIREMENTS FOR ADMISSION.

Harvard University.—"During the past ten years the number of candidates for admission to the freshman class has slowly increased, though not regularly, from year to year. When the number and nature of the changes made in the requisitions for admission during this period are considered, this fact will be found very satisfactory. It has been surprising to see how quickly the high schools, endowed academies, and private schools, which habitually or frequently prepare boys for this college, have accommodated their methods and their courses of study to the new requisitions of the faculty. The English requisition, first enforced so lately as 1874, has met with universal approval. The requisition in French or German, first enforced in 1875, has been fairly complied with, apparently without serious difficulty. The examinations in Latin and Greek at sight, which make part of the new method of admission adopted in 1876-'77, can be avoided, in Latin until 1881, and in Greek until 1883; but they have so commended themselves to the teachers of preparatory schools as fair tests of the acquaintance of their pupils with those languages that, out of 284 candidates for admission to the freshman class in 1879, 179 chose to be examined in Latin at sight and about 150 in Greek; while at the preliminary examination of 1879, out of 245 candidates, 215 were presented upon the new method, and of these 215 only 8 chose to avoid the Greek examination at sight. The new requisition in science, first enforced in 1876, has been met moderately well to all

appearance; yet this is undoubtedly the requisition which in its practical working has given the least satisfaction to the faculty and the schools.

"The options introduced into the admission examination have tended to enlarge still further the work of the preparatory schools. * * * In 1876-77 the faculty very much improved and extended this original option by adopting a system under which every candidate is required to pass an examination upon a minimum requisition in all the preparatory studies and a further or maximum requisition in at least two out of the four departments, Latin, Greek, mathematics, and science. This free choice of two out of these four departments, made by the candidates or their teachers, has three effects: First, it makes a college education somewhat more accessible to young men for whom Latin and Greek are less profitable studies than mathematics and science; secondly, it widens the range of studies in the preparatory schools, to their great advantage; and, thirdly, it obliges the college to furnish in the freshman year instruction adapted to the wants of students who enter upon the minimum requisition in each of the four departments, as well as instruction adapted to the wants of those who enter upon the maximum. * * * The maxima in Latin and Greek were offered by 69 per cent. in 1879.

"The secondary schools of New England are greatly impeded in their development and distracted in their work by unmeaning and unnecessary diversities in the admission requisitions of the principal New England colleges. Undoubtedly substantial differences exist, and must continue to exist, among the colleges in regard to the qualifications of the students whom they are willing to receive; but this necessary diversity need not prevent the adoption of uniform definitions of the requisitions and a common standard of examination in those subjects or parts of subjects which the colleges agree in prescribing. Thus one college demands French or German for admission and another does not, or one college demands the whole of plane geometry and another only a part, or one demands six orations of Cicero and another eight; but these diversities need not prevent the adoption of a common standard of examination upon the four books of Cæsar which both require, or upon that part of plane geometry and those six orations of Cicero which both require. Coöperation among the New England colleges to these ends would be very helpful to secondary schools and would strengthen the colleges themselves in the public regard.

"Nearly three-sevenths of the candidates annually examined for admission to Harvard College are fitted for college at private schools or by private teachers. About two-sevenths come from high or public schools, and about the same proportion from endowed academies and schools. About one-twentieth of the whole number come from other colleges. Of late years the endowed schools and academies have been slowly gaining upon the public schools in the number of candidates presented and in the quality of the training given to their pupils. * * * The admission examinations of the university were held at Chicago, as well as Cincinnati, in June, 1879. Several requests have been received that these examinations be held in other more distant places where immediate supervision by a college officer would be impracticable; but the faculty is of opinion that it is not expedient to hold their examinations anywhere except under the direction of a disinterested college examiner intimately acquainted with all the details of the examinations as they are conducted at Cambridge. The practice of conducting admission examinations at remote points in order to save for the candidates their travelling expenses, which was instituted by Harvard College in 1876, has proved to be of great convenience for candidates and of some service to preparatory schools within easy reach of the points at which examinations are held. Yale College promptly adopted the idea and now holds formal examinations, like those of Harvard, both at Cincinnati and Chicago, while several other New England colleges are in the habit of forwarding their examination papers to friends in distant cities who conduct examinations on their behalf. The practice in its best form might easily be considerably extended."—(Report of the president for 1878.)

Boston University.—"In the autumn of 1879, by the concerted action of ten of the New England colleges, to wit, Harvard, Yale, Brown, Dartmouth, Williams, Amherst, Wesleyan, Trinity, Tufts, and our own, arrangements were made for the holding of four conferences of examiners for the purpose of testing the practicability of agreement upon requisitions in the four departments of Greek, Latin, mathematics, and English. On the 22d of December these conferences were held, the Greek examiners meeting at Cambridge, the Latin at New Haven, the mathematical at Providence, and the English at Hartford. In each case the conferences arrived at results almost unanimous; and when the requisitions recommended by them respectively were submitted to the different faculties, the responses were, in general, much more favorable than had been anticipated by the original promoters of the plan. Since that time a majority of the above named institutions have either modified their entrance requisitions in the direction of the recommendations of the examiners or have decided to do so in season for the catalogues and circulars of the present year. As further conferences are already provided for during the present year there is good ground to anticipate the entire success of the movement at an early date.

"In view of the great desirableness of this intercollegiate coöperation, and also in view of the fact that some of the reasons which four years ago rendered it wise to raise our standard of requirements for admission to an unprecedented height are disappearing, and with the erection of more commodious buildings will wholly cease, our faculty have not thought it important to wait until 1885 before acceding to the lower standard substantially agreed upon by the associated colleges. They have, therefore, from the beginning, cordially supported the effort to secure uniform requisitions, and have voted to adopt as an alternative set for the coming year those agreed upon by the conferences of examiners in Greek, Latin, and mathematics. They have also voted that as soon as a majority of the other colleges shall come to an agreement upon the remaining subjects, they will recommend the adoption of the entire set as the only requisitions for admission to the college of liberal arts."—(Report of the president for 1879.)

Johns Hopkins University.—In order to become "matriculates" or members in full of the university a rigid examination in Latin, Greek, and mathematics must be passed, except that scientific students may offer French or German instead of Greek. Students who are not ready to matriculate in all branches have been conditionally received as candidates for matriculation and a few who do not propose to become candidates for degrees have, in exceptional cases, been admitted as special students.

ELECTIVES.

Harvard University.—"With the expansion of the elective system it was found that the semiannual periods of examination were lengthening with a serious diminution of the time for instruction, and that no definite limit could be set to this process so long as the practice of the faculty contemplated an entirely unrestricted choice of studies with the necessary provision against bringing more than one examination on one day for any given student."

This difficulty has been overcome by dividing the hundred or more elective courses into thirteen groups, assigning a different day of examination for every group and requiring students in selecting their studies to choose but one from each group. This restriction is of little practical consequence, the groups having been formed so far as possible of studies not usually taken together by any great number of students, while the proposed permanence to the grouping permits the student to lay out beforehand a three years' course of study with the certainty that he will not be prevented by new conflicts of weekly appointments or of examinations from pursuing the subjects of his deliberate choice.

Columbia College.—The extension of the elective system of study is "the only plan by which it is possible for us to comprehend within our educational scheme the great variety of important subjects which must be taught, if we would keep abreast with the progress of knowledge or would make our teaching in any of them thorough. * * * It is now nearly ten years since the justice of these views was substantially recognized by the trustees in the adoption of resolutions offering to the senior class in our college a limited option in the selection of their studies. Two circumstances conspired to make the introduction of the elective system, to an unlimited extent, at that time, impracticable. Both of these had their cause in the narrowness of our accommodations. * * * These disadvantages may be removed in case the old building as well as the new continues to be available for the uses of the department of arts. * * * The enlargement which this system permits an institution to give to the extent of its teaching, as well as to the variety of its subjects, is illustrated in the case of Harvard University, where it has been very fully introduced, and where, according to the statement made some years since in the annual catalogue, the opportunities offered to the student embrace about seven times as much as any single individual can accomplish in the space of four years."—(Annual report of the president of Columbia College for 1879.)

Boston University.—Last year, for the first time, the whole work of the third term of the senior year was made elective. Political economy (second term senior), geology (second term junior), and chemistry (first term junior) were also changed from required to elective studies. On the other hand, biology (first term junior) was changed from elective to required. New electives in English literature were introduced throughout the senior year.

Johns Hopkins University.—After matriculation, the student may follow any one of seven courses which are antecedent to the baccalaureate degree. These courses are all of them so arranged as to secure a liberal and not a special education; they are supposed to be equally difficult and equally honorable; in them all strict examinations are held, and promotion is only secured by a full compliance with the university requirements.

RETIRING ALLOWANCES FOR UNIVERSITY OFFICERS.

Harvard University.—Plans for a retiring allowance for university officers were carefully discussed during the year; and in July, 1879, a contribution of \$1,000 toward the pension fund was received from Mr. George Baty Blake.

GRADUATE DEPARTMENTS.

Harvard University.—The annual report of the president and treasurer of Harvard University (1879-'80) includes for the first time a report from the secretary of the academic council upon the "graduate department of Harvard University." The growth of the department is traced from the residence of graduates for the purpose of pursuing advanced studies (a practice as old as the college itself) through the operations of the scientific school, the system of university lectures, and the institution of the academic council, which was organized in accordance with its present regulations and powers in 1872. In that same year the announcement made in 1870-'71 that the degree of master of arts would not be given in course after the commencement in 1872, but that an examination would be held annually for the award of the same, was carried into effect, and the new degrees of doctor of philosophy (PH. D.) and doctor of science (S. D.) were adopted. By these successive acts the graduate department assumed a distinct character as designed "to foster advanced study, and particularly to promote the development of a class of specialists and highly trained teachers."

In 1877-'78 it was determined to form a separate list of such studies as were regarded as primarily for the benefit of graduates and at the same time to throw more of the force of the university into the work of higher instruction. This list of studies is now prepared yearly under the auspices of the academic council. In the catalogue of 1879-'80 it comprised forty-five courses.

Candidates for the degree of A. M. are generally in attendance on college or graduate courses. Candidates for the degree of PH. D. and S. D. still do a part, and in some cases the whole, of their work outside of the regular courses, under the more or less frequent private advice and assistance of professors. There are 7 fellowships for this department, 6 for graduates of any department of the university, and 1 which is not restricted to graduates.

Since the degrees of PH. D. and S. D. were instituted the former has been conferred upon 20 persons, the latter upon 6. Of this number 18 are engaged in the practice of their specialties in responsible positions, 7 are still pursuing their studies, and 1 is in business.—(Report of the president for 1879.)

Fellowship system of Johns Hopkins University.—Like the graduate department of Harvard University the fellowship system of Johns Hopkins University is especially adapted to the wants of young men who are "desirous of becoming teachers of science and literature or determined to devote their lives to special branches of learning which lie outside of the ordinary studies of the lawyer, the physician, and the minister."

The fellows are the recipients of an honorary stipend sufficiently large to pay their necessary expenses, so that they may devote their time exclusively to study. The number of fellows appointed prior to September 1, 1879, was 51, of whom 20 were incumbents for the year 1879. Of the 31 others, 26 are engaged in their specialties, either as teachers or experts, 4 are still pursuing their studies, and 1 died without entering upon his fellowship. The degree of PH. D. was conferred upon 6 persons June 12, 1879.

Boston University, School of All Sciences.—The number of students registered in this school for 1879 was 37, of whom 3 were young women. The degree of A. M. was conferred upon 6 candidates and of PH. D. upon 2.

Yale College, Department of Philosophy and the Arts.—Forty-six students were reported in this department for the year 1878-'79; the degree of PH. D. was conferred upon 3.

Michigan University reports 13 resident graduates for the year. The degree of PH. D. was conferred upon 1.

The *University of Virginia*, whose undergraduate work is conducted under the head of a series of schools, is giving increased attention to graduate studies. The aids and appliances, particularly in the departments of physics, chemistry, and natural history, have received important additions.

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 each year from 1870 to 1879, inclusive. The numbers under 1873, 1874, 1875, 1876, 1877, 1878, and 1879 include the National Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	17	41	70	70	72	74	75	74	76	81
Number of instructors.....	144	303	724	749	609	758	793	781	809	884
Number of students	1,413	3,303.	5,395	8,950	7,244	7,157	7,614	8,559	13,153	10,919

TABLE X.—PART 1.—Summary of statistics of schools of science.

States.	Number of schools.	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	2	104	8	173	2				
Arkansas.....	1	(a)	(a)	(a)	4	27	32	0	661	
California.....	1	0	0	0	21	79	68	5	0	
Colorado.....	1	3	15	5						
Connecticut.....	1				28	146	9	22	27	3
Delaware.....	1	(a)	(a)	(a)	(a)	(a)				
Florida.....	b0									
Georgia.....	5	8	412	76	15	153			500	
Illinois.....	1	4	85	25	27	285	53	10		
Indiana.....	1	2	90	29	7	65	10	1		
Iowa.....	1		49	21	15	205	2	7		
Kansas.....	1				12	207				
Kentucky.....	1	6	40		7	97			300	
Louisiana.....	1				4	122				
Maine.....	1	0	0	0	8	96	4	2	0	0
Maryland.....	1		12	0	6	73	12	0		
Massachusetts.....	2				40	215	190	19		20
Michigan.....	1	0	0	0	8	183	42	7	0	0
Minnesota.....	1	(a)	(a)	(a)	(a)	3	4		0	0
Mississippi.....	2	(a)	(a)	(a)	6	5				
Missouri.....	2	2	11	13	15	55	144			
Nebraska.....	1	4	1		10	8	(a)			
Nevada.....	1	(a)	(a)	(a)						
New Hampshire.....	1				4	14		0	12	22
New Jersey.....	1				11	38	6		40	
New York.....	1	0	0	0	48	324		14	128	0
North Carolina.....	1				7	53	(a)		94	3
Ohio.....	1	7	c294		13			1		
Oregon.....	1	1	(75)		3	150			60	
Pennsylvania.....	1	4	(66)		10	58	38	(a)	46	
Rhode Island.....	1				(a)	(a)	(a)	(a)		
South Carolina.....	1	(a)	(a)	(a)	(a)	(a)	(a)	(a)		
Tennessee.....	1	(a)	(a)	0	(a)	(a)	(a)	(a)	275	0
Texas.....	1	0	0	0	10	248		0	0	0
Vermont.....	1	0	0	0	10	17	(a)	0	0	15
Virginia.....	2	9	108	16	37	357		1	300	44
West Virginia.....	1	(a)	(a)		(a)	(a)	(a)		60	
Wisconsin.....	1	3	19	11	9	72	38	1	0	10
Total.....	45	55	d1,381	196	403	3,528	627	92	2,503	117
U. S. Military Academy.....	1				49	256				
U. S. Naval Academy.....	1	0	0	0	62	355	0	0	0	0
Grand total.....	47	55	d1,381	196	514	4,139	627	92	2,503	117

a Reported with classical department (Table IX).

c Total number of both sexes in all departments.

b College not yet established.

d Includes a number of female students.

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TABLE X.—PART 1.—Summary of statistics of schools of science—Continued.

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	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	2,000	.....	1,000	\$75,000	\$253,500	\$20,280	.....	.....
Arkansas	150	50	.....	150,000	130,000	10,400	.....	a\$23,500
California	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Colorado	85	85	.....	15,000	.....	.....	.....	a25,000
Connecticut	5,000	.....	.....	c100,950	133,952	d28,157	\$15,850	.....
Delaware	(b)	(b)	(b)	(b)	(b)	(b)	(b)	.....
Florida	.....	.....	.....	.....	110,806	9,585	.....	.....
Georgia	.....	.....	.....	e40,000	242,202	17,914	.....	.....
Illinois	12,344	557	.....	470,000	319,000	23,000	.....	15,298
Indiana	2,000	.....	.....	300,000	337,000	16,850	1,439	6,500
Iowa	6,000	286	.....	498,000	500,000	41,000	.....	14,000
Kansas	3,000	60	300	90,000	259,426	18,089	0	12,500
Kentucky	.....	.....	.....	85,000	165,000	9,900	700	.....
Louisiana	14,000	.....	.....	.....	278,400	19,488	.....	.....
Maine	3,974	71	0	143,000	132,500	8,200	24	0
Maryland	1,500	0	1,500	100,000	.....	6,900	1,050	6,000
Massachusetts	2,000	50	300	505,771	344,000	22,417	46,802	0
Michigan	4,000	403	500	264,134	264,813	18,536	0	21,040
Minnesota	(b)	(b)	(b)	(b)	(b)	(b)	0	(b)
Mississippi	1,500	.....	.....	.....	209,500	6,500	.....	1,500
Missouri	1,678	.....	.....	f152,960	5,000	f4,550	1,187	7,500
Nebraska	(b)	(b)	.....	25,000	.....	.....	.....	8,000
Nevada	.....	.....	.....	(b)	(b)	.....	.....	(b)
New Hampshire	1,300	.....	250	86,000	80,000	4,800	.....	3,000
New Jersey	(b)	(b)	(b)	(b)	(b)	(b)	(b)	6,960
New York	(b)	(b)	(b)	g80,000	h30,500	(b)	(b)	.....
North Carolina	1,500	50	.....	(b)	125,000	7,500	.....	.....
Ohio	1,500	.....	.....	500,000	542,414	32,890	3,534	15,800
Oregon	.....	.....	.....	12,000	50,000	5,000	.....	500
Pennsylvania	2,000	.....	2,000	532,000	500,000	30,000	.....	40,000
Rhode Island	(b)	(b)	.....	.....	50,000	.....	.....	.....
South Carolina	(b)	(b)	.....	10,000	.....	5,000	.....	.....
Tennessee	(b)	(b)	(b)	(b)	396,000	20,766	(b)	0
Texas	800	800	100	225,000	209,000	14,280	4,960	15,000
Vermont	(b)	(b)	(b)	(b)	(b)	(b)	900	0
Virginia	2,300	57	.....	321,031	380,732	22,984	100	10,329
West Virginia	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Wisconsin	(b)	(b)	.....	(b)	(b)	(b)	(b)	(b)
Total	68,631	2,469	5,950	4,780,846	6,048,745	424,986	76,546	232,427
U. S. Military Academy	27,472	345	208	e2,500,000	.....	.....	.....	i319,547
U. S. Naval Academy	20,878	692	0	1,286,490	0	0	0	(i)
Grand total	116,981	3,506	6,158	8,567,336	6,048,745	424,986	76,546	551,974

a For two years.

b Reported with classical department (Table IX).

c Value of buildings.

d Income from all sources except tuition.

e Value of grounds and buildings.

f \$3,000 of this from leases of lands.

g Value of apparatus.

h Only a partial report.

i Congressional appropriation.

TABLE X.—PART 2.—Summary of statistics of schools of science.

States.	Number of schools.	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.
California.....	1			4	40					
Colorado.....	1			2		26				
Georgia.....	1									
Indiana.....	1									
Louisiana.....	1	7	28		28					
Massachusetts.....	5			102	165	7	20	7		
Michigan.....	1			(b)	(b)					
Missouri.....	1		(308)	11	41	8	1	0		
New Hampshire.....	2			22	55			1		
New Jersey.....	2			27	120	1		4		
New York.....	5			71	1,568	44	14	62		
Ohio.....	1									
Oregon.....	1	(b)	(b)	(b)	11					
Pennsylvania.....	6			35	1,775	13		10		
Vermont.....	1			8	20					
Virginia.....	4	1	31	25	177	3		13		
Total.....	34	8	367	307	4,000	102	15	20	97	

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	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.
California.....								
Colorado.....				\$10,000				\$10,000
Georgia.....								(b)
Indiana.....	900							
Louisiana.....								
Massachusetts.....	5,200	100		150,000	\$1,574,595	\$79,110	\$4,510	
Michigan.....	(b)	(b)	(b)	(b)	(b)	(b)	(b)	
Missouri.....				100,000				0
New Hampshire.....	2,000	50		3,000	155,000	9,500	3,410	
New Jersey.....	5,000			350,000	415,210	27,827	8,625	
New York.....	7,000	325		2,000,000	150,000	443,902	36,450	
Ohio.....								
Oregon.....	(b)	(b)	(b)	(b)			(b)	
Pennsylvania.....	32,813	1,754		625,000		32,774		
Vermont.....	3,000			3,000				
Virginia.....	5,730	220	500	355,000	40,000	2,200	10,900	15,000
Total.....	61,643	2,449	500	3,506,000	2,334,805	195,313	63,895	25,000

a Not yet organized.

b Reported with classical department (Table IX).

c Includes a number of female students.

d Includes receipts from other sources.

Table X, Part 1, relates to the colleges endowed by the national land grant. The number of these reporting was 45; number of instructors, 458; students in regular course, 3,528; in partial course, 627; in graduate course, 92; and in preparatory course, 1,577.

Table X, Part 2, relates to schools of science not so endowed. The number of these reporting, not including the National Military and Naval Academies, was 34; number of instructors, 315; number of students in regular course, 4,000; in partial course, 102; in graduate course, 15; and in preparatory course, 367.

STATE COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.

Date of organization.—According to the latest returns received in this Office the States effected the organization of the institutions established under the land grant of 1862 in the following order: Kansas, in 1863; Massachusetts (Institute of Technology), New Jersey, Vermont, in 1865; Kentucky, New Hampshire, in 1866; Massachusetts (Agricultural College), Minnesota, West Virginia, in 1867; Illinois, Maine, New York, Virginia (Hampton Normal and Agricultural Institute), in 1868; California, Iowa, Tennessee, Rhode Island, in 1869; Delaware, Missouri (Agricultural and Mechanical College), in 1870; Arkansas, Missouri (School of Mines and Metallurgy), Nebraska, in 1871; Alabama, Georgia (State College of Agriculture and Mechanic Arts), Mississippi (Agricultural and Mechanical Department of Alcorn University), Oregon, Virginia (Agricultural and Mechanical College), in 1872; Georgia (North Georgia Agricultural College), Ohio, in 1873; Indiana, Louisiana, Nevada, South Carolina, in 1874; Texas, in 1876; Colorado, Georgia (South Georgia College of Agriculture and the Mechanic Arts, Southwest Georgia Agricultural College), in 1879.

The schools in existence before 1862 which received the benefit of the act are Sheffield Scientific School of Yale College (Connecticut), Maryland Agricultural College, Michigan State Agricultural College, University of North Carolina, Pennsylvania State College, University of Wisconsin.

Two are not yet fully organized, viz: Southwest Georgia Agricultural College and the State Agricultural College, Florida.

The agricultural and mechanical colleges (21) in the following named States have severally independent charters and are not connected with State universities or other colleges: Alabama, Arkansas, Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts (2), Michigan, Ohio, Oregon, Pennsylvania, Texas, Virginia (2).

The colleges on the foundation of the land grant in these States severally form departments of State universities or colleges: California, Connecticut, Delaware, Georgia (5), Minnesota, Mississippi (2), Missouri (2), Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Tennessee, Vermont, West Virginia, and Wisconsin.

Preparatory departments.—Of the colleges included in Table X, Part 1, the following report preparatory departments:

State Agricultural and Mechanical College, Auburn, Ala.; Arkansas Industrial University, Fayetteville, Ala.; State Agricultural College, Fort Collins, Colo.; Agricultural Department of Delaware College, Newark, Del.; North Georgia Agricultural College (University of Georgia), Dahlonega, Ga.; South Georgia College of Agriculture and the Mechanic Arts (University of Georgia), Thomasville, Ga.; Southwest Georgia Agricultural College (University of Georgia), Cuthbert, Ga.; Illinois Industrial University, Urbana, Ill.; Purdue University, Lafayette, Ind.; Iowa State Agricultural College, Ames, Iowa; Agricultural and Mechanical College of Kentucky, Lexington, Ky.; Maryland Agricultural College, College Station, Md.; Colleges of Agriculture and Mechanic Arts (University of Minnesota), Minneapolis, Minn.; Agricultural and Mechanical Department of Alcorn University, Rodney, Miss.; Agricultural and Mechanical College of the State of Mississippi, Starkville, Miss.; Missouri School of Mines and Metallurgy (University of Missouri), Rolla, Mo.; the

Industrial College of the University of Nebraska, Lincoln, Neb.; College of Agriculture (University of Nevada), Elko, Nev.; Ohio State University, Columbus, Ohio; State Agricultural College, Corvallis, Oreg.; Pennsylvania State College, State College, Pa.; Claflin University and South Carolina Agricultural College and Mechanics' Institute, Orangeburg, S. C.; University of Tennessee and State Agricultural College, Knoxville, Tenn.; Virginia Agricultural and Mechanical College, Blacksburg, Va.; Hampton Normal and Agricultural Institute, Hampton, Va.; Agricultural Department of West Virginia University, Morgantown, W. Va.; College of Arts (University of Wisconsin), Madison, Wis.

The following have no preparatory department:

Colleges of Agriculture, Mechanics, Mining, Engineering, Chemistry (University of California), Berkeley, Cal.; Sheffield Scientific School of Yale College, New Haven, Conn.; Kansas State Agricultural College, Manhattan, Kans.; Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.; Maine State College of Agriculture and the Mechanic Arts, Orono, Me.; Massachusetts Agricultural College, Amherst, Mass.; Massachusetts Institute of Technology, Boston, Mass.; Michigan State Agricultural College, Lansing, Mich.; New Hampshire College of Agriculture and the Mechanic Arts (Dartmouth College), Hanover, N. H.; Rutgers Scientific School (Rutgers College), New Brunswick, N. J.; Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c. (Cornell University), Ithaca, N. Y.; Agricultural and Mechanical College (University of North Carolina), Chapel Hill, N. C.; Agricultural and Scientific Department of Brown University, Providence, R. I.; State Agricultural and Mechanical College, College Station, Tex.; University of Vermont and State Agricultural College, Burlington, Vt.

Preparatory courses.—By reference to the table it will be seen that 1,577 students, or about 27 per cent. of the number reported in Part 1, and 367, or 8 per cent. of the number reported in Part 2, are in the preparatory departments. An examination of the studies pursued in these departments shows that they are not intended to provide special preliminary courses required by the subsequent collegiate courses, but are necessitated by the low attainments of candidates in the ordinary elementary branches. The case is plainly stated in the report of the Illinois Industrial University. "To meet an urgent demand," says the report, "the trustees of the Illinois Industrial University consented to provide temporarily for teaching the preparatory studies lying between the common school studies and the proper college studies. The high schools of the State are already doing such excellent work and are multiplying to such an extent that it is decided that this preliminary work shall be dismissed from the university entirely after June, 1881."

Standard of admission.—The requirements for admission, especially to such of the institutions as do not include a classical course, must in general be called very moderate, a condition which in the case of the colleges included in Part 1 seems to have been necessary, in order that they might be brought within the reach of the class of students for whose benefit the grant was originally made. The only special tendency to be observed either in the preparatory courses or in the standards of admission is the omission of Latin and Greek or the substitution of French and German in the place of Greek and in a few instances an extension of the requirements in mathematics for students entering upon the scientific or technical courses. This practice implies the conviction that primary and secondary instruction should be the same for all classes of students, which, as indicated by the following statement, prepared from the most trustworthy information, is also the prevailing opinion in Europe.

In all European countries the higher technical schools require a classical and scientific training (general culture) from every candidate. This general culture is acquired in the secondary schools, the course of which lasts nine years in German speaking countries and from six to seven years in France, Belgium, the Netherlands, Italy, and Spain. In Germany the majority of the graduates of the Realschulen pass to the polytechnic or other higher technical schools, while the majority of the graduates of the Gymnasien pass to the university. The leading German educators hold that the graduates of the

Gymnasien get along better in the technical schools than those of the Realschulen. German educators almost unanimously condemn the introduction of industrial branches or practical work of any kind into the primary and secondary schools.

Funds.—The funds of the colleges reported in Table X, Part 1, are derived from the proceeds of the land grant and from State, county, and municipal appropriations.

The amount of moneys received from State appropriations by thirty-three of the colleges since the dates of their organization is \$4,325,053. The amount received by thirty-seven from sales of United States land scrip is \$6,862,405. Twenty-seven institutions, which state the amount from both sources, received from the former \$3,758,971, and from the latter \$5,154,737.

The colleges differ materially in the present amount of productive funds. This is due in part to the liberal State or other appropriations and the individual benefactions made to the institutions and in part to the different amounts realized by the several States from the original land grant. The latter condition is fully explained in the report of the Committee on Education and Labor (chairman, Hon. James Monroe), who were instructed by a resolution of the House of Representatives, passed February 2, 1874, "to inquire into the condition and management of the agricultural and other colleges which have received grants from the United States under the act of July 2, 1862."

In the report of that committee it is stated that the sums received from sales under the grant varied from 41½ cents an acre, the price for which the State of Rhode Island sold its scrip, to \$5.62 an acre, the amount received for a portion of its lands by Minnesota.

The causes of this great diversity are stated in the report substantially as follows: Those States which by the provisions of the act could locate lands themselves, and in their own midst, were able to select the most desirable tracts and hold them for a rise in value. They could lease the lands for a term of years or sell upon long time, with, perhaps, in some cases, exemption from taxation as an additional inducement to the purchaser. Still further privileges in locating lands were conferred upon some States of this class, especially upon California and Nevada. These States received the best prices for their lands.

As regards the States which received only land scrip, the relative time of sale was the question of importance. Those which first put their scrip upon the market not only felt the disadvantage of all the restrictions upon the location of lands imposed by the act, but suffered also from the competition of brokers and an overstocked market.

At a later period, and chiefly through the energetic management of Ezra Cornell, of Ithaca, N. Y., the sale of scrip was brought under the control of a single system of agencies, characterized by unity, method, prudence, and sagacity. The value of the scrip was thus enhanced, and hundreds of thousands of dollars were saved for the education of the people.

By the act of July 1, 1870, existing restrictions were greatly modified, and all the States which have sold their scrip since that date have felt the benefit of more favorable conditions. It is thus easy to explain why the Southern States generally received better prices for their scrip than the Northern. The Southern States did not receive their scrip until some time after the close of the war, which delay brought forward their negotiations for sale to a time when prices had advanced.

With the single exception of Delaware, the States which received the largest sums for their scrip were, in their order, Virginia, Tennessee, Alabama, Georgia, Mississippi, Arkansas, Texas, and Louisiana.

The act under which grants of land were made to the States for the benefit of these colleges declares that all moneys derived from the sale of land or land scrip "shall be invested in stocks of the United States or of the States, or some other *safe* stocks yielding not less than 5 per centum upon the par value of said stocks." From the report it appears that the majority of the States fulfilled the obligation thus im-

posed by securing sound and judicious investments, such as "cannot reasonably be questioned." With reference to certain States, the report says:

The committee would very imperfectly discharge their duty if they did not call attention to another class of States, smaller in number, in which, although no evidence has been laid before us of fraud or personal corruption, the investment made is such, as regards security, that it is more or less a proper subject of criticism. These States generally exchanged the educational fund for State bonds, a mode of investment which is among the safest in States where settled order and sound financial principles are established, but which may prove to be among the most hazardous in communities passing through the condition known to us as reconstruction.

Sources of income.—The income of the colleges is derived from interest on invested funds, augmented in some instances by annual State appropriation or State tax, and from tuition fees. The latter source represents but a small percentage of the income, excepting in the Sheffield Scientific School and the Massachusetts Institute of Technology.

Scholarships.—The colleges formed under the grant report 1,478 more State scholarships than in 1878. Of this increase 635 are additional scholarships created in institutions which reported last year, 543 were reported elsewhere, and 300 were not reported. The number of other free scholarships reported is 50 less than last year, a difference which is more than balanced by the 80 annual scholarships reported last year from Massachusetts.

Relation of the colleges to agriculture and the mechanic arts.—The colleges are apparently fulfilling, to a greater extent than at any former time, that provision of the act which declares that "the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts." In all the institutions prominence is given to the branches which would probably be admitted to comprise a liberal and practical education in the arts specified, viz, the vernacular and its literature, drawing, mathematics, the laws of mechanics and physics, natural history, geology, botany, experimental chemistry (both organic and inorganic), engineering and surveying (in some cases especially as related to irrigation and the reclaiming of waste lands), and political, rural, and domestic economy. Endeavors are made, at least in the wealthier colleges, to attract to these departments professors of established reputation. With very few exceptions the colleges report chemical and physical laboratories among their appliances; museums of technology and natural history are multiplying, and above forty experimental farms, stations, and gardens are in operation. The experimental work conducted by means of the farms, &c., includes tests of soils, fertilizers, cereals, fruits, the care of stock, the culture of fruit and forest trees, of hedges and flowering plants, the care of bees and poultry, and dairy management. In addition to the immediate advantage of this practical work to the students, the results, as communicated through farmers' institutes and general and special reports, are found to be of great service to all engaged in agriculture, horticulture, &c.

Departments of mechanic arts.—Ten of the colleges report workshops and four printing offices among their resources. The department of mechanic arts is very fully represented in the reports of Cornell, Purdue, and Illinois Industrial Universities and of the colleges in the non-agricultural States, in which necessarily the chief demand is for the training required in technical pursuits and professions other than those pertaining to agriculture.

The following extract from the report of Cornell University will suffice to show how the workshops are organized and conducted in the more advanced institutions:

The machine shop is to be conducted wholly as a means of instruction, and each student in the department will be required to devote at least two hours per day to work in the shop; so that he will not only get theory and practice combined, but he will also have opportunities to construct and use tools of the greatest precision. Each candidate for the degree of bachelor of mechanical engineering will be given an opportunity to design and construct some machine or piece of apparatus, or conduct a series of experiments, approved by the department, such as promise to be of public utility. While the university does not propose to remunerate students for their labor or guar-

antee any return except instruction, advanced students will be allowed, to a certain extent, to make tools or small articles for themselves. But in all cases they must work from approved plans and by the consent of the director of the shop. Materials wasted or tools injured will be charged to the student wasting or injuring them.

The instruction in shop practice embraces work requiring the use of all hand tools and the machines employed in the ordinary machine shops. The work consists in the production of standard tools of the highest excellence and the building of machines from original designs. With the exception of the standard surface plates, gauges, &c., which are only produced to give the students a knowledge of flat, straight, square, and round, together with the correct methods of producing them, there is no one thing or class of things manufactured. The work is always changing, and the relative kinds of work are proportional to that required in the production of new machinery. By this method it is believed that the students will learn not only the use of tools, but acquire experience also in the development of new designs.

The Massachusetts Institute of Technology receives a third of the annual income of the land grant fund for the State and in addition has property amounting to upwards of \$400,000. The income from its invested funds is largely increased by the tuition fees of the scholars, which are \$200 a year.

The faculty consists of the president and fifteen professors, and there are eighteen additional professors, instructors, and assistants. Instruction is given by lectures and recitations and by practical exercises in the fields, the laboratories, and the drawing rooms. Text books are used in many but not in all of the departments; practical instruction in the nature of the materials of construction and in the typical operations concerned in the arts is considered a very valuable adjunct to the theoretical treatment of professional subjects.

The institution offers ten regular courses, five of which are of a distinctly professional character. Each of these courses extends through four years, and for proficiency in any one of them the degree of S. B. is conferred. Advanced courses may be pursued leading to the degree of S. D.

In addition, a school of mechanic arts, in which special prominence is given to manual instruction, has been established for those who wish to enter upon industrial pursuits rather than to become scientific engineers.

The school is designed to afford such students as have completed the ordinary grammar school course an opportunity to continue the elementary scientific and literary studies, together with mechanical drawing, while receiving instruction in the use of the typical tools for working iron and wood.

The shop work is conducted upon a plan designed at the Imperial Technical School of Moscow, Russia, and carried out there with gratifying results. Its exact and systematic method affords the direct advantages of training the hand and eye for accurate and efficient service with the greatest economy of time, and the instruction in the use of tools and materials has also proved a valuable aid in intellectual development. The shop courses of the school are as follows: First year: (1) carpentry and joinery, (2) wood turning, (3) pattern making, (4) foundry work; second year: (1) iron forging, (2) vise work, (3) machine tool work.

Applicants for the regular course must be at least fifteen years of age and must pass a satisfactory examination in arithmetic, geography, and English composition. The tuition is \$150 a year, with no extra charge for the use of tools or materials used in the regular exercises.

In presenting their thirteenth annual report, the governing board of the Sheffield Scientific School call special attention to the relation of theory and practice in the course of instruction. While asserting that "principles, not practice, must be ever the leading object" of the school, and that "skilled engineers are not and cannot be made to order in any school," the board maintain "that the student has a right to expect something more than a mere theoretical training, however thorough, as the result of five years of earnest labor. He has a right to expect that upon graduation he shall have a useful, practical knowledge of professional details of such an extent as shall render his services immediately and directly valuable and furnish him with at least the means of subsistence and with immediate employment. * * * The manufact-

urer, on the other hand, who may employ such a graduate of a technical institution has in turn a right to expect that his services shall be at least worth his pay while he is acquiring in the shop those practical details which are necessary to supplement and complete his course."

The many perplexing conditions involved in the endeavor to render the graduate of the schools "commercially valuable" are dwelt upon in this report, as they had also been in the address upon the "Inadequate union of engineering science and art," delivered before the American Institute of Mining Engineers by A. L. Holley, president of the association:

The recent graduate, when he enters works, cannot for a long time recognize in the whirl and heat of practice the course and movement of those forces about which his abstract knowledge may be profound; the youngest apprentices are more useful than himself. The manufacturer, moreover, is inclined to expect too much from the graduate, and to put him at once, on the mere recommendation of his diploma and the school which conferred it, at work for which he is unfit, and, upon the natural failure of the young man to meet these expectations, to depreciate and undervalue the worth of the special preparation acquired in the schools. Perhaps this experience has had chief influence in the development of the course of instruction in which workshop and laboratory practice is given simultaneously with theoretical training, and which, as we have seen, is the course pursued in many of our technical schools. Professor R. H. Thurston, who presides over the department of mechanical engineering in the Stevens Institute of Technology, says with reference to this combination of theoretical, empirical, and practical instruction: "Several years must elapse before the real value of a method which aspires to make young men capable of going from the college into business and soon becoming efficient aids to older practitioners can be fully judged. I can only say that I originally allowed myself five years to determine whether it would be for my own interest to continue in a work which then seemed to me one of the noblest enterprises in which a member of the profession could engage, and I am not inclined to feel less faith than I had at first in its success, and have not lost any of the enthusiasm with which I took upon myself that task."

Relation of general culture to technical education.—The address of President A. L. Holley also contains one emphatic utterance which deserves the especial attention of parents and educators. "It is useless," he says, "to disguise the fact that the want, not of high scholarship, but of liberal and general education, is to-day the greatest of all the embarrassments which the majority of engineering experts and managers encounter. At the present day, the high school systems founded by States and by private enterprise bring such an education within the reach of every one, and it seems of the first importance to promote, if not almost to create, a public opinion that liberal and general culture is as high an element of success in engineering as it is in any profession or calling."

In the discussion which followed the address and the joint discussion of the American Society of Civil Engineers and the American Institute of Mining Engineers the idea was repeated by men of large experience in the demands of the profession. Dr. R. W. Raymond said:

The more one observes the careers of men about him and the more one wrestles with difficulties of one's own, the more profound becomes the conviction that a young man makes a great mistake who, because he is going to take a technical education in engineering, deliberately decides that he will not have any general culture to begin on. * * * And, again, I may say that the parents in this country, as a class, are just the other way. * * * Parents are all the time pulling their sons out of college because they are going into some special line. The tendency on the part of fathers is exactly contrary to the tendency on the part of experts.

Mr. Coleman Sellers, president of the Franklin Institute, Philadelphia, said:

I cannot but indorse the advice to secure for our boys in their education as broad a foundation to stand upon as possible. I am sure this cannot be done by sending them to a public school only; they should have some college education; colleges properly organized will grow into favor as training schools for engineers. I am not sure that the ordinary university course of Latin and Greek is the best, but even this has its advantages, provided the young man can spare time enough before entering upon his life work to obtain some scientific training besides. I really think it would be a good thing for our young men to go through a thorough collegiate course and then take something of a scientific course. But the end seems to be more fully met by establishing in all our universities scientific schools.

Such judgments, founded upon experience, supply to the institutions reported in Table X the motive for regulating their admission requirements by the standards maintained in other colleges.

Admission of women.—Women are admitted to the following colleges endowed under the act of 1862: State Industrial University of Arkansas (the president thinks a special course desirable for women); University of California; State Agricultural College, Colorado (prescribed course modified to meet wants of women); Delaware College, Delaware (literary course specially provided for women); Illinois Industrial University (women admitted to any of the courses, in addition a special course in domestic science provided for them); Purdue University, Indiana; State Agricultural College, Iowa (“ladies’ scientific course and practical course in domestic science”); State Agricultural College, Kansas; Agricultural and Mechanical College of Kentucky; Maine State College of Agriculture; State Agricultural College, Massachusetts; State Agricultural College, Michigan; University of Minnesota, State Agricultural College; University of Missouri, School of Mines and Metallurgy; University of Missouri; Industrial College of University of Nebraska; Ohio State University; Cornell University, Ithaca, N. Y.; the State Agricultural College, at Corvallis, Oreg.; Pennsylvania State College; State College of Agriculture, South Carolina; the University of Vermont and State Agricultural College; Hampton Normal and Agricultural Institute, Virginia; University of Wisconsin.

The present biological laboratory of the Massachusetts Institute of Technology was instituted with special reference to the instruction of women, it being built in connection with the woman’s chemical laboratory of the institute and with the aid of the Woman’s Educational Association of Boston. Many women who desired to prepare themselves for teaching botany or zoölogy by the newer methods have availed themselves of the facilities here offered; others who were not intending to teach have found the laboratory work to be the proper foundation for the study of natural history. It is believed that the instruction afforded has done much towards showing what may be done and ought to be done in the way of the philosophical study of organic nature. Some of the women studying here have been special students of biology, and others have taken this subject in connection with chemistry and other branches. The arrangements are such that one may use the laboratory at such times as best suits her own convenience, and thus those who are already engaged in teaching or otherwise may employ a portion of their time in practical study.

Women are not admitted to the State Agricultural College, Alabama; Sheffield Scientific School; State Agricultural College, Maryland; State Agricultural and Mechanical College, Mississippi; College of Agriculture and the Mechanic Arts, New Hampshire; University of North Carolina; State Agricultural and Mechanical College, Texas. In the remaining colleges enumerated in the table the question of the admission of women seems to be still an open one.

SCIENTIFIC SCHOOLS NOT ENDOWED WITH THE NATIONAL LAND GRANT.

Table X, Part 2, embraces the oldest schools of science in our country and also some of the most richly endowed. By reference to the appendix (Table X, Part 2), it will be seen that 20 of these are departments of universities or colleges and 14 schools having independent charters.

Agriculture is made a speciality in the Bussey Institution, Harvard University. The greater number of the remaining institutions correspond in their courses of study and general purposes with the departments of mechanic arts already described in connection with the institutions enumerated in Part 1. A few are characterized by distinctive features.

The Rensselaer Polytechnic Institute.—The Rensselaer Polytechnic Institute, the oldest of all our scientific schools, in its earlier years developed a decided tendency toward natural science under the direction of Amos Eaton, a distinguished naturalist. Later it was reorganized as a special school of architecture and engineering, and, at

present, all its resources are concentrated upon the course in civil engineering. It will be seen, however, by reference to the catalogue, that the expression civil engineering is used in its most extended sense, embracing, in addition to the usual subjects, steam engineering and mining engineering, while the wants of students in mechanical engineering have not been overlooked in the provision for instruction and practice. The course of study submitted is not so completely specialized as the courses in a few other institutions, but it presents in a very intelligible form the notion of what constitutes a professional course for a civil engineer, and is also in substantial agreement with the courses in civil engineering in the polytechnic schools of Carlsruhe and Aix-la-Chapelle, though the courses in the latter schools are more extended and the standards of admission higher. The degree of civil engineer is conferred upon all graduates of the Rensselaer Polytechnic Institute.¹

School of Mines of Columbia College.—The School of Mines of Columbia College is not confined, as the name might imply, to mining engineering. It offers to students the means of acquiring a thorough knowledge of all those branches of science which have a direct bearing upon the development of the resources of the country. Candidates for admission must pass examinations in arithmetic, algebra, geometry (5 books), French, and German (grammar and easy translations). The course of instruction occupies four years. Those who complete it receive the degree of engineer of mines, civil engineer, or bachelor of philosophy.

The Stevens Institute of Technology.—The Institute is a school of mechanical engineering of a high educational order. It is especially distinguished by the extensive collections in its several laboratories and cabinets. The mechanical laboratory, founded in 1875, has proved a most valuable adjunct. The records of the laboratory work are carefully preserved, and include a vast amount of data and information accessible to all students. The latest published estimate of the experimental work done in this laboratory is for the year 1877. It represented a cost of about \$10,000, and included investigations of the strength of building materials and metals, of the value of lubricants, the composition of various commercial materials, test trials of steam boilers, and various special investigations of both public and private work. Some idea of

¹ The following is the four years' course in civil engineering:

Division D, first year.—Mathematics: Wells's university algebra (Greenleaf's series); Davies' Legendre's geometry; Greenleaf's plane and spherical trigonometry, with the use of logarithmic tables. Descriptive geometry: Warren's elementary plane problems—plates; Warren's elementary projections—theory and plates. Stereotomy: Warren's drafting instruments and operations—theory and plates. Physics: Atkinson's Ganot's Elementary Physics to acoustics. French language: Fasquelle's French grammar. English language: Hart's English composition and rhetoric. Geodesy: Gillespie's chain and compass surveying—theory and practice; farm surveying—practice. Topographical drawing: Elementary drawing; topographical plans. Free hand drawing: Elementary practice.

Division C, second year.—Mathematics: Analytic geometry. Descriptive geometry: General orthographic projections—theory and plates. Stereotomy: Bridge drawing; shades and shadows—theory and plates; linear perspective—theory and plates. Chemistry: Inorganic chemistry. Physics: Thermotics; acoustics; optics. Natural history: Botany. French language: Syntax of grammar, with exercises and writing from dictation; translation of scientific works; epistolary correspondence and conversation. English language: Composition; elements of criticism. Geodesy: Plane table surveying—theory and practice; adjustment and use of field instruments—theory and practice; trigonometrical and topographical surveying—theory; trigonometrical surveying and levelling—practice; mine surveying—theory. Topographical drawing: Map of farm survey; colored topography—plates. Free hand drawing: Sketches of tools, of the components of machines, of bridges and other structures.

Division B, third year.—Mathematics: Differential calculus; integral calculus. Astronomy: Descriptive astronomy. Rational mechanics: Mechanics of solids; mechanics of fluids; mechanical problems. Stereotomy: Machine construction and drawing—theory and plates. Physics: Electricity; magnetism. Natural history: Mineralogy and lithology; descriptive geology; technical geology. Chemistry: Qualitative analysis; blowpipe analysis; determinative mineralogy; technical chemistry. Geodesy: Hydrographical, topographical, and town surveying—practice. Topographical drawing: Contour map; map of hydrographical survey.

Division A, fourth year.—Astronomy: Spherical and practical astronomy. Physics: Thermodynamics; electrodynamics. Physical mechanics: Mechanics of solids; friction, strength of materials; mechanics of fluids; practical hydraulics, practical pneumatics. Machines: General theory of machines; description of machines; theory of prime movers: steam engines, air engines, electro-magnetic engines, hydraulic motors, wind motors; construction and location of machines; designs for and reviews of special machines; measurement and estimate of power; weir and other measurements of the flow of water. Constructions: Equilibrium and stability of structures: revetement walls, reservoirs, roofs, arches, girder bridges, suspension bridges; designs for and reviews of special structures. Stereotomy: Stone cutting—theory and plates. Geodesy: Higher geodesy; projection of maps—theory; line surveying: road surveys, staking out for constructions. Road engineering: Common roads; railroads; canals; tunnels. The steam engine: lectures; indicating and estimating the power of steam engines; duty tests of waterworks pumping machinery. Metallurgy: General metallurgy, iron metallurgy. Natural history: Physical geography. Topographical drawing: Plans, profiles, and sections of railroad surveys. Law: Law of contracts.

what the institution has accomplished for the general progress of science may be formed by an examination of the list of papers published by various members of the faculty during the eight years of the existence of the institute. Upwards of 250 papers are enumerated in the report of 1879. These embodied the results of original investigation and extended research, and were published in leading scientific journals of America, England, France, or Germany.

Worcester County Free Institute of Industrial Science.—My report for 1878 contained a full account of the endowment, purpose, and general conduct of the Worcester County Free Institute of Industrial Science. "The theory of the institute," says Prof. C. O. Thompson, the principal, "is that boys who have the best training afforded by our common schools may enter not younger than sixteen upon a course of study which shall give them a good education based upon the mathematics, modern languages, and physical sciences, and such a knowledge of some form of handicraft or industrial art as will enable them to earn a livelihood immediately after graduating. * * * The course of study for all students proceeds for forty-two weeks in a year, for three years, in mathematics, through geometry, general and descriptive geometry, and the calculus, and blends with the course in physics and elementary mechanics the careful reading of Rankine's Applied Mechanics. Synchronous with this is a course of free hand drawing, mechanical drawing, physics and chemistry, and language, English and either French or German. Ten hours a week (from September to July), and eight hours a day for the month of July, each student practices, according as he is to be a mechanic, a civil engineer, a chemist, or a designer, in the workshop, the field, the laboratory, or the drawing room." The last named forms of practice do not differ essentially from the same elsewhere. The work of the mechanics' course is done in the Washburn machine shop, which is a thoroughly equipped manufacturing establishment. Students are here trained by the most expert mechanics and with the aid of the best possible tools and machinery. The principle that "construction must vitalize and guide all instruction in practical mechanism" is never lost sight of; the synthetic method is pursued, every piece of work done by a boy in the shop being made with reference to some whole of which it is to form a part.

It is believed that a graduate of the school will be prepared to compete with the apprentice who has worked under the ordinary circumstances of apprenticeship three full years—a belief which receives confirmation by the success that has attended the nine classes already graduated, more than 90 per cent. of these young men having secured employment in positions for which their training especially prepared them.

The Cooper Union Free Night Schools of Science.—These afford a remarkable example of the intelligent application of a great charity. Their purpose is the technical instruction of the laboring classes, which is accomplished through the agency of a free library and reading room, free lectures, and two classes of schools, viz, the Evening Schools of Science and Art and the Art School for Women. The course of study in the former embraces the ordinary English branches, with advanced courses in mathematics, mechanics, physics, literature, and rhetoric. The art department of the evening schools embraces instruction in all branches of drawing, viz, free hand, architectural, mechanical, and drawing from cast; also, industrial drawing and design and modelling in clay. Women are admitted to the scientific classes, but not to the art classes, a special school of art being maintained for them. The latter is divided into five departments, drawing, painting, photography, wood engraving, and normal teaching.

In both of the art schools the training is constantly directed to the preparation of the pupils for those employments in which the arts of design and drawing are the principal or accessory occupations; 2,820 pupils were registered the present year in the Evening Schools of Science and Art, of whom 2,707 were engaged during the day in various trades and occupations. Owing to the exigencies of their industrial life, but few of the pupils can remain long enough in the institution to complete the whole course and receive the diploma and medal of the Cooper Union. Certificates of proficiency are awarded to those who pass satisfactory examination on the work of a particular class; 634 such certificates were awarded in 1879.

The number of pupils admitted to the free morning classes of the Woman's Art School was 255, and to the engraving class for women, 37. In the art school the earnings for the year were \$9,525.75, and in the engraving class, \$1,820.59. All money earned in the schools belongs to the pupils, and a number are thus enabled to support themselves while studying.

The subsequent career of the graduates is followed with constant interest, and the facts thus brought to light afford the most gratifying evidence of the practical results of the instruction. A large proportion of the graduates command lucrative positions as teachers of art, photo-colorers, decorators, and designers.

The school of telegraphy for women admitted 35 pupils the present year. The Western Union Telegraph Company has so far interested itself in this school as to nominate a teacher who trains the pupils in the thorough methods of that company. Although under no agreement to provide places for the scholars, the company has employed a large proportion of the graduates on its lines.

Instruction in all the schools and classes above described, together with all privileges of the institution, is absolutely free. In consequence of the great pressure for admission and the earnest offer of many to pay for their instruction, the trustees have allowed an amateur class to be formed, which meets in the afternoon, out of the regular class hours, and the members of which pay a small fee. Half of the money thus realized goes to the teacher and the other half to the free schools. The fees for the present year amount to \$2,326.

Franklin Institute.—Franklin Institute, Philadelphia, is a society for the promotion of science and the mechanic arts. But in addition to the usual means by which a society operates, viz, association meetings, published discussions, reports, journal, library, and annual courses of lectures, it maintains a drawing school, which was established very early in the history of the institute (1824 or 1825).

During the summer the board of managers arranged with the Pennsylvania Museum and School of Industrial Art to combine their efforts in this direction, and, as a result, the drawing school of that organization has been conducted for the present year in the Franklin Institute building.

The present condition of scientific and technical schools in our country is thus seen to be very promising. A few which have assumed the distinctive title of such institutions have little else to distinguish them from ordinary schools of secondary grade, but a large number have entered with intelligence and enthusiasm upon a special educational work. Already they have excited the people to an appreciation of scientific methods and processes in their application to agriculture and the mechanic arts, and as the results of such methods are more widely known and more fully comprehended the institutions rise in favor and influence and the demand for their graduates increases.

This Office having initiated an endeavor to present the record of original investigations and publications by the professors of our universities, colleges, and professional schools has, with great reluctance, been compelled to forego an annual statement of this work and only give the publications, without reference to institutions, as summarized in the publishers' lists. It is matter of just pride to us that our institutions are extending their activities in this direction and that their publications and their positive contributions to the progress of science receive honorable recognition from the scholars of other nations. As opportunity permits, this phase of their intellectual life will be presented in the annual reports and other publications of the Office. A circular of information with reference to original work accomplished by our universities and colleges in the departments of physics and chemistry is now in preparation by Prof. F. W. Clarke, of Cincinnati University.

AGRICULTURAL EDUCATION IN THE SEVERAL EUROPEAN COUNTRIES.

The teaching of agricultural science in Europe is not everywhere limited to special schools; on the contrary, it is a regular subject of instruction in a number of other

schools. In Germany, horticulture and arboriculture have been obligatory branches of all the normal schools since their foundation, and there are few elementary schools in rural districts where these branches are not taught. In France, Belgium, Switzerland, Austria, Sweden, Denmark, and The Netherlands, the normal school course includes the elements of agriculture. This agricultural instruction in normal schools is, of course, of an elementary character, the scientific instruction being left to the special schools of agriculture which are found in every state or to the agricultural sections connected with several schools of veterinary surgery or schools of forestry. Following is a brief account of the condition of agricultural education in several European countries.

Austria.—The leading agricultural school is the Imperial Agricultural College of Vienna, which had 167 students in 1875-'76. Besides this, there were 69 schools of agriculture, with 2,035 students, and 174 agricultural evening schools, with 5,537 students. Agriculture was also taught in 2,123 elementary schools, arboriculture in 4,034, bee culture in 1,486, and silk culture in 862. In connection with the elementary schools, there were 3,215 orchards and 4,032 gardens, while farms were connected with each of the 69 schools of agriculture. The course of study in the Imperial Agricultural College of Vienna is as follows: Theory of agriculture, agricultural literature and technology, agricultural machines and implements, rural constructions, botany, zoölogy, chemistry in all its branches and applications to agriculture, natural philosophy, astronomy, meteorology, French, German, English, Italian, book-keeping, political economy, mathematics and applications, agricultural statistics and finances, practical work in the fields and laboratories.

Hungary has four schools of agriculture, the course of which extends over two years with the following branches of instruction:

First year: Winter session: mathematics, physics, mechanics, geology, chemistry, physiology, botany, agronomy, horticulture, drawing. Summer session: engineering, zoölogy, botany, agricultural chemistry, agricultural mechanics, cattle breeding, study of wool, vine culture, plant culture.

Second year: Winter session: rural economy, political economy, technology, cattle and sheep breeding, forestry, farm buildings, climatology, statistics, drawing. Summer session: book-keeping, farm valuation, technology, forestry, management of cattle, notions of veterinary surgery, agricultural law, farm buildings, drawing.

Belgium has a state school of horticulture at Ghent, a practical school of horticulture at Gendbrugge, a practical school of horticulture at Vilvarde, and a state agricultural school at Gembloux. The latter school was established on a farm of 160 acres near Gembloux, in 1862, has a staff of 8 regular professors, and costs the state annually about \$17,000. The course includes agriculture, technology, horticulture, botany, chemistry, geology, zoölogy, geometry, surveying, levelling, mechanics, the economy of forests, rural law, rural architecture, and veterinary science.

The Netherlands.—In The Netherlands there is a state agricultural school at Wageningen and a private agricultural school at Groningen. The course of study in the state school embraces the modern languages, political economy, surveying, levelling, mensuration, mechanical science as applied to agriculture, agricultural machines, construction of farm houses, natural sciences in their application to agriculture, agricultural technology, botany, zoölogy, anatomy and physiology of plants and animals, medical treatment of domestic animals, general and special agriculture, arable land, meadow land, vegetable and fruit gardening, the rearing of timber and fruit trees, forestry, the rearing of cattle and bees, the management of dairies, farm book-keeping, and the farming systems in the Dutch colonies.

Denmark has one of the most famous schools of agriculture in Europe. It is styled the Royal Agricultural and Veterinary School and is situated at Copenhagen. It was established as a high school of agriculture in 1856. At present it has the following five sections: (1) Veterinary surgery, with a course of two years and a half; (2) agriculture, with a course of 21 months; (3) land surveying and inspection, with a

course of 21 months; (4) horticulture, with a course of 21 months; and (5) forestry, with a course of two years and nine months.

Besides the Royal Agricultural School at Copenhagen, Denmark has about 100 lower agricultural schools all over the country, called farmers' high schools. At each of these are taught agriculture, botany, chemistry, zoölogy, natural philosophy, arithmetic, book-keeping, grammar, geography, general and Danish literature and history, drawing, and surveying. The course in these schools lasts six months.

France.—There are three kinds of agricultural schools in France, the farm schools (*fermes-écoles*), the departmental schools of agriculture, and the National Agricultural Institute (*Institut National Agronomique*).

The farm schools began as private institutions in 1830 and were not adopted by the state until 1848. Their object is to furnish good examples of tillage to the farmers of the district and to form agriculturists capable of intelligently cultivating the soil and directing farm labor, whether engaged on their own property or that of others as farmers, tenants, or managers.

The farms vary in size from 200 to 2,000 acres and all have gardens, nurseries, and orchards attached. The director is chosen from the best farmers in the department, and besides him there is a staff of a farmer, an overseer of accounts, a nursery gardener, a veterinary surgeon, and sometimes another specialist, as a shepherd, a vineyard manager, a silk grower, &c. The pupils are young men from the country families, and number from 25 to 40 in each school. For entrance these pupils have to be 16 years of age and pass an examination on the subjects of the primary school. The government pays the board of each pupil and allows him 70 francs a year for clothing. The director is obliged to send every year a full account of the school to the government. The following list gives the names and number of pupils of all the farm schools in existence in 1872:

	Name of the farm school.	Year of foundation.	Number of pupils in 1872.	Total number of graduates since foundation of the school.
1	Riffeland.....	1830	35	410
2	Les Trois-Croix.....	1832	32	346
3	La Mantaurone.....	1830	37	359
4	Saint-Michel.....	1843	37	297
5	Saint-Gildas-des-Bois.....	1840	24	282
6	Bain.....	1847	30	224
7	Chauvaignac.....	1847	33	299
8	Kerwaek-Trevaréz.....	1847	34	248
9	Lavallade.....	1847	33	318
10	Chambaudin.....	1848	30	242
11	La Chauvinière.....	1848	24	.....
12	L'Orme-du-Port.....	1848	33	192
13	Berthand.....	1849	24	149
14	Berptas.....	1849	30	211
15	Beyrie.....	1849	27	282
16	Germainville.....	1849	33	244
17	Lahayevaux.....	1849	32	256
18	Lanmoy.....	1849	41	222
19	La Villeneuve.....	1849	36	.....
20	Le Montat.....	1849	34	293
21	Les Plaines.....	1849	33	387

	Name of the farm school.	Year of foundation.	Number of pupils in 1875.	Total number of graduates since foundation of the school.
22	Montceau.....	1849	24	179
23	Monto.....	1849	24	179
24	Nolhac.....	1849	31	200
25	Puillerols.....	1849	40	328
26	Pont-de-Veyle.....	1849	29	329
27	Puilboreau.....	1849	33	214
28	Rayah.....	1849	34	307
29	Toulon.....	1849	24	230
30	Recoulettes.....	1851	21	201
31	Saint-Gautier.....	1851	33	191
32	Saint-Rémy.....	1851	65	682
33	Les Hubandières.....	1852	33	166
34	La Satie.....	1857	38	195
35	Saint-Doust-La-Paoutte.....	1861	36	168
36	La Malgrange.....	1868	25	10
37	Macharre.....	1868	24	.....
38	Saint-Elvi.....	1868	33	11
39	La Chassaque.....	1869	24	.....
40	La Roche.....	1869	36	10
41	Merlieux.....	1869	34	.....
42	Étoyes.....	1870	30	.....
43	Les Grand Rests.....	1870	28	.....

Of the three departmental schools of agriculture that of Grignon is the most prominent. It was established in 1827 by an agricultural society to which Charles X ceded 1,200 acres of the public lands for that purpose. From that time until 1848 the school received a grant to the extent of \$5,000 a year. The staff is composed of six regular professors and a number of assistants. The school is divided into four departments: (1) mathematical sciences, (2) physical and natural sciences, (3) technological sciences, and (4) agricultural sciences. The National Agricultural Institute (Institut National Agronomique), formerly situated at Versailles, was transferred to Paris in 1876. In 1877 it had 17 professors and 96 students. The course of instruction lasts two years and comprises the following subjects: general and practical agriculture, agricultural technology, comparative agriculture, rural economy, sylviculture, zootechnics, horticulture, arboriculture, viniculture, chemistry in all its branches, botany, zoology, geology, physics, meteorology, mechanics, rural constructions, administrative law, and rural legislation.

Finland has an institute of agriculture, established at Mustiala in 1837, and nine agricultural schools of lower grades, established at different periods since 1858. The institute is divided into two departments, one scientific, requiring a thorough common education of students entering, and the other giving the elements of the agricultural sciences in the most popular and practical form. Each course occupies two years. The scientific course is exclusively attended by persons of educated families, many of them having been students at the university before entering the institute, and the popular one mostly by sons or servants of peasants or farmers.

Finland has also several schools for butter and cheese making, some of which are connected with the agricultural schools. In each of the eight counties there is a plough instructor, who goes around and spends some time with farmers who wish his

instruction in adopting new methods in the cultivation of their fields and the breeding of cattle.

Portugal.—By decree of 1852 instruction in agriculture is divided into elementary and higher. For elementary instruction, district gardens were established in 1852, and in 1869 a decree was issued establishing experimental stations in the districts and elementary courses on agriculture in the lyceums (secondary schools). For higher instruction in agriculture, there is the general institute of agriculture, established in 1852 and incorporated in 1855 with the school of veterinary surgery. In some districts elementary stations and courses on agriculture are established, which are open to all who desire to acquire a general knowledge of agriculture.

Germany has at present over 150 schools of agriculture, horticulture, arboriculture, viniculture, and meadow culture. Each of these schools has farms, gardens, &c., attached. Prussia alone had, in 1876, 6 higher agricultural academies, with 44 professors and 320 students; 46 agricultural schools, with 277 teachers and 1,409 students; 29 schools of arboriculture and viniculture, with 71 teachers and 313 students, and 6 schools of forestry having an agricultural department attached, with 27 teachers and 237 students. One of the most prominent agricultural schools in Germany is the agricultural college at Hohenheim, in Württemberg. This school was opened in 1818. It has at present the following divisions: (1) higher school of agriculture, (2) lower school of agriculture, and (3) school of horticulture.

The higher school of agriculture has 15 regular professors and several assistant professors. The course of this division extends over two years and comprises the following subjects: General agriculture, plant culture, grape, hop, and tobacco culture, vegetable culture, sheep breeding, silk and bee culture, meadow culture, fruit culture, horse breeding, breeding of small animals and poultry, book-keeping, political and rural economy, taxation, rural law, literature, arithmetic, algebra, trigonometry, mechanics and physics, geometry, chemistry, botany, zoölogy, veterinary practice, animal anatomy, farm architecture, drawing, forest botany, growing woodlands, forest taxation, encyclopædia of forestry, technology of forestry, forest laws, and practical forestry.

In Württemberg great stress is laid on the *Agriculturfortbildungsschulen* (agricultural improvement schools), which are open every winter in the rural districts. Their number is 851, and the number of farmers who attend the courses is 17,844. Agriculture has been greatly improved in Germany since the foundation of so called *Agriculturversuchsstationen* (agricultural experiment stations). The first station was established in 1852 in Möckern, Saxony. In 1877 their number was 55.

The following table gives the names of the stations, the years of their establishment, &c.:

	Name.	Year of foundation.	Principal subjects of agricultural research.
1	Cöthen, Anhalt	1864	Physiology of animals and plants.
2	Carlsruhe, Baden	1859	Vine culture and wine.
3	Carlsruhe, Baden	1872	Seeds.
4	Munich, Bavaria	1857	Manures and foods, and physiology of animals and plants.
5	Munich, Bavaria	1866	Breeding.
6	Munich, Bavaria	1875	Cropping.
7	Augsburg, Bavaria	1865	Seeds and manures.
8	Weihenstephan, Bavaria	1877	Dairying.
9	Triesdorf, Bavaria	1874	General agriculture.
10	Bayreuth, Bavaria	1867	Manures, foods, and seeds.
11	Speier, Bavaria	1877	Wine and vineyard plants.
12	Würzburg, Bavaria	1877	Manures and vineyard plants.

	Name.	Year of foundation.	Principal subjects of agricultural research
13	Bremen.....	1874	Reclamation of waste lands.
14	Brunswick.....	1862	Chemical technology.
15	Rufach, Alsace-Lorraine.....	1874	Physiology of plants and wine products.
16	Eichsfeld, Saxe-Meiningen.....	1872	Manures.
17	Darmstadt.....	1871	Manures.
18	Rostock, Mecklenburg.....	1875	Physiology of plants and cropping.
19	Raden.....	.....	Not reported.
20	Oldenburg.....	1871	The soil.
21	Jena, Saxe-Weimar.....	1861	Agriculture, chemistry, and physiology of plants and animals.
22	Zwätzen, Saxe-Weimar.....	.....	Not reported.
23	Leipzig, Saxony.....	.....	Not reported.
24	Debelar, Saxony.....	1872	Soils.
25	Tharand, Saxony.....	1869	Physiology of plants.
26	Dresden, Saxony.....	1862	Physiology of plants.
27	Pomnitz, Saxony.....	1854	General agriculture.
28	Möckern, Saxony.....	1852	Feeding of cattle.
29	Hohenheim, Württemberg.....	1865	Feeding of cattle.
30	Poppelsdorf, Prussia.....	1868	Chemistry, and physiology of plants.
31	Poppelsdorf, Prussia.....	.....	Not reported.
32	Bonn, Prussia.....	1855	General agriculture.
33	Geisenheim, Prussia.....	1872	Vine culture.
34	Weisbaden, Prussia.....	1868	Wine.
35	Marburg, Prussia.....	1877	Seeds.
36	Attenorchen, Prussia.....	1857	Soils, climate, and physiology of plants.
37	Münster, Prussia.....	1879	Seeds, manures, foods.
38	Kiel, Prussia.....	1874	Seeds.
39	Bremervörde, Prussia.....	1876	Not reported.
40	Hildesheim, Prussia.....	1870	Beet-root sugar manufacturing.
41	Göttingen, Prussia.....	1857	Feeding of animals.
42	Göttingen, Prussia.....	1876	Seeds.
43	Halle, Prussia.....	1862	Pathology of plants.
44	Halle, Prussia.....	1855	Cropping, manures, feeding, and feeding stuff.
45	Breslau, Prussia.....	1875	Seeds.
46	Breslau, Prussia.....	1877	Not reported.
47	Peaskau, Prussia.....	1872	Pathology of fruit trees.
48	Peaskau, Prussia.....	1869	Feeding and physiology of animals.
49	Zabikowo, Prussia.....	1872	General agriculture.
50	Regenwalde, Prussia.....	1863	Soils and physiology of plants.
51	Berlin, Prussia.....	1874	Distillery.
52	Dahme, Prussia.....	1856	Physiology of plants; seeds; manures.
53	Dantzic, Prussia.....	1876	Seeds.
54	Königsberg, Prussia.....	1875	Technology of plants.
55	Insterburg, Prussia.....	1858	Chemico-technological subjects.

Great Britain: (1) England.—In England the Royal Agricultural College was established at Cirencester in the county of Gloucester in 1849. Agricultural education in England is left to private enterprise, and the name “Royal College” does not imply supervision or assistance by the state. The college is situated on Lord Bathurst’s farms near the town of Cirencester. The college building contains class rooms, library, museum, laboratories, lecture room, chapel, dining hall, dormitories, and apartments for resident professors. Students are admitted at the age of 18 on pass-

ing an examination on the ordinary English subjects. The curriculum includes chemistry (inorganic, organic, practical, agricultural, and analytical), botany (structural, physiological, systematic, and economic), natural philosophy, mensuration, mechanics, surveying, book-keeping, geology, physical geography, veterinary surgery and practice. Some of the students perform practical work under the farmer, but the majority only look on. The fees for tuition and board are £125 per annum; for tuition alone for day scholars, £50 a year. The staff is composed of a principal, a professor of agriculture, a professor of chemistry, a professor of natural history, a professor of mathematics and surveying, a professor of veterinary surgery, an assistant chemist, and one or two masters and tutors. The patron is the Prince of Wales, and the institution is controlled by a board of management of twelve members, of which the Duke of Marlborough at present is president. The number of resident students is about 75.

(2) *Scotland*.—In Scotland agricultural education has been taken charge of by the Highland and Agricultural Society, which by a supplementary charter granted in 1856 was empowered to grant diplomas. The subjects of examination are the science and practice of agriculture, botany, chemistry, natural history, veterinary science, field engineering, and book-keeping. There are three examinations, known as the second class certificate examination, the first class certificate examination, and the diploma examination. In 1876 there was established the North of Scotland School of Chemistry and Agriculture, at Aberdeen. The curriculum is much the same as the standard laid down by the Highland and Agricultural Society. The number of students is about 120. The tuition fee is £1 a session.

(3) *Ireland*.—Ireland is the only part of the United Kingdom that has a regular system of agricultural education. In that system there are four steps. In the first place, all the national (elementary) schools are obliged to use an agricultural text book. In the second place, there are 115 of the national schools that are selected as schools which have not only a teacher but a farmer and a small farm attached, and form national agricultural farm schools. In the third place, there are 16 national model agricultural schools with model farms attached. And in the fourth place, there is the Albert Institute at Glasnevin, which is in reality the national agricultural college of Ireland. The second and third classes of schools receive assistance from the state; the Albert Institute is supported by the state. This institute has a farm of 180 acres. To be admitted the candidate must be 17 years old, be familiar with the common English branches, Euclid, and book-keeping. The course, which extends over two years, comprises agriculture, horticulture, botany, vegetable physiology, chemistry, geology, animal anatomy, physiology and pathology, arithmetic, book-keeping, land surveying, levelling, drawing, English grammar and composition.

Italy has a high school of agriculture and veterinary surgery at Turin, another at Naples, and an agricultural college at Milan. The latter was founded in 1870. The annual government grant to this school amounts to about \$6,000. The Milan college comprises (1) a course for regular students of agriculture, (2) a normal course for the training of teachers of agriculture, (3) special courses for those who conduct great agricultural enterprises (such as drainage), which in Italy are carried on by the provinces, and (4) an experiment station.

Sweden.—In Sweden the system of agricultural education is administered under the control of the Royal Agricultural Academy of Stockholm, which is not, as its name would suggest, a teaching institution, but rather a government bureau, having under its control the 27 agricultural schools, the two agricultural colleges, the Stockholm experimental farm, the model and experimental dairies, and the agricultural societies. In the 27 agricultural schools farming is taught practically as well as theoretically, each one having a farm attached. The two agricultural colleges are situated, the one at Ultana, in the north, the other at Altnarp, in the south. In 1876 the government grant to all the agricultural schools was \$47,000.

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TABLE XI.—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 1879, inclusive, with the number of professors and number of students :

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	80	94	104	110	113	123	124	124	125	133
Number of instructors	339	369	435	573	579	615	580	564	577	600
Number of students	3,254	3,204	3,351	3,838	4,356	5,234	4,268	3,965	4,320	4,738

Statistical summary of schools of theology.

Denomination.	Number of schools.	Number of professors.	Number of students.
Baptist	18	84	911
Roman Catholic	17	108	950
Protestant Episcopal	16	64	272
Presbyterian	15	75	665
Lutheran	14	45	401
Methodist Episcopal	13	48	445
Congregational	11	70	378
Christian	5	9	97
Unsectarian	3	18	133
Cumberland Presbyterian	3	13	120
Universalist	2	11	59
Methodist Episcopal (South)	2	8	68
Free Will Baptist	2	7	44
Reformed	2	5	32
United Presbyterian	2	5	30
Moravian	2	5	30
New Church	2	4	4
African Methodist Episcopal	1	7	16
Unitarian	1	6	20
Reformed (Dutch)	1	5	33
United Brethren	1	3	30
Total	133	600	4,738

It will be noted that these institutions have been increased since 1878 by 8, their instructors by 23, and the students in attendance by 418. The Baptists have the largest number of these schools; the Roman Catholics, the next highest number of schools and the largest number of professors, while their students outnumber those of any other denomination by 39.

Twenty-one different denominations report schools of theology under their direction.

TABLE XI.—*Summary of statistics of schools of theology.*

States.				Students.				Libraries.		Property, income, &c.		
	Number of schools.	Corps of instruction.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1879.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama.....	2	3	.....	14	.....	3	.....	1,200	50	\$13,000	.....	.....
California.....	2	13	2	12	.....	2	5	8,120	113	122,000	.....	.....
Connecticut.....	3	27	9	129	10	109	40	30,000	5,000	415,000	\$301,430	\$24,785
Georgia.....	2	4	.....	126	.....	.....	.....	600	.....	10,000	.....	.....
Illinois.....	15	54	19	498	6	114	80	46,862	607	477,000	514,629	42,024
Indiana.....	4	5	.....	61	.....	.....	13	5,000	.....	.....	.....	.....
Iowa.....	4	14	4	104	5	.....	1	1,400	50	13,862	53,500	12,822
Kansas.....	1	2	0	4	.....	.....	.....	3,578	.....	20,000	.....	.....
Kentucky.....	4	12	4	170	3	37	20	16,800	200	24,000	160,000	10,000
Louisiana.....	3	3	.....	37	.....	.....	.....	300	.....	.....	.....	.....
Maine.....	2	9	5	54	.....	25	19	23,537	250	75,000	150,000	6,000
Maryland.....	4	31	.....	255	4	.....	6	57,000	4,000	72,000	500	30
Massachusetts.....	7	49	19	292	7	192	65	66,150	1,756	626,835	1,225,999	77,879
Michigan.....	1	3	1	26	.....	4	2	5,000	200	.....	20,000	1,800
Minnesota.....	3	9	.....	42	1	.....	4	1,000	.....	25,000	.....	.....
Mississippi.....	2	5	.....	33	1	.....	2	2,000	100	65,000	.....	.....
Missouri.....	3	13	.....	145	.....	.....	28	9,650	70	60,000	40,000	.....
Nebraska.....	2	4	1	7	.....	.....	.....	.....	.....	10,000	5,000	500
New Jersey.....	4	28	16	251	10	141	65	79,073	3,018	964,500	1,357,000	79,221
New York.....	13	65	23	516	36	325	113	99,176	4,258	1,055,000	1,804,028	114,345
North Carolina.....	4	12	.....	91	.....	3	.....	3,400	200	63,000	.....	.....
Ohio.....	15	61	13	348	31	77	66	52,200	325	1,016,867	303,180	34,891
Pennsylvania.....	14	79	20	566	20	200	83	96,184	452	535,378	1,260,982	76,953
South Carolina.....	2	6	.....	57	.....	25	14	22,295	1,372	30,000	.....	5,100
Tennessee.....	7	27	6	179	1	14	23	13,340	200	215,000	220,000	15,500
Texas.....	2	9	.....	23	.....	.....	.....	.....	.....	.....	.....	.....
Virginia.....	4	22	9	187	.....	66	30	24,400	555	90,000	262,000	17,900
Wisconsin.....	2	18	1	216	26	3	25	7,000	40	100,000	35,000	1,500
District of Columbia.....	2	13	.....	134	.....	5	4	7,000	.....	40,000	.....	.....
Total.....	133	600	152	4,577	161	1,342	711	682,265	22,816	6,138,442	7,713,248	521,250

The above summary presents these institutions by States, with a number of additional important items. Excluding resident graduates there are in the 133 institutions 4,577 students in attendance; of these, 1,342 had received the degree of A. B. There were graduated at the commencement of 1879, 711. The number of volumes reported in all their libraries is 682,265. In New York, where the number of volumes is the largest, there are over 99,000; in Pennsylvania, where there is the next largest number, there are over 96,000; New Jersey, the third State in order, has over 79,000; the fourth, Massachusetts, over 66,000; the fifth, Maryland, 57,000; the sixth, Ohio,

over 52,000; and the seventh, Illinois, over 46,000. During the year there were added to these libraries 22,816 volumes.

A considerable number of these institutions do not report their financial items, but those reporting give for the value of their buildings and grounds \$6,138,442, and the amount of their productive funds \$7,713,248, the income from these funds being \$521,250. It will be seen that the total amount permanently invested in the institutions reporting is the large sum of \$13,851,690. Any one making a comparative study of civilization will be impressed with the significance of these figures in a country where church and state are entirely separated, and where the church is permitted by fundamental law to exercise no influence over the state save that exerted by its precepts upon the conduct of individual citizens or officers, and where the state has no jurisdiction over religion and simply guarantees the liberty of the individual conscience. Here, indeed, are indicated great numbers and diversities of religious beliefs; but it may be fitly asked, Do distinctively religious institutions anywhere else show greater prosperity or exert greater influence upon the body politic?

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 1879, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	28	30	37	37	38	43	42	43	50	49
Number of instructors	99	129	151	158	181	224	218	175	196	224
Number of students	1,653	1,722	1,976	2,174	2,585	2,677	2,664	2,811	3,012	3,019

It will be observed that 1 school reported in 1878 was closed in 1879, while the number of instructors was increased by 28 and the number of students by 7.

TABLE XII.—Summary of statistics of schools of law.

States.	Number of schools.	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 1879.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	2	6	18	7
California	1	8	159	33	.....	.....	.....	\$100,000	\$7,000	.....
Connecticut	1	16	68	34	27	8,200	300	10,000	600	.....
Georgia	2	8	10	4	10	600	.....	.....	.....	\$420
Illinois	3	15	141	24	50	.....	.....	.....	.....	5,814
Indiana	1	3	.....	.....	.....	.....	.....	.....	.....	.....
Iowa	2	12	153	18	119	2,460	256	.....	.....	5,541
Kansas	1	1	13	.....	.....	.....	.....	.....	.....	.....
Kentucky	3	10	61	17	36	2,590	25	.....	.....	3,120
Louisiana	2	8	64	.....	5	26,000	.....	\$10,000	.....	3,000
Maryland	1	4	60	.....	33	.....	.....	.....	.....	5,000
Massachusetts	2	20	314	184	58	17,500	.....	53,689	5,880	20,925

TABLE XII.—*Summary of statistics of schools of law—Continued.*

States.	Number of schools. 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 1879.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Michigan.....	1	6	395	.....	190	6,000	.....	.....	.....	.....	.....
Mississippi.....	2	7	27	3	13	1,000	15	.....	.....	.....	\$650
Missouri.....	2	13	105	27	39	4,022	144	.....	.....	.....	5,960
New York.....	4	22	546	285	254	12,205	1,833	\$20,000	.....	.....	54,271
North Carolina.....	3	5	21	.....	.....	100	.....	.....	.....	.....	.....
Ohio.....	2	7	127	.....	74	1,723	312	.....	.....	.....	6,604
Pennsylvania.....	3	8	165	.....	39	.....	.....	.....	.....	.....	9,000
Tennessee.....	2	6	60	4	39	500	.....	20,000	.....	.....	3,800
Texas.....	1	3	9	.....	2	.....	.....	.....	.....	.....	.....
Virginia.....	3	12	170	.....	50	3,800	.....	.....	.....	.....	10,665
Wisconsin.....	1	8	56	15	25	1,200	150	.....	.....	.....	.....
District of Columbia.	4	16	277	21	93	300	.....	20,000	.....	.....	4,582
Total.....	49	224	3,019	669	1,163	88,200	3,085	70,000	\$163,689	\$13,480	139,352

The deficiency of these schools in libraries and in funds, either invested in buildings and grounds or in a productive form for the support of instruction, is apparent from the above figures. It is surprising that a profession which requires such thorough preparation and which has in it so large a number of men of wealth, and one which occupies so large a place in the public affairs of the country, has done so little to endow its schools in the most substantial manner.

Legal education.—A desire to advance the standard of legal education has recently become manifest in many directions. At the meeting of the American Bar Association in 1879 a resolution was presented to the effect that State and local bar associations be requested to recommend and further in law schools a general course of instruction, to be duly divided for the ordinary purposes of the studies and exercises of the first, second, and third years, and to include at least the following studies: Moral and political philosophy; the elementary and constitutional principles of the municipal law generally; the origin and progress of the common law; the law of real rights and real remedies; the law of personal rights and personal remedies; the law of equity; the *lex mercatoria*; the law of crimes and their punishment; the law of nations; the maritime and admiralty, the civil and Roman law; the Constitution and laws of the United States and the jurisdiction of its courts; comparative jurisprudence and the constitution and laws of the several States; political economy. Many law schools, awake to the need of thorough legal training, are endeavoring to increase the requirements for admission and to elevate and extend the course of study. The advances which have been made during the last decade in the Harvard Law School are stated and commented upon by President Eliot, as follows:

Between the year 1869-'70 and the year 1879-'80 the following changes have been wrought in this school: (1) Examinations for the degree have been instituted; (2) the period of study for the degree has been lengthened from eighteen months to three years; (3) the tuition fee has been raised from \$100 to \$150; (4) an examination for admission has been established. These measures are all restrictive, and it is obvious that the standard of the school must have been greatly raised. In the mean time the

number of professors has been permanently increased from three to four (at one time five), a librarian has been added to the staff of the school, and \$34,062.99 have been spent for the increase of the library.

It certainly is gratifying to those interested in the promotion of education in all its forms, to see that the members of the legal profession, especially those who are in charge of schools of law, realize the importance of correct and systematic instruction in the law. The public also should look well to the culture and attainments of those to whom its social, political, and financial interests are so largely intrusted. It needs not many lawyers but good lawyers, possessed of extensive knowledge, discerning minds, and unblemished character, men who are truly great. As it has been said, "Great lawyers cannot be made from procedure alone. They are to be fed on a nobler and more generous diet. Learning, history, philosophy, and ethics must be brought to bear upon them, and they must be taught diligently to 'enquire of the sages, not only to know the law but the reason thereof.'"

Admission to the bar.—The extent and thoroughness of preparatory legal training is determined principally by the requirements for admission to the bar. In order, therefore, more widely to inform the people and to increase the general demand for a better preparation of those who are admitted to practice, it has seemed advisable to present a summary of the conditions which regulate admission to the courts of the several States and Territories and to the courts of the United States. For this purpose inquiries have been made chiefly through the clerks of the supreme courts as to the requirements in their respective States and Territories. Information more or less complete has been obtained from all the States except Louisiana and from the Territories in which there are territorial courts.

The requirement in the States and Territories with respect to age is, with one exception, that the applicant shall have attained his majority. In Alabama, if a person of less age be possessed of sufficient mental maturity and knowledge of the law, he may be licensed to practise.

Many States specify that the applicant must be a resident of the State; but in California, Massachusetts, and Minnesota it is sufficient if he certifies to his intention to become a citizen. In Texas six months' residence is required. Often the applicant must be a resident of the county or judicial district in which he enters his application. This is the rule in Minnesota, New York, Tennessee, and New Mexico. In Georgia the applicant must either be a resident of the circuit in which application is made or else have read law there; in Vermont it is required that he shall have studied during the six months immediately preceding his examination in the office of an attorney practising in the county where application is made. Iowa is the only State that makes special mention of the admission of women, and several States only provide for males.

Good moral character is invariably required, but the methods by which the applicant is expected to prove the same to the court are various. Of the thirty States and Territories which mention that satisfactory evidence or testimonials are required, twelve do not specify the nature of the evidence required or the source from which testimonials must be obtained; seven require that the applicant's certificate of good moral character shall issue from the county court; Minnesota and New Mexico specify that it shall be signed by one or more persons favorably known to the court, and the applicant also subjected to examination. In Kansas, New York, and Wyoming the certificate must come from the attorney with whom the applicant studied, and in New York this must be supplemented by an examination of the student's moral character. In South Carolina a certificate from one practising lawyer suffices; in Oregon the affidavits of two attorneys are necessary. In Maine and Nevada the certificate is given by the examining committee, it being one of their duties to satisfy themselves that the applicant has sustained a reputation for good moral character. In North Carolina the applicant is examined in open court, and in Georgia before a judge of the superior court, as to his character.

The time of study required of the applicant previous to examination is given in the information received from eighteen States and Territories. In Illinois, Kansas, Nebraska, Ohio, Colorado, Idaho, Montana, and Wyoming the time is two years. In South Carolina it is two years or graduation at some law school; in Maryland, two years or graduation from the department of law in the University of the State. In New Hampshire, New York, and the District of Columbia the time is three years. Oregon and Rhode Island deduct one year from the three otherwise required if the applicant has been liberally educated. New Jersey requires four years, one of which is remitted to those who have taken a degree of A. B. or B. S. Vermont nominally requires five years, but the court may reduce the time to two and a half years for those who have received a full collegiate education and to three years and a half for those who have received less than collegiate training. The statute in Massachusetts requiring three years of study has been repealed, and in that State, as is the rule with States not mentioning the time, the duration of the applicant's studies is not an element in the examination. Washington Territory requires only eighteen months' study, but it must all be in the office of some attorney in the Territory. The following peculiar requirement has been adopted by the supreme court of New Hampshire: "Any young man desiring to enter as a student at law in the office of any attorney in the State must make application to the supreme court at either the June or December law terms and obtain its consent." The three years of study begin at the time when the court gives this consent. The period of study is usually to be spent in the office of a practicing attorney or in study under his direction. Several States specify how much time may be spent in a law school. In Illinois, Iowa, Kentucky, Maryland, Mississippi, South Carolina, Tennessee, and the District of Columbia the time may be wholly spent in a law school; and it is to be inferred that this is the case in those States where the question of time does not arise. In South Carolina and the District of Columbia diligent study in any law school is accepted, but in many States the study must needs be in the law department of the State university or in some other specified school. Rhode Island requires at least six months' study in a law office; New York and Wyoming, at least a year. New Jersey allows eighteen months to be spent in a law school.

The scope and extent of the examination are more or less at the option of the examining body. A few States prescribe the subjects on which the applicant must be prepared. In Minnesota the student must pass a creditable examination on "real and personal property, contracts, partnerships, negotiable paper, principal and agent, insurance, executors and administrators, personal rights, domestic relations, wills, equity jurisprudence, pleadings, practice, evidence, and criminal law." While a thorough examination of a candidate in these subjects will reveal the extent and accuracy of his knowledge of the principles of the common and statute law, yet most examinations will introduce other subjects associated with these which are either of general value or of local or personal interest. An illustration of this is found in the subjects of examination prescribed in Nevada, which are as follows:

- (1) The history of this State and the United States,
- (2) the constitutional relations of the State and Federal Governments,
- (3) the jurisdiction of the various courts of this State and the United States,
- (4) the various sources of our municipal law,
- (5) the general principles of the common law relating to property and personal rights and obligations,
- (6) the general grounds of equity jurisdiction and principles of equity jurisprudence,
- (7) rules and principles of pleadings and evidence,
- (8) practice under the civil and criminal codes of Nevada,
- (9) remedies in hypothetical cases, and
- (10) the course and duration of the applicant's studies.

Applicants are usually examined in open court, though a private examination by a committee appointed by the court is provided for in a few States. The reports as to examining boards may be summarized as follows:

In California, Delaware, Florida, Georgia, Illinois, Michigan, Missouri, New Hampshire, New Jersey, North Carolina, Tennessee, Virginia, West Virginia, Dakota, and the District of Columbia the examination is conducted by a judge or by the judges of the court.

In Colorado, Maine, Maryland, Rhode Island, South Carolina, Texas, Vermont, Montana, and Utah the court appoints an examining committee.

In Alabama, Kentucky, Massachusetts, Mississippi, New York, Ohio, Idaho, New Mexico, and Wyoming the examination is either by the court directly or by a committee appointed by the court. In Kansas the applicant is examined by both the judges and a committee of attorneys.

The attorney, upon being admitted, is required to take an oath, which usually binds him to support the Constitutions of the United States and the State, and to faithfully and honestly discharge his duties. In South Carolina there is inserted in the usual oath the following clause: "I recognize the supremacy of the Constitution and laws of the United States over the constitution and laws of any State." Some idea of what is meant by the faithful and honest discharge of an attorney's duties may be inferred from the oath of office required in New Hampshire:

You solemnly swear that you will do no falsehood, nor consent that any be done in the court, and if you know of any, that you will give knowledge thereof to the justices of the court, or some of them, that it may be reformed; that you will not wittingly or willingly promote, sue or procure to be sued, any false or unlawful suit, nor consent to the same; that you shall delay no man for lucre or malice, but shall act in the office of an attorney within the court according to the best of your learning and discretion, and with all good fidelity as well to the court as to your client. So help you God.

Inasmuch as the numerous lower courts in many of the States have the privilege of admitting attorneys, it has not been found practicable to obtain complete statistics as to the number admitted. The replies which have been received in answer to inquiries respecting the admissions in 1878 are as follows: Alabama, 27 in the supreme court; California, 21 by examination, 78 from other jurisdictions; Colorado, about 180 (in 1879); Connecticut, about 300; Illinois, about 300; Indiana, 62 in supreme court, 500 to 700 in other courts; Iowa, estimated at 600; Kansas, 42 in supreme court; Maine, estimated at 68; Maryland, 40 in appellate court; Minnesota, 14 in supreme court, estimated at 100 in all; Mississippi, estimated at 100; Nebraska, estimated at 40 to 50; Nevada, 18; New Hampshire, 16 in supreme court; New Jersey, 93 attorneys and 51 counsellors; North Carolina, 55; Oregon, 37 (in 1879); South Carolina, 46; Wisconsin, 52 in supreme court; Dakota, 13; District of Columbia, 50; New Mexico, 3 (in 1879); Utah, 14—3 by examinations—(in 1879).

The estimates are those of the clerks of the superior courts of the respective States. In New Jersey attorneys must practise at least three years in the courts of that State before they can be admitted as counsellors.

Attorneys are usually received in the courts of States other than those in which they have been practising, upon the presentation of their licenses to practice in a court of similar or higher jurisdiction and proof of good moral character. One or two States require also that the applicant shall have practised for a specified number of years, and in Georgia he must pass an examination on the laws of the State.

It is requisite to the admission of attorneys or counsellors to practice in the Supreme Court of the United States that they shall have been such for three years past in the supreme courts of the States to which they respectively belong and that their private and professional character shall appear to be satisfactory. They are required to take and subscribe the following oath or affirmation:

I, ———, do solemnly swear (or affirm, as the case may be) that I will demean myself as an attorney and counsellor of this court uprightly and according to law, and that I will support the Constitution of the United States.

The rules of admission to practice in the circuit and district courts of the United States are essentially like the rules of the supreme court. The rules adopted by the United States Court of Claims are:

No counsel will be permitted to practise in the court unless he is a man of good moral character and has been admitted or licensed to practise in the Supreme Court of the United States or in the highest court of the District of Columbia or in the highest court of some State or Territory, of which admission he shall furnish evidence satisfactory to the court.

An attorney at law, licensed to practise in the courts of record of any State or Territory may file an affidavit made before a person authorized to administer oaths under the laws of the United States showing when, where, and in what courts he has been admitted, and that he is still entitled to practise therein. Upon such an affidavit the court or the chief justice or one of the judges in vacation will direct an order admitting such attorney to practice as an attorney in this court. But the admission as attorney will not authorize the attorney to appear in open court as counsel till admitted as before provided.

Law in the public schools.—It is not enough that the members of the legal profession have an intimate and familiar knowledge of the law and a correct understanding of its principles; there should be a general acquaintance on the part of all citizens with the laws which affect civil and domestic relations. The form of our Government and the methods by which it is carried on and the public and private duties of citizenship are matters of such vital importance that ignorance of them brings losses to the citizen and danger to the country. If correct ideas of government and law and of personal rights, duties, and obligations are to exist among the people, they must be taught with the other studies of the public schools. Far sighted men, both in our own and foreign countries, are urging this introduction of the elements of law into higher public and secondary schools, and their arguments and opinions cannot fail to appear sound and reasonable to those who give them thoughtful consideration. M. Ed. Mulle, judge of the civil court, department of the Seine, France, in an article on teaching law in advanced primary schools, makes the following statements:

The course of study of the normal schools, or at least of most of them, contains a course of municipal law which has for its object to give the future teacher the essential notions which may enable him to hold the position of town clerk. This course comprises matters relating to preparing vital statistics, electoral registers, communal budgets, &c. Now, it is my intention to show in this article that law should not only be taught to future teachers but to all pupils of the advanced primary schools.

At a time when everybody discusses freely, it is indispensable for young people to receive in school clear, precise, and sure ideas, free from uncertainty and obscurity, with regard to marriage, paternal power, tutelage, property, succession, wills, in a word, to all acts which constitute civil life, and the rules upon which these acts are based. And these ideas can only be imparted by means of teaching law based upon the text of the existing laws.

It would be superfluous to argue at length the practical usefulness of this instruction. Nobody, it is said, is supposed to be ignorant of the law, but in reality nobody knows it except professionals. Of course, necessity and experience give to many persons, and especially to business men, some knowledge of law, but this knowledge is often incomplete and uncertain. Nothing is well known if it is not learned systematically. People who are otherwise well informed are embarrassed by the least incident, and they are compelled to rely at all times on legal advice. Another consequence of the ignorance of law is the fact that the courts have every day to deal with cases based on errors due to insufficient knowledge of the most elementary rules of law. It may be said that ignorance engenders as many lawsuits as bad faith. In a society like ours it would be consistent with public order as well as with the interests of individuals to see that all those who are not exclusively destined for manual labor know the essential principles of law. Moreover, the study of law is, without being difficult, an excellent exercise for the mind. It is wonderfully adapted for the young intellects. It has the great advantage of resting on a solid foundation—the text of the law. It stimulates the attention, because it is a school of logic which incessantly furnishes examples of excellent reasoning. The study of law, at least in its elements, is relatively easy. Laws are no longer clothed in symbolic forms; they are written in books which are often models of simplicity, precision, and clearness.

Justice Strong, of the United States Supreme Court, gave an expression of his views on the place of the law in a course of instruction in a paper read at the annual meeting of the department of superintendence of the National Educational Association, held at Washington, D. C., in February, 1879. The following extract is taken from this paper:

It certainly cannot be difficult to instruct our youth that all government which deserves the name is a combination of three powers sometimes united in one agent, but in this country, by constitutional ordinance, kept separate and independent of

each other; that those powers are the law making, the law interpreting and enforcing, and the law executing; that to each of these are intrusted its own duties and assigned its own sphere, into which no other power can intrude. What those duties are and what is the arrangement which allots them, I would have all schoolboys and school-girls know before they leave the public teacher. I would have explained to them what are the advantages derived from such a division of power, and how, under it, the order and well being of the community are assured.

I would have every youth learn how each legislative branch is constructed, how its members are chosen, and what advantages flow from having two bodies, instead of one, necessary for the enactment of every new law.

I would have him acquire a clear understanding of what is and what is not legislative power, and what limits have been fixed to its exercise. Such knowledge would protect him against many a possible mistake. It is not uncommon for a community to become greatly agitated and ignorantly demand the passage of a law which the legislature has no constitutional power to enact, and which, if enacted, it would be the duty of the courts to declare invalid. Every such attempt is a trial to our institutions to which they should not be subjected, and which they would escape if the voters of the country understood the limitations of the Government under which they live.

I would have a youth in our schools taught the constitution, province, and power of our courts. Thus he would learn to respect the administration of the law, and with that reverence the law more. So I would have him understand the office and duties of the executive, and thus, in view of these several departments of power, be able to form some correct conception of the completeness and value of the government system.

I would have him also observe and study the limitations of power defined in the constitutions, and the declarations of indefeasible rights beyond the reach of government contained in them.

With such knowledge added to correct moral training, he would be prepared for good citizenship, and for the intelligent and useful performance of his duties to the public, and for a wise participation in the government itself. It would make intelligible many things in the practical operations of government that to so many are now mysterious and apparently unreasonable. It would convince of its fitness to secure to all equal justice, domestic tranquillity, liberty, and general welfare. It would deepen and diffuse a more ardent love of country.

TABLE XIII. —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 1879, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Number of institutions	63	82	87	94	99	106	102	106	106	114
Number of instructors.....	588	750	726	1,148	1,121	1,172	1,201	1,278	1,337	1,495
Number of students	6,943	7,045	5,995	8,681	9,095	9,971	10,143	11,225	11,830	13,321

It will be seen that the increase for the year in medical schools is 8, in the number of instructors, 158, and in the number of students in attendance, 1,491.

TABLE XIII.—Summary of statistics of schools of medicine, of dentistry, and of pharmacy.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are college graduates.	Graduates at the commencement of 1879.	Number of volumes.	Increase in the last school year.	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	15	60	.....	18	500	.....	\$170,000	.....	.....	\$2,400
Arkansas	1	15	32	.....	.....	.....	.....	10,000	.....	.....	1,000
California	2	25	105	7	28	.....	.....	60,000	.....	.....	11,535
Connecticut	1	13	32	.....	12	.....	.....	.....	.....	.....	.....
Georgia	4	48	298	8	62	10,000	150	67,000	.....	.....	4,150
Illinois	3	67	691	152	171	.....	.....	131,000	.....	.....	12,000
Indiana	3	39	240	4	90	2,000	.....	17,000	.....	.....	12,587
Iowa	2	22	387	.....	93	300	50	50,000	.....	\$4,250	14,750
Kentucky	4	40	603	.....	226	4,000	.....	62,000	.....	.....	11,928
Louisiana	1	7	193	.....	50	2,000	.....	75,000	\$0	0	14,489
Maine	2	25	111	7	26	4,600	.....	25,000	.....	.....	1,000
Maryland	2	30	468	.....	133	2,000	.....	100,000	20,000	.....	.....
Massachusetts	1	40	251	115	70	2,000	.....	.....	127,320	6,830	55,531
Michigan	2	35	470	16	133	2,500	.....	95,000	.....	.....	20,771
Missouri	5	66	569	2	170	1,350	200	111,000	1,000	100	37,593
New Hampshire	1	11	100	.....	23	1,200	.....	25,000	1,200	72	.....
New York	8	173	1,976	310	598	5,555	.....	283,970	9,000	500	13,858
North Carolina	1	3	7	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	7	93	979	51	200	5,500	150	166,000	.....	.....	13,004
Oregon	1	14	33	.....	9	.....	.....	.....	.....	.....	.....
Pennsylvania	3	66	1,031	82	304	5,000	230	300,000	50,000	3,000	43,466
South Carolina	1	8	71	.....	23	.....	.....	.....	.....	.....	3,400
Tennessee	4	60	485	3	203	1,600	20	64,000	.....	.....	6,350
Texas	1	7	.....	.....	6	.....	.....	.....	.....	.....	.....
Vermont	1	14	140	8	49	.....	.....	.....	.....	.....	10,000
Virginia	2	19	113	16	45	1,000	.....	60,000	.....	.....	5,000
Dist. of Columbia	3	33	158	6	17	.....	.....	1,000	.....	.....	4,250
Total	68	968	9,603	787	2,759	51,105	800	1,872,970	208,520	14,752	299,062
2. Eclectic.											
California	1	11	48	1	.....	.....	.....	20,000	.....	.....	4,000
Illinois	1	13	.....	.....	29	.....	.....	50,000	.....	.....	7,000
Missouri	1	9	.....	.....	35	.....	.....	.....	.....	.....	5,960
New York	2	20	182	26	31	3,020	.....	40,300	.....	.....	1,005
Ohio	1	8	242	.....	74	.....	.....	80,000	.....	.....	.....
Total	6	61	472	27	169	3,020	.....	190,300	.....	.....	17,965
3. Homœopathic.											
Illinois	2	29	360	15	97	.....	.....	50,000	.....	.....	10,000
Iowa	1	6	47	3	3	320	120	10,000	.....	.....	700
Massachusetts	1	33	113	10	35	2,000	.....	125,000	40,000	.....	9,951
Michigan	1	9	70	.....	25	.....	.....	.....	.....	.....	.....

TABLE XIII.—Summary of statistics of schools of medicine, &c.—Continued.

States.	Number of schools.	Students.			Libraries.		Property, income, &c.				
		Corps of instruction.	Present number.	Present students who are college graduates.	Graduates at the commencement of 1879.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
Missouri.....	1	13	54	.....	17	.....	.....	.....	.....	\$3,600
New York.....	3	55	171	.....	73	200	.....	.....	.....	9,994
Ohio.....	2	21	181	24	32	1,000	\$50,000	.....	.....	.....
Pennsylvania.....	1	19	205	28	61	2,000	50,000	.....	.....	14,114
Total.....	12	185	1,201	80	343	5,520	120	294,000	\$40,000	48,359	
II. DENTAL.											
Indiana.....	1	13	6	2	.....	.....	620	.....	.....	640
Maryland.....	1	10	73	11	41	1,000	5,000	.....	.....	.....
Massachusetts.....	2	29	80	.....	22	30	18,000	.....	.....	11,578
Michigan.....	1	6	83	40	15	125	20	12,000	.....	3,000
Missouri.....	2	16	8	.....	7	.....	.....	.....	.....	.....
New York.....	1	24	99	10	19	.....	5,000	.....	.....	6,929
Ohio.....	1	10	70	.....	31	.....	15,000	.....	.....	7,000
Pennsylvania.....	3	70	322	14	118	5,100	6	80,000	1,500	35,194	
Tennessee.....	2	29	24	17	7	.....	3,000	.....	.....	16,000
Total.....	14	207	765	94	260	6,255	26	138,620	1,500	80,341	
III. PHARMACEUTICAL.											
California.....	1	4	63	.....	8	.....	500	.....	.....	1,680
Illinois.....	1	5	60	.....	14	1,200	3,000	.....	.....	2,000
Kentucky.....	1	3	47	0	5	60	32	5,000	0	\$0	1,900
Louisiana.....	1	.....	.....	.....	18	.....	.....	.....	.....	.....
Maryland.....	1	3	60	.....	13	.....	5,000	.....	0	.....
Massachusetts.....	1	4	85	0	92	1,000	400	5,000	3,000	150	3,000
Michigan.....	1	10	80	.....	25	.....	.....	.....	.....	.....
Missouri.....	1	4	94	.....	16	.....	3,500	.....	.....	3,500
New York.....	1	5	273	.....	44	1,044	46	37,000	.....	15,906
Ohio.....	1	3	91	.....	.....	151	23	500	600	3,165
Pennsylvania.....	2	6	379	11	129	3,040	150	76,800	16,000	1,550
Tennessee.....	1	4	12	0	2	.....	.....	.....	.....	.....
Dist. of Columbia..	1	3	26	.....	6	.....	.....	.....	.....	820
Total.....	14	54	1,280	11	372	6,495	656	136,300	19,600	1,700	31,971
TOTALS.											
Medical and surgical:											
Regular.....	63	938	9,603	737	2,759	51,105	800	1,872,970	208,520	14,752	299,062
Eclectic.....	6	61	472	27	169	3,020	190,300	17,965
Homœopathic.....	12	185	1,201	80	343	5,520	120	294,000	40,000	48,359
Dental.....	14	207	765	94	260	6,255	26	138,620	1,500	80,341
Pharmaceutical....	14	54	1,280	11	372	6,495	656	136,300	19,600	1,700	31,971
Grand total..	114	1,495	13,321	999	3,903	72,395	1,602	2,642,190	269,620	16,452	477,698

Any one who recalls the history of medical education will observe that within a brief period there was but a single school of medicine, and that all the public instruction in pharmacy and dentistry was given in the medical school; hence the propriety of including all these institutions in the same table, even although it is not yet possible to give an entirely satisfactory nomenclature. In a cursory view even of these figures, one cannot fail to notice the meagreness of endowments and libraries and the lack of those conditions which give permanence and afford the assurance of high attainment. It is gratifying to be able to observe the progress of efforts to secure better general culture for those who enter this profession and higher attainments in the subjects specially pertaining to their professional duties.

According to the census of 1870 there were, nine years ago, 62,383 physicians and surgeons in the country. The number of graduates reported to this Office since 1873 is as follows: 1873, 2,391; 1874, 2,343; 1875, 2,391; 1876, 2,629; 1877, 2,911; 1878, 3,080; 1879, 3,271; or a total in the 7 years named of 19,016. If to this number we add 2,000 for each of the years 1870, 1871, and 1872, a low estimate, we have 25,000 additions to the profession in ten years. This is much in excess of any proportionate increase in the population of the country and far beyond the loss by death in the profession. When we think of the numbers added without graduation, and even without preparation, the increase becomes appalling. With good reason Professor Alfred Mercer said recently, before the council of Syracuse University:

From the cheapness of American diplomas and from the few enforced legal restrictions on the practice of medicine with or without a diploma or any known qualifications whatever, we have 1 doctor to every 600 inhabitants; while a few miles from here, just over the Canadian border, they have only 1 to 1,200 inhabitants; while in Great Britain there is but 1 to 1,672; France has 1 to 1,814; Germany, 1 to 3,000; Belgium, 1 to 2,048; Austria, 1 to 2,500; Italy, 1 to 3,500; Norway, 1 to 3,480. Thus we have 2 doctors in the United States to 1 in Canada, nearly 3 to 1 in Great Britain, more than 4 to 1 in France, and 5 to 1 in Germany. The just relative proportion of doctors to population has been variously estimated at from fifteen to twenty-five hundred. The present average of the civilized world would probably fall within these limits.

Lewis H. Steiner, M. D., president of the American Academy of Medicine, in his annual address before that body, delivered in New York September 16, 1879, presents the considerations, now much urged, in favor of the preliminary education needed by the medical student. He says:

The preparatory curriculum should comprise in a general way whatever is necessary to secure a scholarly command of the English language. To these studies must be added those that will reveal to him the mechanism of solid, substantial reasoning, together with the methods of forcible and beautiful expression. He must be taught to penetrate the hidden mysteries that constitute the priceless stores of logic and the rich mines of beauty that make up the wealth of rhetoric. The laws of thought, of the science "that deduces ideas or conceptions one from another and constructs them into propositions, arguments, and systems," the rules that govern simplicity and clearness of expression, along with those that imperatively regulate correctness of grammatical construction, these three formed the "Trivium" which the great scholars of the Middle Ages, as well as those of the ancient classic nations of Greece and Rome, considered indispensable to all genuine, reliable learning. No modern progress has freed us from the necessity of following the same routine if we would attain like results. Can either be dispensed with in a profession where the results of accurate observation must needs be connected with their causes by no slight, imaginary thread, but by the most enduring chain, and where the "post hoc" never unerringly implies the "propter hoc?"

He adds:

The study of the languages of Greece and Rome is also needed, not only for the mental discipline they provide, but for the special knowledge they furnish the future student of medicine.

Again he says:

Mathematical studies must also form an essential part of this preparatory course. They develop analytic power and the faculty of concentration of thought which are indispensable to the true student. The peculiar results upon mental training which

mathematical studies furnish are necessary to the physician. He must be able to command himself and all his energies under the most adverse circumstances for cool and deliberate thought, to use the most acute analysis to avoid mistaking an effect for a cause, to put aside in the discussion of a case whatever is accidental while he gives due weight to what is incidental and pathognomic, and finally so to employ the *materia medica* which scientific discovery has furnished him that abnormal actions shall be suppressed and those which are normal restored. And no study will go so far towards the cultivation of the faculty of doing this as mathematics. But its importance does not cease here, since its rules and teachings find direct application in every branch of medical science no less than in the practical and mechanical sciences of the day. Physiology, anatomy, chemistry, and the different specialties that now claim attention from the medical man, all have recourse to mathematics for assistance in securing exact results.

There is another class of studies which also holds a fixed and necessary place in the normal preparatory course of the medical student. I refer to those studies which are specially called scientific, including physics, chemistry, and biology. These exercise a powerful influence in the way of mental discipline, while they furnish at the same time an immense amount of information absolutely essential to the medical student as a portion of the foundation of his medical knowledge and also necessary to the successful practical application and use of the same in his future professional life.

MEDICAL SCHOOLS WITH ADVANCED STANDARDS, 1878-'79 OR 1879-'80.

First class.—Schools that required attendance on a 3 years' graded course of 9 months in each year, with annual examinations on the studies of the year and with fair preliminary examination of all candidates for entrance who did not present a collegiate diploma or other evidence of full literary qualifications.

The schools of this class in 1879 were (1) the medical department of Harvard University, Boston, Mass., which required the graded course, with annual examinations, of all its regular students from 1871, and the preliminary examination in English and Latin from 1877; (2) medical department of Syracuse University, Syracuse, N. Y., which urged the full graded course and its annual examinations from 1872, and required all from 1875; (3) medical department of Boston University, Boston, Mass., which offered all three from its organization in 1873, and required all from 1877, offering also the next year a 4 years' course; (4) medical department of Yale College, New Haven, which offered the graded course from 1872, and required it, with a preliminary examination of high order, from 1879, except in cases where distinguished abilities and high literary culture might enable students to master its essentials in two years.

The medical department of the University of Michigan, Ann Arbor,¹ which has announced preliminary examinations at least from 1850, which in 1877 extended its annual session from 6 months to 9, and fully arranged a 3 years' graded course that had been recommended for two preceding years, comes into this class in 1880, having made this course obligatory from that year.

In connection with this matter honorable mention must be made of the Chicago Medical College, Chicago, Ill., which, organized in 1859 with a view to a progressive course of medical instruction, instituted such a course from the beginning, stood for it courageously through much early opposition, and without actually requiring a 3 years' gradation of studies has so urged it as to secure the completion of it by a large part of its students. If not in this first class, yet it has been a pioneer in the movement which has formed the class.

Second class.—Schools with a required graded course of 3 years, but of less annual duration than 9 months, and in most cases without preliminary examination of candidates for entrance on it.

Arranged in the order of their States, these were in 1879 (1) the medical department of the University of California and (2) the Medical College of the Pacific, both in San Francisco, which in that year simultaneously instituted 3 years' graded courses of 5 months in each year, but did not then examine candidates for matriculation; (3) the Woman's Medical College of the New York Infirmary, New York City, which from at least 1870 presented a 3 years' graded course of 6 months in each year, urged this upon

¹The Homœopathic School of the same university, of more recent date, has the same standards.

its students, made it obligatory from 1875, with a preliminary examination, and from 1877 has made its school year 8 months; (4) New York Homœopathic Medical College, New York City, which from 1872 recommended to its students a graded course of 3 years, with 5 months in each year, and made this obligatory in 1878; (5) the medical department of the University of Pennsylvania, Philadelphia, Pa., in which such a course, to cover 5 months in each year, was instituted in 1877, but without preliminary examination, which is, however, to come in a mild form in 1880; (6, 7, 8) the medical departments of Columbian University,¹ Howard University, and the University of Georgetown, all in Washington, D. C., which all together in 1879 presented 3 years' graded courses of 7 months in the case of the first and of 5 in the other two, those of the Columbian and Georgetown Universities having made this advance in 1878.

Into this second class come in 1880 Detroit Medical College, Detroit, Mich.; St. Louis Medical College, St. Louis, Mo.; Albany Medical College, Albany, N. Y., and the medical department of the University of Wooster, Cleveland, Ohio, all 4 having announced graded courses of this standard as arranged for that year and to be thenceforth required. Bellevue Hospital Medical College, New York City, made a similar announcement, but subsequently receded from its advanced position, and announced that after the session of 1881-'82 it would return to its former course and requirements.

The names presented are believed to embrace all medical schools in the United States entitled to a place in these two classes in the years mentioned. If any have been omitted it must be from the failure of institutions to forward to the Bureau the full information annually sought. In case of such omission full justice will be done in the report for 1880 to whatever schools may present evidence of right to stand in either class.

As evidence of a growing sense of need of the higher standards here referred to, see the resolutions of two important medical conventions noted on page 300 of the abstract following, one regular, the other homœopathic, but both calling for 3 years' courses, with preliminary examination as to qualification for entrance, the homœopathic stating also that the minimum session in each year should be 22 weeks.

INSTRUCTION IN DENTISTRY.

Dental practice in Pennsylvania and New York.—An act regulating the practice of dentistry was passed in Pennsylvania in 1876 making it unlawful for any persons thereafter to engage in dentistry except regularly authorized physicians and surgeons and graduates from reputable and duly authorized institutions where dentistry is taught.

A board of examiners is established. Its members (six) are to be elected by the State Dental Society annually, two each year, for terms of three years. It is the duty of this board to meet at suitable times, occasions, and places to conduct the examination of applicants and grant certificates of ability to practise dentistry to all applicants who undergo a satisfactory examination and receive at least four affirmative votes. The fee is \$30. Violation of this law is punished by a fine not less than \$50 nor more than \$200 and loss of fees.

The law in New York regulating the practice of dentistry is substantially as follows: A dental society may exist in each of the eight judicial districts of the supreme court of the State. This society elects eight delegates, two each year, whose term of office is four years. These delegates form the body of "The Dental Society of the State of New York." Each incorporated dental college of the State, also, may send two delegates annually, who have equal powers with delegates from societies. Permanent active members of the society, not to exceed twenty, may be chosen from among eminent dentists. Persons not entitled to be regular members may be elected honorary members, but cannot vote or hold office. The several district societies appoint not less

¹ Commonly known as the National Medical College.

than three nor more than five censors, to continue in office for one year, whose duty it is carefully and impartially to inquire into the qualifications of all persons who shall present themselves within the districts where they reside for examination, and report their opinion in writing to the president of the society, who thereupon issues a certificate of qualification which is countersigned by the secretary. The fee for this is \$10.

The State Dental Society also elects a board of censors, which has eight members, one from each district society. Two members are elected each year, and they serve for four years. This board meets each year to examine all persons who have received a certificate of qualification and are otherwise legally entitled to examination. When a favorable opinion respecting a candidate is reported in writing to the president of the society, it is his duty to issue to him a diploma conferring the degree of master of dental surgery (M. D. S.), for which the fee is \$20.

Persons who have studied and practised dentistry with one or more accredited dentists for four years are entitled to examination. If the applicant has pursued collegiate studies, the time, not exceeding one year, may be deducted from the four years; also one year may be deducted if he has attended a complete course of lectures at any incorporated dental or medical college in the United States.

Regulation of the practice of dentistry.—A draught for an act regulating the practice of dentistry recently made by eminent dentists in the District of Columbia, among them Dr. J. Curtiss Smithe, indicates the views of the profession on this subject. It provides that it shall be unlawful for any person to practise dentistry unless he shall have received a diploma from a duly authorized dental college or shall have practised five years within the District or shall have received a certificate of qualification from a duly authorized board of examiners. This board shall consist of five dentists of at least five years' practical experience each. A majority of the board shall be required to examine an applicant and to sign a certificate. The members shall receive no compensation for either time or services at such examinations. Each applicant shall pay a fee of \$5, which shall be applied to the payment of the expenses of the board. Any person unlawfully practising dentistry shall be punished by a fine of from \$50 to \$200, or in default of the payment of the fine by imprisonment not less than thirty nor more than ninety days. Physicians and surgeons may extract teeth and prescribe for diseases of the mouth.

Dentistry in England.—The official register of dentists for 1881, just published under the direction of the council of medical education, comprises the names of 5,263 practitioners distributed over the United Kingdom. By the act of 1878 it was rendered unlawful, under a penalty of £20, to assume the title of dentist or to practise this branch of surgical art without first obtaining a diploma from one of the recognized colleges of surgeons.

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Naval and Military Academies for the year 1879.

TABLE XV.—DEGREES.

Table XV of the appendix shows the number and kind of degrees conferred in course and honoris causâ by the universities, colleges, and professional schools in 1879. 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.

The number of degrees of all classes conferred in course was 10,261; honorary, 469. These were distributed as follows: In letters, 3,765 in course, 159 honorary; in science, 928 in course, 5 honorary; in philosophy, 263 in course, 35 honorary; in art, 32 in course, 2 honorary; in theology, 194 in course, 149 honorary; in medicine, 3,587 in course, 13 honorary; in law, 1,204 in course, 106 honorary; besides 288 degrees in course not specified.

The conferring of honorary degrees without due consideration has tended to detract somewhat from the value of American degrees. The fraudulent and disgraceful proceedings connected with the sale of spurious diplomas have had a similar effect. The thorough exposure of this base imposition will do much to vindicate the character of our superior instruction, and the leading universities and colleges are taking efficient measures to restore and preserve the full significance of their honors.

Many colleges now require an examination for the degree of M. A., and the degree of PH. D. has been introduced and is in most instances bestowed on examination only, though it occasionally appears among honoraries.

Harvard University.—In April, 1879, the corporation and overseers adopted an amendment of the university statute concerning degrees to the effect that there shall hereafter be four grades of the degree of bachelor of arts, instead of two, and two grades of the degree of bachelor of laws, instead of one. This change was made at the instance of the college faculty and the law faculty. (See, for particulars, appendix, page 110.)

Harvard University, Bussey Institution.—The degree of bachelor of agricultural science was conferred for the first time at the commencement held in 1879.

University of Virginia.—As the University of Virginia is organized on the plan of distinct schools, the degrees indicate somewhat different attainments from the same as conferred by other institutions. The six academic degrees are those of proficient, graduate in a school, bachelor of letters, bachelor of science, bachelor of arts, and master of arts. The professional degrees are bachelor of law, doctor of medicine, civil engineer, and mining engineer.

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.....	a10,261	469	3,765	159	928	5	263	35	32	2	b194	149	3,587	13	1,204	106
Total in classical and scientific colleges.	c7,082	462	3,192	159	898	5	263	35	14	2	81	149	1,467	6	985	106
Total in colleges for women	d727	.....	573	.....	30	.....	.....	.....	18	.....	.....	.....	.....	.....	.....	.....
Total in professional schools.	2,452	7	.....	.....	.....	.....	.....	.....	.....	.....	b113	.....	2,120	7	219	.....
ALABAMA.....	109	13	71	3	10	..	2	..	1	.....	5	18	..	7	5	.....
Classical and scientific colleges.	44	13	25	3	10	..	2	.....	.....	.....	5	.....	.....	7	5	.....
Colleges for women.....	47	.....	46	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	.....	.....	.....	.....
ARKANSAS.....	10	1	10	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Classical and scientific colleges.	10	1	10	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Colleges for women.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Includes 288 degrees not specified.

b There were also 419 graduates, upon whom in most cases diplomas were conferred.

c Includes 182 degrees not specified.

d Includes 106 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.	
CALIFORNIA	140	3	39	...	21	..	49	..	..	4	3	36	..	..	..
Classical and scientific colleges.	130	3	39	...	21	..	49	..	..	..	3	21	..	..	..
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	19	..	..	..	..	..	..	..	..	4	..	15	..	..	..
COLORADO .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
CONNECTICUT	317	30	212	23	1	..	45	..	..	20	3	16	..	23	4
Classical and scientific colleges.	317	30	212	23	1	..	45	..	..	20	3	16	..	23	4
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
DELAWARE	14	5	12	3	..	..	2	..	..	..	1	..	..	..	1
Classical and scientific colleges.	11	5	9	3	..	..	2	..	..	..	1	..	..	..	1
Colleges for women	3	..	3	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
FLORIDA .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
GEORGIA	217	7	134	3	9	..	4	..	1	..	1	62	..	7	3	
Classical and scientific colleges.	107	7	62	3	9	..	4	..	1	..	1	24	..	7	3	
Colleges for women	72	..	72	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	38	..	..	..	..	..	..	..	..	..	..	38	..	..	..
ILLINOIS	641	24	152	7	85	..	11	2	9	1	13	11	310	1	46	2
Classical and scientific colleges.	291	23	145	7	85	..	11	2	..	1	..	11	36	..	14	2
Colleges for women	31	..	7	..	..	..	..	..	9	..	..	..	..	..	..
Professional schools	319	1	..	..	..	..	..	..	..	..	13	..	274	1	32
INDIANA	238	11	86	3	51	..	11	..	..	..	5	90	2	..	1
Classical and scientific colleges.	214	10	86	3	51	..	11	..	..	..	5	66	1	..	1
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	24	1	..	..	..	..	..	..	..	..	..	24	1	..	..

a Includes 15 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.	
IOWA	397	20	81	10	82	2	16	2	..	1	3	98	..	119	3	
Classical and scientific colleges.	315	20	81	10	78	2	16	2	..	1	3	20	..	119	3	
Colleges for women	4	..	..	..	4	..	..	..	..	..	..	..	..	..	..
Professional schools	78	..	..	..	..	..	..	..	..	..	..	78	..	..	..
KANSAS	33	2	14	..	19	..	..	..	..	..	2	..	..	..	..
Classical and scientific colleges.	28	2	9	..	19	..	..	..	..	..	2	..	..	..	..
Colleges for women	5	..	5	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
KENTUCKY	a420	5	121	3	13	..	..	..	..	..	1	228	..	36	1
Classical and scientific colleges.	a114	5	53	3	13	..	..	..	..	..	1	18	..	8	1
Colleges for women	68	..	68	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	238	..	..	..	..	..	..	..	..	..	..	210	..	28	..
LOUISIANA	99	5	28	1	..	..	..	..	..	..	..	50	..	21	4
Classical and scientific colleges.	88	5	17	1	..	..	..	..	..	..	..	50	..	21	4
Colleges for women	11	..	11	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MAINE	118	9	89	3	29	..	..	1	..	..	3	..	..	..	2
Classical and scientific colleges.	104	9	75	3	29	..	..	1	..	..	3	..	..	..	2
Colleges for women	14	..	14	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MARYLAND	249	5	22	1	1	..	6	..	..	..	3	187	..	33	1
Classical and scientific colleges.	25	5	18	1	1	..	6	..	..	..	3	..	..	..	1
Colleges for women	4	..	4	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	220	..	..	..	..	..	..	..	..	..	..	187	..	33	..
MASSACHUSETTS	b347	26	425	6	61	..	7	..	1	..	32	8	219	2	60	10
Classical and scientific colleges.	b710	26	413	6	61	..	7	..	1	..	16	8	110	2	60	10
Colleges for women	12	..	12
Professional schools	125	16	..	109
MICHIGAN	550	24	81	10	40	1	32	1	5	..	2	6	197	2	193	4
Classical and scientific colleges.	521	23	81	10	40	1	32	1	5	..	2	6	168	1	193	4
Colleges for women
Professional schools	29	1	29	1

a Includes 22 degrees not specified.

b Includes 42 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.
MINNESOTA	a57	...	27	...	18	...									
Classical and scientific colleges.	a48	...	23	...	13	...									
Colleges for women	9	...	4	...	5	...									
Professional schools															
MISSISSIPPI	a63	4	33	...	3	...	2	...		2	...		13	3	
Classical and scientific colleges.	28	4	10	...	3	...	2	...		2	...		13	2	
Colleges for women	a35	...	23	...											
Professional schools															
MISSOURI	b486	23	126	4	45	...	8	1	...	1	236	1	39	16	
Classical and scientific colleges.	c198	22	83	4	39	...	8	1	...	1	6	...	39	16	
Colleges for women	d58	...	43	...	6	...									
Professional schools	230	1								230	1				
NEBRASKA	6	...	6	...											
Classical and scientific colleges.	6	...	6	...											
Colleges for women															
Professional schools															
NEVADA															
Classical and scientific colleges.															
Colleges for women															
Professional schools															
NEW HAMPSHIRE	e114	21	61	11	27	1	...	3	...	2	23	...	...	4
Classical and scientific colleges.	106	21	56	11	27	1	...	3	...	2	23	...	...	4
Colleges for women	e8	...	5	...											
Professional schools															
NEW JERSEY	326	7	268	...	24	...	3	3	...	31	1	...	...	3
Classical and scientific colleges.	269	7	245	...	24	...	3	...		1	...		...	3
Colleges for women	26	...	23	...				3	...						
Professional schools	31	...							31						
NEW YORK	f1,470	52	447	12	146	...	25	9	7	1	9	21	513	...	290
Classical and scientific colleges.	e1,255	52	432	12	146	...	25	9	7	1	4	21	348	...	290

a Includes 12 degrees not specified.
 b Includes 32 degrees not specified.
 c Includes 23 degrees not specified.

d Includes 9 degrees not specified.
 e Includes 3 degrees not specified.
 f Includes 33 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.
NEW YORK—Continued.															
Colleges for women	a45		15												
Professional schools	170									5		165			
NORTH CAROLINA	b84	12	73	4	3		1	1			4				3
Classical and scientific colleges.	56	12	52	4	3		1	1			4				3
Colleges for women	b28		21												
Professional schools															
OHIO	c837	43	280	6	82		11	6		24	20	356	3	74	8
Classical and scientific colleges.	433	41	275	6	70		11	6		15	20	62	1		8
Colleges for women	c27		5		12										
Professional schools	377	2								9		294	2	74	
OREGON	27		8		19										
Classical and scientific colleges.	27		8		19										
Colleges for women															
Professional schools															
PENNSYLVANIA	d984	34	293	18	64		7	3	2	27	10	514	1	39	2
Classical and scientific colleges.	d549	33	282	18	64		7	3			10	120		39	2
Colleges for women	14		11					3							
Professional schools	421	1								27		394	1		
RHODE ISLAND	73	5	70	3			3				1				1
Classical and scientific colleges.	73	5	70	3			3				1				1
Colleges for women															
Professional schools															
SOUTH CAROLINA	76	6	51	6								25			
Classical and scientific colleges.	32	6	32	6											
Colleges for women	19		19												
Professional schools	25											25			
TENNESSEE	531	26	157	7	23		8	2	2	23	6	279	1	39	10
Classical and scientific colleges.	432	26	60	7	23		8	2		23	6	279	1	39	10
Colleges for women	99		97					2							
Professional schools															

a Includes 30 degrees not specified.

b Includes 7 degrees not specified.

c Includes 10 degrees not specified.

d Includes 37 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.
TEXAS	a65	4	52				6				4					
Classical and scientific colleges.	a56	4	43				6				4					
Colleges for women	9		9													
Professional schools																
VERMONT	94	14	42	6	1		2				5	49				3
Classical and scientific colleges.	85	14	33	6	1		2				5	49				3
Colleges for women	9		9													
Professional schools																
VIRGINIA	b230	13	81	1	5						10	45			54	2
Classical and scientific colleges.	c156	13	44	1	2						10	21			54	2
Colleges for women	d50		37		3											
Professional schools	24											24				
WEST VIRGINIA	d56	5	33	4	13						1					
Classical and scientific colleges.	43	5	30	4	13						1					
Colleges for women	d13		3													
Professional schools																
WISCONSIN	133	6	64	1	32	1	4				8	3			25	1
Classical and scientific colleges.	118	6	57	1	32	1	4				3				25	1
Colleges for women	7		7													
Professional schools	8									8						
DISTRICT OF COLUMBIA	e141	4	16		1		1	1			2	36			86	1
Classical and scientific colleges.	e83	4	16		1		1	1			2	30			34	1
Colleges for women																
Professional schools	58											6			52	

a Includes 7 degrees not specified.

b Includes 45 degrees not specified.

c Includes 35 degrees not specified.

d Includes 10 degrees not specified.

e Includes 1 degree not specified.

TABLE XVI.—*Summary of statistics of additional public libraries for 1879.*

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
California.....	1	2,050	.....	.....	.....	\$40	.....	.....
Georgia.....	1	710	710	.....	\$0	700	\$400	\$300
Illinois.....	2	16,800	185	.....	.....	150	150	85
Iowa.....	2	1,071	63	.....	500	.....	25	.....
Kansas.....	2	4,050	160	.....	500	100	100	.....
Kentucky.....	2	2,000	12	.....	.....	.....	.....	.....
Louisiana.....	2	2,050	.....	.....	.....	.....	.....	.....
Maine.....	2	1,531	10	a1,100	.....	50	50	.....
Maryland.....	1	7,081	1,014	.....	3,149	.....	3,149	1,200
Massachusetts.....	4	5,055	1,045	.....	.....	705	660	116
Michigan.....	2	865	552	a1,658	.....	825	30	100
Minnesota.....	1	412	70	.....	.....	.....	.....	.....
Mississippi.....	2	1,038	102	a178	350	175	13	28
Missouri.....	3	3,289	306	a355	.....	197	97	20
Nebraska.....	1	1,000	.....	.....	.....	.....	.....	.....
New Hampshire.....	2	3,341	76	2,360	.....	96	47	.....
New Jersey.....	1	550	.....	150	.....	460	.....	.....
New York.....	5	4,333	1,030	a1,440	.....	612	692	.....
Ohio.....	1	1,200	150	.....	.....	.....	.....	.....
Oregon.....	1	300	.....	.....	.....	.....	.....	.....
Pennsylvania.....	5	20,280	340	a235	.....	150	150	.....
Rhode Island.....	2	1,323	175	1,769	.....	145	65	80
Vermont.....	1	300	.....	.....	15,000	.....	.....	.....
New Mexico.....	1	2,000	264	.....	.....	.....	.....	.....
Utah.....	2	4,150	637	9,247	.....	2,332	1,645	689
Total.....	49	86,779	6,901	18,492	19,499	6,737	7,273	2,568

a Only one library reported this item.

Adding the totals of the preceding summary to those of the statistics of 1878, 1877, of 1876, and of the Special Report on Public Libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported:

Total number of public libraries reported, each having over 300 volumes..	3,842
Total number of volumes.....	12,569,450
Total yearly additions (1,641 libraries reporting).....	469,520
Total yearly use of books (836 libraries reporting).....	9,326,895
Total amount of permanent fund (1,752 libraries reporting).....	\$6,795,996
Total amount of yearly income (949 libraries reporting).....	1,411,063
Total yearly expenditures for books, periodicals, and bindings (875 libraries reporting).	597,004
Total yearly expenditures for salaries and incidental expenses (733 libraries reporting).	748,849

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very

considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 146 libraries embraced in the Commissioner's Reports for 1876, 1877, and 1878, from the dates thereof to the present time.

Many friends of library work have urged that the Office should again make a specialty of gathering the statistics of libraries in the country; but so many other demands press upon it for consideration, and the time for the decennial census with all its authoritative and complete investigations is so near at hand, that I have considered it expedient to defer any comprehensive report of library progress until after we have the benefit of the census investigations.

TABLE XVII.—TRAINING SCHOOLS FOR NURSES.

The establishment of training schools for nurses may be counted as a most wisely directed philanthropic effort; and all who are acquainted with this enterprise, whose purpose is the education of suitable women for onerous and responsible positions as nurses, watch its progress with deepest interest. These schools are doing their work with commendable zeal and thoroughness and many a physician finds in their graduates his most valuable assistants. A summary of their statistics is presented in the accompanying table, and a few facts which indicate the general features of the schools are set forth in the statements following it.

TABLE XVII.—*Summary of statistics of training schools for nurses.*

	Name.	Number of instructors.	Present number of pupils.	Graduates in 1879.	Total number of pupils since organization.	Graduates since organization.
1	Connecticut Training School for Nurses	2	14	.....	116	40
2	Boston City Hospital Training School for Nurses	16	42	17	79	19
3	Boston Training School for Nurses		54	7	216	61
4	Training School for Nurses (New England Hospital)	1	17	6	67	41
5	Missouri School of Midwifery and Diseases of Women and Children.	4	11	24	180	173
6	New York State School for Training Nurses	8	7	5	66	47
7	Charity Hospital Training School		40	28	120	57
8	New York Training School for Nurses	8	64	30	.....	98
9	Training School of New York Hospital	4	26	14	52	14
10	Nurse Training School of the Woman's Hospital	1	17	10	117	46
11	Washington Training School for Nurses	7	6	.....	14	.....
	Total	51	298	141	1,027	596

Admission.—It is recognized in all schools for the training of nurses that the duties of a nurse are such that only those who have peculiar aptness for the work should be encouraged to undertake it. In order to make an estimate of the applicant's fitness it is the custom of several schools to send her a list of questions such that the answers to them will indicate the probability of her becoming an acceptable nurse. Inquiries are usually made with reference to her condition in life, whether married, single, or a widow; her age, nativity, and occupation; physical condition, family relations, previous employment, and references. Sometimes informal inquiries are made which serve the same purpose. The suitable age of applicants is generally placed at from 21 to 35 years. The reason given is that those younger have not ordinarily sufficient mental and physical development and those older do not readily acquire new habits. The sacred trusts and arduous duties which devolve upon the nurse make it necessary that she should have good character and physical strength. The amount of education

required of applicants is not very great, as natural ability and willingness to learn are the chief requisites. Occasionally an examination in common English branches must be passed, but more often pupils are admitted upon the statement that they have acquired a common school education. The various requirements and the limited number of pupils allowed preclude the reception of the majority of applicants. The New York State School makes up a class each year of only six from the large number of applicants. Of thirty-three who applied at Bellevue (New York Training School) in December, 1879, only three were received. At the New England Hospital, in 1878, eighteen out of forty applicants were admitted to probation.

Probation.—The pupils of the nurse training schools are usually admitted upon a month's probation, during which time they receive no compensation for their services beyond board and lodging. A large portion of those thus admitted fail to meet the demands made upon them during this time. Of the eighteen just mentioned as admitted to probation in the New England Hospital Training School, only nine were approved. The trial is very severe upon new comers, who are for the first time compelled to witness surgical operations and other equally painful sights, to bear patiently the whims and complaints of the sick, and to supply the wants of exacting patients. But those who courageously undertake the work and resolve to persevere in it, soon acquire a skilfulness which enables them to do their work acceptably and with comparative ease. Those fulfilling the conditions and expectations of the probationary month are usually required to enter into a written agreement that prevents them from leaving the school before the completion of their course. Otherwise offers of liberal wages and other insufficient causes might withdraw some from their places, to the injury of themselves and the patients upon whom they were attending.

Maintenance.—With one or two exceptions, pupil nurses are maintained at the expense of the school or the hospital to which it is attached during the time of their training. By reference to Table XVII, in the appendix, it will be seen that certain sums are paid in addition to board and lodging. This is not looked upon as a remuneration for services performed, as the instruction and experience are considered a sufficient compensation; but it seems desirable that the pupil should not be dependent on any one outside of the hospital for money to meet her expenses for at least dress and text books. These are not very large, as the greatest simplicity in dress is enjoined and the text books are not numerous. The information in the possession of the Office does not render it possible to state what provisions are made for the board and lodging of pupils in all cases. It is considered extremely desirable that they should have not a mere living place in or near the hospital, but a comfortable and attractive home, furnishing surroundings that rest, revive, and reanimate those who are weary and discouraged from excessive toil and care and giving opportunity for undisturbed sleep in the daytime to night nurses and entire immunity to all from suggestions of the hospital. The Nurses' Home of the Bellevue Hospital provides for all these wants, and it has been said that the noticeable exemption from illness which the nurses of that institution have enjoyed is largely owing to their cheerful and healthy surroundings.

It is but natural at this point to inquire into the sources of income which these schools have. Two make no report or statements that bear upon financial questions; two, which are connected with public hospitals, are supported in the main by city appropriations. The others are supported principally by money received for the services of nurses and from the gifts of friends, the income of funds, and the pay of patients. The Missouri School of Midwifery has fees of \$75 for the entire course and \$10 extra if the pupil be admitted to the dissecting rooms.

Instruction.—The instruction afforded in nurse training schools seems to divide itself into practical, or that received at the bedside of patients; theoretical, or that obtained from text books and lectures; and auxiliary, or that which is useful in nurse training but not specifically a part of it. Practical nursing must be learned at the bedside, and beds of a hospital offer the best opportunities. There the nurse may

observe the treatment given persons suffering under a wide variety of medical and surgical diseases, and acquire a valuable and extensive experience in a short time. Another principal advantage in hospitals is the frequent visits of skilful physicians to give counsel and directions and furnish instruction at a time when it will make a lasting impression on the pupil's mind. The advice and assistance of experienced nurses are not only a present help to the nurse, but also prepare her for future occasions. The constant oversight of both head nurses and physicians stimulates the pupil to form habits of accuracy, fidelity, and attentiveness. Although the practical training is of chief value, yet systematic instruction from carefully written manuals of nursing, and by lectures and talks on subjects pertaining to nursing, is not omitted. The courses of instruction in the various schools are similar, and that of the Connecticut Training School may be taken as a representative of the whole. It includes (1) the dressing of blisters, burns, sores, and wounds; the application of fomentations, poultices, and minor dressings; (2) the application of leeches; (3) the administration of enemias; (4) the use of the catheter; (5) the keeping of temperature records; (6) the best method of applying friction to the body and extremities; (7) the management of helpless patients, moving, changing, giving bath in bed, preventing and dressing bed sores, and managing positions; (8) bandaging, making bandages and rollers; (9) making patients' beds, and removing sheets while the patient is in bed; (10) the keeping of all utensils, sponges, bed, tables, &c., perfectly clean.

The education of pupil nurses in branches collateral to their profession is not extensively attempted. Usually they are instructed in the preparation of delicacies for the sick, attractive articles of diet, and the drinks and stimulants in common use in the sick room. On the subject of medical instruction the secretary of the Connecticut Training School says:

Whilst far from wishing our nurses to be so learned as to think they know as much as the physicians, we are desirous to have them understand the structure of the human body and all its functions; for this purpose they study from text books on physiology, anatomy, and midwifery, reciting to and receiving valuable instruction from the head nurse, who also conducts quarterly examinations in these studies in the presence of ladies of the executive committee.

Success.—The success of training schools for nurses is seen in the thorough preparation they give for the pursuit of a noble calling and in the excellent work done by the pupils and graduates in both hospitals and private residences. A report speaks thus of the benefits which the establishment of the nurse training school brought to the inmates of the Charity Hospital at New York:

The change wrought in the hospital was sudden and radical. The nurses themselves were of a better class than it was thought possible to secure, many of them being ladies of culture and refinement. Abuses which had existed since the foundation of the hospital were at once swept away. The care and sympathy received by the patients promoted their recovery, while the presence among them of the pupils of the school so improved the moral tone of the institution that the cells for punishment were no longer necessary and were removed. The death rate of the hospital has steadily diminished since the introduction of the training school. * * * Other causes have contributed to diminish the mortality, but none so much as the increased efficiency in nursing, due to the careful training of intelligent nurses.

The work done in private families has received similar praise, and there is a constant demand upon the schools for pupils to go out to private nursing. The post graduate success of educated nurses is evident from the continued call for their services in preference to those of any others, and receives further proof from the expressions of those who have observed their work. The organizing of training schools is being agitated in several prominent cities and cannot fail of equally good results with those which have invariably attended them.

TABLE XVIII.—Summary of statistics of institutions for the deaf and dumb.

States.	Number of institutions.		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.	Total.	Male.	Female.		
Alabama	1	4	0	56	40	16	160		2	
Arkansas	1	4	0	78	45	33	150		1	
California	1	6	0	106	67	39	211		2	
Colorado	1	2	1	28	11	17	28		0	
Connecticut	2	18	2	273	168	105	2,232		28	
Georgia	1	5	2	84	50	34	300		4	
Illinois	2	28	2	569	331	238	1,458		15	
Indiana	1	18	3	392	213	179	1,271		.....
Iowa	1	11	6	183	103	80	630		.....
Kansas	1	5	0	108	54	54	236		.....
Kentucky	1	6	1	115	69	46	732		*12	
Louisiana	1	3	0	40	24	16	218		4	
Maine	1	2	0	12	5	7	14		.....
Maryland	3	12	1	138	83	55	237		3	
Massachusetts	2	18	1	170	83	87	336		.....
Michigan	3	17	2	265	145	120	666		.....
Minnesota	1	7	3	104	63	41	235		3	
Mississippi	1	3	1	59	23	36	.....		1
Missouri	2	11	3	284	163	121	743		3	
Nebraska	1	5	0	68	44	24	111		0	
New York	7	75	a10	1,342	730	612	3,926		87	
North Carolina	1	b15	2	c156	c79	c77	.....		8
Ohio	2	27	10	540	310	230	1,805		40	
Oregon	d1	.....	.....	.....	.....	.....	.....		.....
Pennsylvania	3	26	e2	f458	254	192	1,870		12	
Rhode Island	1	4	0	13	7	6	13		0	
South Carolina	1	.....	.....	g36	.....	.....	b162		.....
Tennessee	1	5	0	110	65	45	.....		.....
Texas	1	4	1	68	43	25	163		0	
Virginia	1	8	e1	83	48	35	502		6	
West Virginia	1	4	1	65	40	25	151		0	
Wisconsin	3	15	2	270	161	109	663		.....
District of Columbia	2	11	2	118	111	7	389		31	
Total	53	379	59	h6,391	3,632	2,711	19,612		262	

*Report of the Commissioner of Education for 1878.

a One is a deaf-mute.

b Including the department for the blind.

c For two years.

d Temporarily closed.

e Also 2 deaf-mutes.

f Sex of 12 not reported.

g Sex not reported.

h Sex of 48 not reported.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb*—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama.....	500	.....	a\$75,000	a\$15,000	.....	a\$13,500
Arkansas.....	75	0	30,000	64,000	\$0	16,137
California.....	300	.....	a264,943	a36,000	1,500	a37,408
Colorado.....	70	25	15,000	12,000	0	7,000
Connecticut.....	2,500	40	256,000	40,101	4,350	52,902
Georgia.....	1,000	.....	30,000	15,000	.....	14,500
Illinois.....	3,800	400	300,000	92,000	.....	77,000
Indiana.....	3,003	.....	457,510	58,000	0	55,855
Iowa.....	650	80	150,000	28,000	.....	28,000
Kansas.....	75	.....	47,027	17,150	0	17,100
Kentucky.....	700	0	100,000	18,127	300	22,900
Louisiana.....	300	0	225,000	15,000	0	8,000
Maine.....	0	0	.....	1,225	480	1,500
Maryland.....	4,400	.....	335,700	34,700	150	36,732
Massachusetts.....	720	.....	100,000	15,462	3,600	23,692
Michigan.....	4,700	.....	a417,000	a44,046	c400	a48,575
Minnesota.....	900	25	175,000	24,000	0	22,898
Mississippi.....	200	25	58,000	9,500	0	9,000
Missouri.....	510	35	118,351	45,725	125	35,443
Nebraska.....	400	50	38,000	19,600	0	.....
New York.....	5,225	647	754,406	172,947	74,818	353,346
North Carolina.....	a600	.....	a75,000	a42,000	0	a40,000
Ohio.....	3,000	100	500,000	93,400	.....	75,469
Oregon.....	.....	.....	.....	.....	.....	.....
Pennsylvania.....	5,050	.....	500,000	57,649	435	98,476
Rhode Island.....	250	.....	.....	.....	.....	.....
South Carolina.....	.....	.....	.....	a6,800	a706	a6,841
Tennessee.....	175	25	125,000	25,000	.....	25,100
Texas.....	400	100	40,000	14,720	.....	14,720
Virginia.....	1,300	.....	a185,000	a30,000	0	a36,851
West Virginia.....	400	60	a75,000	a25,000	0	a24,775
Wisconsin.....	1,000	.....	92,000	30,300	.....	29,000
District of Columbia.....	2,300	150	650,000	d56,000	861	59,814
Total.....	44,503	1,762	6,188,937	1,098,452	87,725	1,292,534

a Including the department for the blind.

c Also, \$4,128 from shops.

b For salaries; \$125 per capita for support.

d Congressional appropriation.

The education of deaf-mutes has made remarkable progress in the United States, whether the number of institutions be considered or the funds and appliances at their command. In the forty-eight years between the founding of the American Asylum for the Education and Instruction of the Deaf and Dumb, Hartford, Conn., and the date of the establishment of the National Deaf-Mute College, Washington, D. C., 26 institutions were opened; in the fifteen years following its establishment the number has been increased to 53. As will be seen from the statistical summary, these report, for 1879, 379 instructors and 6,371 pupils. The value of grounds, buildings, and appa-

ratus, as reported for 49 institutions, is \$6,188,937, the amount of State appropriations for the year to 51 institutions is \$1,098,452, and expenditures during the year for 50 institutions are \$1,292,534.

All the States recognize the same obligation with reference to the education of their deaf and dumb as of their speaking and hearing youth; thirty report institutions either supported entirely by the respective States or receiving annual appropriations. Those States which maintain no such institution within their borders make provision for the education of their deaf-mutes in the schools of neighboring States. In each of the following cities there is a public day school for deaf-mutes, viz: Chicago, Ill.; Portland, Me.; Boston, Mass.; St. Louis, Mo.; Cincinnati, Ohio; Erie, Pa.; and Providence, R. I.

The National Deaf-Mute College at Washington completes the public provision for deaf-mute instruction. The course of study is the same as in the best American colleges, with such modifications as are necessitated by the peculiar wants of the deaf and dumb. The amount of Latin and Greek required is considerably less than in other colleges, and time is thus gained for French and German, which are regular studies of the course. The degree of bachelor of arts is conferred upon students who sustain the examination on the full course of four years.

In the National Deaf-Mute College, visible speech—articulation and lip reading—is used with all pupils who seem likely to benefit by the training, and in nearly all the institutions classes are formed and teachers employed for instruction by this method. A few institutions employ this method exclusively, namely, the Horace Mann School, Boston, Mass., the Institution for the Improved Instruction of the Deaf and Dumb, New York City, and the Wisconsin Phonological Institute, Milwaukee, Wis.

In his report of 1879, President Gallaudet, of the National Deaf-Mute College, says:

In our tenth annual report were presented the conclusions of the president of the institution, formed after a careful examination of between forty and fifty institutions in Europe. Among these conclusions the opinion was expressed that not more than 30 per cent. of the whole number of deaf-mutes could be expected to attain sufficient proficiency in speech to justify the time and expense necessarily involved in their instruction. * * * No results have [since] been attained which modify the conclusions of twelve years ago with regard to the percentage of deaf-mutes that may be expected to succeed in articulation.

This seems a fair expression of the present conviction of the majority of our teachers; nevertheless the interest in the method by articulation and lip reading increases, and the results of all experiments in its application are carefully studied and widely discussed.

Mr. H. F. Sanborn, president of the corporation of the Clarke Institution, says in its twelfth annual report:

It is often thought, and sometimes said, that our mode of instruction is a costly luxury, well enough for the rich and the intelligent, but not so well adapted to the poor or dull children. We find on the contrary that just as it is the poor who need it most, so they profit most by it. * * * The annual report of the principal * * * gives much interesting information concerning the graduates of past years who have kept up a correspondence with their former instructors. Portions of this correspondence show that articulation, as taught by our methods, is not only very useful in imparting instruction, but practically available in carrying on the business of life after the pupils have left school and entered upon their duties at home or in some outside employment.

He adds with candor:

The number of former pupils [who are all thus making daily use of articulation and lip reading in their communication with those about them] is not yet very large, but it is sufficient to indicate what may be expected in the future. The English Training College for Teachers by the articulation method (referred to in my report for 1877) was opened June 1, 1878, at Castle Bar Hill, in the suburbs of London. B. St. John Ackers, esq., has been chiefly instrumental in accomplishing this result.

The advantage of beginning deaf-mute instruction at as early an age as five years has been so fully proved by the results in the Horace Mann and Clarke schools that it

will undoubtedly become the practice wherever suitable arrangements can be made. Parents are also urged to see that systematic home or Kindergarten instruction is commenced at a still earlier age.

The question of the coeducation of semi-mutes and those congenitally deaf is exciting marked attention. Mr. I. L. Peet, principal of the New York Institution for the Instruction of the Deaf and Dumb, says:

The difference between the deaf-mute and the semi-mute, so called, is fast disappearing, which is attributable in part to the earlier age at which the law of the State permits us to receive our pupils and in part to the more natural methods which are now employed.

Many teachers distinguished by their success and experience in instructing deaf-mutes advance opposite opinions and advocate the total separation of the two classes. The subject requires fuller investigation. The expediency of removing feeble-minded deaf-mutes from those whose mental faculties are normal becomes more and more apparent as better methods of training are employed and clearer conceptions of possible results acquired.

Industrial training is a general feature of deaf-mute schools and, even when conducted in a desultory manner, is found to have a beneficial effect upon the habits and mental development of the pupils. Experience, however, has abundantly demonstrated that the industrial training is of no avail as a preparation for earning a livelihood unless it be conducted in a systematic manner and with the application of the same standards of excellence as are usually applied in testing apprentices. Society is greatly concerned in the correct understanding of this matter. Deaf-mutes must, like other classes, be made self supporting, and as it is plainly impossible for them to master any industrial art, excepting under the supervision of those who can communicate with them, it seems to be of the utmost importance that the prejudices too often exhibited against the industrial work of the schools should be dissipated. To this end competent instructors and sufficient material should be furnished and the industrial department placed on an equality in all respects with the other departments of the institutions.

Complaint is made from time to time of the great difficulties experienced in the endeavor to bring all deaf-mute children under the influence of the instruction so freely provided. The estimates of attendance for the year show gratifying progress in this respect.

Deaf-mute instruction in the United States was represented at the Universal Exposition in Paris (1878) by a large collection of institution reports, text books, photographs of buildings, the American Annals, and various other publications.

TABLE XIX.—*Summary of statistics of schools for the blind.*

States.	Number of schools.	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.	Increase in the last school year.
Alabama	1	2	0	19	43	100	.....
Arkansas	1	11	4	32	133	750	.....
California	1	a31	0	30	102	187	25
Colorado	(b)	.....	.....	.....	.....	.....	.....
Georgia	1	6	4	58	182	600	100
Illinois	1	40	.....	132	605	.....	.....
Indiana	1	28	2	126	625	1,915	.....
Iowa	1	33	10	89	409	950	250
Kansas	1	16	18	51	135	300	50
Kentucky	1	25	7	85	409	1,100	100
Louisiana	1	4	10	29	52	100	12
Maryland	2	17	7	84	266	217	67
Massachusetts	1	74	33	123	960	2,540	140
Michigan	1	4	0	50	.....	.....	.....
Minnesota	1	10	2	27	48	400	35
Mississippi	1	13	3	33	.....	350	.....
Missouri	1	20	3	101	469	1,100	200
Nebraska	1	9	1	22	39	225	65
New York	2	100	10	390	1,732	1,642	53
North Carolina	1	(c)	.....	d107	.....	(c)	(c)
Ohio	1	62	7	178	1,043	500	50
Oregon	1	3	1	(e)	30	200	30
Pennsylvania	1	37	26	168	1,011	1,000	50
South Carolina	1	.....	.....	20	.....	.....	.....
Tennessee	1	11	3	30	222	1,141	46
Texas	1	10	3	84	.....	681	50
Virginia	1	8	2	31	235	(c)	.....
West Virginia	1	4	1	24	56	60	15
Wisconsin	1	21	2	90	287	1,400	200
Total	30	599	159	2,213	9,093	17,458	1,538

a For both departments.

b School not yet opened.

c Reported with deaf and dumb department. (See Table XVIII and summary.)

d For two years.

e School not opened during 1879.

TABLE XIX.—Summary of statistics of schools for the blind—Continued.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama	(a)	(a)	-----	-----	(a)
Arkansas	\$13,000	\$10,000	\$0	\$11,005	\$10,851
California	(a)	(a)	2,835	638,835	(a)
Colorado	-----	-----	-----	-----	-----
Georgia	80,000	13,500	125	10,250	9,802
Illinois	114,713	28,318	1,697	30,016	33,282
Indiana	372,122	30,000	1,503	31,503	26,307
Iowa	285,000	22,904	648	25,659	22,770
Kansas	75,000	11,482	0	11,482	10,802
Kentucky	100,000	19,710	-----	30,285	19,480
Louisiana	c3,000	10,000	0	9,200	9,000
Maryland	253,000	12,625	5,226	31,495	27,101
Massachusetts	299,654	30,000	16,670	66,123	65,440
Michigan	(a)	(a)	-----	-----	(a)
Minnesota	30,000	6,000	0	6,000	6,000
Mississippi	6,000	8,250	0	-----	8,000
Missouri	150,000	23,000	0	23,000	21,500
Nebraska	15,000	8,200	0	8,200	6,765
New York	705,884	85,159	11,829	156,663	141,308
North Carolina	(a)	(a)	-----	-----	(a)
Ohio	500,000	41,361	-----	41,361	41,361
Oregon	d300	2,000	-----	-----	1,900
Pennsylvania	205,000	e43,500	21,246	53,871	54,626
South Carolina	-----	(a)	(a)	b7,506	(a)
Tennessee	110,000	17,000	0	17,224	16,569
Texas	50,000	18,710	-----	18,710	18,520
Virginia	(a)	(a)	0	b31,952	(a)
West Virginia	(a)	(a)	b2,162	b27,162	(a)
Wisconsin	185,000	18,500	-----	21,846	18,653
Total	3,552,673	460,219	63,941	715,348	570,037

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

b For both departments.

c Value of furniture and apparatus.

d Value of apparatus.

e Actual receipts on same, \$32,625.

The institutions for the blind, as well as those for deaf-mutes, are justly included among educational rather than charitable establishments. It is no argument against them that they receive support from the public treasury. Public schools are also supported by taxes upon the people. Colleges and universities are largely aided by State appropriations or national grants and by the munificent charities of individual friends. No dependence upon charity comes from accepting the instruction offered in schools for the blind any more than from attending the public schools or the principal colleges. This sensitiveness about being the objects of charity, prejudice against committing children to institutions wrongly supposed to be asylums, and ignorance of the

existence and privileges of these schools restrict the attendance upon them. The report of the Kentucky Institution for the Education of the Blind says:

From positive knowledge received from our pupils concerning blind children known to them, whose parents for various reasons refuse to send them to school, and reckoning that there must be many more of whom we are ignorant, it is probable that there are 200 blind children in the State growing up without an education.

This statement is confirmed by the estimate of Mr. William B. Wait, superintendent of the New York Institution for the Blind, who thinks that the number (85) of blind persons between 10 and 20 years of age being educated in Kentucky in 1878 was 39 per cent. of the whole number of blind children between those ages. A similar estimate is made for the other States, and varies from 11 per cent. upwards.

Educational features of schools for the blind.—The object of these schools is to develop the minds and train the hands of blind youth. The superintendent of the Kansas Institution for the Education of the Blind gives as the three things aimed at in that institution: (1) "To thoroughly ground all our graduates in the elements of an English common school education, and to give them a fair knowledge of history, literature, and the Constitution and government of our country;" (2) "to prepare every one who goes out from our school into life to earn his own living;" (3) "to so form the social habits and the moral and spiritual characters of our pupils that they may exhibit the graces of good breeding in their social intercourse, always animated by the spirit of good citizenship, and always to live with a reference to eternity." The character of the social, moral, and religious natures of the blind is largely determined by their environment, and therefore this part of their education varies with the institution which they attend and the teachers and pupils with whom they associate. The mental and manual training of the blind is regulated by definite principles and is therefore much the same in all their schools.

School work.—In the Maryland Institution for the Instruction of the Blind the students are divided for their school work into three classes, primary, intermediate, and higher. "In the primary are taught the alphabet in raised letters and reading in the primer, arithmetic through short division, easy spelling, and sentence making. * * * In the intermediate are taught reading, spelling, geography, United States history, arithmetic through fractions, English grammar to conjugations, and composition. * * * In the higher class have been taught during the past year (1879) algebra through equations, Davies's arithmetic finished, Maury's physical geography finished, Quackenbos's natural philosophy finished, Kerl's English grammar finished and reviewed, physiology, Fourteen Weeks in Chemistry, rhetoric, history of France, Rome, and Germany, and first book of geometry finished." In the Louisiana Institution for the Blind, "the studies to which attention has been directed are reading, spelling and defining words, point writing, arithmetic, descriptive and physical geography, physiology, English grammar, general history, history of the United States, history of English literature, elementary astronomy, and algebra. The study of these branches has been completed so far as mastery of the text books used can be called completeness."

In the College for the Blind at Vinton, Iowa, there is a "senior department," in which the studies pursued are higher than in most schools for the blind. The course for the three years is as follows: First year, algebra, rhetoric, physiology, zoölogy; second year, algebra, moral philosophy, chemistry, civil government, American literature; third year, geometry, mental philosophy, geology, logic, English literature.

In the North Carolina Institution for the Deaf and Dumb and the Blind three blind youths have attempted the study of law.

Books and appliances for the blind.—As hearing and touch are the two senses through which the blind receive instruction, tangible books and apparatus, music and musical instruments, and the human voice are the means of their instruction. It has been possible to procure musical instruments, and good use has been made of them, but, as a report says, "the one great obstacle encountered in this department is the lack of text books in embossed type." This deficiency is now to be at least partially supplied.

In March, 1879, Congress, stimulated by the petitions of persons representing the interests of over thirty thousand blind, enacted "That the sum of two hundred and fifty thousand dollars, out of money in the United States Treasury not otherwise appropriated, be, and hereby is, set apart as a perpetual fund for the purpose of aiding the education of the blind in the United States of America, through the American Printing House for the Blind." This application of the money was made in accordance with the expressed wish of the Association of American Instructors of the Blind, which, in 1876, set forth in a series of resolutions that the especial needs of the blind are embossed books and tangible apparatus, and that, if any aid should be given by Congress, it would most efficiently come through increasing the means of the printing house located in Louisville, Ky. This house was incorporated in 1858, with the avowed purpose of printing books and manufacturing apparatus for the blind without making gain thereby. Six States made appropriations for its support; but, on account of the breaking out of the war, only three rendered any aid, viz, Kentucky, New Jersey, and Delaware. With the money provided a printing house was established and equipped, and its products gratuitously distributed to the blind of these States; and it was a matter of national importance that the same benefits should be extended to the blind of the whole country.

The money appropriated was directed to be held by the Secretary of the Treasury, invested in United States bonds, and the interest paid by him semiannually to the trustees, upon the following terms: (1) The income shall be expended each year in manufacturing and furnishing embossed books for the blind and tangible apparatus for their instruction, the same to be distributed among all the public institutions for the education of the blind in the United States upon the requisition of the superintendent of each duly certified by its board of trustees. Each institution shall receive, in books and apparatus, that portion of the income of the bonds which is shown by the ratio of its pupils to the whole number of pupils in public institutions for the education of the blind, computation being made on the first Monday of each year. (2) No part of the income shall be expended in the erection or leasing of buildings. (3) No profit shall be made on books or apparatus manufactured or furnished, but the price put at actual cost. (4) The Secretary of the Treasury may withhold the income of the bonds whenever he shall receive satisfactory proof that the trustees are misusing it. (5) The treasurer of the printing house must furnish a satisfactory bond. (6) The superintendents of the various public institutions for the education of the blind shall be, *ex officio*, members of the board of trustees of the printing house.

This board must annually furnish a report of expenditures and receipts for supplies to institutions to the Secretary of the Treasury.

Industrial work is associated with mental training in schools for the blind. The industries commonly taught are broom making, cane seating, mattress making, piano tuning, machine and hand sewing, and fancy work. These employments are easily learned and furnish a means of partial or entire support. The introduction of machinery has lessened the profitableness of broom making and mattress making. In the West work at cane seating is not always easily obtained. Piano tuning has been found to be an employment peculiarly adapted to those possessed of special musical ability.

A few sentences from the report for 1879 of M. Anagnos, director of the Perkins Institution and Massachusetts School for the Blind, will illustrate what is being done in a single school and what may be done in this calling:

The number of pupils who have received instruction in tuning is 17, and the time devoted by them to taking lessons and practising varies, according to their attainments and necessities, from 4 to 24 hours a week.

The contract for tuning and keeping in repair the piano-fortes used in the public schools of Boston has been renewed for another year on the same terms as before, and without the least opposition from any direction.

They [the blind] acquire great proficiency in the art of tuning piano-fortes; * * * in this calling they labor under no disadvantage whatever, and therefore are exceedingly successful.

The practical results of the education of the blind have been shown by statistics recently collected by a committee appointed by the American Association of Instructors of the Blind. One table gives the occupations of those who have been educated in American schools for the blind and the number employed in each. From this table it appears that the number of those that have become superintendents of institutions for the blind is 16; teachers of literature or music in schools for the blind, 115; otherwise employed in schools for the blind, 39; students and graduates of colleges and theological seminaries, 28; ministers, 36; authors, 17; agents and lecturers, 70; teachers of music elsewhere than at institutions, 463; church organists, 88; piano tuners, 125; engaged in manufacturing, 305; working at handicraft, 702; storekeeping and trading, 269; housekeepers, 205; usefully employed at home, 666.

This list of occupations is sufficiently extended to show that the work of educating the blind has not been done in vain.

TABLE XX.—*Summary of statistics of schools for feeble-minded youth.*

	Name.	Number of instructors and other employes.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	Connecticut School for Imbeciles	25	47	31	78	.....	.....	.....
2	Illinois Asylum for Feeble-Minded Children.	60	153	127	280	220	\$60,000	\$60,000
3	Indiana Asylum for Feeble-Minded Children.	15	17	8	25	.....	.....	1,000
4	Iowa State Asylum for Feeble-Minded Children.	23	98	46	144	10	19,780	19,780
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	29	70	61	131	73	a7,500	b26,200
6	Private Institution for the Education of Feeble-Minded Youth (Barre, Mass.).	58	58	24	82	140	.....	36,480
7	Massachusetts School for Idiotic and Feeble-Minded Youth.	24	103	48	151	.....	17,500	17,500
8	Hillside School for Backward and Feeble Children (Fayetteville, Mass.).	9	7	1	8	.....	.....	.....
9	Minnesota School for Idiots and Imbeciles.	8	14	8	22	0	6,000	6,000
10	Idiot Asylum, Randall's Island .....	.....	119	92	211	.....	.....	.....
11	New York Asylum for Idiots	62	161	113	274	750	56,073	55,214
12	Ohio Institution for the Education of Imbecile Youth.	100	303	209	512	201	94,904	78,670
13	Pennsylvania Training School for Feeble-Minded Children.	78	199	117	316	458	62,116	63,143
Total		491	1,349	885	2,234	1,852	323,873	363,987

a For salaries only.

b Estimated.

Several of the States have thought it wise to provide an institution for the care and instruction of the feeble-minded children within their borders; others, not having institutions of their own, patronize those established by neighboring States. Private enterprise also occasionally undertakes the improvement of persons belonging to this

needy class. While there will always be room for individual efforts in their behalf obvious reasons have been advanced why public provision should be made for the feeble-minded. The state should extend educational opportunities to all who grow up in it. It should have a care not only for its strong and promising children, but especially for those who are helpless and unfortunate, from whom it is liable to suffer injury if it does not afford them early and sufficient aid. The probability of numerous recruits being furnished the pauper and criminal classes from the feeble-minded is best diminished by giving them opportunities to receive instruction adapted to their several conditions, work suited to develop the little strength they have, and surroundings that check vicious tendencies and encourage healthy and normal activities. By this treatment, which the state seems best able to offer, they are not only removed from immediate danger of becoming criminals, but they are oftentimes made to contribute to the prosperity of the state by engaging in some of the minor industries, or at least by becoming unskilled laborers. It cannot be claimed that these schools are for the benefit of any one class. Rich and poor alike stand in need of them. In the New York Asylum about 12 per cent. of the inmates are from families in good circumstances pecuniarily, 35 per cent. from families in moderate circumstances, and 53 per cent. from indigent or pauper families.

The idiotic and imbecile form a distinct class of unfortunates, in which are found many grades of mental deficiency, from that which is capable of being overcome so far as to enable the child to eventually enter upon some useful employment to that which never can be remedied so as to remove him from being a helpless charge. Some institutions admit all grades of feeble-minded children; others, as the Illinois, Indiana, Kentucky, and Massachusetts asylums, receive only such as give promise of being greatly benefited by judicious mental and physical training. The cost of maintaining these schools varies in correspondence with the number of pupils, and the per capita expenses are also widely different. In Iowa the monthly expense for the maintenance and instruction of the inmates of the State asylum was \$11 a month. In Kentucky, in 1878, the sum allowed for the maintenance of pupils and the repair of buildings was \$150 per annum for each pupil. In New York, in 1879, the average per capita cost was \$169.47. In Illinois, in 1878, the cost per capita for the support of each pupil was \$324.12.

As imbecility is a defect attendant upon some abnormal or imperfectly developed condition of the physical system, the education of imbeciles is based upon physical considerations and modified to meet individual peculiarities. They are aided in developing any mechanical or artistic faculty which they may possess, in the hope of promoting their self respect and giving them pleasant occupation. Simple industries are introduced into their schools, which enable them to contribute to their own support and which form the most natural and successful means of improving their minds and bodies. In the New York asylum mat weaving, making and repairing shoes, and brush making are carried on by large classes. In the Massachusetts school brooms are made by boys and sewing is done by girls. In the Pennsylvania Training School shoe, mattress, and broom making are carried on, as well as various kinds of work upon the farm and in the household. In the Kentucky institution the boys work at carpentry, gardening, and shoemaking; the girls, at sewing and in the laundry. A few quotations from its report for 1879 will be of interest.

A great deal of carpenter's work has been done. The halls have all been wainscoted. A laundry for girls has been built, shops for the boys, new fences put up, old ones repaired, doors made and hung, and many changes effected in halls and floors.

Now we are doing all the work required about the institution in carpentry and also making and mending all the shoes used in the institution.

We have six to eight boys with the gardener who exhibit skill and proficiency in gardening and raise all the vegetables used in the institution. Three boys do the milking and attend to twelve cows.

We have a class of twenty-four girls, divided equally between the sewing room and the laundry. Of the girls, we did not expect much progress in the laundry at first; but after several months' trial we are satisfied with their progress.

The sewing done by these same girls is remarkable for quality and quantity.

Farm work is considered by many the most suitable for feeble-minded boys, as it offers varied simple employments and out door life. Assistant Superintendent Tarbell, of the Massachusetts school, after a visit to the State institutions of New York and Ohio, says in his report to the trustees :

Could you see the farm work carried on by the boys at these two schools you would be convinced, as I was, that no school can compare favorably with the best until it has land upon which to employ and educate its boys. At Columbus, Ohio, a school of 475 pupils, the boys under the direction of one farmer and one gardener raise all the fruit and vegetables used in the institution, also a large share of the milk, keep the grounds in fine order, take care of a herd of twenty to thirty cows, ten to fifteen horses, and pigs innumerable—in fact do all the farm work on an estate of about two hundred acres and for an institution of five hundred to six hundred persons.

The school instruction of the feeble-minded does not produce so rapid and encouraging results as their training in manual labor. It includes object lessons, Kindergarten work, articulation, reading, writing, spelling, arithmetic, geography, singing, gymnastics, &c.

TABLE XXI.—Summary of statistics of reform schools.

States.	Number in each State.	Number of teachers, officers, and assistants.		Number committed during the year.	Number discharged during the year.	Present inmates.			
		Male.	Female.			Sex.		Race.	
						Male.	Female.	White.	Colored.
California	1	19	2	.....	.....	107	62	.....	.....
Connecticut	2	14	25	176	155	268	142	385	25
Illinois	4	15	41	193	173	337	320	a488	a24
Indiana	3	17	32	335	391	330	172	a138	a9
Iowa	2	12	14	.....	.....	204	62	245	21
Kentucky	1	12	6	85	66	180	42	164	58
Louisiana	1	7	4	92	89	99	.....	34	65
Maine	1	8	9	28	47	122	0	119	3
Maryland	4	32	42	248	220	426	212	461	177
Massachusetts	12	47	44	483	445	1,019	102	a743	a35
Michigan	3	61	15	2,175	2,345	1,177	90	a702	a47
Minnesota	1	3	6	.....	38	102	10	a98	a4
Missouri	1	13	7	177	194	174	72	194	52
New Hampshire	1	5	4	55	52	b117	.....	116	1
New Jersey	4	15	17	182	218	409	63	424	48
New York	10	109	89	2,955	2,530	3,284	1,187	a3,598	a75
Ohio	6	56	62	710	644	1,143	295	a682	a68
Pennsylvania	4	48	44	469	506	696	162	629	229
Rhode Island	1	9	12	119	126	191	40	209	22
Tennessee	1	.....	.....	.....	.....	6	11	17	.....
Vermont	1	6	7	34	56	102	20	118	4
Wisconsin	2	26	29	157	132	442	58	486	14
District of Columbia	1	12	9	63	53	159	.....	79	80
Total	67	546	520	8,736	8,480	11,094	3,122	a10,129	a1,061

a This distinction not reported in all cases.

b Whole number of both sexes in school May, 1879.

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TABLE XXI.—*Summary of statistics of reform schools*—Continued.

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institutions.	Total annual earnings of institutions.
	Nativity.			Number of volumes.	Increase in the last school year.		
	Native.	Foreign.					
California			3, 121	400		\$50, 000	
Connecticut	a132	a10	3, 309	1, 200	50	30, 568	\$3, 352
Illinois	a227	a285	2, 557	1, 025	303	48, 000	23, 660
Indiana	a140	a7	2, 150	200	100	66, 991	9, 233
Iowa			895	200			
Kentucky	206	16	1, 064	375		27, 294	6, 476
Louisiana	99					12, 500	314
Maine	111	11	1, 612	1, 400		21, 103	6, 561
Maryland	a421	a27	3, 808	1, 450	100	113, 886	47, 953
Massachusetts	a508	a89	10, 217	6, 694	215	146, 790	11, 981
Michigan	a405	a176	29, 555	4, 740	907	383, 771	344, 484
Minnesota	a97	a5	384	800		25, 000	
Missouri			4, 187	600		33, 883	7, 476
New Hampshire	101	16	1, 021	200	80	15, 000	4, 400
New Jersey	a309	a9	1, 444	765	25	43, 101	22, 342
New York	a2, 595	a740	42, 634	6, 420	170	512, 648	62, 865
Ohio	a424	a42	9, 073	5, 669	270	92, 182	36, 595
Pennsylvania	a588	a159	17, 305	1, 025		128, 700	23, 591
Rhode Island	206	25	2, 685	1, 800	20	30, 663	4, 762
Tennessee	17		179	20		1, 360	1, 360
Vermont	32	90	594	250		21, 015	3, 605
Wisconsin	a411	a45	2, 014	1, 075	520	51, 011	286
District of Columbia				885		28, 892	
Total	a7, 029	a1, 752	139, 808	37, 193	2, 760	1, 884, 358	671, 296

a This distinction not reported in all cases.

The correcting and restraining force of reformatory institutions does much to limit the amount of crime. They turn toward willing obedience to law and commendable habits of industry young persons whose surroundings and tendencies would naturally lead to the commission of greater offences than those of which they have been guilty. They do not leave that terrible stigma upon their former inmates which the jail or the prison fastens so firmly upon those that have left its walls. They simply remove juvenile delinquents from among those who are exercising over them an evil influence, not so much for punishment as amendment. This end is accomplished by depriving the delinquents of the opportunity of committing crime, surrounding them with home restraints and comforts, inculcating moral principles and a sense of honor, giving an elementary education, and preparing them for some vocation which may be pursued after the reformatory course is ended.

There is necessarily a degree of punishment in removing vicious and mischievous youth from the opportunities of evil doing which their previous haunts afforded and in requiring them to obey strict rules and labor industriously with mind and hand. Yet the idea of punishment and imprisonment is not the one which reform schools are intended to carry out. The law of Minnesota expressly prohibits the imprisonment, for any crime except murder, of children under the age of sixteen years, but makes it the

duty of the courts to commit such youths to the reform school, thus recognizing the difference between the school and the prison. The amendment of the offender is sought to be effected by the mildest means possible. In most institutions corporal punishment is allowed only in extreme cases. The by-laws of the Connecticut State Reform School provide that "punishment may be inflicted by the deprivation of amusement and recreation, by withholding some favorite article of food or some privilege or indulgence, by loss of rank and standing in the class, by imposing some irksome duty, by close or solitary confinement for a limited period, and, when it becomes absolutely necessary to maintain good order and to enforce the rules and regulations of the institution, by corporal punishment by the superintendent or under his direction." This list of allowable punishments includes those commonly employed. Other inducements to good behavior than fear of punishment are also used. The system of rewards employed in the House of Refuge at Cincinnati, Ohio, is described thus:

Each inmate, upon admission, receives a badge known as No. 3, with full information how to obtain further honors. For each day's good conduct he obtains eight merits, and when five hundred have been thus obtained, badge 2, then badge 1, then honors 1, 2, 3, 4, are awarded him, five hundred merits advancing a grade. By continuous good conduct an inmate can obtain honor 4 in about fifteen months, and stands ready for his discharge, if he has a home to go to or one can be found for him or he can care for himself. Bad conduct results in the loss of these merits, according to an average table of offences, and, while not the only, this is the chief mode of punishment.

It seems to be considered that discipline is best maintained and the desired results of reformatory education best secured by separating the inmates into families. This system is contrasted, in a recent report of the Connecticut State Reform School, with the older method of congregating all classes of offenders together, as follows:

In the one plan the boys are classified and a limited number placed in a modest but well built cottage, furnished with all needed home comforts, free from all prison appliances, open for the admission of pure air and the blessed sunlight, supervised by a gentleman and his wife, to whom the boys sustain the relation of adopted children and from whom they receive parental care and protection; while in the other plan we have a congregation of boys, large in number, in one large house, with bolted doors, barred windows, and a walled yard for a playground, with but little contact with nature or its elements, a condition so poorly calculated to fill the measure of a boy's idea of true life, and supervised not unfrequently by persons that assume merely the character of guards or care takers, with a total absence of all paternal feeling or interest. The one system makes a natural home, with all its corresponding influences and attachments, while the other is a place of detention or an unnatural home, from which any boy will go away if opportunity is given him.

The family system is approved by the schools in which it has had a trial. The report of the Pennsylvania Reform School says:

There has been considerable progress made toward perfecting the "family plan" in the institution, and we feel warranted in reporting the plan a success after nearly three years' experience.

A report from the New Jersey State Reform School adds its testimony in favor of the family plan thus:

The work of reformation and instruction is here carried on in the open family system. Under it the complete classification of the boys can be effected, especially in large schools. The extremes can be widely separated, the better boys from the bad, the very young from the oldest, the more trustworthy from the suspected. We have five such classifications called families, living under separate roofs, with separate school rooms, and playgrounds adjacent.

In Iowa and Wisconsin the family plan has been adopted. In Illinois a family building has been erected and admission to it from other quarters is made the highest honor which can be won. No guards are needed about it and the home privileges which it offers are not abused. The prevailing tendencies in all reformatory institutions seem to be, more than ever before, to bring the law of kindness to the front. Michigan gives a good example of humane treatment of delinquents. "We believe," says the board of control of the State Reform School, "that elements of true progress for the institution are to be reached by cultivating in our boys self respect and true manliness, and in maintaining by precept and example a family government, builded

and cemented by mutual confidence and esteem. To this end all bars and bolts, cells and whips have been abandoned. No unsightly fence shuts away the beautiful world without, and the love of home keeps our boys within its sheltering arms." The superintendent also adds the following:

The boys are generally contented, and realize to a great degree the fact that the reform school supplies for them a real need, and furnishes for most of them a better home than they had been accustomed to before their admittance here, a home where their physical, intellectual, and moral culture are all sought to be promoted, and that under the fostering care of this christian home they are to be prepared to fill useful and honorable positions in society.

The truth of this statement will be attested by the fact that during the year just closed there were but two escapes.

Many institutions seek to provide amusements for the gratification and instruction of their charges. One report says:

We do not permit any holiday to pass without proper celebration. The inmates are bountifully fed, Christmas presents are distributed, and exercises, profitable and amusing, are provided in our large and commodious chapel in winter and on the "green" in summer.

Moral instruction is absolutely necessary in reformatory education, and is given by the officers as occasion may demand. Much of this is doubtless neutralized by the talk and example of the more vicious youth, and more would be were it not for the customary separation of the inmates into classes determined by their deportment. In this way the more innocent are protected from further moral corruption and the ground of accusation that reform schools increase the viciousness of their inmates is removed. Religious instruction is regularly given in most institutions upon the Sabbath either by christian friends or by those connected with the school. Attendance upon church and Sabbath school is usually encouraged, and oftentimes is looked upon by the boys as a privilege. The Illinois State Reform School reports in 1878 on this point as follows:

Our family building boys are regular attendants at the churches in the city, each having the privilege of selecting his place of worship. Several have united with the churches. From twenty to twenty-five are in regular attendance both on Sabbath morning and evening services without any attendant, and have conducted themselves in a most exemplary manner, seeming to take pride in winning the admiration and esteem of all good citizens.

The hours of working days are assigned to various tasks and duties. The rule in Connecticut is:

The distribution of time for each working day shall not be less than six hours for labor, four hours for school, and from four and one half to five hours for devotional exercises, incidental duties, and recreation.

The time of rising shall be at half past five A. M. from the first day of March to the first day of November, and at six o'clock during the other four months. The time of retiring shall be at eight o'clock P. M.

The inmates of the Illinois State Reform School "work six hours, attend school four hours, in bed nine hours and fifteen minutes, devotional exercises twenty-five minutes, meals, recreations, &c., four hours and twenty minutes, every working day."

In the Minnesota State Reform School "each boy is required to spend four hours a day in the school room." "The strictly educational facilities afforded are those of the common English branches, reading, writing, geography, grammar, history, and arithmetic, with some knowledge of simple book-keeping." In Indiana all the boys are required to attend school half of each weekday, and it is proposed "that they shall not leave the institution without being able to read and write." From the report of the superintendent of the New Hampshire Reform School it appears that out of 117 inmates all study reading, 88 written arithmetic, 17 oral arithmetic, 73 geography, 12 grammar, 9 philosophy, and 2 history; 91 can write letters to friends, and 24 others, easy words. While in general the reform schools give opportunities for learning common English studies, a few have also introduced branches of special instruction which have proved of much value. In Massachusetts drawing has been introduced

into the several schools of the State Reform School. A recent report of the Maryland House of Refuge says:

As an important agent in our course of instruction, music continues to hold its long approved place. * * * The instrumental band has served to develop much talent that otherwise would probably have ever remained dormant. In every respect, the refining influence of musical training must be acknowledged as a most valuable adjunct in the useful and moral education of the inmates.

In Michigan military instruction has been found improving to the boys. Libraries and reading rooms are acknowledged to be of inestimable value in these institutions.

The best training that can be given boys is that which prepares them for a life employment, useful both to themselves and to the community. In accordance with this view the system of letting out the labor of the boys on contract is being discountenanced, and shops are called for, and in some cases provided, in which a boy may learn a trade. The managers of the Minnesota State Reform School say:

We strive to give every boy of suitable age an opportunity to learn a useful trade, that he may have something to rely upon when he leaves the institution. With this end in view we have introduced only such branches of mechanical industry as permit and necessitate the learning of a trade; such as tinsmith, wood turning, cabinet making, carpenter, scroll sawing, the use and management of machinery, tailoring, and painting. To these we add farming, gardening, and seed growing.

In any case, whether a trade is learned or not, there is an educational and disciplinary power and pecuniary help in work, so that all reformatory institutions furnish employment to their inmates. The various industries of these schools may be seen by referring to Table XXI of the appendix. The 316 boys in the Massachusetts State Reform School, at Westborough, according to the report for 1878, were employed as follows: seating chairs, 106; farming and gardening, 67; at miscellaneous work, 33; in sewing room, 31; in sleigh shop, 15; in halls and yard, 14; in baking, cooking, and care of dining room, 12; in domestic work, 11; in laundry, 10; in paint shop, 6; in blacksmith shop, 6; making shoes, 3; at the steam mill, 2.

The aim of the reform school is the limitation of crime and the amendment of juvenile criminals. Other schools are provided which seek to prevent the commission of crime by removing guiltless but tempted children to places of safety. The Massachusetts State Primary School, at Monson, the Michigan State Public School, at Coldwater, and the Industrial Home School of the District of Columbia are schools of this latter class.

Massachusetts State Primary School.—The legislature of Massachusetts in 1866 provided for the establishment of a school for dependent and neglected children at the State almshouse in Monson. In 1872 the almshouse department was abolished. Into this school such children are received as were formerly supported in the various State almshouses, and are taught, exercised, employed, and maintained as their health and condition require. The State board of charities may also transfer to the school inmates of the State reform school who have been committed for trivial offences and do not appear to be depraved in character.

The board, by its agent, may also apply for the custody of any child under seventeen years of age who has been convicted in any court of an offence less than felony, and the request is usually granted, except in cases of extremely vicious youth. In the words of the report of the board, "If a suitable place elsewhere can be provided at once, the parents not being proper persons, then the child is transferred to such place, and, failing in that, then temporarily in the State Primary School, until a place can be found. By this arrangement a large number of children who would otherwise be consigned to the reformatories are saved from this humiliation; and the experience of the past ten years shows that this saving has been productive of great good, and has, to a very considerable extent, lessened the number of juvenile offenders to be supported at the expense of the Commonwealth and its municipalities."

No pupil is received under three or over sixteen years of age, except for special reasons. The general management of the school and the preparation of rules and regulations, which must be approved by the governor and council, are intrusted to the

superintendent and inspectors of the almshouse at Monson. They and the other officers of the school are required "to use all diligence to provide suitable places in good families for all such pupils as have received an elementary education; and any other pupils may be placed in good families on condition that their education shall be provided for in the public schools of the town or city in which they reside." The expenses of the school are paid by the State, except that the overseers of the poor of towns in which children who have been committed to the school have settlements, must pay \$1 a week toward the support of said children so long as they remain in the school after notice of their commitment has been given. The principal industry pursued is chair seating, and the handicrafts taught are tailoring, shoemaking, farming, baking, and dressmaking.

Michigan State Public School.—The State Public School of Michigan was opened for the reception of children in 1874. It was designed for the purpose of relieving the almshouses of the young children that were growing up in them to become permanent paupers or to graduate from them into a course of crime. Admission is conditioned upon the dependency of the child upon public support and upon his being healthy, capable of receiving instruction, and not more than fourteen nor less than three years of age. The buildings are intended for the accommodation of 300 pupils. They consist of one large building and eleven others grouped around it. One of these is used as a boiler-house and laundry, one for a hospital, and the other nine for cottages. The children work, eat, and attend school together in the main building, but in all other respects they live in families of twenty-five or thirty members. The cottages furnish the homes. Cultivated ladies preside over them and give a mother's care to the children such as they have not known before. Temporary provision is thus made for indigent children until permanent homes can be found for them. It is the underlying object of the charitable movement, of which the State public school is an outgrowth, to transplant the young inmates of poorhouses into suitable families, "sending them out to such with more certainty and under better auspices than they could go from poorhouses, the idea being to abbreviate and not prolong the institutional life of the child—meantime, however, to afford the best of educational advantages and rectify the defective moral training of the poorhouse or the demoralizing influences to which the child may have been otherwise exposed." The act which established this school provided for a State agent, for the especial purpose of procuring homes for these children. No such agent has been appointed, but the superintendent has done what was in his power in this direction.

The experience of the several years since the opening of the school warrants the board of control in making the following remarks:

It is a source of gratification that the success of this institution still continues to attract the attention of social scientists and legislators in the several States in this country and also in Europe. The Michigan system of State support for dependent children in a school, no taint of crime attaching to any inmate by reason of the manner of its admission, is so original in its plan that its career has been watched with unusual interest. And now that it has been demonstrated that all the most desirable results are reached here at less expense than bare support is had in the average county poorhouse, the interest has become greater among legislators.

The Industrial Home School.—The Industrial Home School of the District of Columbia, at Georgetown, was established in 1864, "to furnish instruction, provide homes, and supply the pressing wants of homeless and friendless children, to furnish them with suitable clothing, bring them under christian influence, and instruct them in industrial pursuits, that they may be taught to earn an honest living and become useful members of society." Its pupils were 40 boys and 19 girls at the time when its report was made. They form one of the public schools of the city, in which the usual studies are pursued. "From 10 to 15 of the older boys," says the report for 1878-'79, "have worked in the shop on Saturdays and during the school vacation, while the others have been employed about the house and garden in such work as they were able to perform, and have done their own room work, making beds, sweeping, cleaning, and several have been taught sewing, proving themselves very capable of helping, at least, in the repairing of their own clothing.

“The girls are employed about the house, taking their turns in the different branches of household work, and some of the older ones have made splendid progress in needle-work and do themselves great credit. Each evening in the week the children are all assembled in the school room and the time spent in singing or reading some interesting book, or familiar talks or advice given that will be of benefit to them in after life.”

During the year 1879 the industrial features of the school were gaining the recognition and approval of prominent persons who were interested in such enterprises, and the District commissioners have greatly encouraged the work by authorizing the erection of a handsome and commodious workshop and school room. The additional industries which will then be pursued are shoemaking, gardening, and eventually painting and pottery work. The children of the home have been engaged to a considerable extent in making tree boxes and stakes for the parking commission of the city. In 1879 the articles manufactured were 3,827 tree boxes and 51,000 tree stakes; and the usual amount of miscellaneous work, such as caning chairs, repairs at the home, making tables, builders' brackets, &c., was done.

CLXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XXII.—*Summary of statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools.*

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 1.—Homes and asylums, &c.										
Alabama.....	4	15	422	134	51	83	200	.....	\$6,334	\$7,318
California.....	10	115	1,491	1,447	856	591	1,100	50	163,487	133,283
Connecticut.....	5	37	2,245	394	227	167	1,800	100	39,000	39,000
Georgia.....	7	25	408	238	149	89	3,200	75	8,100	18,690
Illinois.....	11	116	5,115	1,120	641	479	2,321	189	93,879	98,466
Indiana.....	11	61	4,974	549	351	198	400	185	14,808	57,346
Iowa.....	2	29	1,550	178	86	92	1,350	.....	45,286	41,292
Kansas.....	2	9	1,955	58	21	37	250	30	3,600	8,500
Kentucky.....	10	56	2,969	665	246	419	1,158	425	33,946	43,306
Louisiana.....	9	97	16,233	1,346	639	707	1,025	121	44,797	55,605
Maine.....	4	22	732	528	249	279	520	20	16,109	15,498
Maryland.....	15	65	5,337	a997	371	501	3,836	144	48,212	59,986
Massachusetts.....	21	190	51,936	1,627	921	706	2,865	303	195,947	204,483
Michigan.....	8	82	7,733	727	404	323	1,900	15	19,808	72,428
Minnesota.....	2	6	340	46	28	18	.....	.....	4,000	4,000
Mississippi.....	2	18	711	125	47	78	360	10	10,540	10,061
Missouri.....	13	162	10,626	1,235	424	811	1,525	181	44,060	61,290
Nevada.....	1	5	215	71	45	26	730	.....	.....	17,000
New Hampshire.....	3	12	333	83	40	43	650	44	12,100	6,602
New Jersey.....	11	64	6,119	777	345	432	1,249	74	52,996	60,261
New York.....	75	919	112,579	b10,591	5,878	4,541	21,023	1,564	1,136,644	1,145,676
North Carolina.....	2	19	512	138	65	73	.....	.....	10,446	10,238
Ohio.....	29	406	35,969	2,866	1,634	1,232	6,364	128	329,270	282,376
Oregon.....	1	2	220	14	6	8	20	0	1,752	1,177
Pennsylvania.....	49	563	33,377	c5,918	3,586	2,284	26,136	886	1,158,009	734,129
Rhode Island.....	6	33	1,897	364	188	176	300	20	29,315	28,815
South Carolina.....	6	49	4,278	487	359	128	3,194	183	30,281	44,785
Tennessee.....	5	33	3,800	208	79	129	158	.....	2,500	3,700
Vermont.....	2	18	1,779	170	103	67	242	.....	9,633	9,633
Virginia.....	7	31	1,037	186	66	120	210	75	12,450	12,150
West Virginia.....	1	8	.....	52	0	52	.....	.....	7,602	8,438
Wisconsin.....	6	43	2,743	420	172	248	1,061	159	32,029	29,453
District of Columbia.....	4	31	2,861	370	183	187	610	50	.....	.....
Indian Territory.....	1	11	438	120	59	61	68	.....	.....	13,000
Total.....	345	3,352	322,934	d34,249	18,519	15,385	85,825	5,031	3,607,910	3,333,045
PART 2.—Infant asylums.										
California.....	1	3	.....	38	18	20	.....	.....	5,969	5,274
Connecticut.....	1	2	.....	.....	.....	.....	.....	.....	.....	1,014
Illinois.....	1	.....	2,700	.....	.....	.....	.....	.....	5,073	.....

a Includes 125 sex not reported.

b Includes 172 sex not reported.

c Includes 43 sex not reported.

d Includes 345 sex not reported.

TABLE XXII.—Summary of statistics of homes and asylums, &c.—Continued.

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 2.—Infant asylums—Continued.										
Kentucky	2									
Maryland	1	9		125	59	66				
Massachusetts.....	2	12	1,216	120	69	51		\$29,662	\$30,143	
Michigan	1	11	1,200	24	13	11				
New York	6	107	32,507	2,607	1,208	1,399	140	408,517	422,730	
Pennsylvania.....	4	26		292	165	127		7,066	8,549	
Rhode Island.....	1	5		16	9	7				
District of Columbia.	1	11		85	57	28				
Total	21	186	37,623	3,307	1,598	1,709	140	456,287	467,710	
PART 3.—Industrial schools.										
Georgia.....	1	3	151	11	2	9	30	5	4,519	1,410
Illinois	4	58	327	630	52	578	253		3,355	3,355
Indiana	1	30	560	106	26	80				
Kentucky	1	16	962	62		62				
Louisiana.....	3	20		265		265				
Maine	2	10	113	73		73	700	125	5,103	529
Maryland.....	2	18	1,750	431	386	45	1,474	259	41,725	68,808
Massachusetts.....	1	1	212	24		24			5,341	5,366
Michigan.....	1	1		52	30	22			5,251	5,251
Minnesota.....	1	3		40		40	150			
Missouri.....	4	43	32,519	667		667	100		3,479	5,000
New York.....	13	229	108,168	a34,385	22,451	11,627	7,508	455	366,816	379,879
Ohio	4	10	1,250	194	65	129	176		700	8,134
Pennsylvania.....	4	18	1,696	298	56	242			7,378	7,828
Tennessee.....	1		69						963	981
Virginia.....	1	2	160	160	60	100				
District of Columbia.	1	4		66	42	24	250	75	7,091	6,819
Total	45	466	147,937	a37,464	23,170	13,987	10,641	919	451,721	493,310
Total, Part 1.....	345	3,352	322,934	b34,249	18,519	15,385	85,825	5,031	3,607,940	3,333,045
Total, Part 2.....	21	186	37,623	3,307	1,598	1,709	140	.....	456,287	467,710
Total, Part 3.....	45	466	147,937	a37,464	23,170	13,987	10,641	919	451,721	493,310
Grand total.....	411	4,004	508,494	c75,020	43,287	31,081	96,606	5,950	4,515,948	4,294,065

a Includes 307 sex not reported.

b Includes 345 sex not reported.

c Includes 652 sex not reported.

CLXXX REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XXIII.—*Statistical summary of benefactions for 1879, by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.	Institutions for the superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Institutions for the deaf and dumb.
Alabama.....	\$19, 800	\$600	.....	\$4, 000	.....	\$200	.....	.....	\$15, 000	.....
Arkansas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
California.....	18, 120	.....	.....	6, 000	.....	.....	.....	.....	12, 120	.....
Colorado.....	10, 568	8, 068	.....	.....	.....	.....	.....	.....	2, 500	.....
Connecticut.....	162, 837	150, 000	.....	10, 000	.....	2, 137	.....	\$700	.....	.....
Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	9, 655	7, 500	.....	.....	.....	.....	\$2, 000	.....	155	.....
Illinois.....	138, 983	114, 000	.....	16, 619	\$175	.....	7, 000	.....	1, 189	.....
Indiana.....	4, 900	3, 100	.....	.....	.....	.....	1, 800	.....	.....	.....
Iowa.....	43, 120	40, 650	.....	.....	.....	.....	.....	500	1, 970	.....
Kansas.....	9, 500	5, 500	.....	.....	.....	.....	4, 000	.....	.....	.....
Kentucky.....	7, 535	.....	.....	.....	.....	.....	6, 500	.....	1, 035	.....
Louisiana.....	25, 925	25, 925	.....	.....	.....	.....	.....	.....	.....	.....
Maine.....	45, 670	19, 600	\$70	1, 000	.....	.....	.....	.....	25, 000	.....
Maryland.....	11, 000	11, 000	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts.....	578, 557	424, 984	1, 000	.....	.....	.....	30, 600	82, 468	38, 005	\$1, 500
Michigan.....	15, 578	15, 578	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota.....	6, 139	5, 589	.....	.....	.....	.....	.....	.....	550	.....
Mississippi.....	3, 500	500	.....	500	.....	.....	.....	.....	2, 500	.....
Missouri.....	32, 853	19, 853	.....	.....	.....	.....	11, 000	.....	2, 000	.....
Nebraska.....	20, 000	15, 000	.....	5, 000	.....	.....	.....	.....	.....	.....
New Hampshire.....	20, 165	.....	.....	.....	.....	.....	3, 000	5, 000	12, 165	.....
New Jersey.....	165, 250	165, 000	.....	.....	.....	.....	.....	.....	250	.....
New York.....	462, 496	112, 732	.....	282, 190	2, 000	525	.....	20, 000	35, 913	9, 136
North Carolina.....	45, 330	24, 580	.....	.....	.....	.....	17, 500	.....	3, 250	.....
Ohio.....	164, 498	104, 202	.....	26, 646	.....	.....	10, 500	.....	23, 000	150
Oregon.....	25, 750	17, 200	50	.....	.....	.....	.....	.....	8, 500	.....
Pennsylvania.....	2, 583, 125	2, 095, 350	.....	20, 025	.....	1, 500	450, 000	1, 000	15, 000	250
Rhode Island.....	52, 900	51, 000	.....	.....	.....	.....	.....	1, 900	.....	.....
South Carolina.....	16, 700	9, 100	.....	7, 600	.....	.....	.....	.....	.....	.....
Tennessee.....	143, 962	141, 162	.....	.....	.....	.....	.....	.....	2, 800	.....
Texas.....	2, 125	.....	.....	.....	.....	.....	.....	.....	2, 125	.....
Vermont.....	205, 425	185, 625	.....	.....	.....	.....	.....	.....	19, 800	.....
Virginia.....	74, 558	15, 000	58, 658	300	.....	.....	.....	.....	600	.....
West Virginia.....	15, 500	3, 000	.....	.....	.....	.....	.....	.....	12, 500	.....
Wisconsin.....	88, 685	87, 200	.....	.....	.....	.....	.....	485	1, 000	.....
Dist. of Columbia.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico.....	5, 800	.....	.....	.....	.....	.....	.....	.....	5, 800	.....
Utah.....	12, 751	.....	.....	.....	.....	.....	.....	.....	12, 751	.....
Washington.....	550	50	.....	.....	.....	.....	.....	.....	500	.....
Total.....	5, 249, 810	3, 878, 648	59, 778	379, 880	2, 175	4, 362	543, 900	112, 053	257, 978	11, 036

TABLE XXIII.—*Statistical summary of benefactions for 1879—Continued.*

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Universities and colleges.	\$3, 878, 648	\$2, 264, 569	\$644, 113	\$91, 000	\$16, 100	\$10, 670	\$584, 845	\$267, 351
Schools of science	59, 778	23, 970	19, 133	.....	12, 280	4, 295	100	.....
Schools of theology	379, 880	139, 461	45, 500	50, 000	7, 500	7, 500	126, 300	3, 619
Schools of law	2, 175	.....	2, 000	.....	175	.....	.....	.....
Schools of medicine	4, 362	525	1, 700	.....	.....	.....	.....	2, 137
Institutions for the superior instruction of women.	543, 900	38, 600	463, 100	.....	9, 000	27, 200	1, 000	5, 000
Preparatory schools	112, 053	107, 143	.....	.....	1, 500	.....	2, 225	1, 185
Institutions for secondary instruction.	257, 978	42, 912	93, 355	12, 500	15, 760	24, 705	1, 146	67, 600
Institutions for the deaf and dumb.	11, 036	1, 150	.....	.....	500	.....	600	8, 786
Total	5, 249, 810	2, 618, 330	1, 268, 901	153, 500	62, 815	74, 470	716, 116	355, 678

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

Number of firms in —		North Carolina	1
California	1	Ohio	7
Illinois	5	Pennsylvania	19
Indiana	1	Rhode Island	1
Maine	1	Virginia	2
Massachusetts	23	Wisconsin	1
Michigan	3	District of Columbia	1
Missouri	3		
New York	69	Total	138
Number of works on —		Law	33
Archæology, fine arts, and music	37	Mathematics	28
Bibliography and literature	72	Mechanics and physics	23
Dictionaries and encyclopædias	21	Medicine and surgery	47
Education	72	Natural history	25
General science	51	Philosophy and logic	10
Geography	5	Political and social science	12
History	61	Theology	41
Language	68		
		Total	606

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

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

From California	1	New Jersey.....	10
Connecticut	3	New York.....	39
Illinois	10	Ohio.....	14
Indiana	4	Pennsylvania.....	15
Iowa	4	Rhode Island.....	1
Kansas	2	Vermont.....	1
Maine	2	Virginia.....	2
Maryland	3	West Virginia.....	2
Massachusetts.....	10	District of Columbia.....	3
Michigan.....	3	Foreign.....	10
Missouri.....	1		
New Hampshire.....	1	Total.....	114

Improvements in —		Drawing board	1
Atmosphere, apparatus for moistening		Drawing table	1
the	1	Electric conductor.....	1
Blackboard.....	3	Electric induction coil.....	1
Blackboard holder	1	Electric motor.....	2
Blotter	1	Electrical conductor.....	2
Blotter, writing tablet.....	1	Electricity, meter for measuring.....	1
Blotting sheet.....	1	Electricity, process and apparatus for	
Book, blank.....	1	the storage of	1
Bookcase.....	4	Exercising machine.....	3
Bookcase, sectional.....	1	Fileholder.....	1
Book, copy.....	3	File, paper.....	2
Book cover.....	1	Galvanic batteries, solution for.....	1
Book cover, copy.....	1	Galvanic battery.....	4
Book cover protector.....	1	Galvanic battery cell.....	1
Book cover, removable.....	2	Globe, terrestrial.....	1
Book covers, device for securing.....	1	Globe, time.....	2
Book-keeping apparatus.....	1	Gymnastic apparatus.....	1
Books, &c., device for carrying.....	1	Heat and ventilation, producing.....	1
Books, &c., holder for.....	1	Heat regulator.....	1
Bottle, ink.....	1	Heat regulator for furnaces, auto-	
Calculating percentage, &c., device		matic.....	1
for.....	1	Heater for dwellings.....	1
Calculator.....	2	House ventilator.....	1
Calculator, mechanical.....	2	Inkstand.....	6
Calisthenic motor.....	1	Inkwell.....	1
Circles, apparatus for describing.....	1	Inkwell for school desks.....	1
Circles, instrument for drawing arcs		Inkwell lid.....	1
of.....	1	Lead and crayon holder.....	1
Copyholder.....	1	Microscope.....	2
Copying and recording machine, com-		Mucilage holder.....	2
bined.....	1	Mucilage holder and distributor.....	1
Counting register.....	2	Music holder and leaf turner.....	1
Crucible furnace.....	1	Musical instruments, adjustable key-	
Desk or settee, school.....	1	board for.....	1
Desk, school.....	7	Musical instruments, automatic at-	
Desks, school and other.....	1	tachment for keyboard.....	1
Drawing and tracing apparatus.....	1	Musical instruments, pedal for.....	1
Drawing apparatus, perspective.....	1	Musical note tablet.....	1

TABLE XXV.—*Summary of patents for improvements in school furniture—(Continued).*

Numbering machine	1	Pencil sharpener, eraser, and tablet,	
Pen	1	combined	1
Pen and pencil case.....	2	Portfolio and writing tablet, com-	
Penholder.....	2	bined	1
Pen, pencil, and ink case	1	Ruler	1
Pen, perforating	1	Ruler, parallel	1
Pen, pneumatic perforating	1	Scholar's companion	1
Pen, pneumatic stencil	1	Sponge cup.....	1
Pen, stenciling	2	Tablet, writing	1
Pen, stylographic fountain.....	3	Teaching arithmetic, device for	2
Pens, fountain attachment for writing	1	Teaching penmanship, device for	1
Pencil.....	2	Teaching word analysis, apparatus	
Pencil and line measurer, combined	1	for	1
Pencil attachment.....	1	Telescope	1
Pencil case	1	Telescopes and microscopes, eye piece	
Pencil holder, slate	1	and objective for	1
Pencil, lead	1	Writing table	1
Pencil sharpener and pencil point pro-			
jector, combined.....	1	Total	141
Pencil sharpener and slate frame,			
combined slate	1		

EDUCATION IN FOREIGN COUNTRIES.

L.—EUROPE.

AUSTRIA-HUNGARY.¹—*a.* AUSTRIA, constitutional monarchy: Area, 115,905 square miles; population, 21,565,435. Capital, Vienna; population, 1,020,770. Minister of public instruction, Dr. C. von Stre-mayr.

Miscellaneous educational items.—In 1879 the University of Vienna had 257 professors and 3,609 students; the high school for agriculture at Vienna, 28 professors and 450 students; the University of Gratz, 94 professors and 743 students; and the technical schools of Vienna, Gratz, Lemberg, and Brünn, together, 3,300 students. According to Dittes' *Paedagogischer Jahresbericht* for 1878 there is a movement on foot to induce the legislature to abrogate the law making school attendance compulsory for eight years. The agitation is especially strong in the rural districts, where the farmers rely to a great extent upon the aid of their children.

The want of teachers is making itself seriously felt in several provinces. This is partly due to the insufficient number of teachers' seminaries and partly to the exceedingly low salaries offered by the school authorities.

The Austrian teachers are almost unanimously against the introduction of school savings banks. They base their objection on pedagogic grounds. They say a child cannot save because it cannot yet earn anything. Instead of teaching a child the virtue of economy, he might be induced to obtain money by false means, in order to deposit as much as his neighbor. They further say it is unpedagogic to make children too early acquainted with money matters and speculations.

b. HUNGARY, constitutional monarchy: Area, 118,172 square miles; population, 15,509,455. Capital, Budapest; population, 270,473. Minister of public instruction, A. von Trefort.

The budget of the ministry of public instruction still occupies a very modest position in the general budget of the kingdom. The total amount allowed for the year 1878 was only \$2,050,541, while in 1873 it amounted to \$2,500,000. The budget of the minister of public instruction was only 1.70 per cent. of the general Hungarian budget for 1878. The army and court expenses, the public debt, and the railroad subsidies absorbed 76.79 per cent. of the total expenses in 1876; for other purposes, therefore, there remained only 23.21 per cent.

The budget, however, does not show the whole amount annually expended for edu-

¹ The latest official statistics are given in the Report of the Commissioner of Education for 1878.

educational purposes. A considerable income is also derived from endowments and donations. The total expenditure may be estimated at \$3,500,000 a year.

Elementary schools.—All the elementary schools of Hungary and of the political and religious communities are public schools. The organization of these schools is not subject to the approval of the school authorities. Private schools may become public when their organization is approved by the government. The communal schools are undenominational. The communes are, however, at liberty to give subsidies to denominational schools in proportion to the population the schools represent. The denominations may turn over their schools to the communes and the latter are obliged to adopt them. If the parents of 30 children of school age refuse to send their children to the existing denominational schools, the commune is bound to establish and support a separate school for them. The pupils have to pay a small tuition fee; the poor children, however, are exempt from this payment. As a rule not more than 60 pupils may be placed in one school room. The school is open at least nine months in the year in cities and eight months in rural districts. The number of lessons is 20 to 25 a week, including the obligatory religious instruction. Each child is instructed in his mother tongue; in communes with a mixed population, the teachers have to be familiar with the languages in use.

Hungary had, in 1877, 12,137 communes and 15,486 elementary schools, against 11,769 communes and 15,282 schools in 1875. About 840 communes have no schools at all. With regard to their character, the elementary schools were divided, in 1877, into 1,731 state and communal and 13,755 denominational and private schools. The school population (6 to 15) in 1877 was 2,127,950, or 15.70 per cent. of the population. The total number of children of school age attending school in 1877 was 1,559,636, viz, 846,793 boys and 692,843 girls. Of this number 1,218,653 attended the elementary day school, 287,601 the review school, 12,414 the higher elementary and burgher schools, 23,039 the elementary private schools, and 17,879 the secondary schools. The number of children of school age attending no school in 1877 was 568,314, viz, 264,705 boys and 303,609 girls. With regard to their mother tongue, the children attending school are divided as follows: Magyars, 758,473; Germans, 272,684; Roumanians, 186,001; Slavonians, 239,207; Servians, 33,589; Croats, 25,875; Rutheneans, 43,810. In 1877 the school authorities imposed 735,020 fines for irregular attendance. The elementary school teachers numbered 20,717 in 1877 against 19,610 in 1874. There are still 4,910 teachers without diplomas. Two thousand five hundred and twenty-five teachers have served over 30 years, 1,317 from 25 to 30 years, 1,648 from 20 to 25 years, 2,438 from 15 to 20 years, and 2,797 from 10 to 15 years. The rest have served less than 10 years. The great majority of Hungarian schools have only one class. The organization of graded schools makes very feeble progress. From 1871 to 1877 the increase of graded schools has only been 0.01 per cent. The majority of the 15,486 school-houses are not yet arranged in strict accordance with the law. Want of schools and teachers, irregular attendance, defective school rooms and appliances, want of text books, and the inadequate training of the teachers, all are obstacles in the way of educational progress in Hungary. Another great difficulty presents itself in the polyglot character of the country.

Higher popular and burgher schools.—The advanced popular schools in Hungary are the higher elementary schools and the burgher schools. The establishment of a higher elementary school, or, if the means allow it, of a burgher school, is the duty of every commune with a population of at least 5,000. The course of study in the higher elementary school lasts three years for boys and two years for girls. No one is admitted before completing the six years' course in the lower elementary school. In the burgher school the course of study lasts six years for boys and four years for girls. Here pupils are admitted after the completion of the first four years in the lower elementary school. In 1877 there were 62 higher elementary and 61 burgher schools. In August, 1874, Minister Trefort pointed out 212 communes which ought to establish such schools according to law. The number of pupils of the higher elementary and burgher schools was 12,414 in 1877, viz, 6,758 boys and 5,655 girls.

Teachers' seminaries.—In 1877 there were 65 teachers' seminaries, viz, 51 for males and 14 for females. Of these 65 institutions 22 belonged to the state, 26 to the Catholic Church, 3 to the Greek Church, 9 to the Augsburg Confession, 4 to the Helvetic Confession, and 1 to the Hebrews. The number of teachers employed in all the seminaries was 636 in 1877 and the total number of students 3,991, of whom 1,138 were females. In 1869 the number of female students was only 121. The cost of the 22 state seminaries was \$254,000 in 1877.

Industrial and commercial schools.—In accordance with a resolution of the Hungarian legislature the minister of public instruction appointed a commission to study the questions relating to industrial schools. This commission recommended the establishment of apprentice schools and of higher industrial schools. There are about 250 cities which require industrial schools, but the minister cannot satisfy them all at once for want of money. A few schools of this class are now open, but the attendance is still irregular. The commercial schools are also still in an unsatisfactory condition. They numbered only 24 in 1877 and were attended by 1,114 pupils.

Secondary schools.—In 1877 Hungary had 148 Gymnasien, with 1,825 professors and 31,457 pupils, and 34 Realschulen, with 5,647 pupils. There is a secondary school for girls at Budapest, with 16 teachers and 221 pupils, and one at Oedenburg, with 85 pupils. There are several other secondary schools for girls, but their reports are wanting. There are seminaries for the training of secondary school teachers at Budapest and Klausenburg. These seminaries are conducted by professors in the universities and polytechnic school.

The universities.—All the schools of theology, including the faculty of theology of the University of Budapest, are under the control of the respective religious denominations. The number of schools of theology is 40, 39 of which belong to the various Christian denominations and one to the Hebrews. These 40 institutions had, in 1877, 258 professors and 1,672 students. The two universities are situated at Budapest and Klausenburg. The former has the four faculties of theology, law, medicine, and philosophy, while Klausenburg has only the three latter faculties. Budapest had, in 1878, 7 chairs of theology, 37 of law, 47 of medicine, and 73 of philosophy. The number of students in the same year was 2,717. The University of Budapest has no students' associations, such as are found in Austria and Germany. There is only an academic reading club, to which also the students of the polytechnic school have admittance. The University of Klausenburg, in its present form, dates from 1872. In 1876-77 it had 111 professors and 363 students. The university library has 13,834 volumes. Besides the universities, Hungary has 13 academies of law, of which 5 belong to the state and 8 to religious denominations. The latter have to submit their courses of study to the approval of the minister of public instruction. In 1877-78 these 13 academies had 127 professors and 991 students.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population, 5,336,636. Capital, Brussels; population, 384,848. Minister of public instruction, P. van Humbeeck.

The accession of the liberal party to power in July, 1878, was the beginning of a new era in Belgian education. The liberals not only created an independent ministry of public instruction (heretofore there was only an educational section in the ministry of the interior), but they at once asked the Chambers to revise the education law of 1842, which gave the clergy almost unlimited power over the schools. The reform bill became law in July, 1879, and has since been enforced vigorously by the government. Henceforth religious instruction is optional, and may be given after the regular school hours. The priests are no longer employed as school inspectors, and they may not compel the teachers and pupils to attend church. The church authorities are bitterly opposed to the law and threaten to excommunicate the teachers who continue to serve in government schools and the parents who patronize them.

Belgium has at present 5,857 elementary schools, viz, 1,766 for boys, 2,127 for girls, and 1,904 for both sexes. Four thousand six hundred and sixty-one of these schools are under the supervision of the state and 1,191 are without such supervision. The total number of pupils is 669,192, viz, 336,575 boys and 332,617 girls. The infant schools and

evening schools have together 97,382 pupils. The expenses for elementary education amount to nearly \$5,000,000 a year. The total number of teachers is 11,865. The law of 1876 fixes the minimum salary at \$200.

The Belgian Educational League has issued a programme for an international educational congress to be held at Brussels in connection with the celebration of the fiftieth anniversary of Belgian independence in 1830. The object of the congress is to explain and popularize the social and educational questions relating to all grades of instruction. It will be divided into six sections, to which will be assigned every phase of instruction, from the infant school to the university. Special attention will be paid to school legislation and school hygiene. Invitations have been sent to all the civilized countries in the world, and many leading educators have expressed a desire to attend the sessions.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,903,000. Capital, Copenhagen; population, 250,000. Minister of public instruction, A. C. P. Linde.

Denmark has a school population (6 to 14) of 200,761. All these children, except those who are mentally or bodily disabled, attend school. There are 2,781 primary schools in the rural districts and 113 in the towns. For the training of teachers, there are 5 seminaries, with 233 students. The secondary schools number 26 and the secondary school teachers 314. The University of Copenhagen has 60 professors and 1,250 students. The university library contains 275,000 volumes. For special education, Denmark has a royal veterinary and agricultural school, with 16 professors and about 200 students; a polytechnic school, with 13 professors and 150 students; 2 academies of fine arts; 1 technical school; 8 navigation schools; a military academy; and several charitable institutions.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 1,857,035. Capital, Helsingfors; population, 34,579.

Finland has 124 town schools and 293 country schools. The total number of infant schools is 100. The Finnish language is used in 243 schools; in the rest the Swedish language is spoken. There are still 252 districts without schools. The town schools are attended by 6,815 pupils, and the country schools by 11,363. For secondary education there are 18 lyceums and 33 Realschulen. The University of Helsingfors has 892 students, of whom 642 are regular students and 250 hearers.

FRANCE, republic: Area, 201,900 square miles; population, 36,905,788. Capital, Paris; population, 1,988,806. Minister of public instruction, Jules Ferry.

For the latest official statistics of education in France, see the Report of the Commissioner of Education for 1878.

Miscellaneous educational items.—A draught of a law has been submitted to the French Chambers tending to make primary instruction compulsory and gratuitous, and to place it entirely in the charge of lay teachers. All persons belonging to religious orders are henceforth to be excluded from the public schools.

The superior normal school of Paris.—This important institution was placed in 1871 under the direction of M. Ernest Bersot, who remained at the head of the school until his death in 1879, when he was succeeded by M. Fustel de Coulanges, member of the Institute of France. M. Bersot has shown what a school can accomplish by intelligent efforts, stimulated by a sense of professional duty. The most perfect discipline reigns among the students, and the good results achieved in the examination for degrees are a proof of the indefatigable devotion of their professors. Fifteen thousand two hundred and ten volumes have been added to the library of the school. The course of study lasts four years, and includes the Greek language and literature, the Latin language and literature, the French language and literature, the English and German languages, philosophy, history, geography, grammar, higher mathematics, physics, chemistry, mineralogy, zoölogy, botany, astronomy, mechanics, drawing, music, and practical exercises in the laboratory.

The College of France.—The foundation of this great institution coincided with the extensive movement in the sixteenth century which placed the study of arts, sciences, and letters on a new basis. The University of Paris, which was still penetrated with

the old scholastic spirit and under the control of theologians, showed itself more than ever hostile to changes. It excluded Hebrew, Greek, and all other branches from which the partisans of the reform movement derived the spirit of criticism and free inquiry. The university was therefore opposed to the college created by François I, and used all means to hinder its development. After great efforts by the university, the royal college was placed under its jurisdiction. The college professors continued to instruct gratuitously, but they had no authority to confer degrees. The number of chairs increased, however, to such an extent that law, medicine, anatomy, the sciences, and letters were represented in the college with a liberty which was unknown in the faculties. This liberty is still to-day the rule in the College of France, which has been entirely separate from the University of France since the beginning of the present century. From 1871 to 1878, seven new chairs were created, and the salaries of the professors have been raised from \$1,500 to \$2,000.

Education in Paris in 1876 and in 1879. — In 1876 the population of Paris was 1,988,806. The number of children between the ages of 2 and 6 years was 113,190, and between the ages of 6 and 14 years, 219,764. In 1877 there were present in the salles d'asile 26,718 children, viz, 22,837 in public and 3,881 in private ones; the number present in the schools was 168,729, viz, 93,157 in public and 75,572 in private schools. There were thus 195,447 children in attendance. For the accommodation of these children there were 1,404 establishments, viz, 146 salles d'asile¹ and 1,258 schools. Three hundred and ninety-one of these 1,404 schools were for boys and 867 for girls. Of the boys' schools 141 were public and 250 private and of the girls' schools 144 public and 723 private. The total number of new schools erected in Paris since 1867 is 105, with 44,814 seats. The number of children of school age (6 to 14) who did not appear on the rolls of public and private schools was 42,000. Of these about 3,000 children received instruction at home and about 30,000 attended the public or private schools during some time of the year. There remained, therefore, 9,000 children for whom school accommodation had to be provided. Paris has a central drawing school for girls, which was attended in 1878 by 3,148 pupils. The adult schools numbered, in 1877, 7,482 male and 3,828 female pupils.

The following account of the condition of education in Paris on March 1, 1879, is extracted from the report of M. Gréard, inspector general of public instruction and director of primary schools for that city.

In former reports, especially in the memoir prepared on the occasion of the Universal Exposition of 1878, it was stated that in less than 10 years, from 1867 to 1877, and especially since 1871, 57,000 new seats for scholars had been provided. In this report no attempt is made to state what has been done to supply the demand, but it mentions what has still to be done to accommodate all the children who ought to be in school.

I. *Schools:* The following table shows the condition of lower primary schools (écoles primaires élémentaires) for boys and girls on the 1st of March, 1879:

	Schools for boys.	Schools for girls.	Total.
Permanent seats	47, 874	43, 871	91, 745
Temporary seats	3, 398	2, 608	6, 006
Total	51, 272	46, 479	97, 751
Pupils on the rolls	51, 851	46, 812	98, 663
Excess of pupils on the rolls over the number of permanent seats..	3, 977	2, 941	6, 918
Excess of pupils on the rolls over the total number of permanent and temporary seats.	579	333	912

¹Salles d'asile in France and écoles gardiennes in Belgium correspond to infant schools in England and Kindergärten in Germany. Intended for very young children, instruction is usually limited to singing, physical exercises, &c.

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From the foregoing table it appears that, in order to give suitable accommodation to a large number of pupils on the rolls, 6,918 seats must be provided. But this number would only supply the present demand and not furnish a single seat for newcomers. How many seats are then needed? To answer this question we must ascertain the number of children between the ages of 6 and 14 and the number of pupils who can be accommodated at present in the public and private schools. The following table furnishes these numbers:

	Schools for boys.	Schools for girls.	Total.
Number of children between the ages of 6 and 14, according to the census of 1876.	102, 781	106, 983	209, 764
Number on the rolls in public schools	51, 851	46, 812	98, 663
Number on the rolls in private schools	24, 564	46, 601	71, 165
Total number of pupils on the rolls of public and private primary schools.	76, 415	93, 413	169, 828
Excess of children of school age (6 to 14) over the number of pupils on the rolls.	26, 366	13, 570	39, 936

It must be observed, however, that the 169,828 pupils on the rolls are not all between the ages of 6 and 14; a certain number of them are under the age of 6 and others are above the age of 14. In order to ascertain the exact number of children between the ages of 6 and 14 who do not find accommodation in the public and private schools, the number of pupils under and over age must be deducted from the total number on the rolls. The report of 1878 gave the number of children under and above the school age who occupied seats in the public and private schools as 17,160. This number deducted from 169,828 leaves 152,668, and the latter number deducted from the total school population (209,764) gives 57,096 children between the ages of 6 and 14 who do not attend at present any public or private primary school.

It must now be ascertained how many of these 57,096 children ought to be furnished with seats in the public schools. According to the estimate in the report of 1878 the number of children between the ages of 6 and 14 enrolled in the salles d'asile is 6,525 and the number of those receiving instruction at home is estimated in the same report at 13,850. If to these numbers be added about 30,000 children who attend irregularly or for a short period only, we have a total of 50,375 children who ought to have seats in the public schools, but who need not provided for at once. The exact number of seats wanted to cover the bare necessity of the case is, therefore, 6,721, or, in round numbers, 7,000. We must not, however, close the doors to those children above school age who wish to continue their studies. The number of these is 3,600. And if we add the 5,600 children above six years of age now on the rolls in the salles d'asile and the 7,000 children who do not find suitable accommodation in school at present, we find that we must provide 22,921 new seats in the primary schools.

II. *Salles d'asile*: These had, March 1, 1879, accommodation for 19,024 pupils. The following shows the proportion between the present accommodations in the salles d'asile and the infant population (2 to 6) in 1876: Number of boys and girls between the ages of 2 and 6 in 1876, 113,190; number of children enrolled in the public salles d'asile, 24,439; number of children enrolled in the private salles d'asile, 3,659; total number of children enrolled in public and private salles d'asile, 28,098; excess of the infant population (2 to 6) over the number of children enrolled in the salles d'asile, 85,092. Making an allowance for the number of children who are cared for in private salles d'asile and at home, we find that the municipal authorities ought to provide 6,500 new places in the public salles d'asile. Adding to this number the 23,000 seats required in the primary schools we have a total of 29,500 seats. The buildings in course of erection will furnish 4,834 seats, viz, 2,022 for boys, 2,117 for girls, and 695

for infants in the salles d'asile. This reduces the number of seats required to 18,861 in primary schools and 5,805 in the salles d'asile.

III. *Projects under consideration*: The various projects under consideration will furnish a total of 21,172 new seats to primary schools and 5,970 new seats to the salles d'asile, or 2,476 more than are actually required. The execution of these projects will require the sum of \$5,605,960.

IV. *Higher primary schools (écoles primaires supérieures)*: The city of Paris has at present four higher primary schools: The École Turgot, the École Colbert, the École Lavoisier, and the École J.-B. Say. A fifth school is in course of erection on the Place du Trône. In order to complete the organization of the higher primary education two more schools must be organized and the École Lavoisier enlarged. The erection of the new schools and the improvement of the existing ones require the sum of \$720,000.

The total amount, therefore, required for the erection of primary schools, salles d'asile, and higher primary schools is \$6,325,960.

GERMANY, constitutional empire: Area, 212,091 square miles; population, 42,727,360. Capital, Berlin; population, 966,858.

Statistics of German universities in 1879.

Universities.	Number of professors.	Number of students.	Universities.	Number of professors.	Number of students.
Berlin.....	230	4,463	Kiel.....	67	313
Bonn.....	101	1,078	Königsberg.....	91	715
Breslau.....	106	1,291	Leipzig.....	168	3,016
Erlangen.....	63	436	Marburg.....	74	544
Freiburg.....	56	472	Munich.....	132	1,664
Giessen.....	59	340	Münster.....	32	286
Göttingen.....	119	1,063	Rostock.....	40	193
Greifswald.....	63	555	Strassburg.....	83	787
Halle.....	104	1,064	Tübingen.....	87	1,196
Heidelberg.....	113	843	Würzburg.....	67	918
Jena.....	81	553			

Illiteracy in the German Empire.—Dr. Engel, director of the royal statistical bureau at Berlin, made the following remarks at the International Statistical Congress held at Paris in July, 1878:

At the last census in Prussia I succeeded in obtaining from each commune the number of persons who could neither read nor write. We want to know that in our country. Of 40,000,000 personal cards we found 25,000,000 persons who could neither read nor write.¹ The Prussian reports are very reliable in this respect. There are communes where 80 per cent. of the inhabitants can neither read nor write.

a. BADEN, grand duchy: Area, 5,851 square miles; population, 1,507,179. Capital, Karlsruhe; population, 42,895. Director of the superior council of education, Dr. G. Nokk.

The educational budget of Baden for 1879 contains \$248,473 for the two universities—Heidelberg and Freiburg—and the polytechnic school at Karlsruhe; \$72,034 for Gymnasien; \$40,724 for higher burgher schools and Realgymnasien; \$16,098 for industrial schools; \$44,896 for teachers' seminaries; \$128,939 for popular schools; \$19,834 for deaf-mute and blind schools; and \$3,549 for the school of architecture.

According to the Official Gazette there were 241 teachers' places vacant on the 1st of January, 1878.

¹Of course, this includes infants and all persons in every condition and of every social grade.

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b. **BAVARIA**, constitutional monarchy: Area, 29,293 square miles; population, 5,022,390. Capital, Munich; population, 198,829. Minister of public instruction, Dr. von Lutz.

For the latest educational statistics, see the Report of the Commissioner of Education for 1878.

c. **BREMEN**, free city: Area, 106 square miles; population, 142,200.

The Jahrbuch für Bremische Statistik, Bremen, 1879, gives the following account of the present condition of education in the city:

In 1878 Bremen had 52 schools, of which 48 were public and 4 private. The number of classes was 337; the number of male pupils, 8,658, viz, 8,584 in public and 74 in private schools; and the number of female pupils, 8,657, viz, 8,070 in public and 587 in private schools. There were, therefore, together 17,315 pupils, of whom 16,654 attended the public and 661 the private schools. One thousand eight hundred and twenty-one fines were imposed in 1878 for irregular attendance or non-attendance. The number of teachers was 400 in 1878, of whom 71 were females. The tuition fees amount to \$5 a year for every child in the city and \$2.50 in the suburbs. Poor children pay no fees. The number of non-paying pupils is 24.34 per cent. of the whole number in attendance. The education of every child cost the city \$7 in 1878. For secondary education Bremen has 26 schools, with 3,768 male and 2,631 female pupils. In secondary schools the minimum tuition fee is \$10.

d. **HAMBURG**, free city: Area, 148 square miles; population, 388,618. Educational affairs are under the control of a high school commission (Oberschulbehörde).

The official report for 1878 gives the following account of the condition of schools:

Hamburg has 49 public schools, with 519 classes and 24,820 pupils, viz, 13,883 boys and 10,937 girls; 29 semi-public schools (halböffentliche Schulen), with 187 classes and 7,287 pupils, viz, 4,770 boys and 2,517 girls; 152 private schools, with 727 classes and 16,238 pupils, viz, 5,869 boys and 10,369 girls. There are thus in all 230 schools, with 1,433 classes and 48,345 pupils.

e. **PRUSSIA**, constitutional monarchy: Area, 137,066 square miles; population, 25,742,404. Capital, Berlin; population, 966,858. Minister of public instruction, von Puttkamer.

According to the Centralblatt für die gesammte Unterrichtsverwaltung in Preussen, July and August, 1877, Prussia had 84 Realschulen of the first order, with 945 directors and regular teachers, 133 additional scientific teachers, and 169 special technical teachers. The number of pupils was 25,677.

In March, 1877, Prussia had 213 Fortbildungsschulen (review schools) receiving subsidies from the state. These schools were attended by 21,724 pupils. In December, 1877, there were 23,250 schools in which needlework was taught and 6,232 schools into which it was not yet introduced. Of all the Prussian elementary schools, 41 per cent. are ungraded and 59 per cent. are graded. Of the 86,177 recruits examined in Prussia in 1878, there were 2,140, or nearly 2.5 per cent., who had received no school education. The average cost of education of every child in the popular schools in Prussia is about \$5 a year.

Education in Berlin.—According to the Verwaltungs-Bericht des Magistrats zu Berlin pro 1879, the city of Berlin has 174 public schools (primary and secondary), with 2,164 classes and 109,754 pupils, viz, 60,445 boys and 49,309 girls. Of these pupils 8,786, or 8 per cent., are over 14 years of age, and 100,968 are between the ages of 6 and 14. The 88 private schools have 721 classes and 23,158 pupils, viz, 8,204 boys and 14,954 girls. The city has, therefore, in all 264 schools, with 2,885 classes and 132,912 pupils. Of these schools 14 are Gymnasien, 7 Realschulen, 2 Gewerbeschulen, 53 higher female schools, 3 teachers' seminaries, 9 higherschools for boys, and the rest elementary and advanced elementary schools for both sexes. In 1879, 8,325 fines were imposed for irregular attendance or non-attendance.

f. ALSACE-LORRAINE, imperial territory (Reichsland): Area, 5,580 square miles; population, 1,531,804.

The constitution of the German Empire was introduced in Alsace-Lorraine January 1, 1874. The administration of the Reichsland is under a governor general, bearing the title of Statthalter. The present Statthalter is Field Marshal von Manteuffel. The three principal towns of the Reichsland are Strassburg, with 94,306 inhabitants; Mühlhausen, with 58,463; and Metz, with 45,856.

The following is an abstract of the official report for the years 1871 to 1878:

In 1871, when Germany annexed Alsace-Lorraine, there were altogether 4,038 teachers employed in popular schools. Of these 1,507 were religious and 2,531 lay teachers. The government at once raised the number of teachers' seminaries from 4 to 9. These seminaries had, in 1878, 9 directors, 42 male and 11 female teachers, and 873 students. The state has paid, from 1871 to 1877, \$376,046 for the support of the seminaries and \$93,425 for that of the preparatory schools.

Higher female schools.—In 1877-78 there were 70 higher female schools, with 387 teachers and 6,000 pupils.

Middle class schools (Mittelschulen).—Of the 9 middle class schools that of Mühlhausen is the most prominent. It has at present 17 teachers and 365 pupils. Fortbildungsschulen (review schools) number 153, viz, 27 in cities and 126 in rural districts.

Elementary schools.—(1) Public schools: There were, in 1878, 524 schools for boys, with 939 classes and 50,615 pupils; 522 schools for girls, with 981 classes and 46,880 pupils; 1,557 mixed schools, with 2,362 classes and 112,832 pupils. The number of teachers was 4,167, viz, 2,357 males and 1,810 females. (2) Private schools: There were 21 schools for boys, with 43 classes and 2,032 pupils; 50 schools for girls, with 83 classes and 2,529 pupils; 60 mixed schools, with 70 classes and 2,731 pupils. The private school teachers numbered 197. The number of Kindergärten was 432, and the number of pupils 38,812.

Secondary schools.—Alsace-Lorraine has 26 secondary schools (lycées, Gymnasien, and Realschulen), with 6,212 pupils and 244 regular and 80 assistant teachers.

Before the Franco-Prussian war Alsace-Lorraine had 22 state secondary schools and 9 private (church) institutions, with about 6,200 pupils.

g. SAXONY, constitutional monarchy: Area, 6,777 square miles; population, 2,760,586. Capital, Dresden; population, 197,295. Minister of public instruction, Dr. von Gerber.

The following is an abstract of the official report of the ministry of public instruction for the school year 1878-79:

The University of Leipzig had, in the winter of 1878-79, 165 professors, 3,061 students, and 111 "hearers." The polytechnic school at Dresden had 42 professors and 592 students. For secondary education there were 13 Gymnasien, with 284 teachers, 147 classes, and 4,063 pupils; 12 Realschulen of the first order, with 250 teachers, 151 classes, and 3,525 pupils; 20 Realschulen of the second order, with 215 teachers, 131 classes, and 2,884 pupils. For the training of teachers there are 18 seminaries, with 269 teachers and 2,600 pupils. Of this number 186 are females.

Higher female schools.—In December, 1878, Saxony had two recognized higher female schools (Dresden and Leipzig), with 35 teachers and 754 pupils.

Elementary schools.—The number of public elementary schools in Saxony was 2,134 in December, 1878, and the number of review schools, 1,866. The elementary schools were attended by 453,312 pupils, viz, 223,290 boys and 230,022 girls. The review schools had 68,604 pupils, viz, 67,831 boys and 773 girls.

Saxony has 2 schools for the blind, with 301 inmates.

The certificated private elementary schools numbered 99 in 1878. These schools had 7,575 pupils, viz, 3,123 boys and 4,452 girls.

Saxony has, in all, 4,201 institutions of learning, with 12,985 classes, 549,372 pupils, and 8,660 teachers. The total expense for education was \$4,807,909 in 1878.

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h. WÜRTTEMBERG, constitutional monarchy: Area, 7,675 square miles; population, 1,881,505. Capital, Stuttgart; population, 107,273. Director of the education department, von Roemer.

The following is an abstract of the official report for the school year 1877-78:

Württemberg had, in 1878, a university at Tübingen, with 108 professors and 1,144 students; an academy of agriculture and forestry at Hohenheim, with 27 professors and 81 students; a school of veterinary surgery at Stuttgart, with 12 professors and 40 students; a polytechnic school, with 71 professors and 400 students; a school of fine arts, with 12 professors and 80 students; a conservatory of music, with 42 professors and 250 students; 91 classical secondary schools, with 8,623 pupils; 72 Realschulen, with 7,341 pupils; and 16 elementary city schools, with 2,254. The number of elementary schools in the rural districts is not given in the report.

The University of Tübingen celebrated the four hundredth anniversary of its foundation in 1877. This institution was founded in 1477, by Eberhard im Bart, first duke of Württemberg. The lectures commenced October 1, 1477. The University of Tübingen had, from its foundation, four faculties: Theology, medicine, philosophy, and jurisprudence. On the introduction of the reformation the faculty of theology became Protestant. At present the university has the seven following faculties: (1) Protestant theology, (2) Catholic theology, since 1817, (3) jurisprudence, (4) medicine, (5) philosophy, (6) science of government, and (7) natural sciences.

In 1877-78 the university had 49 ordinary and 10 extraordinary professors. Of the 49 regular professors, 5 were for Protestant theology, 6 for Catholic theology, 7 for jurisprudence, 8 for medicine, 11 for philosophy, 5 for science of government, and 7 for natural sciences. The salaries of ordinary professors in 1877-78 ranged between \$900 and \$1,100 and those of extraordinary professors between \$450 and \$550. Besides these fixed salaries the professors receive fees for private lectures and for examinations.

Württemberg has furnished 667 professors to foreign countries. The largest number (110) went to Vienna, 88 to Freiburg, 50 to Heidelberg, and the rest to different other European universities.

In 1879 the total number of students is reported as 1,196, against 834 in 1870. From 1865 to 1876 the University of Tübingen conferred 548 degrees of doctor and 46 honorary medical degrees.

The income of the institution was \$153,668 in 1877-78. Of this sum \$18,943 are derived from endowments and fees and the rest from the public treasury.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,305 square miles; population 33,805,419. Capital, London; population, 3,620,823.

a. ENGLAND AND WALES. Capital, London; population, 3,620,868.

Elementary schools.—From the report of the committee of council on education we learn that, in the year ending 31st August, 1878, the inspectors visited 16,293 day schools in England and Wales to which annual grants were made, containing 23,618 departments under separate teachers and furnishing accommodation of 8 square feet feet of superficial area per child for 3,942,337 scholars. There were on the registers the names of 3,495,892 children, of whom 1,189,557 were under 7 years of age, 2,158,179 were between 7 and 13, and 148,156 were above 13.

The following table shows the rate of progress since the passage of the elementary education acts of 1870 and 1876:

	Years ending August 31—				
	1870.	1875.	1876.	1877.	1878.
Estimated population.....	22,090,163	23,944,459	24,244,010	24,547,309	24,854,397
Number of schools inspected.....	8,281	13,290	14,368	15,287	16,410
Number of departments:					
1. Day.....	12,061	19,245	20,782	22,033	23,618
2. Night.....	2,504	1,392	1,474	1,733	1,718

	Years ending August 31—				
	1870.	1875.	1876.	1877.	1878.
Accommodation :					
1. Day schools.....	1, 878, 584	3, 146, 424	3, 426, 318	3, 653, 418	3, 942, 337
2. Night schools.....		13, 055	14, 810	16, 169	15, 029
Present at examination :					
1. Day scholars.....	1, 434, 766	2, 221, 745	2, 412, 211	2, 633, 108	2, 944, 127
2. Night scholars.....	77, 918	37, 666	41, 133	50, 203	50, 181
Average attendance :					
1. Day scholars.....	1, 152, 389	1, 837, 180	1, 984, 573	2, 150, 683	2, 405, 197
2. Night scholars.....	73, 375	48, 382	49, 858	57, 785	56, 501
Number of teachers :					
Certificated.....	12, 467	20, 940	23, 053	24, 841	27, 324
Assistant.....	1, 262	2, 713	3, 173	4, 021	5, 480
Pupil.....	14, 304	29, 667	32, 231	34, 008	34, 399
Studying in training colleges.....	2, 097	2, 975	3, 007	3, 027	3, 080

Training colleges.—The accommodation provided in 1879 by the training colleges is sufficient for 3,194 students, and 3,108 are in residence. These colleges can, therefore, at present furnish a yearly supply of some 1,500 teachers who have been trained for two years. The average salary of a certificated master, which in 1870 was \$478, is now \$594; that of a schoolmistress was \$289 in 1870 and is now \$356. In addition to their other emoluments, 5,369 out of 11,595 masters and 5,018 out of 14,651 mistresses are provided with residences.

School boards.—In the year ending 31st of August, 1878, the number of board schools increased from 2,082 to 2,682, while the accommodation in these schools rose from 705,122 to 890,164 and the average attendance from 427,533 to 559,078. Boards have been established to the number of 1,934, representing a population of 13,150,219.

School attendance committees.—The elementary education act of 1876, which came into operation on the 1st of January, 1877, provides for the appointment of a school attendance committee for every borough and parish for which a school board has not been elected. These committees have been appointed in 108 boroughs and in all those unions (582) of which any portion was not under the jurisdiction of a school board.

Schools in London.—For the half year ending Christmas, 1878, the average number on the roll was 444,332 and the average attendance 350,507. In 1871 the number of pupils on the roll was 222,518 and the attendance 174,301. It appears, therefore, that in something less than eight years the roll has nearly doubled and the average attendance more than doubled. In other words, the roll has increased 27,000 a year and the average attendance at the rate of 22,000 a year. The accommodation in board schools for the quarter ending Christmas, 1878, is given as 198,470, the average attendance being 165,900; while the average attendance in voluntary schools for the same period is stated to have been 184,607, with accommodation for 274,501.

Schools in Birmingham.—Population, 343,787. In December, 1871, there were accommodations for 30,696 pupils; the number on the books was 25,941 and the average attendance 16,263. In February, 1879, the following condition prevailed: Accommodation in denominational schools, 29,473; in board schools, 24,638; in private schools recognized by the board, 945; total, 55,056. On the rolls in denominational schools, 29,697; in board schools, 28,755; in private schools, 946; total, 59,398. Average attendance on denominational schools, 21,410; board schools, 21,401; private schools, 686; total, 43,497.

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The results shown in these statements are further illustrated by the following table, which gives particulars relating to the principal towns in England :

Boroughs.	Population (census of 1871).	Average attendance—		Percentage of increase in average attendance.
		At date of first election.	By latest return.	
London	3,266,987	174,301	350,507	102.0
Bath	52,557	3,857	4,895	26.8
Birmingham	343,787	16,263	43,497	167.4
Blackburn	76,339	7,512	13,026	73.4
Bolton	82,853	7,209	15,014	108.3
Bradford	147,101	9,064	21,304	135.0
Brighton	92,481	4,632	9,249	99.7
Bristol	182,552	13,385	20,223	51.1
Derby	49,810	4,784	9,061	89.4
Halifax	65,510	4,819	7,876	63.4
Huddersfield	70,253	4,526	10,665	135.6
Hull	121,892	5,920	16,770	183.3
Leeds	259,212	13,599	37,920	170.9
Leicester	95,220	5,037	14,966	197.1
Liverpool	493,405	31,348	51,329	63.7
Manchester	351,361	26,328	38,020	44.4
Newcastle-on-Tyne	128,443	5,690	13,473	136.8
Norwich	80,386	6,317	9,251	46.4
Nottingham	127,023	5,840	10,905	86.7
Oldham	82,629	6,765	12,563	85.7
Plymouth	68,758	5,000	7,838	56.7
Portsmouth	113,569	5,498	10,276	86.9
Salford	124,801	9,682	18,164	87.6
Sheffield	239,946	11,985	30,192	151.9
Stockport	53,014	3,433	7,202	109.8
Sunderland	98,242	4,985	9,136	83.3
Wolverhampton	68,291	5,494	8,821	60.5

Juvenile offenders in 1879.—The following is from the twenty-third report of the inspector appointed to visit the certificated reformatory and industrial schools of Great Britain :

The inspector, Major Inglis, calls attention to the fact that, while the population of the country has largely increased in the last twenty years and adult crime has kept pace with the increase of population, juvenile crime has decreased to a very great degree. The comparative tables which appear in the report of adult and juvenile commitments in England and Wales since 1861 give the following result : In 1861 there were 103,343 adult offenders, 72,947 male and 30,396 female. The total has never been smaller in the succeeding nineteen years, the largest total having been in 1877, when there were 163,074 in all, 117,899 male and 59,175 female. In 1879 the total was 165,843, 118,363 male and 47,480 female. The number of juvenile offenders (i. e., those under 16) in 1861 amounted to 8,801, 7,373 male and 1,428 female. The largest total was in 1869, viz, 10,314, 8,956 male and 1,358 female. The smallest total was in 1879, viz, 6,810, 5,937 male and 873 female. For Scotland the results are somewhat different. In 1860 there were 18,218 commitments of adults and 1,062 of juveniles ; in 1879, 43,878 of adults and 1,097 of juveniles. During the year 1879 there have been no serious outbreaks of misconduct and very little occasion for special interference.

There were in the schools 18,387 boys and 4,518 girls receiving a plain English education. In the three years, 1876, 1877, 1878, there were sent to sea from reformatories, industrial schools, and training ships 1,740 boys. Since the commencement of the work, out of the 46,367 boys who had passed through the schools up to the end of 1879, no less than 3,565 boys from reformatories and 3,285 from industrial schools and ships (in all, 6,850) had gone to sea. The cost of reformatories is not increasing much, and would soon diminish if all managers of reformatories would follow the example set at Leeds and decline to receive children under 12 on a first conviction. There is a steady annual increase in industrial schools. Day industrial schools are working well wherever they have been established. Truant schools have not been largely adopted, there being only three in the kingdom—London, Sheffield, and Liverpool. The number of reformatory schools is 52 in England and 12 in Scotland, 64 altogether, with 5,756 boys and 1,207 girls under detention. The number of certificated industrial schools was 129 on the 31st of December, 1879, with 12,585 boys and 3,275 girls. The expenditure of the reformatory schools for 1879 was \$680,915; of industrial schools, \$1,518,275.

b. SCOTLAND: Population, 3,527,811. Capital, Edinburgh; population, 215,146.

The following is an abstract of the official report of the committee of council on education for the year 1879:

In the year ending August 31, 1879, the inspectors visited 3,003 day schools to which annual grants were made, containing 3,313 departments under separate teachers and furnishing accommodation for 585,629 pupils. There were on the registers of these schools the names of 508,452 children, of whom 108,863 were under 7 years of age, 363,143 between 7 and 13, and 36,446 above 13.

Of these pupils, 447,801 were present on the day of the inspectors' visit, while 385,109 were, on an average, in daily attendance throughout the year.

The night schools examined during the year were 271 in number; 13,799 pupils above 12 years of age were, on an average, in attendance each night.

The inspectors found 5,148 certificated teachers at work in the aided schools which they visited, while the seven training colleges, from which the supply of such teachers is mainly recruited, were attended in 1879 by 970 students.

The following table shows the rate of progress in the period which has elapsed since the passing of the act of 1872:

	Year ending August 31—		
	1872.	1877.	1879.
Estimated population.....	3,495,214	3,560,715	3,628,065
Number of schools inspected.....	1,979	2,943	3,019
Departments:			
Day.....	2,133	3,217	3,313
Night.....	68	288	271
Accommodation:			
Day schools.....	281,688	535,949	585,629
Night schools.....		2,237	2,724
Present at inspection:			
Day pupils.....	225,300	417,699	447,801
Night pupils.....	2,641	14,474	13,743
Average attendance:			
Day pupils.....	213,549	360,413	385,109
Night pupils.....	3,653	15,445	13,799
Number of teachers:			
Certificated.....	2,566	4,680	5,148
Assistant.....		200	357
Pupil.....	3,642	4,989	4,648
Studying at training colleges.....	729	1,021	970

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c. IRELAND: Population, 5,317,416. Capital, Dublin; population, 314,666.

The following is an abstract of the forty-sixth report of the commissioners of national education in Ireland for the year 1879:

On December 31, 1879, there were 7,522 schools on the operation list, or 79 more than in 1878. The number of pupils on rolls who made at least one attendance during the last fourteen days on which the schools were opened in 1879 was 559,081. The number of individual pupils on rolls who made any attendance at the national schools between January 1 and December 31, 1879, was 1,031,995. The average daily attendance of pupils for the year 1879 was 435,054.

The following table exhibits the number of national schools, with the average attendance for each of the last twenty years, December 31, 1879:

Year.	Number of schools in operation.	Number of children in average attendance.	Year.	Number of schools in operation.	Number of children in average attendance.
1860	5,632	262,823	1870	6,806	359,199
1861	5,830	284,726	1871	6,914	363,850
1862	6,010	284,912	1872	7,050	355,821
1863	6,163	296,986	1873	7,160	373,371
1864	6,263	315,108	1874	7,257	395,390
1865	6,372	321,209	1875	7,267	389,961
1866	6,453	316,225	1876	7,334	416,586
1867	6,520	321,683	1877	7,370	418,063
1868	6,586	354,853	1878	7,443	437,252
1869	6,707	358,560	1879	7,522	435,054

Model schools.—The number of district and minor model schools in operation at the end of the year was 26 and the number of pupils on the rolls 10,052. The average daily attendance for the year was 8,830.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,457,894. Capital, Athens; population, 44,510.

For latest educational statistics, see the Report of the Commissioner of Education for 1878.

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 27,769,475. Capital, Rome; population, 244,484. Minister of public instruction, F. P. Perez.

For latest obtainable school statistics, see the Report of the Commissioner of Education for 1878.

Miscellaneous educational items.—Primary education has been made obligatory throughout Italy by law of July 15, 1877.

The primary schools were attended in 1862 by 1,008,674 pupils, in 1866 by 1,217,870 pupils, in 1870 by 1,577,654 pupils, in 1874 by 1,836,381 pupils, and in 1876 by 1,931,617 pupils.

The minister of public instruction has sent several educators abroad to study the school systems of other countries. The minister of industry and commerce also lays great stress on the experiences of other countries. The annals of the ministry contain translations of reports on industrial education in Belgium.

The Pope has contributed \$20,000 towards the support of the Catholic schools. He has addressed a letter to the cardinal vicar of Rome, in which he expresses great sorrow over the rapid spread of Protestant schools in the Eternal City. The total number of priests and members of religious orders engaged in teaching in Italian schools is 16,000.

NETHERLANDS, constitutional monarchy: Area, 20,527 square miles; population, 3,865,456. Capital, The Hague; population, 104,095. Minister of the Interior, W. Six.

The following is an abstract of *Verslag van den Staat der Scholen over 1877-1878*, 'sGravenhage, 1879:

The Dutch universities are situated at Leyden, Utrecht, Groningen, and Amsterdam. In 1877-'78 Leyden had 627 students; Utrecht, 401; Groningen, 189; and Amsterdam, 389. For secondary education there are 51 *Gymnasien* and Latin schools, with 240 teachers and 1,503 pupils; 35 burgher schools, with 4,319 pupils; 34 higher industrial schools, with 3,114 pupils; 53 higher burgher schools, with 4,009 pupils; and 20 high schools for girls, with 823 pupils. For special education there is an agricultural school, with 92 pupils; a polytechnic school, with 319 students; 11 naval schools, with 26 professors and 536 students.

For elementary education there are 2,712 public schools, 124 aided private schools, and 977 unaided private schools, or, in all, 3,813 schools. The total number of elementary teachers is 12,292. The number of pupils was 486,737 in 1877, viz, 253,410 boys and 233,327 girls.

A new school law was enacted August 17, 1878. The first organic school law dates from 1857. This law gave rise to severe criticism on the part of nearly all denominations, which want sectarian schools. The law of 1878 does not satisfy them either, since religion is excluded from all the public schools. The branches of instruction for primary schools are reading, writing, arithmetic, elements of geometry, language lessons, national history, geography, natural history, singing, and needlework for girls. The school authorities have, however, the power to introduce the elements of French, German, English, general history, mathematics, free hand drawing, agriculture, and gymnastics wherever they deem it expedient.

No school building may be used after the board of health has pronounced it dangerous to the health of pupils.

Each commune is obliged to establish and support the necessary number of unsectarian schools. The state contributes 30 per cent. to the educational expenditures of the commune.

Private schools may be established with the approval of the school authorities. These schools may also receive state subsidies under certain conditions.

The new school law does not make education obligatory. It is believed that the law cannot take effect until 1881, because it necessitates an increase of nearly \$1,200,000 in the school budget.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,429,332. Capital, Lisbon; population, 275,286.

The Office has not received an educational report from Portugal for several years. According to the *Statesman's Year Book* the expenditure on public education by the government averaged \$10,000 in the years 1875 to 1879. By a law enacted in 1844 it is compulsory on parents to send their children to a place of public instruction; but this law is far from being enforced, and only a very small fraction of the children of the middle and lower classes attend school.

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926. Minister of public instruction, Count D. Tolstoi.

The following is an abstract of the report of the minister of public instruction for the year 1876:

The eight universities under the jurisdiction of the minister of public instruction are St. Petersburg, Moscow, Kharkof, Kazan, Kief, Odessa, Dorpat, and Warsaw. The teaching corps of these universities numbered on January 1, 1877, 601 regular and assistant professors. The number of students was 6,208, of whom 5,629 were regular students and 579 "hearers." For special education Russia has the Imperial Historico-Philological Institute at St. Petersburg, with 156 students; the Historico-Philological Institute of Prince Bezborodko, with 31 students; the Institute of Oriental Languages,

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with 41 students; the Lyceum of Law, with 217 students; the Institutes of Veterinary Surgery at Dorpat, Kharkof, and Kazan, with 405 students; and the School of Agriculture and Sylviculture, with 127 students.

For secondary education there are 129 Gymnasien and 69 Progymnasien. The total number of pupils in these 198 institutions was 50,701 in January, 1877. Besides these there are 56 non-classical secondary schools, with 10,888 pupils.

Primary schools.—For primary education Russia has 25,077 schools, with 856,139 boys and 180,712 girls.

The following table exhibits the condition of education in detail:

Statistics of Russian universities January 1, 1877.

Universities.	Number of professors.	Number of regular students.	Number of hearers.	Number of students and hearers.
St. Petersburg.....	88	1,236	75	1,301
Moscow.....	106	1,301	208	1,509
Kharkof.....	65	442	39	481
Kazan.....	79	501	35	536
Kief.....	82	613	54	667
Odessa.....	42	344	28	372
Dorpat.....	66	786	.....	786
Wassaw.....	73	406	140	546
Total.....	601	5,629	579	6,208

The following extract from a recent letter to the New York Tribune describes the present condition of Russian thought and the present tendencies of affairs in that country so correctly that it is reprinted here without further comment:

The Russian students now fear lest they should be again robbed of the privileges gained in 1860 and reduced to the condition of affairs in the old régime. The distrust of the government felt by the students dating from the ancien régime was fostered by the constant vacillations in the system followed by the ruling statesmen, who inscribed on its banners now freedom, now strict subordination; to-day realism, to-morrow humanity; by turns drew the reins tightly, and let them hang loosely on the ground. The new statute sanctioned by the Emperor on the 1st (13th) of June made tolerably comprehensive concessions in giving the universities the right of self government, permitting freedom in hearing and teaching and social life among the students. It nearly doubled the salaries of teachers and considerably increased the sums destined for the enlargement of means of instruction.

Thirty years ago there would have probably been no end to the rejoicing over the liberal character of the arrangements now existing and the constant increase of students. Now they are only half satisfied, because the influence of the curators is still extensive and the system followed by them an irregular one; because the students have no real right to form societies; because they are under the surveillance of the university police, and because they think they have no security for the continuance of the privileges obtained with so much difficulty and only too frequently abused. The corps feeling between German teachers and pupils is wholly unknown in Russian universities: the students' aspirations extend beyond the walls of the university, and in the name of the academic freedom they ask for a share in public affairs granted to no one in a government ruled by an absolute monarchy. They demand a guarantee of their present position, which could only be possible when constitutionally secured government regulations existed in Russia. The slightest encroachment upon what is regarded as existing law, nay, the mere digression from tacitly permitted customs, is treated as an attempt to restore the hated old system and answered with assumptions which no one in Russia is entitled to make. And this is not all. A secret bond exists

between the universities and other institutions of learning not at all within the jurisdiction of the ministry of instruction, a bond formed by belief in the community of interests of all young Russian students, by which errors and conflicts in one educational institution or administrative branch are instantly communicated, as if by a lightning conductor, into the universities. In consequence of the incessantly recurring disorders hundreds of students who have not completed their course, most of them miserably poor, are turned out of doors and placed in a position where they can make a regular trade of exciting compassion and discontent. These expelled students, who form a class of their own, the proletarians of intelligence, usually have no other occupation than to lead their former comrades into foolish measures, make little conspiracies, keep up relations with revolutionary emigrants in Switzerland, and, as the technical expression runs, "go into the people," that is, inoculate rude men, strong minded women, and half grown school boys with their own vague and foolish ideas. This state of affairs, recently brought to light by a long succession of criminal trials, has been so classically described by Turgenief as to require no further exemplification than the accounts in *Fathers and Sons* and *Virgin Soil*.

What will be the end? It is no more possible to see the end of this uncomfortable situation, which is equally dangerous to the Russian government and Russian universities, than to find a solution of the other difficulties existing in various spheres of Russian life. As a national proverb taken from Huxthausen thirty-five years ago runs, they "have set sail from one shore without being able to reach the other." The government has accomplished as little by concession as by attempts at repression; the former were regularly abused, the latter answered by opposition that could not be conquered. Only where the students have remained in undisputed possession of freedom and independence, as in German Dorpat and Swedish Helsingfors, has the transition from the old to a new time been quietly and noiselessly accomplished. In St. Petersburg, Moscow, Kief, Kharkof, Kazan, and Odessa there is as much if not more cause for apprehension now than the day after the old system was declared bankrupt. Relief will first be obtained when the new Russia has established firm regulations, which impose limits not only upon the governed but the governing power, and forever remove those fears of a return of the academic ancien régime, which, with occasional arbitrary acts of the sovereign, have been the principal causes of all the troubles in Russian universities in later times.

Statistics of Gymnasien and Progymnasien for boys under the jurisdiction of the minister of public instruction.

School districts.	Number of institutions.				Number of pupils.		
	January 1, 1876.		January 1, 1877.		On January 1—		
	Gymnasien.	Progymnasien.	Gymnasien.	Progymnasien.	1876.	1877.	Increase.
St. Petersburg	15	7	15	7	5,063	5,453	390
Moscow	20	12	20	13	7,360	7,683	323
Kazan	8	2	8	3	2,995	3,119	124
Orenburg	6	1	6	2	1,598	1,614	16
Kharkof	11	9	11	10	4,910	5,136	226
Odessa	11	7	13	10	4,344	4,956	612
Kief	11	6	11	6	5,558	5,882	324
Vilna	8	5	8	5	4,023	4,100	77
Warsaw	18	8	18	8	7,196	7,778	582
Dorpat	13	.....	13	.....	3,454	3,691	237
West Siberia	2	.....	3	.....	510	606	96
East Siberia	2	2	2	3	628	683	55
Total	125	59	128	67	47,639	50,701	3,062

Table showing the religion and social position of the students of *Gymnasien* and *Progymnasien* January 1, 1877.

School districts.	Total number of pupils.	Of these were—						Social position of the pupils.				
		Orthodox.	Roman Catholics.	Lutherans.	Jews.	Mahometans.	Of other denominations.	Sons of the nobility and of government officials.	Sons of clergymen.	Sons of ordinary citizens.	Belonging to the rural population.	Foreigners.
St. Petersburg	5,453	4,626	254	369	178	5	21	3,159	270	1,647	275	102
Moscow	7,683	6,944	193	213	146	7	180	3,864	461	2,889	388	86
Kazan	3,119	2,796	75	150	65	6	27	1,522	233	1,010	295	69
Orenburg	1,614	1,301	60	35	32	47	139	714	106	588	199	7
Kharkof	5,136	4,741	94	113	172	4	12	2,669	379	1,398	637	53
Odessa	4,956	2,783	221	107	1,531	.....	311	1,810	156	2,648	159	183
Kief	5,882	4,069	1,076	101	632	2	2	3,434	540	1,455	349	104
Vilna	4,100	1,353	1,651	150	908	33	5	2,337	177	1,329	224	33
Warsaw	7,778	942	5,448	360	1,007	8	13	4,146	240	2,566	785	41
Dorpat	3,691	458	361	2,592	242	.....	38	1,528	229	1,539	306	89
West Siberia	606	520	32	7	47	.....	.....	292	32	242	40	.....
East Siberia	683	605	16	7	52	3	.....	275	31	299	51	27
Total	50,701	31,138	9,481	4,204	5,012	115	751	25,750	2,844	17,610	3,703	794

Statistics of the non-classical secondary schools (*écoles professionnelles*).

School districts.	Number of schools.		Number of pupils.	
	January 1, 1876.	January 1, 1877.	January 1, 1876.	January 1, 1877.
St. Petersburg	6	7	896	1,111
Moscow	10	12	1,112	1,427
Kazan	4	5	587	734
Orenburg	2	3	220	415
Kharkof	3	5	492	923
Odessa	7	8	1,467	1,743
Kief	5	6	1,470	1,615
Vilna	4	4	1,231	1,213
Warsaw	3	3	833	893
Dorpat	2	2	671	732
East Siberia .....	.....	1	.....	82
Total	46	56	8,979	10,888

Statistics of primary schools January 1, 1877.

School districts.	Number of schools.	Number of pupils.	
		Boys.	Girls.
St. Petersburg	1,784	54,178	11,407
Moscow	4,568	186,780	40,157
Kharkof	2,372	117,777	12,636
Kazan	2,364	86,490	13,299
Vilna	4,007	96,809	7,800
Kief	2,573	63,661	6,697
Odessa	1,292	59,755	12,059
Orenburg	1,692	47,059	12,550
Dorpat	520	15,268	6,558
Warsaw	3,184	113,374	55,175
West Siberia	493	10,518	1,886
East Siberia	228	4,471	488
Total	25,077	856,139	180,712

SPAIN, constitutional monarchy: Area, 182,758 square miles; population, 16,835,506. Capital, Madrid; population, 475,785.

Recent statistics of primary and secondary education in Spain have not been received by this Office. The following is an abstract of the official university statistics for the year 1878-79:

Table showing the number of professors in the ten Spanish universities and the number of students in each faculty.

Universities.	Professors.			Students in—					
	Regular.	Assistant.	Total.	Philosophy and letters.	Law.	Sciences.	Medicine.	Pharmacy.	Total.
Madrid	82	45	127	244	2,055	407	2,489	1,477	6,672
Barcelona	54	30	84	42	708	211	1,068	430	2,459
Granada	43	27	70	52	562	17	422	172	1,225
Oviedo	13	9	22	.....	216	.....	.....	.....	216
Salamanca	38	24	62	36	152	35	149	.....	372
Santiago	36	24	60	2	314	5	368	90	779
Seville	53	27	80	96	647	36	603	.....	1,382
Valencia	31	18	49	80	943	150	945	.....	2,118
Valladolid	30	18	48	.....	471	.....	409	.....	880
Saragossa	35	21	56	46	341	20	364	.....	771
Total	415	240	655	598	6,409	881	6,817	2,169	16,874

Table showing the income and expenditure of the Spanish universities in pesetas (1 peseta = 20 cents).

Universities.	Income.	Expenditure.
	<i>Pesetas.</i>	<i>Pesetas.</i>
Madrid	1,059,825	862,480
Barcelona.....	322,960	311,212
Seville.....	234,225	264,645
Valencia.....	175,922	193,209
Valladolid.....	175,122	194,973
Granada.....	167,440	217,851
Saragossa.....	135,105	170,952
Santiago.....	130,397	171,154
Salamanca.....	50,272	150,217
Oviedo.....	34,960	65,750
Total.....	2,486,228	2,602,413

The universities are supported by the state, which also collects the fees. Exceptions to this rule are the faculties of sciences and medicine at Salamanca and the faculty of medicine at Seville, which are supported by their respective municipalities and provinces.

All the universities have a complete faculty of law and all except Oviedo have a faculty of medicine. Madrid, Barcelona, Granada, and Santiago have faculties of pharmacy. Each university except Oviedo has a faculty of sciences. Faculties of philosophy and letters are found in all the universities. All the universities confer degrees of licentiate, but Madrid alone is authorized to confer the degree of doctor.

Theology is not taught in any Spanish university, but in seminaries under the exclusive control of the bishops.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,429,713. Capital, Stockholm; population, 157,215.

Although the present school system in Sweden is 35 years old, it still has its weak points. One of them is the irregular attendance at school. The law compels all children to attend school for 5 or 6 years, but about one-half of the children of school age do not attend school. Hardly one-half of the army recruits can read fluently.—(Seyffarth's Chronik, 1878.)

For latest statistics see the Report of the Commissioner of Education for 1878.

SWITZERLAND, federal republic: Area, 15,233 square miles; population, 2,759,854. Capital, Berne; population, 36,000.

Statistics of Swiss universities.—In 1879 the university of Basel had 71 professors and 245 students; Berne, 85 professors and 385 students; Zürich, 79 professors and 390 students. The school of veterinary surgery at Berne had in the same year 5 professors and 28 students.

The Federal Polytechnic School, Zürich.—The Eidgenössische Polytechnicum had 564 regular students and 223 hearers in 1878-79 against 640 regular students and 263 hearers in 1877-78. There was, therefore, a decrease of 76 in the number of regular students and of 40 in the number of hearers. Of the 564 regular students, 300 were Swiss and 264 foreigners; in 1877-78 there were 331 Swiss and 309 foreigners. Of 51 candidates, 47 successfully passed the examination for a diploma. Since the establishment of the school 979 diplomas have been conferred, viz, 79 to architects, 309 to civil engineers, 241 to mechanical engineers, 139 to chemists, 115 to students of forestry and agriculture, and 96 to special teachers who had completed their courses in the normal section. The library of the school has been increased by 1,077 volumes, the total number of volumes now being 21,561. The school takes 120 periodical publications.

The polytechnic school at Zürich was said by the *Kölnische Zeitung* to have ceased admitting women to its instruction, but this is erroneous. The practice of admitting all such applicants from other countries without examination has been discontinued, it is true, but all women of good character and sufficient preliminary training are admitted as before. In consequence of a ukase of the Czar, all the female students from Russia have left the school.

A report for the year 1878 on Swiss education, by K. Grob, secretary of the education board for Zürich, gives the following account of schools in Switzerland: The cantonal reports are very incomplete: some do not give the exact number of schools and some do not report the number of pupils. Zürich reports, 363 primary schools, with 608 divisions; Berne, 1,811 divisions; Lucerne, 289 divisions; Uri, 24 schools, with 49 divisions; Schwyz, 111 divisions; Unterwald, 14 schools and 36 divisions; Glarus, 29 schools; Zug, 61 divisions; Freiburg, 381 divisions; Soleure, 213 divisions; Basel (city), 100 divisions; Basel (country), 124 divisions; Appenzell, 31 schools; St. Gall, 221 schools and 445 divisions; Aargau, 283 schools and 546 divisions; Thurgau, 184 schools and 249 divisions; Ticino, 254 schools and 473 divisions; Vaud, 804 divisions; Valais, 473 divisions; Neuchâtel, 127 schools and 349 divisions. Geneva does not report the number of schools. The number of pupils reported and estimated for all the cantons is 429,689 and the number of teachers 7,963. The review schools (*Fortbildungsschulen*) number 818 and the pupils of these schools 14,202. There are about 355 infant schools, with 17,025 pupils. The number of pupils attending private schools is estimated at 10,139.

Secondary and special schools.—There are about 461 secondary and special schools, including teachers' seminaries and higher female schools. These schools are attended by 30,812 pupils, viz, 21,192 boys and 9,620 girls.

TURKEY, absolute monarchy: Area (Turkey in Europe), 62,028 square miles; population, 4,275,000. Capital, Constantinople; population, 600,000.

The Office has received no reports from Turkey. The following is an extract from a dispatch received by the State Department from Hon. Edward F. Noyes, United States minister to France:

At Constantinople, on the magnificent shore of the Bosphorus, stands a fine college building founded by Cyrus Hamlin and endowed by the munificence of Christopher R. Roberts, both American citizens. Though established but a few years ago, this college now numbers among its students the children of five or six different races—Greeks, Bulgarians, Armenians, Syrians, and Russians. Near the bridge which joins Galata to old Stamboul is located the Bible house of Dr. Isaac Bliss, formerly an American missionary, but now agent of the American Bible Society of New York. From this house Bibles are daily sent out, printed in the Armenian, the high and low Turkish, the Greek, and the Slavonic languages, to all parts of the Turkish Empire where these languages are spoken. At Siras, in the heart of Asia Minor, and at Lake Van, in Koordistan, American missionaries preach and teach. At Marash, in North Syria, near the passes of the Taurus Mountains, another college is springing up, supported by an endowment secured in the United States by Dr. Pratt, an American missionary. There is also at this place a female seminary directed by Miss Proctor, an American lady. At Latakeea (ancient Laodicea), in Syria, in the only well built edifice outside the walls, is an American school crowded to overflowing with the peasant children of the back lying mountains. At Damascus and at Zahleh, in Mount Lebanon, American missionaries superintend schools which they have established in many villages of the neighborhood, and the plain back of Tyre and Sidon is dotted with primitive school-houses under the same or similar supervision. At Haifa (Mount Carmel) a German-American colony has planted vineyards and redeemed large tracts of abandoned lands, while at the same time devoting themselves to the improvement of the natives. In Egypt, at Alexandria, Cairo, and Sioot, the American missionaries have day and boarding schools for both boys and girls, and in Upper Egypt considerable progress has been made. At Cairo there is a most prosperous college in a magnificent stone building, which is doing a grand work for Egypt. The sales of books by the American missionaries in Egypt in the year 1879 aggregated 21,000 volumes, about one-half Bibles and religious books, the other half educational and miscellaneous.

But perhaps the most important and successful of the educational institutions established by Americans in the East is the College of Beyrout, in Syria. It comprises a literary and scientific department, a medical college, and an observatory, all founded

and conducted by Americans. Since this college was established the Jesuits, the Papal Greeks, the Greeks, and the Maronites have opened high schools in that city, so that now there are in Beyrout fifty-six schools, with about six thousand scholars, all of which is undoubtedly due to the impulse given to the cause of education by the American missionaries. There is also an American female seminary at Beyrout now in successful operation. The books published by the American missionaries at Beyrout circulate wherever Arabic is read — from Mesopotamia to Tripoli and Tunis, in North Africa. These publications include the Bible in four or five sizes and forms, three or four works on Arabic grammar, three school arithmetics, algebra, geometry, logarithms, full text book on astronomy, small school astronomy, geography, hymn books (large and small), elements of music, dictionary of Arabic language, botany, chemistry, anatomy, surgery, practice of medicine, moral philosophy, natural philosophy, books for primary schools, and many others. The salutary influence of American missionaries and teachers in the Turkish Empire cannot possibly be overrated.

II.—ASIA.

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 32,794,897. Capital, Tokio; population, 674,447. Acting minister of education, Tanaka-Fujimaro.

The following is an abstract of the official report of the acting minister of education for the year 1877:

Elementary schools.—The number of elementary schools in all of the 7 grand school districts was 25,459, of which 24,281 were public and 1,178 private. Compared with the statistics of the previous year, this shows an increase of 794 public schools and a decrease of 282 private schools, being a net increase of 512 schools. The number of teachers was 59,825. Of these, 56,658 were males and 1,275 females employed in the public schools and 1,609 males and 283 females employed in the private schools. The number of scholars was 2,162,962, and of these 1,552,410 were males and 543,768 females in public schools and 42,332 males and 24,454 females in private schools; compared with the corresponding numbers of the previous year, this is an increase of 58,827 males and 41,881 females in public schools, the rate of increase in the number of males being 3.93 per cent. and in the number of females 8.34 per cent. The number of males in private schools had decreased by 4,926 and of females by 621, so that the total number in both public and private schools had increased by 95,161. The average daily attendance in public and private schools was 1,500,164, or 70.77 per cent. of the school population.

Middle schools.—Of middle schools, the public establishments were 31 and the private 358 in number, the total number being 389. The number of instructors was 910. The number of students was 20,522. Of these, 3,077 were native males, 2 foreign males, and 192 native females in the public middle schools, and 16,331 were males and 920 females, all natives, in the private middle schools.

The university.—The number of students in the departments of law, science, and literature was 710, and in the medical department 1,040.

Normal schools.—The number of middle class normal colleges was 2, of which one belonged to the government and one was instituted at the local public expense. The number of instructors was 25 and of students 177. For the training of elementary teachers there were 4 government establishments and 87 local establishments, 1 female normal school established by the government and 4 instituted at local expense, the total number being 96. These seminaries had 766 male and 24 female teachers and 7,222 male and 727 female students.

Special schools.—The total number of public and private special schools was 52, with 161 teachers and 3,361 students. The number of foreign language schools was 28, of which 2 belonged to the government, 5 were instituted at the public expense, and 21 were private. There was one foreign language school in which French, German, Russian, and Chinese were taught and 25 in which English was taught. The number of teachers was 109 and the number of students 1,522, viz, 1,402 males and 120 females.

Educational museum.—This museum, established in 1871, contains at present 33,754 specimens.

III.—AFRICA.

EGYPT, a dependency of Turkey: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

The following is an abstract of the *Essai de statistique générale de l'Égypte*, by F. Amici, chief of the Egyptian bureau of statistics, Cairo, 1879:

Public instruction has received an energetic impetus under the reign of His Highness Ismaïl Pasha. Schools have been established or reorganized all over the country.

Arabian primary schools.—Arabian primary schools are not only found in the larger cities and towns, but also in the villages. In primary schools of the first order, reading, Arabian, grammar, penmanship, Turkish, and arithmetic are taught, and in those of the second order, besides the above branches, French, English, geography, European penmanship, and history are taught.

The number of Arabian primary schools was 2,696 in 1872, 4,685 in 1875, and 5,370 in 1878. The number of pupils was 82,256 in 1872, 111,803 in 1875, and 137,545 in 1878. There is thus an increase in the number of pupils of 67.21 per cent. since 1872, while the number of schools has doubled.

Municipality schools.—In the municipality schools the course of study is more extended than in the primary schools. The branches taught are reading, Arabian, writing and grammar, Turkish, French, arithmetic, algebra, geometry, geography, history, drawing, and the Koran. The municipality schools are not numerous; they are situated at Cairo, Alexandria, Beni-Souef, Sioot, Tantah, and Rosetta. A few of these schools have boarders, but most of them have only day scholars. The total number of pupils of the municipality schools in 1878 was 3,007.

Government schools.—The government schools are the superior institutions of learning. They are all situated at Cairo, with the exception of one, which is at Alexandria. They are: the polytechnic school, with 32 students in 1878; the commercial school, with 17 students; the law school, with 47 students; the preparatory school, with 185 students; the school of art and trades, with 46 students; the school of medicine and pharmacy, with 177 students; the school of midwifery, with 20 students; the school of Darb-El-Nasrieh, with 262 students; the industrial school, with 58 students; and the preparatory school at Alexandria, with 216 students.

Mosque schools.—The mosque schools are the schools of Ibrahim Pasha at Alexandria, El-Ahmedi at Tantah, and El-Azhar at Cairo.

The course of study of these schools includes Arabian grammar; literature; prosody and poetry; rhetoric; logic; principles of jurisprudence; jurisprudence according to the four rites—Hanafi, Chafihi, Malihi, and Hambali; the unity of God; the Koran, and Mussulman tradition. The total number of students of the mosque schools was 12,845 in 1877.

School for the blind.—The school for the blind was established in 1874. It is in charge of M. Onsy, who has introduced the most improved European systems of instruction. The course of instruction comprises religion, the Mussulman laws, and several trades. In 1878 the institution had 46 inmates, viz, 36 boys and 10 girls.

Girls' schools.—The two girls' schools at Cairo are of recent date. The total number of pupils was 390 in 1878. Of this number 99 were boarders and 291 day scholars. In 1873 these schools had only 226 pupils, all of whom were day scholars. The report does not give the course of study.

Schools of foreign colonies and religious communities.—These schools, which are found in several localities, have 12,247 pupils, viz, 7,622 boys and 4,625 girls. In 1875 there were only 8,961 pupils; there is thus an increase of 36.67 per cent. in five years. Of these 12,247 pupils, 6,419 are Egyptians, 1,773 Italians, 1,477 Greeks, 552 Syrians, 548 French, 453 English, 255 Maltese, 208 Germans, 207 Austrians, 98 Turks, 31 Spaniards, 22 Persians, 8 Russians, 7 Poles, 5 Swiss, and 184 of different unknown nationalities.

From the foregoing it appears that Egypt had, in 1878, 5,562 schools, with 167,175 pupils, against 4,817 schools and 140,977 pupils in 1875.

IV.—NORTH AMERICA AND SOUTH AMERICA.

CANADA, Dominion of Canada, British possession: Area, 3,483,952 square miles; population, 3,602,321. Capital, Toronto; population, 21,545.

a. BRITISH COLUMBIA: Area, 213,000 square miles; population, 10,586. Capital, Victoria; population, 4,540. Superintendent of education, C. C. Mackenzie.

The number of schools in existence in 1878 was 51, taught by 58 teachers, viz, 31 males and 27 females. The number of pupils in attendance was 2,198, viz, 1,242 boys and 956 girls. The expenditure was \$48,411, about \$20,000 of it derived from school tax; \$39,732 were paid to teachers. There is one high school, with 61 pupils.

b. NOVA SCOTIA: Area, 18,660 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, David Allison.

The following is an abstract of the superintendent's report for the year 1879:

Total number of school sections, 1,806; number of sections without schools, 206; number of schools in operation, 1,935; number of pupils registered, 84,356; number of teachers and assistants, 2,011; daily average attendance, 46,441; total government expenditure for education in 1878, \$205,574.

c. ONTARIO: Area, 121,260 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of public instruction, Adam Crooks.

The following is an abstract of the report of the minister of public instruction for the year 1878:

The total receipts for all public school purposes for the year 1878 amounted to \$3,247,321 and the total expenditure to \$2,889,347.

The school population (5 to 16) was 492,360. The number of children between the ages of five and sixteen years attending the schools was 467,433; the number of pupils of other ages attending school was 21,582—total number of pupils attending school, 489,015, viz, 260,400 boys and 228,615 girls. In the 4,900 schools reported, 6,473 teachers were employed, 3,060 males and 3,413 females.

School boards and rural school corporations.—The total number of urban school boards was 224 and the total number of pupils in urban schools 43,754. The number of rural school sections was 4,700.

Roman Catholic separate schools.—Number of schools, 177; number of teachers, 333; number of pupils, 25,280.

High schools.—Number of schools, 104; number of pupils, 10,574.

Normal and model schools.—In 1878, the normal school of Toronto admitted 139 pupils. The total number admitted since its creation is 8,022. The normal school of Ottawa admitted 87 pupils in 1878.

The educational museum forms a valuable part of the Ontario educational system. It contains a collection of school apparatus, models of agricultural and other implements, specimens of the natural history of the country, casts of antique and modern statues and busts, engravings of the works of great masters, and collections for promoting art, science, and literature.

The Dominion Annual Register and Review for 1879 says in regard to Ontario:

Owing to a variety of circumstances, Ontario stands at the head of the other provinces as an educating country. This is owing to several causes. Among them may be mentioned the fact that it was the traditional policy of the United Empire loyalists who settled the province to promote education in every way in their power. Secondly, at a comparatively early day in the history of the development of the province, the direction of its educational destiny fell into the hands of * * * Rev. Egerton Ryerson, D. D., LL. D., who was appointed to office in 1844, and retired in 1876. Dr. Ryerson induced the people of Ontario, after years of discussion, to adopt, in 1871, as a cardinal principle, the system of free schools. This principle, with its complement of "compulsory education," in a modified form now lies at the basis of the Ontario system of education.

d. PRINCE EDWARD ISLAND: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Chief superintendent of education, D. Montgomery.

The following is an abstract of the superintendent's annual report for 1879:

During the year marked progress has been made in many school sections. Seven new buildings have been erected, providing ample accommodation for 24 school departments and for not less than 1,200 children. There were, in 1879, 406 school districts, 470 school buildings, 450 teachers, 19,904 pupils enrolled and 10,713 in average attendance. Total expenditure for education in 1879, \$91,007, against \$60,481 in 1875. The government subsidy to education amounted to \$11,117, against \$9,742 in 1878. Arrangements have been made by the board of education for forming teachers' associations throughout the province.

e. QUEBEC: Area, 210,020 square miles; population, 1,191,516. Capital, Quebec; population, 59,695. Superintendent of public instruction, Gédéon Ouimet.

The system of education in Quebec dates almost as far back as its settlement. The first care of the Franciscan and Jesuit Fathers, on their arrival in Canada, was to establish schools for the Indians. The first school was opened at Three Rivers by Père De Plessis; the next at Quebec, by Père Le Jeun, in 1632. The Jesuit College at Quebec was founded as the Seminary of Notre Dame des Anges in 1635, and in 1639 Madame La Peltrie established the Ursuline Convent in the same city. In 1647 the clergy of St. Sulpice, of Paris, founded the Seminary of Montreal, and in 1678 the distinguished Mgr. de Laval founded the institution now known as the Laval University. Between 1653 and 1697 the Jesuits, Recollets, Ursulines, and the order of the Congregation established convents and schools at Montreal Three Rivers, and Quebec. In 1737 the Christian Brothers sought to establish schools throughout the settlements, but they met with great discouragements. In 1774 the order of the Jesuits was suppressed and their estates vested in the government for educational purposes. In 1801 an act was passed for the "advancement of learning," but the object failed for want of funds. In 1824 an act was passed authorizing the parish priest and church wardens to establish a school for every 100 families. Little further was done until 1840, when Upper and Lower Canada were united. In 1841 a comprehensive act was passed which laid the foundation of the present system of education in both provinces. The education department of Quebec is at present administered by a superintendent of education. He is under the direction of the council of public instruction, divided into a Roman Catholic and a Protestant section. The present superintendent, Hon. Gédéon Ouimet, q. c., LL. D., gives the following account of the condition of education in the province in 1877-'78:

The number of municipalities reported is 967; school divisions, 4,233, increase 40; school-houses, 3,945, increase 119; schools, 4,209, increase 94; number of pupils, 234,828, increase 2,063; average attendance, 180,294, increase 1,673.

The number of model schools reported as in operation was 115, viz, 78 for boys and 37 for girls. The boys' model schools were attended by 6,067 pupils. Of mixed model schools there were 145, attended by 5,372 boys and 5,336 girls. Of separate schools there were 233, viz, 76 Roman Catholic and 157 Protestant. The number of classical and industrial colleges or county institutions for higher education was 40, attended by 7,874 pupils. There were 3 normal schools, attended by 642 pupils during the year, viz, 284 males and 358 females.

The total number of educational institutions of all kinds in operation in 1878 was 4,681, attended by 234,828 pupils, viz, 119,472 boys and 115,256 girls.

The number of teachers employed in the elementary schools was 6,132, viz, 1,167 males and 4,965 females. The number of public libraries reported was 211, containing 129,794 volumes.

The total expenditure under warrants from the government for the year ending June, 1879, was \$372,724, distributed as follows: Common schools, \$150,000; high or superior education, \$81,814; 3 normal schools, \$115,081; institution for deaf-mutes, \$12,000; superannuated teachers, \$8,000; inspectors' salaries, \$31,759; poor municipalities, \$8,000; book depository, \$16,603; prize book, \$6,500; journal of education, \$4,000. The total of the sums raised by local taxation is not given; it is, however, presumed to be at least double that of the parliamentary grant.

CCVIII REPORT OF THE COMMISSIONER OF EDUCATION.

f. NEW BRUNSWICK: Area, 27,322 square miles; population, 285,594. Capital, Fredericton. Chief superintendent of education, Dr. Theodore Rand.

In 1877-78, New Brunswick had 1,395 schools in operation; pupils, 54,472; teachers and assistants, 1,350, 510 males and 840 females. Expenditure, \$216,517, \$132,595 provincial grant and \$83,952 county grant. There were in the same year 51 "superior schools" and 14 grammar schools. Pupils in the superior schools, 2,683; in the grammar schools, 2,396—total 5,079. The grant to superior schools was \$7,114; to grammar schools, \$5,297.

NEWFOUNDLAND, British colony: Area, 42,000 square miles; population, 146,536.

The following is an abstract of the report of Hon. William Pilot, superintendent of Church of England schools for the year 1879:

Although in some districts epidemic diseases have been very prevalent among the young, the total number enrolled in the common schools has increased from 6,628 in 1878 to 7,019 in 1879. The average attendance has been raised in proportion. The qualifications of teachers have been slowly and steadily improving. The total number of schools is 129. Of these, 49 have been graded according to the provisions of the education act, leaving 80 still ungraded. There were 86 male and 45 female teachers employed during the year.

JAMAICA, British colony: Area, 6,400 square miles; population, 506,154. Capital, Kingston; population, 35,000. Inspector of schools, John A. Savage.

The following is an abstract of the official report of the inspector of schools for the year 1879:

	1868.	1878.	1879.
Number of schools under inspection.....	268	617	646
Pupils on the rolls.....	19,764	51,488	52,243
Average attendance of pupils.....	12,216	29,679	28,661
Pupils present on inspection.....	14,453	34,878	36,524
Government grants, including building grants.....	2,978 <i>l</i> 0 <i>s</i> .	17,805 <i>l</i> 17 <i>s</i> .	18,477 <i>l</i> 6 <i>s</i> .

ARGENTINE CONFEDERATION, federal republic: Area, 515,700sq uare miles; population in 1879 (estimated), 2,400,000. Capital, Buenos Ayres; population in 1879 (estimated), 200,000.

According to Seyffarth's Chronik, 1878, the Argentine Republic has 117,000 pupils in the popular schools. The teachers receive a salary of from \$80 to \$100 a month.

For latest statistics, see the Report of the Commissioner of Education for 1878.

BRAZIL, constitutional empire: Area, 3,287,964 square miles; population, 9,448,233. Capital, Rio de Janeiro; population, 274,972.

The Office has not received a report from Brazil since 1876. In that year Brazil had 5,890 primary and secondary schools, with 187,915 pupils; 19 Roman Catholic theological seminaries, with 1,363 students; 1 polytechnic school, with 399 students; 2 medical faculties, with 950 students; 2 faculties of law, with 406 students; 1 commercial school, with 57 students; 1 school for the blind, with 29 pupils; 1 school for the deaf-mute, with 20 pupils; 1 academy of fine arts, with 107 students; 5 museums; and several libraries, with 460,272 volumes.

V.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 503,981. Capital, Sydney; population, 134,755. President of the council of education, J. Smith.

The following is an abstract of the report for the year 1878:

The total expenditure for primary education in 1878 was 410,725*l*. During the

year 1878 there were in operation 1,187 schools, attended in the aggregate by 128,125 children. In 1867 there were only 642 schools and 64,740 pupils.

Teachers.—The whole staff in 1878 included 1,116 principal teachers, 281 assistants, and 423 pupil teachers. More difficulty was experienced in providing situations than in procuring teachers. During the year, 92 students were admitted to the training school, of whom 89 completed the full course of study and passed the prescribed examination.

QUEENSLAND, British colony: Area, 678,600 square miles; population, 181,288. Capital, Brisbane; population, 19,413. Secretary for public instruction, A. H. Palmer.

The following is an abstract of the secretary's report for the year 1879:

At the beginning of 1878 there were 276 schools in operation, while at the beginning of 1879 there were 291, an increase of 15; at the end of each year the numbers were 292 and 314, respectively, showing an increase of 22. In 1878 the number of teachers employed was 858; in 1879 there were 924, an increase of 66. The annual enrolment was 41,380, showing an increase of 719 over 1878. The average daily attendance was 21,418; increase, 424.

The gross expenditure on primary education in state and provisional schools during the year amounted to 101,253*l.* 14*s.* 5*d.*

Neglected children.—The teachers of 93 schools have reported 636 children (377 boys and 259 girls) of school age residing within two miles of their schools whose education is being totally neglected. The neglected children thus brought under the notice of the department constitute 1.5 per cent. of the school population. The teachers of 166 schools report that there are no totally neglected children in their neighborhoods. The teachers of 199 schools have reported 3,398 children—1,669 boys and 1,729 girls—who were not at school 120 days during the year.

TASMANIA, British colony: Area, 26,215 square miles; population, 104,217. Capital, Hobart Town; population, 19,092. Chairman of the board of education, Henry Butler.

The following is an abstract of the report of the board for the year 1878:

During the year 1878 there were 164 schools in operation. The total number of different children on the rolls was 12,453; average daily attendance, 6,032. In 1863 the number on the rolls was 7,124 and the average attendance 3,426. The total expenditure in aid of public schools in 1878 amounted to 16,021*l.*

VICTORIA, British colony: Area, 88,198 square miles; population, 823,272. Capital, Melbourne; population, 19,092. Minister of public instruction, W. Collard Smith.

The following is an abstract of the minister's report for the year 1878-79:

Table showing the number of schools in operation and the number of pupils.

	Number of schools.	Total number of children enrolled during the year.			Number of children in average attendance throughout the year.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Day schools in operation	1,456	108,870	106,485	215,355	57,090	54,188	111,278
Night schools in operation ...	208	12,601	3,213	15,814	4,189	1,141	5,330
Total.....	1,664	121,471	109,698	231,169	61,279	55,329	116,608

On June 30, 1879, there were 1,502 head teachers, 896 assistants, 523 workmistresses, and 1,085 pupil teachers employed in the schools. This gives a total of 4,006 teachers, viz, 1,852 males and 2,154 females.

Compulsory education.—During the first six months of the year 1878 the enforcement of the compulsory clause was undertaken by 139 boards either with or without the

assistance of truant officers, during the September quarter by 148 boards, and during the December quarter by 167 boards. These facts indicate a desire on the part of the board to see the compulsory principle of the education act fully carried out. Prosecutions were instituted during the year in 5,241 cases, of which 3,881, resulting in 3,333 convictions, were ordered by the department, and 1,360, resulting in 1,095 convictions, by the boards of advice. Fines were imposed varying in amount from one shilling to one pound.

Penny savings banks.—With a view to encourage the formation of thrifty and provident habits amongst the children, a system of penny savings banks has recently been established in connection with the principal schools. For the present the plan has been tried only in schools at which the attendance of scholars exceeds 250, and it has been in operation too short a time for any decided opinion to be pronounced as to the result.

SOUTH AUSTRALIA, British colony: Area, 903,690 square miles; population, 213,271. Capital, Adelaide; population, 31,573. Minister controlling education, Thomas King.

The following is an abstract of the official report for the year 1879:

The number of schools open at the close of the year 1879 was 340, against 310 in 1878; increase, 30. The number of children under instruction in 1879 was 39,127, against 34,491 in 1878. The average monthly attendance was 18,523. The number of teachers employed during the year was 788, viz, 328 males and 460 females.

SPECIAL SCHOOLS.

City boards of education have established Kindergärten, evening schools, drawing schools, and day schools adapted to the wants of special classes of pupils. The demand for such schools increases with the growth of city population and the development of industries. They are found chiefly in commercial and manufacturing districts and in general accomplish the best results where they have the most liberal support.

Evening schools.—The success of evening drawing schools wherever established has been marked. The committee of music and drawing in Boston says (Boston school report, 1879) that the attendance in one of the free evening drawing schools (that at Apple street) averaged eighty pupils an evening. The members of the mechanical class were mostly grown men, who sought instruction in mechanical and architectural drawing.

The utility of evening high schools has been much discussed during the year. The whole number of pupils registered in the one at Boston for the year 1878-79 was 2,326, and the average number receiving instruction was 955, about two-thirds as many as were in attendance in the eight regular high schools. The committee are of the opinion that the course of study is too extensive and pretentious.

The committee on evening schools, Albany, N. Y., reports that in their present condition these schools do not recompense the city for its outlay, and recommends either that the schools be discontinued or that opportunities be furnished in them for the higher grades of study, which, in the evening schools of other cities, have been productive of good results.

In Providence, R. I., the evening high school was discontinued, but the committee requests that it be reopened.

In the report from Paterson, N. J., it is stated that the success of the evening schools, especially the high school, more than realized expectations.

In the evening high school, New York City, an excellent classification is maintained, and the course of study is extensive and practical. More than 3,000 persons, whose ages varied from 14 to 47 years, applied for admission, of which number only 1,776 were able to pass the entrance examination. Most of those rejected sought admission to the other evening schools, very many of them with the purpose of preparing themselves to enter the evening high school at some future time. The term consisted of one hundred and twenty nights, exclusive of all holidays. Students whose improve-

ment in study is satisfactory and who have not been absent more than fifteen nights are entitled to certificates, and those who receive three annual certificates are entitled to diplomas. Four hundred and eighty certificates and 58 diplomas were awarded at the end of the term.

In the evening high school, Chicago, Ill., two classes in stenography were formed, which received instruction on alternate evenings; the pupils in these classes did not receive instruction in the other branches.

Elementary evening schools.—More attention seems to have been given to the conditions and wants of the elementary evening schools in the principal cities than in previous years.

In Boston it is determined to reduce the number, guard admissions more carefully, insist upon greater regularity of attendance, and furnish more suitable text books and more convenient rooms.

In Cincinnati, Ohio, the night schools have been closed for one year for reasons not stated in the report.

Forty-one evening schools are reported from St. Louis, with an enrolment of over 6,000. Some opposition having been manifested toward these schools, apparently from ignorance of their character and the class of people whom they benefit, a series of tables was prepared, presenting important facts concerning them. From these it appears that above 81 per cent. of the number enrolled were over 14 years of age, 48 per cent. being more than 16 years old. The occupations of all but 311 are given, and are found to be such as furnish a motive for mental improvement. More than half the number enrolled were natives of Missouri; 697 were of foreign birth. Twelve hundred evening school pupils, who contribute to the productive industry of the city during the day, gained the privilege of free membership in the public school library. The privilege is given as a reward for punctual attendance in the evening schools sixty evenings out of sixty-four.

The report from San Francisco shows five evening schools, embracing twenty-five classes, having a total enrolment of 2,083 pupils. An excellent system of gradation was introduced at the beginning of the year, and a much greater degree of punctuality and regularity of attendance was secured than theretofore.

In general, it appears that where the evening schools are not accomplishing good results the evil might be remedied by consolidating the schools, introducing better discipline and classification, and employing better teachers.

Other special schools.—In addition to the evening schools, Boston, Mass., Cincinnati, Ohio, and Erie, Pa., each report one day school for deaf-mutes, New York one nautical school, and San Francisco one ungraded school.¹

DRAWING IN PUBLIC SCHOOLS.

Wherever the requirements of technical and industrial training are understood, drawing is recognized as an essential preliminary. Professor Huxley includes it in his summary of elementary branches. Mr. Coleman Sellers, president of the Franklin Institute, Philadelphia, said at a meeting of the American Institute of Mining Engineers:

I hold that the very foundation of all engineering practice is the knowledge of that language of the world, the language of the pencil.

In a similar meeting, Prof. J. B. Davis, assistant professor of civil engineering in the University of Michigan, said:

Instruction in drawing should not be postponed, as is frequently the case, till the student enters college. It should not begin in the high school, nor even in the grammar school. * * * It certainly seems that the child should begin drawing soon after learning to read easy words.

¹For further particulars with respect to special schools, see the heading Special Instruction, under the respective States, in the appendix.

In his paper upon "Handicraft in school," published in the report of the Massachusetts board of education (1878-79), Prof. C. O. Thompson, principal of the Worcester County Free Institute, expresses the opinion that, "If the faithful teaching of drawing to all pupils as now systematized and directed [in Massachusetts] does not serve to rouse and quicken mechanical tastes, it is vain to hope that any manual training of a portion of the pupils could do it." Similar statements might be multiplied.

The reports of 1879 show marked increase in the number of cities and towns in which this branch has been included in the common school course. Massachusetts still takes the lead in this matter. The features of the system as developed in that State are (a) the act in accordance with which "any city or town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee;" (b) a prospectus of work carefully elaborated with reference to every grade of school; (c) the State Normal Art School.

The act of 1870, by its title, "Industrial drawing act," defines the nature of the required instruction. In the scheme of drawing, the schools of the State are classified in two groups, viz, primary and general (embracing primary, intermediate, grammar, and high schools) and secondary and special (embracing normal, drawing, free evening, industrial, and normal art schools).

In the primary and intermediate schools, the time allowed is two hours a week, divided into four half hour lessons; in the grammar schools, the time is one and a half hours a week, in two lessons of three-quarters of an hour each.

The lessons begin with simple linear combinations and proceed by careful gradation through free hand drawing from the flat, model, and object drawing from copy and solid, geometrical drawing with compasses, free hand analysis of ornament and plant form, and parallel and angular perspective. Drawing from memory and dictation and design or inventive drawing are pursued with similar gradation throughout the course. So much of the work is comprised in the nine years from the primary to the grammar grades, inclusive. In the high schools drawing occupies two lessons a week of one hour each. The following is the synopsis of subjects:

First year: (1) Perspective, parallel and angular; (2) models and objects, shaded with (a) point and (b) stump; (3) free hand analysis of plant form and historical ornament; (4) applied design.

Second year: (1) Perspective, angular and oblique; (2) models and objects, shaded from solid; (3) free hand analysis of plant form and historical ornament; (4) applied design.

Third year: (1) Historic ornament, in monochrome and color, from the cast and examples; (2) light and shade, with brush, from examples, cast, and nature; (3) color and harmony of proportion, from diagrams, examples, and nature; (4) applied designs.

In the endeavor to carry out the provisions of the law of 1870 it became evident that without qualified teachers the attempt would be a mere waste of time and money. It was therefore determined to establish a State normal art school for the special purpose of training teachers of industrial drawing. The school has encountered some opposition, but chiefly from those having slight knowledge of its aim and conduct. The objections that it serves a social class and that it operates in the special interests of manufacturers by training designers have both, upon investigation, proved to be groundless. The pupils are drawn from the different counties of the State and represent every social grade, the majority of the parents being variously engaged in manufactures.

It is highly creditable to the school that its importance as a means of training designers should have been recognized in a State in which four-fifths of all the people required by the leading industries and more than half the working capital are employed in manufactures; but this is an incidental result, the great purpose of training teachers having ever been made paramount. The whole number of pupils who have

been taught in the school in the six years of its existence is 1,543; of these, 201 have taken one or more certificates, of which number 113 are employed in teaching drawing, 50 continue their studies in the school, 9 are employed as designers, draughtsmen, &c., and 29 are not heard from.

The drawing teachers employed in the five State normal schools have all been students in the Normal Art School; of 9 teachers now employed in the Normal Art School itself, 7 were trained in it; of 20 special instructors employed in the day and evening schools in Boston, 15 have been educated in the school, the remaining 5 having been appointed before the school was established. In such important centres of manufactures as Lowell, Worcester, and Fall River, trained teachers from the Normal Art School are employed to instruct the teachers of the public schools, supervise their instruction in the schools, and conduct the free evening classes for mechanics. The annual exhibition in Boston of industrial drawing from different cities and towns has done much to enlighten the public upon the subject and to develop the judgment of teachers. One of the most important results of the eight years' effort has been the preparation of the regular teachers to carry on the instruction in their respective grades.

Any summary of the work would be exceedingly imperfect without some reference to the principles that have controlled its development. The use of the expression "industrial art," as opposed to pictorial, produced in some quarters the erroneous impression that it was also opposed to the beautiful. In truth, the study of natural beauty is a noticeable feature in the scheme presented. Mathematical forms, plant forms, and the human figure are made the constant subjects of analysis and treated as the source of richest suggestion for the art of designing. Imitation is allowed, copying is allowed, but in the main the pupil is led from observation to comparison, from comparison to judgment, and thence to an independent exercise of his own skill or ingenuity. Uniting with the philosophic conception of his subject unusual practical ability and aided by the steady support of the art committee of the board of education, the art director, Walter Smith, has accomplished the difficult task of carrying the system into successful operation throughout the State.

SEWING IN PUBLIC SCHOOLS.

Boston.—Sewing has been continued as a regular branch in the fourth, fifth, and sixth classes of the grammar schools. The following letter, giving details of the work in a single school, may serve as a valuable guide where it is proposed to introduce this branch:

DEAR SIR: Sewing, as taught at present in the Winthrop School, was introduced ten years ago. A teacher is permanently employed, the school being very large, and gives instruction two hours a week in lessons of one hour to the scholars from eight to thirteen (average age), while the older girls, from thirteen to sixteen, sew one hour a week under the regular teachers. The materials, except needles, thread, and thimbles, are brought from the homes, and are prepared by the sewing teacher and retained at the school in a work basket provided for each class room till the article is completed. It is then examined by the teacher of the class, and if properly done the pupil is permitted to take it home, a record being kept of each individual's work at the school. (Inclosed find schedule of kind and amount of work done in a school year.)¹

A basket of work is obtained from some charitable society to furnish those too poor or indifferent to bring material of their own, and the finished garments are returned to the society for such use as they deem wise. With this rule there is no difficulty in procuring work from almost every home, though we receive children from a very poor section of the city.

¹ Following is a statement of the amount and kind of sewing done in the Winthrop School from September, 1878, to July, 1879:

Aprons, 825; bags, 117; bibs, 27; boys' jackets, 3; boy's suit, 1; button holes, 897; children's dresses, 24; collars, 5; corset covers, 28; cuffs, 2; curtains, 7; dresses, 5; dressing sacques, 11; dusting cap, 1; garments mended, 2; handkerchiefs, 484; holders, 2; lap bags, 183; neckties, 7; nightcaps, 4; night dresses, 18; napkins, 80; pantaloons, 1; pillow shams, 11; pillow slips, 288; ruffling, 12; sheets, 13; shirts, 10; skirts, 57; sleeves, 148; stockings mended, 65; tablecloths, 17; towels, 130; undergarments, 323—total, 3,808.

The discipline of the class during the sewing hour is intrusted to the regular teacher, and it is also her duty to distribute the work to the class, that the children may be ready to commence at once and not lose any time from the hour devoted to sewing.

The girls in the graduating class are taught to measure, draught a pattern, and cut and make a waist lining to a dress, and it is not unusual to make dresses for the poorer children in the school; and girls are in school dressed in their own handiwork. This requires but one hour a week.

Each little girl on entering school makes a work apron or lap bag; afterward the following order is pursued: backstitching, hemming, topsewing, overcasting, running, felling, gathering, stroking gathers, hemming on gathers, button holes, sewing on buttons, mending, darning, basting, flannel stitch, feather stitching, herring bone stitch, and cutting.

The scholars do the book work equally well as before this branch was introduced. This is susceptible of proof; and every girl leaves school a qualified seamstress. The effect upon the homes and the appearance of the children is wonderful. No one can appreciate it who has not witnessed it. Much of the plain sewing for households of the poor is done in the public schools. The benefit to the community who can estimate?

In the mixed schools, when girls are taken from one or more classes to form one division in sewing, the boys of these classes can be put under one teacher while the other takes charge of the class in sewing, and these teachers can alternate in their duties.

Yours, respectfully,

ROBERT SWAN, *Principal,*
For Miss CUMMING,
Teacher of Sewing.

Hon. JOHN EATON,
Commissioner of Education.

In its report the committee on sewing says:

The incentive to good work has been greatly encouraged by the exhibitions of sewing, in which both parents and pupils have taken an increased interest, and the success achieved in Boston has led to the introduction of sewing in the schools of other cities and towns in this and other States, and we trust the day is not far distant when it will be taught in all the schools of Massachusetts.

Sewing in the public schools of other cities.—From Newark, N. J., Baltimore, Md., Indianapolis, Ind., Grand Rapids, Mich., and Davenport, Iowa, accounts reach us of experiments in the same direction.

NEEDLE-WORK IN GERMAN ELEMENTARY SCHOOLS.

Although very much is done in the way of teaching needle-work in German schools very little is printed. In the absence of authoritative reports I am able to give the following interesting summary of facts from the personal knowledge of Prof. C. H. Pluggé, of this Office:

Needle-work is at present obligatory in the elementary schools of all German speaking countries. In Prussia it was introduced about thirty years ago; in Austria it was made obligatory by law of May 14, 1869, and in the other German countries it has been introduced either by law or by ministerial ordinance.

The first step was to make needle-work a regular branch of instruction in all the female seminaries. It is safe to say that all the graduates of the female seminaries are perfectly able to do their own sewing, knitting, embroidery, &c., and to successfully conduct a class in these branches.

Objections against needle-work are not heard at present: both the state and the parents are highly pleased with the happy results of this branch of instruction. The sewing and embroidery classes are even continued several years after the girls have left the elementary school. Instead of devoting all their time to parties, dancing, flirting, &c., the German girls of the middle classes give practical entertainments: they meet at different houses every week and spend several hours in fine needle-work, and as each girl brings along some different work these courses tend to give each attendant some new ideas.

In the elementary schools no course is prescribed, but only general principles are laid down; the method of instruction is left to the choice of the teachers. It is, therefore, impossible to speak with certainty of the methods pursued in the majority of schools. For the teaching of this specialty the teacher is the only text book; no charts or other appliances are used. The children sit around their teacher chatting,

singing, and working. The great object of this is to make the hours devoted to this work a sort of recreation. The teachers excite the interest of their pupils by promising to exhibit all the work finished during the year at the examination which takes place before the close of the school year. In the class the older pupils teach the younger ones, so that more is accomplished by mutual instruction than by the efforts of the teacher. The children may at any time, even outside of the needle-work class, ask their teachers' advice and show the work performed at home. Children perform needle-work cheerfully and willingly, because their teachers take an intelligent interest in the work. The teachers consider their professional duties their greatest, their only ideal in life; they do not look upon their profession as a mere stepping stone to something better. For a German teacher there is nothing better than the school. As a rule the German teachers begin needle-work in the third school year and continue it until the children leave school, at the age of 14. The children are divided into 3 sections: the first comprises girls from 8 to 10 years of age; the second, from 10 to 12, and the third, from 12 to 14. In the first section plain knitting and crochet work are taught, and it is seldom that a girl of 10 cannot knit her own stockings. The second section takes up finer knitting and crochet work, and adds plain sewing and embroidery. The third and last section continues the branches of the two preceding sections and takes up in addition fine stitching, the cutting and sewing of all kinds of garments, and the lettering of linen.

A girl who has thus spent six years under the able guidance of a competent teacher in a common elementary school is not only able to make her own garments but to be of great service to her parents. And if German girls find employment so easily at home and abroad it is because they possess a great deal of skill in needle-work. A girl of 15 trained in a common elementary school of Germany receives at present \$4 a week in an industrial establishment in Philadelphia, while her American sisters between the ages of 18 and 24 have to be satisfied with \$1.50 and \$2 until they have acquired more manual skill.

MANUAL TRAINING FOR BOYS IN PUBLIC SCHOOLS.

The practicability of introducing manual training for boys into public schools is being tested in Gloucester, Mass. In September, 1878, a sum of money to be expended for that purpose was placed in the hands of the school committee, and soon after a shop was fitted up with accommodations for twelve workmen. In addition to the vise and bench hub, a set of twenty tools was provided for each member of the class. After thorough drill in the names and uses of the tools, the class enters upon a course of instruction comprehending forty lessons each school year. The time of each lesson is one-half a regular session, so that four classes can be accommodated daily. It is stated that at the close of a year nearly every member of the class can do any of the work that has been attempted.

MANUAL TRAINING IN A FRENCH SCHOOL.

An apprentice class was annexed to the school in the rue Tournefort, Paris, in November, 1873, which receives an annual subsidy from the municipal council of 8,000 francs. A recent budget gives the items of expenditure as follows: Salary of director, 1,000 francs; first assistant, 600; second assistant, 400; professor of iron work, 600; two professors of cabinet work, 600 each; professor of turning, 600; of mechanism, 600; of modelling and engraving, 2,000; materials, &c., 1,000.

The work in the shops is cabinet making, iron work, wood and metal turning, modelling and engraving in wood and stone. The apprentices are selected from the school with which the shops are connected, a few only coming from neighboring schools. To be admitted they must have a standing in the branches of the middle class and be at least eleven years of age. The parents' consent is also required.

The ordinary day's programme is: 7.30 to 8.30 A. M., special courses by the director; 8.30 to 9.30 A. M., primary and technical instruction or ornamental drawing; 9.30 to 11 A. M., manual labor in the shops; 11 to 11.30 A. M., primary instruction; 11.30 A. M. to 12.30 P. M., dinner; 12.30 to 1 P. M., special courses by the director; 1 to 1.30 P. M., technical instruction; 1.30 to 3 P. M., manual labor; 3 to 4 P. M., primary instruction or music; 4 to 5 P. M., lunch, with gymnastics twice a week; 5 to 6.30 P. M., primary instruction.

M. Laubier, the director, says:

Unfortunately no arrangements have been made to guide the pupils after they have left the school. The various mechanics do not take any notice of the training which our pupils have received and make them stay at their trades as many years as other apprentices. Nevertheless our pupils learn their trades more rapidly and their superiority is apparent.

With reference to the general conduct of manual training in schools M. Laubier says:

The first obstacle is the inefficiency of the teachers. For the management of a workshop a special knowledge of tools and raw materials and some practical experience are requisite—qualifications which few teachers possess. Pupils who attend the workshop should in every respect be treated like the other pupils. Those who are in favor of the separation of schools and workshops are wrong. The necessity of object teaching is generally allowed; can there be a better system of object teaching than that offered in the transformation of raw material? It is not necessary to pay the pupils for their work any more than to pay them for learning to read and write.

INDUSTRIAL SCHOOLS.

Kitchen gardens.—The systematic training of girls in domestic industry was extended during the year. We have reports of kitchen gardens in New York, Boston, Brooklyn, and Chicago, and inquiries from many places indicating an interest that will doubtless result in the opening of more of these training classes.

A number of the children who were in Miss Huntington's kitchen garden (New York City) in 1877 are now employed in families, and their employers testify to the excellence of the training they received.

Schools of cookery.—The New York Cooking School, under the charge of Miss Juliet Corson, has had a very successful year. The total attendance upon Miss Corson's public and private lectures and lessons given in New York from January to April was 6,560. A course of lessons given by her in Peoria, Ill., in May of the current year, has apparently opened the way for the introduction of this branch of instruction in the Industrial Home of that place. During the year she gave similar courses in Indianapolis, Ind., and Washington, D. C., with marked results.

Miss Maria Parloa sends the following statement with reference to the cookery school in Boston under her direction:

The past school year I have had 4 classes of 6 each which took 12 lessons each, and 4 classes of 6 which took 24 lessons each; whole number of pupils 49, whole number of lessons 144. These classes are working classes, each pupil being responsible for some one or more dishes, the work being so arranged that in most cases five members of the class are looking on and taking notes while one is preparing her dish.

Miss Parloa also gave a course of lessons in Lasell Female Seminary, as last year.

The attendance of ladies of wealth and culture upon these classes is a hopeful symptom, as their example will exercise a powerful influence against that contempt for homely industries which threatens to become a serious evil among the poorer classes in America.

The Boston Cooking School, under the auspices of a committee appointed by the Women's Educational Association, was opened for a session of twelve weeks during the spring. The success was such that the committee are encouraged to plan for a continuance of the enterprise on a larger scale.

A cooking school has recently been established at Raleigh, N. C., under the superintendence of Mrs. Helen Campbell, in connection with Peace Institute. Not only the pupils of the institute but all who are disposed to attend have the benefit of the instruction. The course includes lectures on the history and chemistry of food, the relations of food to health, and practical lessons in the preparation of articles for the table. Arrangements are being made to introduce similar instruction in the Institute for the Deaf and Dumb, Raleigh, N. C. It is to be hoped that this enterprise may be imitated in many other southern cities.

A number of the colleges reported in Table X, Part 1, have departments or schools of domestic science; notably the Iowa Agricultural College, Illinois Industrial University, and the Kansas State Agricultural College.

UNITED STATES ARMY POST SCHOOLS.

Legal requirement.—Section 1231 of the Revised Statutes requires that—

Schools shall be established at all posts, garrisons, and permanent camps at which troops are stationed, in which the enlisted men may be instructed in the common English branches of education, and especially in the history of the United States; and the Secretary of War may detail such officers and enlisted men as may be necessary to carry out this provision. It shall be the duty of the post or garrison commander to set apart a suitable room or building for school and religious purposes.

Schools under this requirement.—A board on the establishment of schools at military posts, garrisons, &c., having reported a plan for their organization and support which was approved by the Secretary of War, a general order for compliance with this plan was issued by direction of the General of the Army, May 18, 1878. Immediate measures were taken at nearly all the permanent military posts toward the establishment of schools for promoting the intelligence of soldiers and affording education to their children as well as to those of officers and civilians at the remote frontier posts. Requisitions for the construction of suitable buildings for chapel, school, and library were soon forwarded by post commanders and approved by the War Department whenever funds for the purpose were available. At twenty-nine posts such buildings, at a cost of \$33,708, were erected, and at others existing rooms were put to service. In all, sixty-nine posts were thus provided with schools in 1878-79, and an average of 754 enlisted men and 1,039 children received instruction in them.

A letter from the officer who was put in general charge of this education in the Army (General A. McD. McCook) says that great difficulty has been experienced in the selection of enlisted men suitable for teachers, and that at numerous posts schools could not be established (or if established had to be discontinued) on account of the want of men that could be trusted to do the teaching.

Enlisted men detailed as teachers receive 35 cents a day extra pay. They are subject to military discipline as other soldiers and are liable to be called on to perform active service at any time. Normal schools to prepare for teachers enlisted men possessing the qualifications and inclination to become such have been established at Columbus Barracks, Ohio, and David's Island, N. Y., depots of the general recruiting service, and thus a better class of teachers will probably be soon provided. They are expected to understand the rudiments of a common school education; to be conversant with reading, writing, and arithmetic; and to possess a fair knowledge of geography, grammar, and history. They must also be able to demonstrate clearly and in plain language the subjects before them.

School books for these schools are furnished by the Quartermaster's Department, on the application of post commanders, in lieu of or in connection with the newspapers and periodicals which it has been the custom to furnish to each post in proportion to its strength of garrison.

SUMMER SCHOOLS.

Harvard University.—The summer courses in chemistry, botany, and geology were attended, as appears from the report, by 64 persons.

Johns Hopkins University.—The Chesapeake Zoölogical Laboratory, under Dr. Brooks, held its second session during the summer of 1879, attended by a select company of advanced students of zoölogy. As most of the members of the party were trained investigators, much work was accomplished. Pending the publication of completed papers, a list of subjects in regard to which the investigations were most fruitful in new information is given in the report of the university for 1879.

University of Virginia.—The private summer course of law lectures was attended the present year by 75 pupils. The lectures are maintained for two months (July and August) and arranged for a junior and advanced class.

Concord School of Philosophy.—The belief that a school of speculative philosophy would meet a recognized want in the intellectual life of our people has long been entertained. The idea assumed practical shape early in 1879, when a faculty of philosophy was organized informally at Concord, Mass., the home of Emerson and Bronson Alcott. In accordance with the announcement of this faculty, the first session of the Summer School of Philosophy and Literature was opened in July, and continued for five weeks with an average attendance of forty pupils. The influence of the school was not limited to those in attendance upon its conferences, as the discussions in leading magazines and periodicals for many succeeding months abundantly prove.

The Chautauqua Literary and Scientific Circle was organized August 10, 1878. Its object, as set forth in the prospectus, is to promote habits of reading and study in nature, art, science, and in secular and sacred literature, especially among those whose educational advantages have been limited. The course of study is intended to cover a period of four years. The roll of the first class numbers 8,200 members.

The Summer School of Languages and the Summer School of Pedagogics, outgrowths of the Literary and Scientific Circle, were held in the summer of 1879 in the grove of the assembly, which has been dedicated to the uses of the circle.

EDUCATION AND FORESTRY.

The important relations of education to forestry are pertinently set forth in the following brief remarks by Dr. Franklin B. Hough, specially qualified to speak with authority on this subject:

The rapid diminution of our native forests and the increased demands for their products resulting from our growing population and new discoveries in the arts admonish us that the time is near when these supplies will begin to fail and their prices advance so as to be seriously felt.

It is evident that, notwithstanding the substitution of other materials in many places where timber has been heretofore used (as in shipbuilding, bridges, buildings, &c.), there are many uses in which nothing will supply the place of wood. It is equally evident that the planting and care of woodlands must before long engage the attention of our American people, as it has for a long period that of various governments in Europe, and that in this enterprise, as in every other, success will depend upon the intelligence bestowed upon it.

As the title to the lands in most of the States, and to a large extent in the Territories, has passed to private owners, it is reasonable to suppose that timber culture will in our country depend largely upon private enterprise, and it is among the strongest of probabilities that a time is coming, and not distant, when information will be sought as to the best methods of planting and management and the surest means for securing a profitable result.

In this field of enterprise that is already beginning to attract public attention we find many subjects of an educational nature that it comes within the province of our schools and seminaries to teach, and which it would be well to consider, in view of the probable demand that may at no distant day arise for opportunities of instruction in the various sciences that apply to forest culture.

The simple and absolute tenure of our lands and the entire absence of anything like rights of common enjoyment among the inhabitants of any township or other district will render our future systems of management quite easy as compared with those in Europe, and in fact the only questions that can arise will be those that relate to cultivation and management by private owners or those who may associate together for their common interests. With questions of general administration and of jurisprudence, which in Europe are of great importance, we have little to do beyond the protection of legal rights, and we shall need a general education of all classes rather than the special training of a few.

Let us consider some of the branches of learning that it may properly come within the province of our schools to impart:

(1) A knowledge of the importance of our woodlands, in the general economy of the country, as the source from whence the most important supplies are derived, and without which the most serious inconveniences must be felt.

(2) The incidental advantages to agriculture resulting from the presence of a due proportion of woodlands in protecting a country from drought, from injurious winds, and from vicissitudes of heat and cold; their effect upon humidity and other climatic conditions and upon the maintenance of water supply.

(3) The principles of vegetable physiology involved in the germination and growth of seeds and in the formation of wood in trees, the requirements of particular species

as to soil, climate, and other circumstances, and the influences that favor or prevent successful growth.

(4) The best methods of management, including the various processes employed in sowing, transplanting, and other modes of propagation, and the conditions under which they may be practised with greatest certainty or in which they cannot be expected to succeed.

(5) The economies to be observed in the management of woodlands and in the use of their products, whereby their waste may be lessened, their durability extended, or their value increased.

(6) The precautions absolutely necessary for protection against injuries, especially in the avoidance of careless fires. These precepts should begin with the child in his first lessons at school, and be thoroughly impressed upon him at every stage of his education, for careless and accidental fires destroy more woodlands than are used by man, and a thorough habit of watchful care in the use of fires would do much in preventing these damages. Among other injurious causes is the pasturage of woodlands, and every boy who has the care of farm stock should learn the waste and damage that may result from allowing cattle to range in young woodlands, from which a future growth of timber is expected to be derived.

(7) The provision of means of instruction in the way of cabinets of woods and of wood products and by correctly labelled plantations of as many different species of timber trees as can be grown to advantage upon the grounds belonging to schools and seminaries of learning. In connection with this subject emulation may be excited in the formation of herbariums and in enterprises by way of planting, grafting, and other details of arboriculture, and by essays upon questions of sylviculture and rural adornment. These exercises might implant a love of trees and a taste for the beauties of nature that in after years would find application in village adornment and ornamental parks and plantations, tending to a more general appreciation of these objects of enjoyment, refinement, and happiness.

The foregoing are but a few of many ways in which education may be made useful to forestry, by imparting to the young correct ideas as to the importance of our woodlands to the general welfare — a useful degree of information upon a subject that must ere long engage public attention and very probably become an object of interest in its financial aspect.

ORGANIZED CHARITIES.

One of the most serious obligations devolving upon the public is that of making provision for the dependent classes. Individual charity, church societies, and benevolent organizations of various origin, which sufficed when our cities were thinly populated, are entirely inadequate under the present conditions of city life. By reason of their natural limitations these agencies have not the means of detecting and resisting imposition or of securing work for those who have become dependent through lack of business opportunities; hence they often indirectly increase duplicity, improvidence, indolence, and enforced idleness by their intended remedial efforts. Moreover, it is well known that a large proportion of the cases to be dealt with are beyond the reach of such agencies as they are also outside the scope of existing poorlaws. For these, as a writer has well said, "there exists a constant and sore need of some charitable organization which shall represent and serve the whole community as its eye and its hand, and which shall do, under adequate guards and limitations, what we all know ought to be done with courageous thoroughness."

The requirements seem to be met in an organization whose scope is indicated in the title "Society for Organizing Charitable Relief and Repressing Mendicancy." The full name was first adopted by the Philadelphia society, organized June 13, 1878. Two similar societies had been previously formed in this country, viz, Charity Organization Society of Buffalo, N. Y., December 11, 1877, and Board of Associated Charities, New Haven, Conn., June 1, 1878. Additional societies formed up to date are Brooklyn Bureau of Charities, November 26, 1878; Charity Organization Society of Newport, R. I., February 12, 1879; Associated Charities of Boston, February 26, 1879; Poughkeepsie (N. Y.) Charity Organization Society, June 9, 1879; Associated Charities of Cincinnati, November 18, 1879; Charity Organization Society of Indianapolis, December 12, 1879.

These societies differ somewhat in organization and modes of action, but are so much alike in essential characteristics that a just conception of them all may be formed from the study of the Philadelphia society, which has attracted great attention by the sim-

plidity of its plan and the effectiveness of its operations. As set forth in its first report, the objects proposed are:

(1) To see that all deserving cases of destitution are properly relieved; (2) to prevent indiscriminate and duplicate giving; (3) to make employment the basis of relief; (4) to secure the community from imposture; (5) to reduce vagrancy and pauperism and ascertain their true causes.

The accomplishment of these objects is sought:

(1) By a system of visiting and inquiry so thorough as to secure full knowledge of the merits of each case; (2) by placing, under proper limitations, the results of these inquiries at the service of poorboards, church societies, charitable organizations, and private persons of benevolence, and inviting their coöperation to prevent wasteful and mischievous almsgiving; (3) by obtaining the necessary help for all deserving cases of want from the proper charitable societies or from official or individual sources; or, failing in this, by furnishing relief from its own funds; (4) by raising the poor from a condition of dependence by fostering their self respect and by promoting habits of forethought and self help and better and more sanitary modes of living; (5) by seeking to secure the harmonious coöperation of existing charitable organizations with each other and with this society.

Concerning the distinctive features of this organization and its prospects, the general secretary, D. O. Kellogg, writes:

The central board understands that this movement to organize charity in Philadelphia differs from like undertakings in European and other American cities in that they began with efforts to bring into concert of action existing benevolent societies, finding in their agreement a foundation on which to stand, while this began in the attempt to educate the community directly and to popularize true principles of humanity, seeking in a wise public sentiment the support which it needs. It has, therefore, addressed itself to creating ward associations and diffusing among them the best information at its command; it has scrupulously respected the free action of its auxiliary societies, perceiving that experience is the best educator, and wishing to encourage the greatest spontaneity of suggestion and method throughout its constituency. It has largely confined its labors to every variety of service which the ward associations have asked of it, to procuring for them new facilities for their work and to disseminating information. This work proved to be full of detail and of large range and involved heavy expense, but it is believed that the expenditure will rapidly be justified in the humaner and nobler ministrations of our citizens to their unfortunate and suffering neighbors. * * * The board has witnessed with deep satisfaction the reception given to this society in Philadelphia. * * * The sobriety of judgment, the thoughtfulness of inquiry, the persistence of purpose, and earnestness of humanity displayed have laid upon this society a weighty responsibility to use its utmost energy and wisdom in meeting the sympathy extended to it and the expectations formed of it.

There is one criticism which will inevitably be made on the work of the society where its principles are not understood. If the community look upon it as essentially a relief-giving society, it will conceive that it asks money for the destitute, and ought, therefore, to make the cost of administration as small as possible in proportion to the amount expended as alms. But that standard of judgment is an erroneous one. This society sprang out of the conviction that the poor were not being benefited but injured by indiscriminate almsgiving. It is based upon the belief that the truest test of success in charitable work is to be sought in reducing the demand for it. The avowal may as well be promptly and plainly made that this society exists chiefly for purposes of administration, and that it counts it better to spend five dollars in seeing that our poor brethren suffer no harm than one in corrupting their moral sense and breaking down their self reliance. Nor does this view of the social problem spring out of any reluctance to share with the poor the bounties of Providence so common to most families in this city. Rather is it seen that the needy should have more attention and nobler ministrations than the purse can supply, in order that eventually they may have purses of their own out of which will flow unintermitting supplies of comfort.

Wherever societies for organizing charities have been established, great credit is given to women for their prompt and intelligent participation in the work. They enter into the spirit of the organization, yield readily to the restraints it imposes upon impulse, and carry into the delicate work of visitation tact, cheerfulness, and the power to excite hope, courage, and self respect in those who have become despairing or indifferent.

As the administration of charity is brought under the control of fixed principles and the facts brought to light are interpreted by rational laws, the importance of systematic training for the children of the ignorant and destitute is more clearly recognized. To this work the societies address themselves as the most certain instrumentality for the prevention of want. They cooperate with public school boards and truant officers in the endeavor to bring neglected children into the public schools and to secure their constant and punctual attendance, and are unremitting in their endeavors to excite in the parents a proper sense of their responsibilities in this respect.

If clothing and other supplies are necessary in order that the children may attend school they are provided by the auxiliary relief societies. Special schools and classes are opened under the auspices of the societies, as Kindergärten and industrial schools for girls. Industrial classes for women are also formed, and after the women have been taught to do some useful work endeavors are made to supply them with employment.

The experience of these societies strongly emphasizes the demand for industrial training. However it is to be provided, whether in connection with public schools or separately, whether under public or private auspices, there can be no question that at the present time it is one of the most crying needs in our country.

Summer care of children.—The summer care of children is one of the most interesting outgrowths of the charitable spirit which is so active in our country. Philadelphia, perhaps, must be regarded as the leader in this direction, the Children's Hospital, the Seaside Home, the Sanitarium on the Delaware, and the children's week in the country having originated there.

"Country week" has become an established institution in all our great eastern cities. The purpose is to secure for poor and invalid children the enjoyment of pure country air and the freedom of country life for a short season during the heated term, and brief as is this time of recreation its beneficial effects are unmistakable, the children returning invigorated, happier, and morally better. The following statement of the work as conducted for the summer of 1879 under the auspices of the Young Men's Christian Union, Boston, gives interesting details: The whole number of persons who received the benefit was 1,316; 41 of these were sent out twice. Board was paid for 1,139 persons; travelling expenses, for 218 others, who were invited by friends either of the enterprise or of the individuals. Of those sent out, 733 were girls, 423 boys, and 164 adults. The average length of the visits other than those to personal friends was between nine and ten days. The best results have appeared where visits have been made to private families upon invitation, as thus the refining influence of a home life different from that known to the city poor is added to the other advantages.

The system of registration maintained by the societies for organizing charitable relief is found to be an invaluable aid in the selection of families needing the advantages of "country week" and similar enterprises.

Protection of children.—The fifth annual report of the New York Society for the Prevention of Cruelty to Children gives a comprehensive statement of its origin and humane work. The first society of the kind in our country, it was organized in 1874. Through its efforts for the last five years and the cooperation which it has secured, child beggars have, to a great degree disappeared from the streets of New York; the practice of employing little girls to sell flowers at the doors of places of vile resort has been broken up, and hundreds of children have been rescued from lives of pauperism and infamy. Legislative action has also been secured to prevent the exhibition of little children in dangerous acrobatic performances and in "juvenile opera troupes."

Two measures of great importance have been successfully carried on during the last year. The first was directed against the system by which miserable little Italian children were sold by their parents or relatives to a class of men called "padroni," who shipped the children to America and compelled them to work in our streets as wandering musicians and peddlers. One of these "padroni" was brought to trial

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and pronounced guilty, a verdict which has virtually overthrown the system. The second measure referred to was the passage of a law making the sale of liquor to minors a criminal offence.

Nineteen kindred societies have been formed in our country since the establishment of the New York society, of which the following is a complete list:

The Rochester Society for the Prevention of Cruelty to Children, Rochester, N. Y. Charles S. Baker, president; Newton M. Mann, secretary.

The Newburgh Society for the Prevention of Cruelty to Children, Newburgh, N. Y. Hon. J. J. Monell, president; Peter Egar, M. D., secretary.

The Albany Society for the Prevention of Cruelty to Children, Albany, N. Y. Miss Annie V. Russel, secretary.

Queen City Society for the Prevention of Cruelty to Children, Buffalo, N. Y.

Cleveland Humane Society, Cleveland, O. Hon. R. R. Herrick, president.

The Cincinnati Society for the Prevention of Cruelty to Children and Animals, Cincinnati, O. John Simpkinson, president; A. A. Clark, secretary.

California Society for the Prevention of Cruelty to Children, San Francisco, Cal. Joseph W. Winans, president; Nathaniel Hunter, secretary.

The Pennsylvania Society to Protect Children from Cruelty, Philadelphia, Pa. Hon. Daniel M. Fox, president; Benjamin J. Crew, secretary.

Allegheny County Humane Society, Pittsburgh, Pa. Prof. L. H. Eaton, president; Joseph G. Walter, secretary.

Massachusetts Children Protective Society, Boston, Mass. William Gaston, president; Loring Moody, secretary.

Massachusetts Society for the Prevention of Cruelty to Children, Boston, Mass. Charles F. Shimmin, president; Mrs. J. W. Wolcott, secretary.

Illinois Humane Society, Chicago, Ill. John G. Shortall, president; A. W. Landon, secretary.

The New Hampshire Society for the Prevention of Cruelty to Children, Portsmouth, N. H. Charles W. Gardner, president; Mary A. Foster, secretary.

Keene Humane Society, Keene, N. H. Caleb T. Buffum, president; Esther Handerson, secretary.

Society for the Protection of Children from Cruelty and Immorality of Baltimore City, Baltimore, Md. Andrew Reid, president; Wm. R. Barry, secretary.

New Jersey Society for the Prevention of Cruelty to Children, Vineland, N. J. T. W. Braidwood, president; Henry W. Wilbur, secretary.

Delaware Society for the Prevention of Cruelty to Children, Wilmington, Del. D. W. Maull, M. D., president; Austin Harrington, secretary.

Savannah Society for the Prevention of Cruelty to Children, Savannah, Ga. Alfred Haywood, president; W. W. Mackall, jr., secretary and treasurer.

Minnesota State Society for the Prevention of Cruelty, St. Paul, Minn. Daniel R. Noyes, president; E. W. Chase, secretary.

Wisconsin Humane Society, Milwaukee, Wis. Hon. E. D. Halton, president; R. C. Spencer, secretary.

The Boston society has established a temporary house of relief, in which rescued children can be sheltered until permanent homes are secured for them.

The following foreign societies are reported:

Society for the Protection of Women and Children, London, Eng.

Société Protectrice des Enfants, Paris, France.

Società di Milano per la Protezione dei Fanciulli, Milan, Italy.

POWER OF SCHOOL COMMITTEES AND SCHOOL BOARDS.

The powers of school officers are not as yet sufficiently defined in the enactments of legislatures or the decisions of courts. Considering the interests of the entire people, what power should be lodged in the hands of a school committee or a board of education? This question must be answered before these officers can be held to proper and

definite responsibility. Of course the constitution and laws for each State are supreme; but these may be right or wrong. The subject needs careful consideration. Some of the powers of school committees are plainly set forth in a decision rendered some years since by Chief-Justice Shaw, of the Massachusetts supreme court, as follows:

There being no specific direction how schools shall be organized, how many schools shall be kept, what shall be the qualifications for admission to the schools, the age at which children may enter, the age to which they may continue, these must all be regulated by the committee under their power of general superintendence.

The power of general superintendence vests a plenary authority in the committee to arrange, classify, and distribute pupils in such a manner as they think best adapted to their general proficiency and welfare. If they should judge it expedient to have a grade of schools for children from seven to ten and another for those from ten to fourteen, it would seem to be within their authority to establish such schools; so, to separate male and female pupils into different schools.

In the absence of special legislation on this subject, the law has vested the power in the committee to regulate this system of distribution and classification; and when this power is reasonably exercised, without being abused or perverted by colorable pretences, the decision of the committee must be deemed conclusive.

Among the other points upon which decisions have been rendered in the supreme court are that the general school committee have power to exclude from school "a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school;" "to exclude a pupil from a public school for misconduct which injures its discipline and management" or if he be suffering from a contagious disease; to examine teachers, and to agree upon their salaries; to bind the town for books purchased.

TAXATION FOR SCHOOL PURPOSES.

Following is a statement of the rate of taxation for school purposes in the several States and Territories:

STATES.

Alabama: State tax, \$1.50 on each poll; county, not to exceed 10 cents on each \$100 of valuation.

Arkansas: State, 2 mills on \$1 and \$1 poll tax; district, not to exceed 5 mills on the dollar.

California: A general poll tax of \$2; county taxes, not to exceed 50 cents on each \$100, except in San Francisco County; district tax, optional, not to exceed 1 per cent. for school purposes.

Colorado: State tax, not to exceed 6 mills on \$1 for all purposes, including schools; county taxes, 2 to 10 mills on \$1 for schools; district taxes, optional.

Connecticut: State tax, enough to give, with the income from the school fund, \$1.50 for each child of school age; towns which include cities within their limits, not more than 1 mill on their grand list; districts, enough to enable them, with their apportionment from the State and town, to maintain schools, according to law, 24 weeks for less than 24 scholars or 30 for a greater number.

Delaware: Requires \$100 to be raised for schools in each district of the two upper counties and \$60 in each district of the lower one, to supplement the State fund apportioned to the schools for whites. The taxes of the colored people go to the Delaware Association for the Education of Colored People, to be used in maintaining schools for them.

Florida: A State special tax of not less than 1 mill on \$1 for schools and a county tax to equal at least half the amount apportioned to the county for the year from the State common school fund.

Georgia: A State poll tax not to exceed \$1 annually on each poll, a special tax on shows and exhibitions and on the sale of spirituous and malt liquors; county tax for schools, apparently optional.

Illinois: A State tax of 2 mills on \$1, or enough to make the annual distributable

school fund \$1,000,000 annually; district, city, or village taxes for schools, not to exceed 2 per cent. for educational and 3 per cent. for building purposes.

Indiana: State tax, 16 cents on each \$100 and 50 cents on each poll for schools, with the income from liquor licenses; local tax for tuition, not to exceed 30 cents on \$100; for school-houses, furniture, &c., not to exceed 50 cents on \$100.¹

Iowa: No State tax; county tax, 1 to 3 mills on the dollar; district tax, not to exceed 10 mills on \$1 for school-house fund, \$5 a pupil for contingent fund, and \$15 a pupil for teachers' fund, including the semiannual apportionment.

Kansas: State tax, 1 mill on \$1; district taxes, not to exceed 1 per cent. each for buildings and teachers, with 2 mills on \$1 for library, and enough more to pay the interest on district indebtedness and provide a sinking fund for the liquidation of it; in cities of 2,000 to 15,000 inhabitants, not to exceed 8 mills on \$1 for current school purposes; in those with more than 15,000, not to exceed 5 mills on \$1, with the same provision in both cases as in districts; for raising also enough to pay the interest on indebtedness and create a sinking fund to liquidate it.

Kentucky: State tax, 20 cents on \$100; optional district tax, not to exceed 25 cents on \$100 for lengthening the time of school and paying teachers' wages, with a capitation tax of \$2 on each white male inhabitant over 21 years old for building and furnishing a school-house when needed, and an annual one of not more than 50 cents a head for the supply of fuel and other contingent expenses of the school. Cities and towns reporting as one district may levy 30 cents on \$100 annually for a graded system of free schools. The above provisions apply to schools for whites. For supporting those for colored pupils there is a tax of 45 cents on each \$100 of property owned by colored persons and a capitation tax of \$1 on each colored male above the age of 21, with all taxes on dogs, deeds, suits, or licenses collected from colored people.

Louisiana: State tax, 1 mill on \$1, with \$1.50 poll tax to be reserved for schools in the parish where it is collected; parish tax not to exceed the State tax.

Maine: State, 1 mill on \$1, with a tax of 5 mills on \$1 on deposits in savings banks; local tax, not less than 80 cents to each inhabitant for support of schools, with what may be required for building, library, furniture, apparatus, and payment of debts.

Maryland: State tax, 10 cents on \$100; county, the same, or as much more as may be agreed on between the county school commissioners and county finance commissioners. All taxes for school purposes paid by colored people go to the maintenance of schools for colored children.

Massachusetts: No State tax; local taxes for support of schools, not less than \$3 for each child of school age (5-15), with enough for building and repair of school-houses, purchase of needed apparatus and school books.

Michigan: No State tax for schools, except what may be necessary to meet interest on school funds; township tax, 1 mill on \$1; district tax, not more than \$250 in any year for building where there are less than 10 school children, nor more than \$1,000 where there are less than 50; district taxes for the support of schools, enough, with the State apportionment, to enable those having 800 children of school age to keep schools open for 9 months, those having from 30 to 800 to keep them open 5 months, and all others not less than 3 months.

Minnesota: County tax, ordered by the State, 1 mill on \$1; district, in ordinary cases, not to exceed \$600 a year for a school-house, or \$200 in a district with less than 10 voters, with whatever may be needed to maintain the schools the full legal time, pay accruing indebtedness, and meet contingencies.

Mississippi: State poll tax for schools not to exceed \$2 a head; county tax, not to exceed 3 mills on \$1; trustees also to provide fuel and other necessaries, and in towns constituting separate districts the town board to do this by tax.

Missouri: At least one-quarter of the State revenue (exclusive of the interest and sinking fund) to be devoted to the public schools, with district taxes from 40 to 65

¹Except that when a library of the value of \$1,000 or more has been established by private donation for the use and benefit of all the inhabitants, the township trustee may levy annually a tax of not more than 1 cent on \$100 for increase of it.

cents on \$100, and whatever may be necessary to provide school accommodations or pay indebtedness.

Nebraska: State tax, 1 mill on \$1; district, not to exceed 25 mills on \$1 for ordinary school expenses, with whatever may be voted to build school-houses, furnish fuel for them, and meet indebtedness.

Nevada: State tax, $\frac{1}{2}$ mill on \$1 to supplement the revenue from school fund; county, 15 to 50 cents on \$100; district, what the people may vote to put up buildings, keep them in repair, maintain schools in them, &c.

New Hampshire: State tax for a l purposes, 50 cents on each poll and as much on each \$100 of taxable property; for each dollar out of \$1,000 of this assigned to a town to be raised, the town must raise \$350 for school purposes, and may increase this amount for either ordinary or special purposes.

New Jersey: State tax, 2 mills on \$1; local taxes, whatever additional amount may be needed to maintain schools 9 months, erect, repair, or furnish school buildings, pay indebtedness, &c.

New York: State tax, \$1.069 in 1879; local taxes, largely optional, but not to exceed, in an ordinary district, \$25 a year for school apparatus and text books, \$10 for library books, \$25 for contingencies, and \$1,000 for building, without the approval of the school commissioner in the last case.

North Carolina: A State and county poll tax, not to exceed \$2 a head for both, is levied annually for purposes of education and support of the poor, three-fourths of it to go to the former, with $8\frac{1}{2}$ cents on every \$100 (and 25 cents on every poll?) additional.

Ohio: State tax, 1 mill on \$1; district taxes, largely optional as to amount, but not to exceed, for ordinary school expenses, $4\frac{1}{2}$ mills in Cincinnati, $4\frac{1}{2}$ in Cleveland, and 7 mills elsewhere on \$1, with $\frac{1}{10}$ of a mill for library annually.

Oregon: County tax, ordered by the State, 3 mills on \$1; district taxes, what the people may vote.

Pennsylvania: Each school district must raise annually for its schools a sum equal to its share of the \$1,000,000 State apportionment, but not, in ordinary circumstances, to exceed 13 mills on \$1 for current school expenses, with an equal sum for building in case of need; cities are authorized to raise also from 1 to 3 mills on \$1 for extinguishing indebtedness.

Rhode Island: No special State tax for schools, but each town required to raise by tax a sum equal to its share of the annual State apportionment of \$90,000.

South Carolina: A \$1 State poll tax, with a required county tax of 2 mills on \$1 of all taxable property.

Tennessee: A general poll tax of \$1, with a county tax of 1 mill on \$1; no district tax to raise a further sum to prolong the schools allowed since 1875.

Texas: A poll tax of \$1, to be added to the income from the State school fund, and such part of the State revenue as the legislature may appropriate, not to exceed $\frac{1}{4}$ annually. No districts and consequently no district tax, except in cities and towns that have assumed control of the public free schools within their limits. These, by a two-thirds vote of the taxpayers, may raise not more than 5 mills on \$1 to supplement the State apportionment and prolong the schools to 10 months each year.

Vermont: Taxes to supplement the State allowance, such as may be voted by the people of each town or district; in towns with town school systems, not less than 25 cents nor more than 50 cents on the dollar of the grand list, unless an additional tax be voted at the annual town meeting.

Virginia: A State tax of 1 to 5 mills on \$1, with a poll tax of \$1 on each voter; county tax, not to exceed 10 cents on \$100; district, the same, except in Alexandria County 50 cents on the \$100 may be imposed in any district by a three-fourths vote.

West Virginia: State tax, 10 cents on \$100, with \$1 poll tax; district, not to exceed 50 cents on \$100 for primary schools, 15 cents for graded schools, and 30 cents for high schools, with not more than 40 cents on \$100 for buildings in any year.

Wisconsin: No State tax specifically for schools; each town and city required to raise by tax annually for support of schools therein a sum not less than half the amount received from the income of the school fund; the total amount of district tax for all school purposes not to exceed 5 per cent. on the assessed valuation of the taxable property within it for the current year.

TERRITORIES.

Arizona: A territorial tax of 15 cents on \$100; a county tax of 50 to 80 cents on \$100; where these prove insufficient to maintain a school 3 months, a supplementary district tax of the amount needed, with an allowed additional one for school buildings.

Dakota: A poll tax of \$1 on each voter and 2 mills on \$1, in each county; in each school district, not more than 1 per cent. for building, $\frac{1}{4}$ of 1 per cent. for furniture and apparatus, $\frac{1}{2}$ of 1 per cent. for teachers' pay and incidentals, and \$25 for a library, in any year.

District of Columbia: No tax specifically for school purposes; an annual appropriation for such purposes from the general fund.

Idaho: A county tax of 2 to 8 mills on \$1, with the money from fines and forfeitures and \$3 for each teacher examined; in districts, taxes for building and support of schools determined by vote. Repairs not exceeding \$25 are allowed to be provided for by a rate bill on persons sending children to the school; contingent fund not to exceed 10 per cent. of the ordinary school fund.

Indian Territory: Schools of the five civilized tribes largely, if not wholly, sustained from tribal funds. No information of any tax. Schools for other Indians, sustained by United States Government and by missionary organizations. No known tax.

Montana: County tax, 3 to 5 mills on \$1, with the fines for breach of liquor license or other penal laws; district taxes, optional as to levy and amount.

New Mexico: One-quarter of the 1 per cent. tax levied annually in each county for territorial and county purposes goes to the county schools, with any surplus above \$500 remaining in the county treasury after payment of all current annual expenses; also \$1 poll tax.

Utah: A territorial tax of 3 mills on \$1 for schools, with the proceeds from sales of estrays and of a tax on railroads; district taxes for the purchase, erection, repair, or other expenses of school building, not to exceed 3 per cent. per annum.

Washington: Territorial tax, 3 to 6 mills on \$1, with all moneys arising from fines for breach of penal laws; district taxes for all school purposes not to exceed 10 mills on \$1 in any year.

Wyoming: County tax for schools. \$2 on each poll and 2 mills on \$1 of property; district taxes, optional as to levy and amount, except that for a district library not more than \$100 a year may be raised.

TERRITORIAL SUPERVISION OF SCHOOLS.

Arizona.—A territorial superintendent of public instruction is elected by the qualified voters for a term of two years. He is secretary of the board of education, the other members of which are the governor and the treasurer of the Territory. The board has for its duty the devising of plans for the improvement and management of the public school funds and the better organization of the public schools and the issuing of territorial diplomas to properly qualified teachers. The superintendent's salary is \$1,000 per annum, out of which he must pay his contingent and travelling expenses. He is required to apportion to the several counties the amount of money to which each is entitled, to make an annual report presenting the statistics of the schools and a statement of their condition, to prescribe suitable forms and regulations for making all reports and furnish them to school officers, and to visit each county in the Territory once in each year for the purpose of visiting schools, consulting with county superintendents, and lecturing upon subjects pertaining to public schools.

Dakota.—The superintendent of public instruction is appointed by the governor, with the consent of the legislative council of the Territory, and holds his office for two years. Before entering upon his duties he is required to give satisfactory bonds in the sum of one thousand dollars for their faithful performance, and to take the oath required of civil officers within the Territory. His general duties are to make and preserve an official record of his acts as such, to promote public education throughout the Territory and wisely plan for its future educational interests, to visit the common schools and confer with teachers and county superintendents with a view to increasing the efficiency of the schools, and to furnish blank forms for collecting statistics and making reports. He has power to grant certificates of qualification; and he is required to regulate the degrees and prescribe the examinations necessary to test the qualifications required of persons who would receive first, second, and third grade certificates from county superintendents. He is directed to determine appeals made to him from the decision of county superintendents and to make an annual report to the governor. The salary of the superintendent is six hundred dollars per annum, and he is allowed money for travelling expenses, printing, stationery, and miscellaneous expenditures, not to exceed four hundred dollars.

Idaho.—The territorial controller is ex officio superintendent of public instruction. His duties as superintendent are to exercise a general supervision over the public schools of the Territory; to furnish school officers and teachers with such printed blanks as may be needed, and to distribute copies of the school law among said officers; to present to the legislative assembly biennially a full report of the condition of the public schools, with the usual statistics and suggestions; and to receive, keep, and deliver to his successor all property, documents, and papers belonging to the office of superintendent.

Montana.—The superintendent of public instruction is appointed by the governor, with the consent of the legislative council, for a term of two years. He has general supervision of public schools, collects and tabulates school statistics, prepares blanks for the use of school officers, travels through the different counties, consults with county superintendents, and visits schools, delivers lectures on educational topics, prescribes rules and regulations for schools, decides disputes on appeal, receives reports from county superintendents, and makes annual reports, on the odd years to the governor, on the even years to the legislature. He receives a salary of \$1,200 per annum, and contingent expenses are paid from any fund in the treasury not otherwise appropriated.

New Mexico.—By a law of 1874 the duties of territorial superintendent of schools were assigned to the territorial librarian, and his salary, which amounted to \$299.50 in the two years ending in 1878, is paid to him in the latter capacity. He is required to make a report to the governor, in which shall be included (1) the number of schools in each county and the number of pupils taught; (2) the number of teachers and their salaries; (3) the number of pupils in each precinct, and the average attendance of these; and (4) the branches taught in the schools. The principal superintendence of school affairs appears to be intrusted to county supervisors.

Utah.—A territorial superintendent of district schools is elected at a general election for a term of two years. Before entering upon the duties of his office he is required to qualify by taking the prescribed oath and executing a bond in the sum of \$10,000 for the faithful performance of his duties. He keeps a record of the condition of district schools throughout the Territory, furnishes printed forms for the various reports required of teachers and school officers, receives the annual reports of the county superintendents, and makes biennial reports to the legislative assembly. The territorial superintendent, the county superintendents, and the president of the faculty of the University of Deseret, at a meeting called by the territorial superintendent for the purpose, adopt text books for exclusive use in the Territory, not to be changed for five years without sufficient cause. The salary of the superintendent is \$1,500 per annum.

CCXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Washington.—The superintendent of public instruction is appointed by the governor, by and with the advice and consent of the legislative council, for a term of two years. He gives a bond in the sum of \$2,000 for the faithful performance of his duties, and takes the usual oath. He has general supervision of public instruction; superintends the printing and transmitting of such blanks, forms, rules, and regulations as the board of education may authorize; travels in the different counties, at least three months in the year, for the purpose of visiting schools, consulting with county superintendents, and addressing public assemblies; holds at least one teachers' institute a year; makes a biennial report to the governor, containing a full presentation of the educational condition of the Territory; and is president of the board of education. The salary of the superintendent is \$600 per annum, with contingent expenses not exceeding \$300, paid out of the treasury of the Territory.

Wyoming.—The territorial librarian is ex officio superintendent of public instruction. He has a general supervision of all the district schools; has power to grant certificates of qualification to teachers and to regulate the grade of county certificates; must see that the text books determined upon at the territorial teachers' institute, which is held annually by the school officers of the Territory, are introduced into the schools; makes a record of all matters pertaining to the business of the office; keeps all documents in an orderly and presentable manner; prepares and has printed and transmitted to school officers suitable forms for all required school reports; and makes a report to the legislative assembly on the first day of each session (biennially) of the condition of the schools under his supervision. The pay of the superintendent is \$5 a day of actual service, not exceeding fifty days, and his travelling and other necessary official expenditures are reimbursed from the territorial treasury.

TRESPASSES UPON PUBLIC SCHOOL LANDS IN THE TERRITORIES.

During the year the prevention of trespasses upon public lands reserved in the Territories for the benefit of public schools has been the subject of a special correspondence between this Office and Hon. W. H. H. Beadle, territorial superintendent of public instruction, Jamestown, Dak. His letter of inquiry is given in full, as it presents questions often arising in connection with the school lands of the Territories:

WHAHPETON, DAKOTA TERRITORY, July 15, 1879.

SIR: I have the honor to request information and advice from you upon the subject of protecting the public school lands in Dakota from trespass and waste. I am at a loss to know how to proceed. Are they United States public lands under the general law, so that persons who cut timber from them can be so proceeded against? Or are they in any degree so under territorial jurisdiction as to enable us to bring actions in favor of our public school fund?

Many trespasses are made upon timber upon sections 16 and 36, and the whole or parts of many sections are cultivated as farms. These give large profits sometimes, are free from all taxes, and yet the culture deteriorates the value of the land. Included as a part of the celebrated Dalrymple wheat farm are school lands. I mention this to show how high is the disregard of the future school fund.

I respectfully request the best legal advice and instructions you may be able to obtain or give me.

* * * * *
Very respectfully, your obedient servant,

W. H. H. BEADLE,
Superintendent of Public Instruction of Dakota.

The Hon. COMMISSIONER OF EDUCATION, *Washington, D. C.*

The above letter was transmitted to the honorable Secretary of the Interior, and he made immediate answer to its inquiries as follows:

DEPARTMENT OF THE INTERIOR,
Washington, D. C., August 8, 1879.

SIR: I have received your letter of the 5th instant, inclosing a letter from Hon. W. H. H. Beadle, superintendent of public instruction for Dakota Territory, dated Wahpeton, Dakota, the 15th ultimo, in relation to depredations being committed

upon sections 16 and 36 in said Territory by cutting and removing timber therefrom and also by cultivating the same for crops as private property.

Mr. Beadle desires to be informed whether sections 16 and 36 in each township of surveyed lands in said Territory are public lands, or whether they are "so under territorial jurisdiction as to enable us to bring actions in favor of our public school fund."

Section 14 of an act entitled "An act to provide a temporary government for the Territory of Dakota, and to create the office of surveyor general therein," reads as follows:

"*And be it further enacted*, That when the land in said Territory shall be surveyed under the direction of the Government of the United States, preparatory to bringing the same into market, sections numbered 16 and 36 in each township in said Territory shall be, and the same are hereby, reserved for the purpose of being applied to schools in the States hereafter to be erected out of the same."—12 Stat., page 243.

The lands are public lands, although reserved for a particular purpose, and all trespasses committed upon them render the parties guilty of such trespass liable to prosecution under the laws of the United States. The penalties collected for trespasses, however, would not inure to any school fund of the Territory. The United States has not granted the title to such lands, but has reserved them, in order that at some future time, when a State shall be erected out of such Territory, the same may be granted to such State.

In relation to the right of the United States to prosecute for trespasses, I think there can be no question. Section 2461 of the Revised Statutes provides specifically the punishment for cutting and removing timber from the public lands; and while I am not aware of any statute which provides for a rule of damages for using and cultivating lands of the United States which cannot under the law be sold, still I am of the opinion that the United States has the right to recover mesne profits for the use of said lands.

In the case of *Cotton vs. United States*, 11 Howard, 229, the Supreme Court say:

"Although as a sovereign the United States may not be sued, yet as a corporation or body politic they may bring suits to enforce their contracts and protect their property, in the State courts or in their own tribunals administering the same laws. As an owner of property in almost every State of the Union, they have the same right to have it protected by the local laws that other persons have."

In the case of the *United States vs. Gear*, 3 Howard, 120, it was held that the United States had the right to maintain an action of trespass for taking ore from lead mines.

On the same principle I think the Government would be entitled to recover for any other beneficial use to which the public lands might be put.

You may, therefore, advise Mr. Beadle that if he will furnish this Department with information as to the cutting and removing of timber from sections 16 and 36 or any other public lands in the Territory of Dakota, giving a description of the tract trespassed upon, time when the trespass was committed, and the person or persons by whom committed, the same will receive prompt attention.

You may also advise him that if he will furnish to this Department like information of persons who are cultivating and using such sections, proper action will be taken thereon.

Very respectfully,

C. SCHURZ, *Secretary*.

HON. JOHN EATON,
Commissioner of Education.

The communication from the honorable Secretary of the Interior and the reply of this Office were printed for the information of territorial and county superintendents of public instruction in the Territories. Mr. Beadle forwarded copies of this circular and a printed letter from himself to the several county superintendents of public schools in Dakota. In his letter he says:

The law makes it the duty of the superintendent of public instruction to prevent by every means in his power any waste or unlawful payment of school funds, and it is alike the duty of every school officer to guard against the present loss or future impairment of school revenues. We must, therefore, all join in preserving the value of these lands and preventing their deterioration by cultivation or timber cutting. It is a common public interest against the advantage of a few individuals at public cost.

The United States attorney has similar instructions from the Department of Justice, and it is the duty of all school officers now and hereafter to report to that officer every case of such trespass, with the description of the tract, the names of the trespassers and the necessary witnesses. There is no authority to permit the use or occupation of these lands or to compromise trespasses upon them.

CCXXX REPORT OF THE COMMISSIONER OF EDUCATION.

AREA OF SCHOOL LANDS IN THE TERRITORIES.

The following table will show the amount of lands (that is, the sixteenth and thirty-sixth sections) reserved for common school purposes in the Territories already organized :

Territory.	Total area.	Date of law.
	<i>Acres.</i>	
Arizona	4,050,347	May 23, 1864
Dakota	5,366,451	March 2, 1861
Idaho	3,068,231	March 3, 1863
Montana	5,112,035	Feb. 23, 1864
New Mexico	4,809,368	{ Sept. 9, 1850 { July 23, 1854
Utah	3,003,613	Sept. 9, 1850
Washington	2,488,675	March 2, 1853
Wyoming	3,480,231	July 25, 1863
Total	30,879,001	

RECOMMENDATIONS.

(1) I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(2) 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 be set aside as a special fund, the interest of said fund to be divided annually pro rata among 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.

(3) I respectfully recommend that such provision as may be deemed advisable be made for the publication of 15,000 copies of the report of the Commissioner 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.

(4) I recommend that provision be made for the organization of an educational museum in connection with this Office and for the exchange of educational appliances with other countries.

(5) I recommend 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.

(6) I recommend 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.

CONCLUSION.

Those engaged in the office work with me have my heartiest thanks. It is pleasant to see increasing indication of a correct understanding of the Office in the public mind. I take pleasure in making the fullest acknowledgment to all in the public service and all engaged in the work of education throughout the country who have aided me in the prosecution of the work of the Office.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON, *Commissioner.*

Hon. C. SCHURZ,
Secretary of the Interior.

ABSTRACTS

OF 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, and scientific and professional schools, dependence is placed 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, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item 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 given 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 THE ABSTRACTS.

- | | |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. STATISTICAL SUMMARY..... | (a) School population and attendance. |
| | (b) School districts and schools. |
| | (c) Teachers and teachers' pay. |
| | (d) Income and expenditure. |
| 2. STATE SCHOOL SYSTEM..... | (a) Officers. |
| | (b) Other features of the system. |
| | (c) General condition, marking specially anything new and noteworthy. |
| 3. CITY SCHOOL SYSTEMS. | |
| 4. TRAINING OF TEACHERS | (a) Normal schools and normal departments. |
| | (b) Teachers' institutes. |
| | (c) Teachers' departments of educational journals. |
| 5. SECONDARY INSTRUCTION | (a) Public high schools. |
| | (b) Other secondary schools. |
| 6. SUPERIOR INSTRUCTION | (a) Colleges for young men or for both sexes. |
| | (b) Colleges for women. |
| 7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION | (a) Training in scientific schools and agricultural colleges. |
| | (b) Training in theology. |
| | (c) Training in law. |
| | (d) Training in medicine. |
| 8. SPECIAL INSTRUCTION..... | (a) Deaf, dumb, blind, &c. |
| 9. EDUCATIONAL CONVENTIONS | (a) Meetings of State associations. |
| | (b) Special meetings of teachers, school principals, and superintendents. |
| 10. NOTEWORTHY BENEFACTIONS. | |
| 11. OBITUARY RECORD..... | (a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year. |
| 12. CHIEF STATE SCHOOL OFFICERS..... | (a) State board of education or State superintendent. |

For convenience of reference and comparison, the statistics furnished the Bureau in answer to its circulars of inquiry are given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, 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 here tenders his cordial thanks to all concerned.

ALABAMA.

STATISTICAL SUMMARY. *a*

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (7-21).....	214,720	214,098	-----	622
Colored youth of school age	155,525	162,551	7,026	-----
Whole number of school age	370,245	376,649	6,404	-----
Whites enrolled in public schools.....	96,799	106,950	10,151	-----
Colored enrolled in public schools	63,914	67,635	3,721	-----
Whole enrolment	160,713	174,585	13,872	-----
Average attendance of whites.....	57,466	65,936	8,470	-----
Average attendance of colored youth.....	41,659	46,438	4,779	-----
Whole average attendance	99,125	112,374	13,249	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	-----	1,741	-----	-----
Public schools for whites	3,335	3,177	-----	158
Public schools for colored	1,461	1,494	33	-----
Whole number reported	4,796	4,671	-----	125
Number of pupils instructed in spelling.....	152,538	163,984	11,446	-----
Number instructed in reading	111,947	116,870	4,923	-----
Number instructed in writing	74,332	80,870	6,538	-----
Number instructed in arithmetic.....	58,478	65,324	6,846	-----
Number instructed in geography	27,677	31,176	3,499	-----
Number instructed in grammar and other branches.....	18,357	20,699	2,342	-----
Average length of schools in days	84 $\frac{3}{4}$	84	-----	$\frac{1}{4}$
TEACHERS AND THEIR PAY.				
White teachers in public schools.....	3,338	3,179	-----	159
Colored teachers in public schools	1,462	1,496	34	-----
Whole number of teachers	4,800	4,675	-----	125
Number of white male teachers	2,176	2,037	-----	139
Number of white female teachers.....	1,162	1,142	-----	20
Number of colored male teachers.....	1,102	1,089	-----	13
Number of colored female teachers	360	407	47	-----
Average monthly pay of teachers.....	\$17 44	\$18 70	\$1 26	-----
INCOME AND EXPENDITURE. <i>b</i>				
Whole income for public schools.....	\$377,188	\$387,704	\$10,516	-----
Whole expenditure for them.....	358,697	377,033	18,336	-----

a Superintendent Box says that these statistics are somewhat imperfect, as there was no report from Winston County for either year and estimates only for Fayette and the colored schools of Blount County.

b The figures for income and expenditure are from written returns of the State superintendent to this Bureau.

(From reports of Hon. Le Roy F. Box, State superintendent of education, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

These consist of State and county superintendents of education, township superintendents of public schools, and county boards of education, which last are composed of the county superintendent and two persons associated with him for the purpose of examining teachers and conducting teachers' institutes.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by money supplied from the State treasury; by an optional local tax for each county except Mobile of not over 10 cents on the \$100, half the proceeds to be for the pay of teachers, the remainder for incidental expenses; and by a poll tax of not over \$1.50 on each male 21 to 45 years of age. The basis of apportionment is according to the enumeration of children between 7 and 21 years in each county. White and colored children are to be taught in separate schools, and no money is to be used for denominational or sectarian schools. Teachers must hold certificates from the county board, must send in quarterly reports before applying for their pay, must be members of the county institute for their race, and must attend it once annually. The school month is 20 days of not less than 6 hours each. At the public examinations, held at least once a year, the county boards are required to give certificates to pupils proficient in the required studies. Provision is made by law for normal schools and for an agricultural and mechanical college.—(School law.)

GENERAL CONDITION.

There are indications of considerable improvement in the school year 1878-'79 over the general educational condition of 1877-'78. The youth of school age increased only 6,404, but there was an increase of 13,872 in the public school enrolment and of 13,249 in the average daily attendance. An increase of \$1.26 in the average monthly pay of teachers to some extent explains this improvement, and so does the fact that the teachers, under the new school law, not only have to submit to an examination, but also, having to attend the township institutes, have been brought into association with experienced instructors, and have gained in many cases from them and from their fellow teachers new and useful ideas about the theory and the art of teaching.

AID FROM THE PEABODY FUND.

The direct aid from this fund to individual public schools has been withdrawn, from the conviction that it can be more efficiently applied in the training of a better class of teachers.—(State report and proceedings of the Peabody fund trustees, 1879.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The school officials vary in the different towns and cities. Birmingham, Huntsville, and Selma have only city superintendents; Eufaula and Montgomery, city boards of education as well as superintendents of schools; Mobile, a combined city and county board of school commissioners and a superintendent; Opelika, a superintendent and a board of trustees.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Mobile.....	47,000	23,865	4,659	4,014	125	\$40,607
Montgomery.....	15,000	3,004	849	645	14	.....
Selma.....	8,000	1,736	921	638	14	.....

a Includes both county and city children.

ADDITIONAL PARTICULARS.

Mobile (including both city and county schools) reports 125 schools, 84 for white and 41 for colored children, the white schools averaging 120 days during the year and the colored 72 days; value of school property, \$81,000.—(State report and return.)

Montgomery reports 1 school district, 14 schools (8 of them for white and 6 for colored children), and the length of school in days averaging 160.—(State report.)

Selma reports 60 white and 73 colored pupils enrolled to each teacher; 14 schools, in charge of 8 white and 6 colored teachers, and the schools averaging 240 days during 1878-'79.—(State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *State Normal School*, Florence, reports a 3 years' course; 153 students, 48 of them in the normal class; 5 graduates, 4 of them teaching; and its pupils prepared for teaching in the public schools without further examination.—(State report and return.)

The *Lincoln State Normal School*, Marion, reports 211 students at the session of 1878-'79, of whom 115 were in preparatory and 96 in the normal classes; 98 at the opening session of 1879-'80, of whom 39 were preparatory, 56 normal, and 3 collegiate; and Latin, French, Greek, zoölogy, botany, physics, geometry, drawing, and vocal music taught, in addition to the regular common school branches.—(State report.)

The *State Normal School for Colored Teachers*, Huntsville, is reported to have been in a flourishing condition, with an average attendance of 51 pupils.—(State report.)

The *Rust Normal Institute*, Huntsville, which is maintained by the Freedmen's Aid Society of the Methodist Episcopal Church, reports 235 normal pupils pursuing its 3 years' course of study, and 18 graduates, all engaged in teaching.—(Return.)

The *Emerson Institute*, Mobile, under the charge of the American Missionary Association, reports 48 normal and 192 other students attending its 3 years' course and 3 of its graduates engaged in teaching.—(Return.)

The *Alabama Baptist Normal and Theological School*, Selma, reports for 1878-'79: resident instructors, 6; normal students, 30; other students, 220. There is no statement of the length of its normal or theological course.—(Return.)

Talladega College, Talladega, gives a 4 years' normal course. In 1878-'79 there were 95 normal and 214 other students, taught by 6 non-resident instructors and lecturers. The 7 pupils graduating in that year are already engaged in teaching.—(Return.)

TEACHERS' INSTITUTES.

These institutes, which were organized in nearly every county in the State, were generally well attended and the exercises reported as interesting. It is thought that in addition to the awakening of new interest among teachers in the important work to be done such meetings will be the means of improving methods of instruction and discipline in the schools, with a gradual approach to uniformity in text books.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives no information in reference to any high schools in the State, no such schools being now authorized by general law.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

These are the University of Alabama, Tuscaloosa (non-sectarian); Southern University, Greensboro (Methodist Episcopal South); Howard College, Marion (Baptist); and Spring Hill College, Mobile (Roman Catholic); to which may be added Lincoln University, Marion, heretofore engaged in preparatory and normal work only, but showing for 1879-'80 a small collegiate class. All but the first have arrangements for preparatory training.

The *University of Alabama* has academic, professional, and military departments, and gives its academic instruction not in separate collegiate classes but in schools, each under its own professor, the sum of the studies in these making up the usual 4 years' collegiate course. These academic schools are 9, viz: Latin, Greek, English, other modern languages, chemistry, geology and natural history, natural philosophy and astronomy, mathematics, and mental and moral philosophy. Elective courses, containing the studies of at least 3 schools, are allowed for those who do not wish to pursue the full collegiate course. The requirements for admission, heretofore including only the elementary principles of algebra and the English language, with 4 books of Cæsar, in 1880 will also include at least 2 books of the Anabasis, 6 books of the Æneid, and 6 orations of Cicero.

The *Southern University* and *Howard College* also give collegiate instruction in separate schools, the studies in which may be pursued electively or in such a way as to

form a 4 years' graded course leading to the A. B. degree. The former has also a master's course of 1 year beyond this, leading to the degree of A. M.; Howard College has one apparently the same, but less definite.

Spring Hill College has the usual Roman Catholic arrangement of 3 grammar classes leading up to a 4 years' college course.

For statistics of these institutions in detail, see Table IX of the appendix following; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The statistics of this class of schools may be found in Table VIII of the appendix and in a summary in the report of the Commissioner preceding. Music, drawing, and painting, with French, appear to be generally taught, and in some cases German also. Of 7 reporting, all but 1 taught the first four branches named and 3 the last, 5 had libraries of 200 to 3,050 volumes, 4 had some means of chemical or philosophical illustration, 2 the beginnings of a museum of natural history, and 1 a gymnasium.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, continues its 2 year preparatory course, its 4 year courses in agriculture, literature, science, and civil engineering, shorter courses in surveying, in building, and in architecture, and its 2 year commercial course. The 4 year courses, except in languages, are identical for two years; then the studies are arranged with reference to the degree desired. In the special courses for surveying, architecture, and commerce, certificates of proficiency only are allowed. A graduate course entitles to higher degrees than those previously given. There were 279 students reported for 1878-'79, of whom 104 were in the preparatory department.—(Catalogue.)

Other opportunities for scientific study were given in the State university, in the Southern University, and in Howard College.—(Catalogues.)

For full statistics of the agricultural college, see Table X of the appendix; for statistics of the other institutions referred to, see Table IX.

PROFESSIONAL.

Theological training under Methodist influences is given in a 5 years' course that runs parallel with the collegiate courses for A. B. and A. M. at the Southern University, Greensboro, and that may form a part of these; under Baptist influences, in like courses, though less definite as to length, in the School of Moral Science and Theology at Howard College, Marion, and in the Alabama Baptist Normal and Theological School, Selma; and under Congregational, in the theological department of Talladega College, Talladega, the last two designed especially for colored students. At the Southern University 78 students appear to have prosecuted studies in the School of Biblical Literature in 1878-'79. At Howard College the number cannot be determined from the catalogue. In the school at Selma 50 are marked "theological;" in that at Talladega, 14.—(Catalogues for 1879-'80.)

Legal instruction is given in the Law School of Southern University, Greensboro, proficiency in the course qualifying the student for admission to practise in all the courts of the State, and in the State university, in which there are 2 schools, that of common and statute law and that of equity jurisprudence. The course in the State university requires 15 months, with no examination for admission; 18 students were present in 1878-'79, under the teaching of 2 professors. Statistics of the other school are wanting, as is also information in regard to the continuance of the law department of Howard College, reported in 1876-'77.—(College catalogues and return.)

Medical instruction is provided in the Southern University, which has a medical faculty of 5, the customary 3 years' course of reading, with 2 of lecture attendance; and in the Medical College of Alabama, which reports a 3 years' course, 9 professors, and 60 students, but no examination for admission.—(College catalogue and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, reports that the usual common school branches were taught and that the inmates were employed according to their condition, some in shoemaking and cane seating, others in printing, gas fitting, and plumbing, and others in agricultural pursuits. Statistics for 1878-'79 are wanting. In the session of 1879-'80 there were 60 on the roll.—(Return.)

CHIEF STATE SCHOOL OFFICER.

Hon. LE ROY F. BOX, *State superintendent of education, Montgomery.*

[Second term, 1878-1880.]

ARKANSAS.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	216, 475	236, 601	20, 126	.....
Enrolled in public schools	33, 747	53, 049	19, 302	.....
SCHOOLS AND SCHOOL-HOUSES.				
Reported as built during the year	80	188	108	.....
Built previously	400	520	120	.....
Cost of houses built during the year ..	\$9, 439	\$18, 143	\$8, 704	.....
Estimated value of school property ...	118, 514	151, 565	33, 051	.....
BRANCHES TAUGHT.				
Number of pupils in spelling	21, 922	33, 920	11, 998	.....
Number of pupils in reading	17, 252	28, 403	11, 151	.....
Number of pupils in writing	6, 490	16, 672	10, 182	.....
Number of pupils in written arith- metic.	15, 063	10, 861	.....	4, 202
Number of pupils in grammar	4, 037	6, 030	1, 993	.....
Number of pupils in geography	4, 302	2, 195	.....	2, 107
Number of pupils in history	1, 352	6, 026	4, 674	.....
Number of pupils in higher branches..	1, 425	936	.....	489
TEACHERS AND THEIR PAY.				
Men teaching	710	1, 143	433	.....
Women teaching	165	315	150	.....
Total number of teachers	875	1, 458	583	.....
Average monthly pay of men	\$50	.....	.....	.....
Average monthly pay of women	40	.....	.....	.....
INCOME AND EXPENDITURE.				
Receipts for public schools	\$170, 335	\$261, 088	\$90, 753	.....
Expenditure for public schools	148, 393	205, 449	57, 056	.....
SCHOOL FUND.				
Amount of available school fund	\$11, 200	\$136, 070	\$124, 870	.....
Permanent school fund	191, 097	190, 186	.....	\$911

(From reports of Hon. George W. Hill and Hon. James L. Denton, State superintendents of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State school officers are a superintendent of public instruction chosen biennially by the people and a board of commissioners of the common school fund, the latter composed of the governor, secretary of state, and superintendent of schools.

The local officers are county examiners, one for each county, appointed by the county court and district directors, 3 for each district, elected by the people for terms of 3 years, one going out each year.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained by the income of the State school fund, with a tax of \$1 per capita on male inhabitants over 21, and so much of the ordinary State revenue

as may be set apart for the purpose by the legislature. The rate of State taxation is restricted by the constitution to 2 mills on the dollar. District taxes may be levied by vote of the qualified electors of each district, but the rate must not exceed 5 mills on the dollar. If in any year the funds are insufficient to sustain schools for 3 months, the electors of the district may determine by vote that no school shall be taught during such year. The revenues are apportioned to each school district in proportion to the number of persons therein between 6 and 21.

In order to be paid from public funds, teachers must have been examined and licensed by the county examiners, who issue to them certificates of first, second, and third grades, valid in the county in which they are issued, the highest or first grade being good for two years, the second for one year, and the third for 6 months. Provision is made for the training of teachers by means of institutes; one must be held by the State superintendent in each judicial district annually, and county examiners must hold county institutes or appoint some suitable person to hold them. Schools are closed on the days appointed for examination of teachers and for the annual institute. It is made the duty of teachers to attend such meetings and they receive their usual pay for the time thus spent. Reports of educational statistics must be made each year by school directors to examiners and by them to the State superintendent. If directors fail to make such reports, the districts represented by them forfeit their share of the school money and directors are personally liable for damages that districts may thus sustain. The law requires the establishment of separate schools for the two races, and also that provision be made for the education of every youth as nearly as possible. The use of sectarian books in the public schools is forbidden.—(School law, 1875.)

GENERAL CONDITION.

As the State superintendent's report for 1878-'79 is not to be issued until January, 1881, nothing can be added to the foregoing summary of statistics prepared from figures kindly furnished by Superintendent Denton.

The figures show an increase in the number of youth of school age and in the number attending public schools, in the number of school-houses built during the year and of teachers employed, in the value of school property, and in receipts and expenditures for public schools.

CITY SCHOOL SYSTEM.

LITTLE ROCK.

Officers.—A board of school directors of 6 members, elected for 3 years, 2 going out each year, and a superintendent appointed by the board.

Statistics.—Estimated population of the city, 21,000; children of school age (6 to 21), 7,031; number enrolled, 2,249; average daily attendance, 1,294; expenditures for public schools, \$17,442.41.

The superintendent reports that the efficiency and popularity of the public schools are steadily increasing. For 1878-'79, there was an increase in the number of pupils enrolled and in the average daily attendance, with a decrease in the expenditures. The schools are classed as primary, grammar, and high. The last enrolled 100 pupils, had 86 in average daily attendance, and graduated 14; all but one of the graduates were young women. The superintendent strongly urges the introduction of vocal music and drawing as branches of study in the public schools.—(Report, 1878-'79.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The State makes provision for the training of a limited number of white teachers in the normal department of the Arkansas Industrial University, Fayetteville, and of colored in the branch normal college at Pine Bluff. Each of these schools is obliged to receive 237 beneficiaries, appointed in one case by county judges and in the other by the county court. Such students are entitled to 4 years' free tuition. The school for whites was opened in 1872, has a 4 years' course, with 1 preparatory year, and had in 1878-'79 an attendance of 27 in strictly normal studies, 15 young men and 12 young women. The school for colored pupils, which was opened in 1876, having also a 4 years' course, besides 3 preparatory years, had in 1878-'79, according to its catalogue, 72 pupils, of whom 33 were in the third grade, 28 in the second, and 11 in the first.—(Reports and returns.)

A normal department is also reported in connection with Judson University, Judsonia, and a normal summer school at St. John's College, Little Rock.

TEACHERS' INSTITUTES.

In the absence of a report for 1878-'79 by the State superintendent, no information can be given as to the institutes held during the year.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Two high schools at Little Rock, one for white and one for colored pupils, are the only public high schools in this State from which information has come for the year 1878-'79. The school for whites is reported to have maintained its standard and increased in popularity. Some opposition to higher education at the expense of the State has been manifested, but it came mainly from those who oppose the general system of free schools or those interested in private schools. The course is arranged in 4 classes, a subjunior, junior, middle, and senior, and includes the Latin and German languages, but not Greek. Since the organization of the school 46 pupils have graduated, including 14 in 1878-'79, of whom 36 were young women and 10 young men. The efforts of the board of education to sustain a high school for colored pupils have not been so successful, owing, apparently, to a lack of pupils for its higher classes. Only the junior class was organized during the year; it began with 11 pupils, but only 6 remained, and only 3 of these passed the examination for the middle class.—(City report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix following, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The Arkansas State Industrial University, Fayetteville, offers 4 years' free instruction in its preparatory and collegiate departments to 350 students appointed by county judges and to 237 in its normal department.¹ The preparatory department has been from the first a necessity, because of the comparatively low grade both of public and private schools. It begins with 2 classes, which include only elementary English studies, and continues through 2 others, divided between English, scientific, and classical studies, according to the higher departments which the students are to enter; the scientific preparatory students take French, German, and drawing in the last 2 years, with other studies, and the classical add to these Latin in the third class and Latin and Greek in the fourth. This arrangement, to take effect in 1880, is an improvement on those of earlier years, when English studies only entered into the preparatory course and when there was no required difference of preparation for the higher courses. These higher courses are classical, scientific, agricultural, and engineering, each of 4 years, and leading to the degrees of A. B., SC. B., AGRI. B., and C. E., with a normal course of 5 years, leading to the degree of LIT. B. Partial courses are also allowed, and instruction in music, free to some with a moderate charge to others, is provided for.² According to the report for 1878-'79, the instructors appear to have been 15; the students in preparatory studies, 232; in collegiate, 148; in music, 31; in drawing, 9; total, 420, counting none twice. The normal students appear to be included in the preparatory and collegiate.

The other institutions for superior instruction are, as before reported, Arkansas College, Batesville (Presbyterian); Cane Hill College, Boonsboro (Cumberland Presbyterian); Judson University, Judsonia (Baptist); and St. John's College, Little Rock (non-sectarian). Two others in the State bear collegiate titles but do not seem to have reached collegiate rank. All have preparatory courses and at least 3 have primary courses. The classical collegiate courses are of 4 years, except in the case of Arkansas College and of the department for women at Cane Hill, which are of 3 only. Music is taught in all, drawing and painting also at Cane Hill, Judson, and St. John's, the last 2 having commercial departments.—(Catalogues.)

For statistics of all these colleges, see Table IX of the appendix following, and for a summary of them, the corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the above mentioned universities and colleges admit young women to their privileges and Cane Hill College, as noted, has a special course for them.

¹There is also an honorary scholarship for each of the 74 counties, the holder of which is to be selected from the public schools for superior merit and proficiency.

²A medical course was resolved on June 16, 1879, to be begun in 1879-'80 at Little Rock.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION

SCIENTIFIC.

The Arkansas Industrial University, St. John's College, and Judson University provide courses of scientific study leading to the degree of B. S.; the course in the two first named covers 4 years and 3 in the last. In the Industrial University there are also courses in engineering and agriculture, each of 4 years. For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.—(Catalogues and return.)

PROFESSIONAL.

The only school for professional instruction reported from this State is the medical department of the Arkansas Industrial University, organized for the year 1879-'80, and having its seat at Little Rock. The requirements for graduation are 2 full courses of lectures in a "regular" medical college, the last of which shall have been in this, and 3 years' study of medicine (inclusive of the 2 lecture courses). A voluntary graded course of 3 years has also been established, and students are strongly advised to take it in preference to the other.—(Catalogue of university, 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Arkansas Deaf-Mute Institute, Little Rock, reporting only once in two years, makes for 1879 no addition to the information given in the report for 1877 and 1878, when it was stated that for those years the number of inmates had been 69, of whom 42 were boys. Instruction is given by means of the sign language rather than by the system of articulation, though in the case of semi-mutes the endeavor is made to keep up the use of speech and develop it by practice.

EDUCATION OF THE BLIND.

The Arkansas School for the Blind, Little Rock, gave instruction to 32 pupils during 1878-'79 in the common English branches, mathematics, and music. Boys are taught mattress and broom making and chair seating, and girls sewing (by hand and machine), knitting, crocheting, beadwork, and housework.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The annual meeting of the State Teachers' Association was announced by its president, November 20, 1879, as about to be held at Helena, December 29-31, but no account of its proceedings has been received.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[Term, November 2, 1878, to November 2, 1880.]

CALIFORNIA.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 17).....	205,475	216,404	10,929	.....
Number of these in public schools.....	a138,597	a144,806	6,209	.....
Number between 5 and 21 enrolled ...	154,064	156,769	2,705	.....
White youth in public schools.....	137,497	143,892	6,395	.....
Colored children in public schools....	767	658	.....	109
Indian youth in public schools.....	333	256	.....	77
Average number belonging.....	103,006	105,837	2,831	.....
Average daily attendance.....	94,696	98,468	3,772	.....
Percentage of enrolment on youth of school age.	67.45	66.91	.....	0.54
Percentage of average belonging on youth of school age.	50.13	48.90	.....	1.23
Percentage of daily attendance on youth of school age.	46.08	45.50	.....	0.58
Enrolled in private schools.....	15,310	15,432	122	.....
Not attending any school.....	50,674	56,369	5,695	.....
DISTRICTS AND SCHOOLS.				
Number of school districts.....	1,929	1,999	70	.....
Districts with suitable accommodations for all pupils.	1,510	1,631	121	.....
Districts with sufficient grounds....	1,732	1,763	31	.....
Districts with well ventilated schools.	1,723	1,845	122	.....
Districts with well furnished schools..	946	977	31	.....
Districts well supplied with apparatus.	446	590	144	.....
Districts maintaining schools 8 months or more.	829	914	85	.....
Districts maintaining schools less than 8 months.	859	636	.....	223
Districts employing the same teacher more than a year.	492	564	72	.....
Number of first grade schools.....	1,003	999	.....	4
Number of second grade schools.....	972	1,081	109	.....
Number of third grade schools.....	619	663	44	.....
Whole number of schools.....	2,578	2,743	165	.....
New school-houses built.....	126	122	.....	4
Average time of school in days.....	144.2	149	4.8	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	1,192	1,236	44	.....
Female teachers in public schools....	2,101	2,217	116	.....
Whole number of teachers.....	3,293	3,453	160	.....
Number holding life diplomas.....	336	476	140	.....
Number holding educational diplomas.	417	489	72	.....
Number with first grade State certificates.	657	690	33	.....
Number with second grade.....	299	410	111	.....
Number with third grade.....	113	153	40	.....
Teachers attending county institutes.	1,623	2,426	803	.....
Teachers taking educational journals.	1,342	1,656	314	.....
Teachers who are graduates of the California State Normal School.	300	408	108	.....
Teachers who are graduates of other normal schools.	190	188	.....	2
Average monthly pay of men.....	\$83 95	\$82 13	.....	\$1 82
Average monthly pay of women.....	63 24	66 37	.....	1 87

a The whole number enrolled includes the ages from 5 to 21; for 1877-'78 it was 154,064, and for 1878-'79 it was 156,769.

Statistical summary—Continued.

	1877-'78.	1878-'79.	Increase.	Decrease.
VALUATION OF SCHOOL PROPERTY.				
School sites, buildings, and furniture.	\$5,990,277	\$6,477,028	\$486,751	.....
School libraries.....	242,676	258,045	15,369	.....
School apparatus.....	110,417	122,316	11,899	.....
Total valuation.....	6,343,370	6,857,389	514,019	.....
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$3,820,661	\$3,653,799	.....	\$166,862
Whole expenditure for them.....	3,155,815	3,010,907	.....	144,908
STATE SCHOOL FUND.				
Amount of available fund.....	\$2,011,800	.....	.....	.....

a Includes balance on hand.

(From reports of Hon. Ezra S. Carr, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.**OFFICERS.**

These are a State superintendent of public instruction; a State board of education, with the superintendent as secretary, which acts as a State board of examination; county superintendents of schools, with county boards of education, acting as county boards of examination; city superintendents, city boards of education and of examination; school district trustees, 3 for each rural school district. The State superintendent is a general supervisor of the whole school system of the State, is ex officio a member of the board of regents of the State university and of the board of trustees of the State Normal School. Women are eligible to all school offices in the State, and a woman was for four years deputy superintendent of public instruction.—(School law, 1880; State constitution, 1879.)

OTHER FEATURES OF THE SYSTEM.

Under the amended law, the public schools are to be free to all between 6 and 21 years of age, but the basis of apportionment is still to be the number annually returned as from 5 to 17. Only primary and grammar grades now receive a portion of the State school fund and State school tax; the other grades are to be sustained by the communities which establish them. To receive aid from the State, the public schools must be non-sectarian, the teachers (who must be over 18) duly licensed, the text books chosen by local boards, and white and colored children taught, if possible, in separate schools. The number of school children is determined by an annual census, and the schools must be taught at least six months in the year. Instruction in manners, morals, and physical exercise is required by law, and provision is made for high, evening, technical, and normal schools, to be sustained by the communities in which they are established; also for a State university, with both sexes admitted on equal terms, and in which a complete freedom from all political or sectarian influences is required. The entire revenue derived from the agricultural college grant is to be used exclusively for the support of at least one college of agriculture and mechanic arts. The law also provides for a school district library for each district in the State, a percentage of the State school fund to be used for this purpose and the books to be approved by the State board of education.—(School law for 1880 and State constitution, 1879.)

GENERAL CONDITION.

The final report of Superintendent Carr shows in a series of tables and diagrams the advance made in 24 years past in the number of children, of schools, and of attendance, and in the amount paid for instruction. As he says, that advance has been most gratifying, the number of census children rising from 26,077 to 216,404, the schools from 227 to 2,743, the attendance from 13,000 to 144,806, and the amount paid teachers from \$181,906 to \$2,285,732. The statistics of 1878-'79, however, compared

with those of 1877-78, indicate that the enrolment and daily attendance in the public schools still come far short of the number of youth of school age, and that, with some increase in the average number on the rolls and in daily attendance, there was yet a relative decrease in the percentage of these averages. Private and denominational schools, too, showed for the year the same comparatively slow growth. In the public schools, however, there was an increase in the number of school districts, in those having ample accommodations for all pupils, sufficient grounds, well ventilated and well furnished school-houses, and schools well supplied with apparatus. The number of districts maintaining schools 8 months or more was greater by 85; the average number of days taught in all the schools greater by 4.8; while the increase of teachers, 160, kept fair pace with that of schools, 165. Then, too, there was a marked improvement in the teaching force, 72 more teachers holding educational diplomas from the State board, which diplomas imply successful previous teaching for at least 5 years; 140 more holding life diplomas, which imply a like experience for at least 10 years; 33 more with State certificates of the first grade, 111 more with those of second grade, 40 more with those of third grade, and 108 more who were graduates of the State Normal School. County institutes were attended by 803 more teachers than in 1878.

OTHER TOPICS TREATED.

Superintendent Carr speaks of the need of technical and industrial training in the schools; it requires no argument, he says, to prove that the housemother is of all things an industrialist and that the industrial training of girls is the only thing which can save the people from deterioration, while out of every 100 men in California some 68 are engaged in industrial occupations. Several of the leading teachers have already interested themselves in this subject; three school newspapers were printed and published by pupils of the public schools; some schools had gardens and grounds cared for by scholars; and one school in Sonoma County exhibited specimens of needlework. Some teachers have undertaken to make the subject of education by work thoroughly understood by the people. Mr. Carr also urges the introduction into this country of schools of forestry similar to those in Europe, so that by acquiring a knowledge of the natural laws of forestry the process of denudation may be arrested. In relation to school libraries he considers that teachers should be required at the end of the term to make a report of the use of the library, that they should show pupils how and what to read, then place the intelligent reading of profitable books to the credit of pupils, and, other things being equal, thus secure to them a higher standing in the monthly or term reports. Mr. Carr advocates a system of free text books in the schools, yet he would give all text books a secondary place, as the voice of the teacher awakens the intelligence of the pupil and quickens his mental activity in a way that no text book does. He also deems it advisable to give permanent situations to teachers who have given satisfaction during one school year, as they then become encouraged to identify themselves with the interests of the community. Owing to the incapacity or frequent neglect of local school officers, one-half of the school money is wasted, a difficulty which he thinks might be obviated by substituting the township system of supervision, and by making the people understand that a cheap school is a poor school. The beginning of school reform, he says, should be in the local school. It would tend to the social improvement of rural neighborhoods to make the school-house and grounds exponents of whatever refinement, culture, and public spirit there may be in the community. He earnestly desires that instruction in the metric system be obligatory in every grammar school. With reference to the spelling reform he cites the arguments of prominent writers pro and con, and believes that phonetic spelling will protect and preserve our mother tongue.—(State report, 1878-79.)

KINDERGÄRTEN.

A flourishing school of this class in San Francisco is said to serve as a model for many similar classes connected with private schools in the State. A second free Kindergarten was opened in the city in October, 1879. It was under the auspices of Mrs. Sarah B. Cooper and her Bible class of 100 young ladies. In instructing the Kindergarten pupils, also, Miss Reed, the teacher, is assisted by members of the Bible class, who thus become proficient in the system. A Kindergarten was also established in Sacramento in 1879. In order to extend this method of instruction, Superintendent Carr suggests that in the larger cities the young ladies graduating from normal Kindergarten classes be furnished each with a suitable class room, the necessary apparatus, and with subprimary classes which they are to teach without salary for three months. This experience would compensate them for their trouble, while the value of such a preparatory course would be inexpensively shown.

For statistics of Kindergärten reporting in 1879, see Table V of the appendix, and the summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

A board of education, a board of examiners for teachers, and a superintendent of the city public schools are the usual official staff in each city of the State. In San Francisco the superintendent is allowed a deputy.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Los Angeles	11,183	2,981	1,776	1,161	27	\$31,541
Oakland	33,000	7,950	5,590	4,831	124	169,875
Sacramento	26,000	4,603	3,142	2,365	79	81,015
San Francisco	305,000	62,105	38,129	27,075	696	876,489
San José	18,000	3,385	2,329	1,470	42	50,258
Stockton	14,000	2,550	2,165	.....	36	37,441

ADDITIONAL PARTICULARS.

Los Angeles sends only a statistical return; this shows, besides the figures above given, 10 school buildings, with schools classed as primary, grammar, and high.

Oakland.—Superintendent Campbell's report for 1878-'79 indicates a considerable increase in enrolment and attendance; he says that the plan of semiannual examinations and promotions has met with great success. Since 1871 the number of school rooms in use has increased from 26 to 96.

Sacramento reports a general advancement in school work; German and French taught in the high school and German in the grammar grades, with progress made in both branches; ample school room provided for all pupils; a well lighted and well ventilated school-house erected in 1879; one evening school, with 2 teachers; and 578 pupils attending private schools.—(Report of superintendent of city schools, 1878-'79.)

San Francisco reports an increase in attendance during the year; 2 substantial school-houses erected and 4 additional rooms secured for school purposes by the building of 2 other small school-houses. The new method of appointing teachers by competitive examination proves a complete success, as well as the plan of having substitute teachers to fill vacancies. French and German are taught in the primary schools by teachers who have also classes in the English branches. The Saturday normal class, attended by experienced as well as inexperienced teachers, gives satisfaction. Special classes in book-keeping were organized in 1878-'79, and much attention was paid to free hand, mechanical, and architectural drawing. The day schools, 55 in number, were divided into 8 grades below the high schools, and a revised course of study throughout these grades was acknowledged to be a very advantageous change, while the employment of fewer special teachers for the languages saved \$11,700 in the cosmopolitan schools. The evening schools, 5 in number, enrolled 2,083 pupils, 1,834 boys and 249 girls, with an average attendance of 699. These were divided into 5 grades, each including about 2 grades of the day schools, and were continued in session from September 1 to May 1, some classes holding together still longer. Book-keeping and industrial drawing were taught.—(City report for 1878-'79.)

San José reports a slight decrease in the youth of school age and in the enrolment of 1878-'79 but an increase in attendance over 1877-'78. The teachers averaged 42 for the year, 47 in the first and 37 in the second term. One of these was a special instructor in drawing. The private schools reported 642 pupils, while 949 children were not under instruction.—(City report, 1878-'79.)

Stockton reports 9 school buildings; special teachers of music and penmanship; 200, out of 210, school days taught; school property valued at \$161,031; and 250 pupils in private or parochial schools.—(Return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.¹

This school, located at San José, reported 19 professors and instructors and 543 pupils, 113 of them in the training school. Instruction is free to all pupils. There

¹The State Normal School building, erected in 1872 at a cost of \$250,000, was burned February 10, 1880. The legislature in March appropriated \$100,000 to rebuild it, to which \$50,000 were to be added from insurance. This, it is thought, will provide a building equally good and more convenient. An appropriation of \$50,000 was also made for a branch normal school at Los Angeles.—(Pacific School and Home Journal.)

ABSTRACTS

OF 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, and scientific and professional schools, dependence is placed 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, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item 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 given 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 THE ABSTRACTS.

- | | |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. STATISTICAL SUMMARY..... | (a) School population and attendance.
(b) School districts and schools.
(c) Teachers and teachers' pay.
(d) Income and expenditure. |
| 2. STATE SCHOOL SYSTEM..... | (a) Officers.
(b) Other features of the system.
(c) General condition, marking specially anything new and noteworthy. |
| 3. CITY SCHOOL SYSTEMS. | |
| 4. TRAINING OF TEACHERS | (a) Normal schools and normal departments.
(b) Teachers' institutes.
(c) Teachers' departments of educational journals. |
| 5. SECONDARY INSTRUCTION | (a) Public high schools.
(b) Other secondary schools. |
| 6. SUPERIOR INSTRUCTION | (a) Colleges for young men or for both sexes.
(b) Colleges for women. |
| 7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION ... | (a) Training in scientific schools and agricultural colleges.
(b) Training in theology.
(c) Training in law.
(d) Training in medicine. |
| 8. SPECIAL INSTRUCTION..... | (a) Deaf, dumb, blind, &c. |
| 9. EDUCATIONAL CONVENTIONS | (a) Meetings of State associations.
(b) Special meetings of teachers, school principals, and superintendents. |
| 10. NOTEWORTHY BENEFACTIONS. | |
| 11. OBITUARY RECORD..... | (a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year. |
| 12. CHIEF STATE SCHOOL OFFICERS..... | (a) State board of education or State superintendent. |

For convenience of reference and comparison, the statistics furnished the Bureau in answer to its circulars of inquiry are given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, 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 here tenders his cordial thanks to all concerned.



ALABAMA.

STATISTICAL SUMMARY. *a*

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (7-21).....	214,720	214,098	-----	622
Colored youth of school age	155,525	162,551	7,026	-----
Whole number of school age	370,245	376,649	6,404	-----
Whites enrolled in public schools.....	96,799	106,950	10,151	-----
Colored enrolled in public schools....	63,914	67,635	3,721	-----
Whole enrolment	160,713	174,585	13,872	-----
Average attendance of whites.....	57,466	65,936	8,470	-----
Average attendance of colored youth..	41,659	46,438	4,779	-----
Whole average attendance	99,125	112,374	13,249	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	-----	1,741	-----	-----
Public schools for whites.....	3,335	3,177	-----	158
Public schools for colored	1,461	1,494	33	-----
Whole number reported.....	4,796	4,671	-----	125
Number of pupils instructed in spelling.	152,538	163,984	11,446	-----
Number instructed in reading	111,947	116,870	4,923	-----
Number instructed in writing.....	74,332	80,870	6,538	-----
Number instructed in arithmetic.....	58,478	65,324	6,846	-----
Number instructed in geography	27,677	31,176	3,499	-----
Number instructed in grammar and other branches.	18,357	20,699	2,342	-----
Average length of schools in days....	84½	84	-----	½
TEACHERS AND THEIR PAY.				
White teachers in public schools.....	3,338	3,179	-----	159
Colored teachers in public schools....	1,462	1,496	34	-----
Whole number of teachers	4,800	4,675	-----	125
Number of white male teachers.....	2,176	2,037	-----	139
Number of white female teachers.....	1,162	1,142	-----	20
Number of colored male teachers.....	1,102	1,089	-----	13
Number of colored female teachers....	360	407	47	-----
Average monthly pay of teachers.....	\$17 44	\$18 70	\$1 26	-----
INCOME AND EXPENDITURE. <i>b</i>				
Whole income for public schools.....	\$377,188	\$357,704	\$10,516	-----
Whole expenditure for them.....	358,697	377,033	18,336	-----

a Superintendent Box says that these statistics are somewhat imperfect, as there was no report from Winston County for either year and estimates only for Fayette and the colored schools of Blount County.

b The figures for income and expenditure are from written returns of the State superintendent to this Bureau.

(From reports of Hon. Le Roy F. Box, State superintendent of education, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

These consist of State and county superintendents of education, township superintendents of public schools, and county boards of education, which last are composed of the county superintendent and two persons associated with him for the purpose of examining teachers and conducting teachers' institutes.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by money supplied from the State treasury; by an optional local tax for each county except Mobile of not over 10 cents on the \$100, half the proceeds to be for the pay of teachers, the remainder for incidental expenses; and by a poll tax of not over \$1.50 on each male 21 to 45 years of age. The basis of apportionment is according to the enumeration of children between 7 and 21 years in each county. White and colored children are to be taught in separate schools, and no money is to be used for denominational or sectarian schools. Teachers must hold certificates from the county board, must send in quarterly reports before applying for their pay, must be members of the county institute for their race, and must attend it once annually. The school month is 20 days of not less than 6 hours each. At the public examinations, held at least once a year, the county boards are required to give certificates to pupils proficient in the required studies. Provision is made by law for normal schools and for an agricultural and mechanical college.—(School law.)

GENERAL CONDITION.

There are indications of considerable improvement in the school year 1878-'79 over the general educational condition of 1877-'78. The youth of school age increased only 6,404, but there was an increase of 13,872 in the public school enrolment and of 13,249 in the average daily attendance. An increase of \$1.26 in the average monthly pay of teachers to some extent explains this improvement, and so does the fact that the teachers, under the new school law, not only have to submit to an examination, but also, having to attend the township institutes, have been brought into association with experienced instructors, and have gained in many cases from them and from their fellow teachers new and useful ideas about the theory and the art of teaching.

AID FROM THE PEABODY FUND.

The direct aid from this fund to individual public schools has been withdrawn, from the conviction that it can be more efficiently applied in the training of a better class of teachers.—(State report and proceedings of the Peabody fund trustees, 1879.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The school officials vary in the different towns and cities. Birmingham, Huntsville, and Selma have only city superintendents; Eufaula and Montgomery, city boards of education as well as superintendents of schools; Mobile, a combined city and county board of school commissioners and a superintendent; Opelika, a superintendent and a board of trustees.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Mobile.....	47,000	23,865	4,659	4,014	125	\$40,607
Montgomery.....	15,000	3,004	849	645	14	.....
Selma.....	8,000	1,736	921	638	14	.....

a Includes both county and city children.

ADDITIONAL PARTICULARS.

Mobile (including both city and county schools) reports 125 schools, 84 for white and 41 for colored children, the white schools averaging 120 days during the year and the colored 72 days; value of school property, \$51,000.—(State report and return.)

Montgomery reports 1 school district, 14 schools (8 of them for white and 6 for colored children), and the length of school in days averaging 160.—(State report.)

Selma reports 60 white and 73 colored pupils enrolled to each teacher; 14 schools, in charge of 8 white and 6 colored teachers, and the schools averaging 240 days during 1878-'79.—(State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *State Normal School*, Florence, reports a 3 years' course; 153 students, 48 of them in the normal class; 5 graduates, 4 of them teaching; and its pupils prepared for teaching in the public schools without further examination.—(State report and return.)

The *Lincoln State Normal School*, Marion, reports 211 students at the session of 1878-'79, of whom 115 were in preparatory and 96 in the normal classes; 93 at the opening session of 1879-'80, of whom 39 were preparatory, 56 normal, and 3 collegiate; and Latin, French, Greek, zoölogy, botany, physics, geometry, drawing, and vocal music taught, in addition to the regular common school branches.—(State report.)

The *State Normal School for Colored Teachers*, Huntsville, is reported to have been in a flourishing condition, with an average attendance of 51 pupils.—(State report.)

The *Rust Normal Institute*, Huntsville, which is maintained by the Freedmen's Aid Society of the Methodist Episcopal Church, reports 235 normal pupils pursuing its 3 years' course of study, and 18 graduates, all engaged in teaching.—(Return.)

The *Emerson Institute*, Mobile, under the charge of the American Missionary Association, reports 48 normal and 192 other students attending its 3 years' course and 3 of its graduates engaged in teaching.—(Return.)

The *Alabama Baptist Normal and Theological School*, Selma, reports for 1878-'79: resident instructors, 6; normal students, 30; other students, 220. There is no statement of the length of its normal or theological course.—(Return.)

Talladega College, Talladega, gives a 4 years' normal course. In 1878-'79 there were 95 normal and 214 other students, taught by 6 non-resident instructors and lecturers. The 7 pupils graduating in that year are already engaged in teaching.—(Return.)

TEACHERS' INSTITUTES.

These institutes, which were organized in nearly every county in the State, were generally well attended and the exercises reported as interesting. It is thought that in addition to the awakening of new interest among teachers in the important work to be done such meetings will be the means of improving methods of instruction and discipline in the schools, with a gradual approach to uniformity in text books.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives no information in reference to any high schools in the State, no such schools being now authorized by general law.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

These are the University of Alabama, Tuscaloosa (non-sectarian); Southern University, Greensboro (Methodist Episcopal South); Howard College, Marion (Baptist); and Spring Hill College, Mobile (Roman Catholic); to which may be added Lincoln University, Marion, heretofore engaged in preparatory and normal work only, but showing for 1879-'80 a small collegiate class. All but the first have arrangements for preparatory training.

The *University of Alabama* has academic, professional, and military departments, and gives its academic instruction not in separate collegiate classes but in schools, each under its own professor, the sum of the studies in these making up the usual 4 years' collegiate course. These academic schools are 9, viz: Latin, Greek, English, other modern languages, chemistry, geology and natural history, natural philosophy and astronomy, mathematics, and mental and moral philosophy. Elective courses, containing the studies of at least 3 schools, are allowed for those who do not wish to pursue the full collegiate course. The requirements for admission, heretofore including only the elementary principles of algebra and the English language, with 4 books of Cæsar, in 1880 will also include at least 2 books of the Anabasis, 6 books of the Æneid, and 6 orations of Cicero.

The *Southern University* and *Howard College* also give collegiate instruction in separate schools, the studies in which may be pursued electively or in such a way as to

form a 4 years' graded course leading to the A. B. degree. The former has also a master's course of 1 year beyond this, leading to the degree of A. M.; Howard College has one apparently the same, but less definite.

Spring Hill College has the usual Roman Catholic arrangement of 3 grammar classes leading up to a 4 years' college course.

For statistics of these institutions in detail, see Table IX of the appendix following; for a summary of those statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The statistics of this class of schools may be found in Table VIII of the appendix and in a summary in the report of the Commissioner preceding. Music, drawing, and painting, with French, appear to be generally taught, and in some cases German also. Of 7 reporting, all but 1 taught the first four branches named and 3 the last, 5 had libraries of 200 to 3,050 volumes, 4 had some means of chemical or philosophical illustration, 2 the beginnings of a museum of natural history, and 1 a gymnasium.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, continues its 2 year preparatory course, its 4 year courses in agriculture, literature, science, and civil engineering, shorter courses in surveying, in building, and in architecture, and its 2 year commercial course. The 4 year courses, except in languages, are identical for two years; then the studies are arranged with reference to the degree desired. In the special courses for surveying, architecture, and commerce, certificates of proficiency only are allowed. A graduate course entitles to higher degrees than those previously given. There were 279 students reported for 1878-'79, of whom 104 were in the preparatory department.—(Catalogue.)

Other opportunities for scientific study were given in the State university, in the Southern University, and in Howard College.—(Catalogues.)

For full statistics of the agricultural college, see Table X of the appendix; for statistics of the other institutions referred to, see Table IX.

PROFESSIONAL.

Theological training under Methodist influences is given in a 5 years' course that runs parallel with the collegiate courses for A. B. and A. M. at the Southern University, Greensboro, and that may form a part of these; under Baptist influences, in like courses, though less definite as to length, in the School of Moral Science and Theology at Howard College, Marion, and in the Alabama Baptist Normal and Theological School, Selma; and under Congregational, in the theological department of Talladega College, Talladega, the last two designed especially for colored students. At the Southern University 78 students appear to have prosecuted studies in the School of Biblical Literature in 1878-'79. At Howard College the number cannot be determined from the catalogue. In the school at Selma 50 are marked "theological;" in that at Talladega, 14.—(Catalogues for 1879-'80.)

Legal instruction is given in the Law School of Southern University, Greensboro, proficiency in the course qualifying the student for admission to practise in all the courts of the State, and in the State university, in which there are 2 schools, that of common and statute law and that of equity jurisprudence. The course in the State university requires 15 months, with no examination for admission; 18 students were present in 1878-'79, under the teaching of 2 professors. Statistics of the other school are wanting, as is also information in regard to the continuance of the law department of Howard College, reported in 1876-'77.—(College catalogues and return.)

Medical instruction is provided in the Southern University, which has a medical faculty of 5, the customary 3 years' course of reading, with 2 of lecture attendance; and in the Medical College of Alabama, which reports a 3 years' course, 9 professors, and 60 students, but no examination for admission.—(College catalogue and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, reports that the usual common school branches were taught and that the inmates were employed according to their condition, some in shoemaking and cane seating, others in printing, gas fitting, and plumbing, and others in agricultural pursuits. Statistics for 1878-'79 are wanting. In the session of 1879-'80 there were 60 on the roll.—(Return.)

CHIEF STATE SCHOOL OFFICER.

Hon. LE ROY F. BOX, *State superintendent of education, Montgomery.*

[Second term, 1878-1880.]

ARKANSAS.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	216, 475	236, 601	20, 126	.....
Enrolled in public schools.....	33, 747	53, 049	19, 302	.....
SCHOOLS AND SCHOOL-HOUSES.				
Reported as built during the year.....	80	188	108	.....
Built previously.....	400	520	120	.....
Cost of houses built during the year..	\$9, 439.	\$18, 143	\$8, 704	.....
Estimated value of school property...	118, 514	151, 565	33, 051	.....
BRANCHES TAUGHT.				
Number of pupils in spelling	21, 922	33, 920	11, 998	.....
Number of pupils in reading.....	17, 252	28, 403	11, 151	.....
Number of pupils in writing.....	6, 490	16, 672	10, 182	.....
Number of pupils in written arith- metic.	15, 063	10, 861	.....	4, 202
Number of pupils in grammar	4, 037	6, 030	1, 993	.....
Number of pupils in geography.....	4, 302	2, 195	.....	2, 107
Number of pupils in history	1, 352	6, 026	4, 674	.....
Number of pupils in higher branches..	1, 425	936	.....	489
TEACHERS AND THEIR PAY.				
Men teaching.....	710	1, 143	433	.....
Women teaching.....	165	315	150	.....
Total number of teachers.....	875	1, 458	583	.....
Average monthly pay of men	\$50	.....	.....	.....
Average monthly pay of women	40	.....	.....	.....
INCOME AND EXPENDITURE.				
Receipts for public schools	\$170, 335	\$261, 088	\$90, 753	.....
Expenditure for public schools	148, 393	205, 449	57, 056	.....
SCHOOL FUND.				
Amount of available school fund	\$11, 200	\$136, 070	\$124, 870	.....
Permanent school fund.....	191, 097	190, 186	.....	\$911

(From reports of Hon. George W. Hill and Hon. James L. Denton, State superintendents of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State school officers are a superintendent of public instruction chosen biennially by the people and a board of commissioners of the common school fund, the latter composed of the governor, secretary of state, and superintendent of schools.

The local officers are county examiners, one for each county, appointed by the county court and district directors, 3 for each district, elected by the people for terms of 3 years, one going out each year.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained by the income of the State school fund, with a tax of \$1 per capita on male inhabitants over 21, and so much of the ordinary State revenue

as may be set apart for the purpose by the legislature. The rate of State taxation is restricted by the constitution to 2 mills on the dollar. District taxes may be levied by vote of the qualified electors of each district, but the rate must not exceed 5 mills on the dollar. If in any year the funds are insufficient to sustain schools for 3 months, the electors of the district may determine by vote that no school shall be taught during such year. The revenues are apportioned to each school district in proportion to the number of persons therein between 6 and 21.

In order to be paid from public funds, teachers must have been examined and licensed by the county examiners, who issue to them certificates of first, second, and third grades, valid in the county in which they are issued, the highest or first grade being good for two years, the second for one year, and the third for 6 months. Provision is made for the training of teachers by means of institutes; one must be held by the State superintendent in each judicial district annually, and county examiners must hold county institutes or appoint some suitable person to hold them. Schools are closed on the days appointed for examination of teachers and for the annual institute. It is made the duty of teachers to attend such meetings and they receive their usual pay for the time thus spent. Reports of educational statistics must be made each year by school directors to examiners and by them to the State superintendent. If directors fail to make such reports, the districts represented by them forfeit their share of the school money and directors are personally liable for damages that districts may thus sustain. The law requires the establishment of separate schools for the two races, and also that provision be made for the education of every youth as nearly as possible. The use of sectarian books in the public schools is forbidden.—(School law, 1875.)

GENERAL CONDITION.

As the State superintendent's report for 1878-'79 is not to be issued until January, 1881, nothing can be added to the foregoing summary of statistics prepared from figures kindly furnished by Superintendent Denton.

The figures show an increase in the number of youth of school age and in the number attending public schools, in the number of school-houses built during the year and of teachers employed, in the value of school property, and in receipts and expenditures for public schools.

CITY SCHOOL SYSTEM.

LITTLE ROCK.

Officers.—A board of school directors of 6 members, elected for 3 years, 2 going out each year, and a superintendent appointed by the board.

Statistics.—Estimated population of the city, 21,000; children of school age (6 to 21), 7,031; number enrolled, 2,249; average daily attendance, 1,294; expenditures for public schools, \$17,442.41.

The superintendent reports that the efficiency and popularity of the public schools are steadily increasing. For 1878-'79, there was an increase in the number of pupils enrolled and in the average daily attendance, with a decrease in the expenditures. The schools are classed as primary, grammar, and high. The last enrolled 100 pupils, had 86 in average daily attendance, and graduated 14; all but one of the graduates were young women. The superintendent strongly urges the introduction of vocal music and drawing as branches of study in the public schools.—(Report, 1878-'79.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The State makes provision for the training of a limited number of white teachers in the normal department of the Arkansas Industrial University, Fayetteville, and of colored in the branch normal college at Pine Bluff. Each of these schools is obliged to receive 237 beneficiaries, appointed in one case by county judges and in the other by the county court. Such students are entitled to 4 years' free tuition. The school for whites was opened in 1872, has a 4 years' course, with 1 preparatory year, and had in 1878-'79 an attendance of 27 in strictly normal studies, 15 young men and 12 young women. The school for colored pupils, which was opened in 1876, having also a 4 years' course, besides 3 preparatory years, had in 1878-'79, according to its catalogue, 72 pupils, of whom 33 were in the third grade, 28 in the second, and 11 in the first.—(Reports and returns.)

A normal department is also reported in connection with Judson University, Judsonia, and a normal summer school at St. John's College, Little Rock.

TEACHERS' INSTITUTES.

In the absence of a report for 1878-'79 by the State superintendent, no information can be given as to the institutes held during the year.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Two high schools at Little Rock, one for white and one for colored pupils, are the only public high schools in this State from which information has come for the year 1878-'79. The school for whites is reported to have maintained its standard and increased in popularity. Some opposition to higher education at the expense of the State has been manifested, but it came mainly from those who oppose the general system of free schools or those interested in private schools. The course is arranged in 4 classes, a subjunior, junior, middle, and senior, and includes the Latin and German languages, but not Greek. Since the organization of the school 46 pupils have graduated, including 14 in 1878-'79, of whom 36 were young women and 10 young men. The efforts of the board of education to sustain a high school for colored pupils have not been so successful, owing, apparently, to a lack of pupils for its higher classes. Only the junior class was organized during the year; it began with 11 pupils, but only 6 remained, and only 3 of these passed the examination for the middle class.—(City report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix following, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The Arkansas State Industrial University, Fayetteville, offers 4 years' free instruction in its preparatory and collegiate departments to 350 students appointed by county judges and to 237 in its normal department.¹ The preparatory department has been from the first a necessity, because of the comparatively low grade both of public and private schools. It begins with 2 classes, which include only elementary English studies, and continues through 2 others, divided between English, scientific, and classical studies, according to the higher departments which the students are to enter; the scientific preparatory students take French, German, and drawing in the last 2 years, with other studies, and the classical add to these Latin in the third class and Latin and Greek in the fourth. This arrangement, to take effect in 1880, is an improvement on those of earlier years, when English studies only entered into the preparatory course and when there was no required difference of preparation for the higher courses. These higher courses are classical, scientific, agricultural, and engineering, each of 4 years, and leading to the degrees of A. B., SC. B., AGRI. B., and C. E., with a normal course of 5 years, leading to the degree of LIT. B. Partial courses are also allowed, and instruction in music, free to some with a moderate charge to others, is provided for.² According to the report for 1878-'79, the instructors appear to have been 15; the students in preparatory studies, 232; in collegiate, 148; in music, 31; in drawing, 9; total, 420, counting none twice. The normal students appear to be included in the preparatory and collegiate.

The other institutions for superior instruction are, as before reported, Arkansas College, Batesville (Presbyterian); Cane Hill College, Boonsboro (Cumberland Presbyterian); Judson University, Judsonia (Baptist); and St. John's College, Little Rock (non-sectarian). Two others in the State bear collegiate titles but do not seem to have reached collegiate rank. All have preparatory courses and at least 3 have primary courses. The classical collegiate courses are of 4 years, except in the case of Arkansas College and of the department for women at Cane Hill, which are of 3 only. Music is taught in all, drawing and painting also at Cane Hill, Judson, and St. John's, the last 2 having commercial departments.—(Catalogues.)

For statistics of all these colleges, see Table IX of the appendix following, and for a summary of them, the corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the above mentioned universities and colleges admit young women to their privileges and Cane Hill College, as noted, has a special course for them.

¹ There is also an honorary scholarship for each of the 74 counties, the holder of which is to be selected from the public schools for superior merit and proficiency.

² A medical course was resolved on June 16, 1879, to be begun in 1879-'80 at Little Rock.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION

SCIENTIFIC.

The Arkansas Industrial University, St. John's College, and Judson University provide courses of scientific study leading to the degree of B. S.; the course in the two first named covers 4 years and 3 in the last. In the Industrial University there are also courses in engineering and agriculture, each of 4 years. For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.—(Catalogues and return.)

PROFESSIONAL.

The only school for professional instruction reported from this State is the medical department of the Arkansas Industrial University, organized for the year 1879-'80, and having its seat at Little Rock. The requirements for graduation are 2 full courses of lectures in a "regular" medical college, the last of which shall have been in this, and 3 years' study of medicine (inclusive of the 2 lecture courses). A voluntary graded course of 3 years has also been established, and students are strongly advised to take it in preference to the other.—(Catalogue of university, 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Arkansas Deaf-Mute Institute, Little Rock, reporting only once in two years, makes for 1879 no addition to the information given in the report for 1877 and 1878, when it was stated that for those years the number of inmates had been 69, of whom 42 were boys. Instruction is given by means of the sign language rather than by the system of articulation, though in the case of semi-mutes the endeavor is made to keep up the use of speech and develop it by practice.

EDUCATION OF THE BLIND.

The Arkansas School for the Blind, Little Rock, gave instruction to 32 pupils during 1878-'79 in the common English branches, mathematics, and music. Boys are taught mattress and broom making and chair seating, and girls sewing (by hand and machine), knitting, crocheting, beadwork, and housework.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The annual meeting of the State Teachers' Association was announced by its president, November 20, 1879, as about to be held at Helena, December 29-31, but no account of its proceedings has been received.

CHIEF STATE SCHOOL OFFICER.

HON. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[Term, November 2, 1878, to November 2, 1880.]

CALIFORNIA.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 17).....	205,475	216,404	10,929	.....
Number of these in public schools....	a133,597	a144,806	6,209	.....
Number between 5 and 21 enrolled....	154,064	156,769	2,705	.....
White youth in public schools.....	137,497	143,892	6,395	.....
Colored children in public schools....	767	658	.....	109
Indian youth in public schools.....	333	256	.....	77
Average number belonging.....	103,006	105,837	2,831	.....
Average daily attendance.....	94,696	98,468	3,772	.....
Percentage of enrolment on youth of school age.	67.45	66.91	.....	0.54
Percentage of average belonging on youth of school age.	50.13	48.90	.....	1.23
Percentage of daily attendance on youth of school age.	46.08	45.50	.....	0.58
Enrolled in private schools.....	15,310	15,432	122	.....
Not attending any school.....	50,674	56,369	5,695	.....
DISTRICTS AND SCHOOLS.				
Number of school districts.....	1,929	1,999	70	.....
Districts with suitable accommodations for all pupils.	1,510	1,631	121	.....
Districts with sufficient grounds....	1,732	1,763	31	.....
Districts with well ventilated schools.	1,723	1,845	122	.....
Districts with well furnished schools..	946	977	31	.....
Districts well supplied with apparatus.	446	590	144	.....
Districts maintaining schools 8 months or more.	829	914	85	.....
Districts maintaining schools less than 8 months.	859	636	.....	223
Districts employing the same teacher more than a year.	492	564	72	.....
Number of first grade schools.....	1,003	999	.....	4
Number of second grade schools.....	972	1,081	109	.....
Number of third grade schools.....	619	663	44	.....
Whole number of schools.....	2,578	2,743	165	.....
New school-houses built.....	126	122	.....	4
Average time of school in days.....	144.2	149	4.8	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	1,192	1,236	44	.....
Female teachers in public schools....	2,101	2,217	116	.....
Whole number of teachers.....	3,293	3,453	160	.....
Number holding life diplomas.....	336	476	140	.....
Number holding educational diplomas.	417	489	72	.....
Number with first grade State certificates.	657	690	33	.....
Number with second grade.....	299	410	111	.....
Number with third grade.....	113	153	40	.....
Teachers attending county institutes.	1,623	2,426	803	.....
Teachers taking educational journals.	1,342	1,656	314	.....
Teachers who are graduates of the California State Normal School.	300	408	108	.....
Teachers who are graduates of other normal schools.	190	188	.....	2
Average monthly pay of men.....	\$83 95	\$82 13	.....	\$1 82
Average monthly pay of women.....	68 24	66 37	.....	1 87

a The whole number enrolled includes the ages from 5 to 21; for 1877-'78 it was 154,064, and for 1878-'79 it was 156,769.

Statistical summary—Continued.

	1877-'78.	1878-'79.	Increase.	Decrease.
VALUATION OF SCHOOL PROPERTY.				
School sites, buildings, and furniture.	\$5,990,277	\$6,477,028	\$486,751	.....
School libraries.....	242,676	258,045	15,369	.....
School apparatus.....	110,417	122,316	11,899	.....
Total valuation.....	6,343,370	6,857,389	514,019	.....
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$3,820,661	\$3,653,799	.....	\$166,862
Whole expenditure for them.....	3,155,815	3,010,907	.....	144,908
STATE SCHOOL FUND.				
Amount of available fund.....	\$2,011,800	.....	.....	.....

a Includes balance on hand.

(From reports of Hon. Ezra S. Carr, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are a State superintendent of public instruction; a State board of education, with the superintendent as secretary, which acts as a State board of examination; county superintendents of schools, with county boards of education, acting as county boards of examination; city superintendents, city boards of education and of examination; school district trustees, 3 for each rural school district. The State superintendent is a general supervisor of the whole school system of the State, is ex officio a member of the board of regents of the State university and of the board of trustees of the State Normal School. Women are eligible to all school offices in the State, and a woman was for four years deputy superintendent of public instruction.—(School law, 1880; State constitution, 1879.)

OTHER FEATURES OF THE SYSTEM.

Under the amended law, the public schools are to be free to all between 6 and 21 years of age, but the basis of apportionment is still to be the number annually returned as from 5 to 17. Only primary and grammar grades now receive a portion of the State school fund and State school tax; the other grades are to be sustained by the communities which establish them. To receive aid from the State, the public schools must be non-sectarian, the teachers (who must be over 18) duly licensed, the text books chosen by local boards, and white and colored children taught, if possible, in separate schools. The number of school children is determined by an annual census, and the schools must be taught at least six months in the year. Instruction in manners, morals, and physical exercise is required by law, and provision is made for high, evening, technical, and normal schools, to be sustained by the communities in which they are established; also for a State university, with both sexes admitted on equal terms, and in which a complete freedom from all political or sectarian influences is required. The entire revenue derived from the agricultural college grant is to be used exclusively for the support of at least one college of agriculture and mechanic arts. The law also provides for a school district library for each district in the State, a percentage of the State school fund to be used for this purpose and the books to be approved by the State board of education.—(School law for 1880 and State constitution, 1879.)

GENERAL CONDITION.

The final report of Superintendent Carr shows in a series of tables, and diagrams the advance made in 24 years past in the number of children, of schools, and of attendance, and in the amount paid for instruction. As he says, that advance has been most gratifying, the number of census children rising from 26,077 to 216,404, the schools from 227 to 2,743, the attendance from 13,000 to 144,806, and the amount paid teachers from \$181,906 to \$2,285,732. The statistics of 1878-'79, however, compared

with those of 1877-78, indicate that the enrolment and daily attendance in the public schools still come far short of the number of youth of school age, and that, with some increase in the average number on the rolls and in daily attendance, there was yet a relative decrease in the percentage of these averages. Private and denominational schools, too, showed for the year the same comparatively slow growth. In the public schools, however, there was an increase in the number of school districts, in those having ample accommodations for all pupils, sufficient grounds, well ventilated and well furnished school-houses, and schools well supplied with apparatus. The number of districts maintaining schools 8 months or more was greater by 85; the average number of days taught in all the schools greater by 4.8; while the increase of teachers, 160, kept fair pace with that of schools, 165. Then, too, there was a marked improvement in the teaching force, 72 more teachers holding educational diplomas from the State board, which diplomas imply successful previous teaching for at least 5 years; 140 more holding life diplomas, which imply a like experience for at least 10 years; 33 more with State certificates of the first grade, 111 more with those of second grade, 40 more with those of third grade, and 108 more who were graduates of the State Normal School. County institutes were attended by 803 more teachers than in 1878.

OTHER TOPICS TREATED.

Superintendent Carr speaks of the need of technical and industrial training in the schools; it requires no argument, he says, to prove that the housemother is of all beings an industrialist and that the industrial training of girls is the only thing which can save the people from deterioration, while out of every 100 men in California some 68 are engaged in industrial occupations. Several of the leading teachers have already interested themselves in this subject; three school newspapers were printed and published by pupils of the public schools; some schools had gardens and grounds cared for by scholars; and one school in Sonoma County exhibited specimens of needlework. Some teachers have undertaken to make the subject of education by work thoroughly understood by the people. Mr. Carr also urges the introduction into this country of schools of forestry similar to those in Europe, so that by acquiring a knowledge of the natural laws of forestry the process of denudation may be arrested. In relation to school libraries he considers that teachers should be required at the end of the term to make a report of the use of the library, that they should show pupils how and what to read, then place the intelligent reading of profitable books to the credit of pupils, and, other things being equal, thus secure to them a higher standing in the monthly or term reports. Mr. Carr advocates a system of free text books in the schools, yet he would give all text books a secondary place, as the voice of the teacher awakens the intelligence of the pupil and quickens his mental activity in a way that no text book does. He also deems it advisable to give permanent situations to teachers who have given satisfaction during one school year, as they then become encouraged to identify themselves with the interests of the community. Owing to the incapacity or frequent neglect of local school officers, one-half of the school money is wasted, a difficulty which he thinks might be obviated by substituting the township system of supervision, and by making the people understand that a cheap school is a poor school. The beginning of school reform, he says, should be in the local school. It would tend to the social improvement of rural neighborhoods to make the school-house and grounds exponents of whatever refinement, culture, and public spirit there may be in the community. He earnestly desires that instruction in the metric system be obligatory in every grammar school. With reference to the spelling reform he cites the arguments of prominent writers pro and con, and believes that phonetic spelling will protect and preserve our mother tongue.—(State report, 1878-79.)

KINDERGÄRTEN.

A flourishing school of this class in San Francisco is said to serve as a model for many similar classes connected with private schools in the State. A second free Kindergarten was opened in the city in October, 1879. It was under the auspices of Mrs. Sarah B. Cooper and her Bible class of 100 young ladies. In instructing the Kindergarten pupils, also, Miss Reed, the teacher, is assisted by members of the Bible class, who thus become proficient in the system. A Kindergarten was also established in Sacramento in 1879. In order to extend this method of instruction, Superintendent Carr suggests that in the larger cities the young ladies graduating from normal Kindergarten classes be furnished each with a suitable class room, the necessary apparatus, and with subprimary classes which they are to teach without salary for three months. This experience would compensate them for their trouble, while the value of such a preparatory course would be inexpensively shown.

For statistics of Kindergarten reporting in 1879, see Table V of the appendix, and the summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

A board of education, a board of examiners for teachers, and a superintendent of the city public schools are the usual official staff in each city of the State. In San Francisco the superintendent is allowed a deputy.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Los Angeles	11, 183	2, 981	1, 776	1, 161	27	-\$31, 541
Oakland	33, 000	7, 950	5, 590	4, 831	124	169, 875
Sacramento	26, 000	4, 603	3, 142	2, 365	79	81, 015
San Francisco	305, 000	62, 105	38, 129	27, 075	696	876, 489
San José	18, 000	3, 385	2, 329	1, 470	42	50, 258
Stockton	14, 000	2, 550	2, 165	.....	36	37, 441

ADDITIONAL PARTICULARS.

Los Angeles sends only a statistical return; this shows, besides the figures above given, 10 school buildings, with schools classed as primary, grammar, and high.

Oakland.—Superintendent Campbell's report for 1878-'79 indicates a considerable increase in enrolment and attendance; he says that the plan of semiannual examinations and promotions has met with great success. Since 1871 the number of school rooms in use has increased from 26 to 96.

Sacramento reports a general advancement in school work; German and French taught in the high school and German in the grammar grades, with progress made in both branches; ample school room provided for all pupils; a well lighted and well ventilated school-house erected in 1879; one evening school, with 2 teachers; and 578 pupils attending private schools.—(Report of superintendent of city schools, 1878-'79.)

San Francisco reports an increase in attendance during the year; 2 substantial school-houses erected and 4 additional rooms secured for school purposes by the building of 2 other small school-houses. The new method of appointing teachers by competitive examination proves a complete success, as well as the plan of having substitute teachers to fill vacancies. French and German are taught in the primary schools by teachers who have also classes in the English branches. The Saturday normal class, attended by experienced as well as inexperienced teachers, gives satisfaction. Special classes in book-keeping were organized in 1878-'79, and much attention was paid to free hand, mechanical, and architectural drawing. The day schools, 55 in number, were divided into 8 grades below the high schools, and a revised course of study throughout these grades was acknowledged to be a very advantageous change, while the employment of fewer special teachers for the languages saved \$11,700 in the cosmopolitan schools. The evening schools, 5 in number, enrolled 2,083 pupils, 1,834 boys and 249 girls, with an average attendance of 699. These were divided into 5 grades, each including about 2 grades of the day schools, and were continued in session from September 1 to May 1, some classes holding together still longer. Book-keeping and industrial drawing were taught.—(City report for 1878-'79.)

San José reports a slight decrease in the youth of school age and in the enrolment of 1878-'79 but an increase in attendance over 1877-'78. The teachers averaged 42 for the year, 47 in the first and 37 in the second term. One of these was a special instructor in drawing. The private schools reported 642 pupils, while 949 children were not under instruction.—(City report, 1878-'79.)

Stockton reports 9 school buildings; special teachers of music and penmanship; 200, out of 210, school days taught; school property valued at \$161,081; and 250 pupils in private or parochial schools.—(Return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.¹

This school, located at San José, reported 19 professors and instructors and 548 pupils, 113 of them in the training school. Instruction is free to all pupils. There

¹The State Normal School building, erected in 1872 at a cost of \$250,000, was burned February 10, 1880. The legislature in March appropriated \$100,000 to rebuild it, to which \$50,000 were to be added from insurance. This, it is thought, will provide a building equally good and more convenient. An appropriation of \$50,000 was also made for a branch normal school at Los Angeles.—(Pacific School and Home Journal.)

have been 550 teachers graduated since 1861, and a larger proportion than usual are said to be in the practice of their profession.—(State report, 1878-'79.)

OTHER NORMAL TRAINING.

In the Pacific Methodist College, Santa Rosa, and Hesperian College, Woodland, normal classes were formed and normal instruction given in the year 1879. Superintendent Carr expresses the opinion that with the increase of population there will be a greater demand for normal instruction. This demand should be met by establishing normal institutes at different points in the State and by having the high school course carried through another year, which should be devoted more especially to didactics. This plan was adopted in the girls' high school at San Francisco, and three classes of well trained teachers have been graduated. The normal class numbered 95 pupils in October, 1879; and Superintendent Mann said that a complete normal school could be immediately organized with three hundred pupils.—(State and city reports for 1879 and Pacific School and Home Journal, June, 1879.)

NORMAL SCHOOLS FOR KINDERGARTEN TEACHERS.

The school established by Miss Emma Marwedel for the training of primary teachers, which was moved from Oakland to Berkeley in the summer of 1879, graduated 5 pupils in Oakland, October, 1879, of whom 4 are teaching. Miss Marwedel's intention was to establish an advanced normal class in Berkeley for persons desiring to learn the whole of Fröbel's system. In Miss Reed's Kindergarten, in San Francisco, there were 2 scholars taking a normal course.—(State report, 1878-'79, Pacific School and Home Journal, and The New Education.)

TEACHERS' INSTITUTES.

There were 34 institutes reported in 1879, with an attendance of 2,426 teachers, at a cost of \$2,938.22. This was a decrease over the previous year of 2 in the number of these meetings, but an increase of 803 in teachers attending and of \$268.47 in expenditure.—(State report, 1878-'79.)

EDUCATIONAL JOURNAL.

The Pacific School and Home Journal, published monthly in San Francisco, continued in 1879 its interesting discussions of educational topics and contained many articles of value to teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report shows an enrolment in 1879 of 4,871 pupils in the high school grades, but the number of such schools is not given. In Oakland, where the plan of semiannual examinations was tried for the first time in the high school, there were 30 pupils graduated in June and 22 in December. In Sacramento a thoroughly graded and well organized high school, with principal and 3 assistants, was reported. In San Francisco the two high schools have excellent courses¹ and full classes, the one for boys graduating 31 pupils and that for girls 186. A normal class in this last school also sent out 36 young ladies from a course one year beyond the regular one. The high school at Stockton is said to take high rank among those of similar grade in the State. It graduated 14 pupils in June, 1879.—(State report, 1878-'79, Pacific School and Home Journal, June and July, 1879, and city reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries thereof in the report of the Commissioner preceding. Besides the separate business colleges, 8 of the colleges in Table IX have either commercial departments or arrangements for instruction preparatory to a commercial life.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of California* had in 1879 a college of letters for its classical department, 5 colleges in the scientific department, a college of law, colleges of medicine and pharmacy, the fullest collegiate studies in the college of letters, lower requirements in the literary course, regular and special courses in each college for students desiring a thorough and systematic education or seeking proficiency in one or two lines

¹The course preparatory to collegiate or university study in the boys' high school is of unusual fullness and thoroughness, equalling the curricula of some institutions that claim collegiate rank.

of study, and special studies for the "students at large," who, with the consent and approval of the faculty, arrange their own plan of study. Industrial drawing is taught through three years of the college course, and instruction in Hebrew and Syriac, as well as in French, German, and Spanish, is also given. The State appropriations for the university are devoted to the 6 colleges of the classical and scientific departments; the college of medicine is self supporting, that of law has a separate endowment, and that of pharmacy is affiliated with the university but still retains its own organization.—(University Register, 1878-'79.)

Of the 12 other colleges in the State reporting to this Bureau, 5 are under Roman Catholic influence, 2 Christian, 1 each Baptist, Methodist Episcopal South, Protestant Episcopal, Methodist Episcopal, and non-sectarian. All have collegiate courses, several give a business education in their commercial departments, and 1 has a normal course, while the University of the Pacific, in addition to the regular scientific department, has a 3 years' Latin-scientific course.

For names, location, and statistics of these colleges, see Table IX of the appendix, and the summary thereof in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Opportunity for the higher education of women is found in 7 of the colleges mentioned above, as well as in other institutions designed for this sex alone.¹

For full statistics, see Table VIII of the appendix, and a summary thereof in the report of the Commissioner preceding. Reference should be made to Table IX for the number of female students in the colleges for both sexes.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The law requiring the maintenance of 5 distinct colleges of science in the University of California is fully carried out, every opportunity being given to the students in the last two years of the college course to pursue thoroughly scientific branches. In 1878-'79 there were 123 students studying either agriculture, chemistry, civil engineering, mechanics, or mining.

Scientific courses are also found in the majority of the other collegiate institutions of the State, although in some cases there is very little difference between the classical and scientific courses.—(University Register and college catalogues.)

The *School of Civil, Mining, and Mechanical Engineering*, San Francisco, under the charge of A. Van der Naillen, with 4 professors in the different departments, reports a liberal patronage, seven years of excellent work, many graduates of both sexes who have done great credit to the school, and an evening class for such as cannot attend in the day.—(Letter from special correspondent.)

The *Mercantile Library lectures*, referred to in the report of 1877, have been discontinued for want of a suitable hall. These lectures afforded an excellent means of instruction to the laboring classes and their cessation is to be regretted.—(Letter.)

The *San Francisco Academy of Sciences* has discontinued its annual reports on account of lack of funds, but private information indicates the continuance of the regular semi-monthly lectures and debates and that a fair amount of general interest attaches to these meetings. The membership of the society is said to be about like that in eastern cities of like size, and the work done by the academy is of substantial value to the Pacific coast.—(Letter.)

For statistics, as far as reported, see Table X of the appendix following.

PROFESSIONAL.

Theological instruction in a 2 years' course is offered, under Christian influences, in the biblical department of Pierce Christian College, Colledge City, which requires an examination for admission to all its departments, and under Baptist influences in the College of California,² Vacaville; in a 3 years' course, under 3 resident and 3 non-resident instructors, in the Pacific Theological Seminary, Oakland (Congregational), and under 4 resident instructors in the San Francisco Theological Seminary (Presbyterian), which last requires a thorough examination for admission.—(Catalogues and returns.)

Legal studies were pursued by 103 students in 1878-'79 in the Hastings College of Law connected with the University of California. The course extends over 3 years, with

¹Of one of these institutions State Superintendent Carr, in his report for 1878 and 1879, says: "Mills Seminary, at Brooklyn, Alameda County, under a modest title, ranks with the best modern colleges for the higher education of women. Like Vassar and Smith Colleges, it unites the features of home and school life, and, with increasing means, offers enlarged facilities for high scholarship and accomplishments in the practical duties as well as refined pursuits of womanhood."

²Although the catalogues of 1877-'78 and 1878-'79 give the full studies for a two years' theological course in this college, the catalogue of 1879-'80 makes no mention of such a department.

an examination for admission to each class. No student is allowed to receive a diploma unless he has been in regular attendance on the studies of the senior class and has passed the examination at the end of the course.—(University Register, 1878-'79.)

Medical instruction is given in the medical department of the University of California. There is no examination for admission as yet, but 36 months of actual study are required of the students before graduation and not simply the 3 courses of lectures given in some medical colleges.—(Return.) The Medical College of the Pacific requires an examination for admission and attendance upon 3 courses of lectures before graduation.—(Catalogue, 1878-'79.)

In the *California College of Pharmacy*, which retains its own organization although affiliated with the university, there were 68 students in 1879. There is no examination for admission. In order to receive a diploma, students are required to have a knowledge of medical botany, 4 years' practical experience, and to have attended 2 lecture courses of 5 months each.—(Return and University Register for 1878-'79.)

For statistics of professional instruction, as far as reported, see Tables XI, XII, and XIII of the appendix, and for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The California Institution for the Education of the Deaf and Dumb and the Blind, Berkeley, reports 105 deaf-mutes and 28 blind on its rolls in October, 1879. Two buildings or homes have been completed and occupied since 1877; there has been no change in the course of study, and the educational results of the last two years are reported satisfactory.—(Thirteenth report of the institution.)

EDUCATION OF THE CHINESE.

Although it is difficult to secure trustworthy statistics respecting the Chinese, Census Marshal Swift says that in the county of San Francisco there were 2,221 Chinese under 17 years of age in 1879 and 622 between 5 and 17 attending school. In 1878 about 3,000 Chinese went to the Sunday schools, which are substantially educational institutions, and were there taught the elementary branches in connection with moral and Christian teaching. The 4 evening mission schools under Presbyterian auspices had an average attendance of 190 pupils under charge of 14 teachers; 2 day schools were said to average 50 children; the 5 evening and day schools of the Methodist mission reported 149 Chinese, those belonging to the Congregationalist body 250 pupils, and a Home for Chinese Women had a day school averaging 15 in attendance.—(Letters from Mrs. S. J. Cooper.)

INDUSTRIAL TRAINING.

The San Francisco City and County Industrial School reports 456 inmates in July, 1879, the boys employed in workshops four hours each day, the girls occupied with sewing and other duties, and both sexes receiving four and a quarter hours' schooling during the day.—(Report, 1878-'79.)

TRAINING IN ART.

The San Francisco School of Design, which was organized in 1873 under the auspices of the San Francisco Art Association, reports an average attendance of 69 pupils during 1879. It continues to give instruction in drawing and painting, and pupils desiring to study in this school must be 14 years of age. Pupils pay tuition fees, and any deficiency is made up by the art association.—(Return.)

TRAINING FOR SEAMANSHIP.

As stated in the report for 1878 the training school for boys on the schoolship *Jamestown* ceased for want of appropriation, and on March 1, 1879, the schoolship was turned over to the naval authorities.—(Pacific School and Home Journal, April, 1879.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association met at Oakland, January 2-4, 1879, nearly 300 teachers being present, many of them the ablest educators of the State. The association was subdivided into superintendence, grammar, and primary sections, and in these divisions, as well as in the general meeting, many interesting addresses were given. President John Swett read papers on "The profession of teaching," "Moral training," and "Drawing." Dr. E. S. Carr gave a résumé of the "Educational progress of the State for the past year." Prof. E. R. Sill, of the State university, stated what the schools needed, viz, the best teachers, less machinery, and more wisdom, school

offices filled by appointment, the best text books, and the pupils taught to read the best authors. Miss Irene Hardy spoke of the bad results attending the reading of the sensational literature of the day, and proposed means to remedy the evil. Other topics treated were "Arithmetic," by Professor William Welcker, of the State University; "Examinations of teachers in the light of recent exposures," by Charles H. Shinn; "Morals," by Professor Martin Kellogg; and "Ungraded schools," by Superintendent A. L. Mann. The meeting, which was too short to finish all the business brought before it, then adjourned to the first Monday after Christmas.—(Educational Weekly and Pacific School and Home Journal.)

CHIEF STATE SCHOOL OFFICER.

Hon. FRED. M. CAMPBELL, *State superintendent of public instruction, Oakland*
[Term, 1880-1884]

COLORADO.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21).....	26, 471	29, 738	3, 267	.....
Enrolled in public schools.....	16, 641	14, 111	.....	2, 530
Average attendance.....	9, 699	10, 899	1, 200	.....
Percentage of enrolment to whole number.	63	48	.....	15
Percentage of average attendance to whole number.	36	33	.....	3
SCHOOL DISTRICTS AND SCHOOLS.				
School districts.....	372	.....	.....	.....
Public school-houses.....	249	.....	.....	.....
Sittings provided.....	12, 824	.....	.....	.....
Average time of school in days.....	91	89	.....	2
Valuation of public school property...	\$474, 771	\$496, 891	\$22, 120	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	226	255	29	.....
Women teaching in public schools...	341	338	.....	3
Whole number employed.....	567	593	26	.....
Average monthly pay of men.....	\$49 90	\$57 27	\$7 37	.....
Average monthly pay of women.....	45 95	52 88	5 93	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$281, 674	\$222, 135	.....	\$59, 539
Whole expenditures for them.....	243, 850	229, 402	.....	14, 448
STATE SCHOOL FUND.				
Amount arising from land sold.....	\$40, 000	.....	.....	.....
Amount paid in.....	12, 541	.....	.....	.....
Interest on available fund.....	5, 600	.....	.....	.....

(From biennial report of Hon. Joseph C. Shattuck, State superintendent of public instruction, for 1878 and return from same for 1879.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people for two years, and a State board of education, composed of the superintendent, the secretary of state, and attorney general, have the oversight of the public schools of the State. The same officers, with the governor, are also a State board of land commissioners, in whose hands is the management of the school lands.

A county superintendent of schools for each county is elected by the people for 2 years. District boards of education, also elected by the people, comprise 6 or 3 members, according to the population, and hold office in the former case 3 years, in the latter 1. Committees of 3 members, with the county superintendent as president, to attend to union high school districts, are also provided for. Women may vote in district meetings and hold district school offices.

OTHER FEATURES OF THE SYSTEM.

The system provides for common and high schools and a State university. They are supported from the income of the State school fund and the proceeds of State, county, and district taxation. State funds are apportioned to the counties in proportion to the number of children of school age therein, but only such counties as have made a report of school statistics to the State superintendent are entitled to receive their share. Districts may vote to raise special funds; also funds for school-house purposes, which must be kept separate from others. No district can receive its share of general or county funds unless it has maintained a school 60 days during the year preceding. District boards are not allowed to employ teachers in the public schools who have not received license to teach from the proper county or State authority. Certificates issued by county superintendents are of 3 grades and are valid, the first for 2 years, the second for 1 year, and the third for 6 months. State diplomas are given by the State board, on examination, to teachers of eminent professional experience and ability who have taught 2 years in the State. They are of two grades (the highest being considered proof of the holder's fitness to teach in the high schools) and are valid during the life of the holder unless revoked. There is an allowance of \$100 annually to each judicial district in aid of teachers' institutes whenever such are desired by 25 or more teachers therein, and boards of directors are authorized, if they deem it advisable, to close the schools during the session of the institutes, the pay of teachers attending them to continue the same as though the schools were not closed. The law forbids any distinction or classification of pupils on account of race or color, the teaching of any sectarian tenets, the requirement of any religious test or qualification on the part of teachers or pupils in any public educational institution of the State, and also the demand that either teacher or pupil shall be required to attend or participate in any religious service whatever.—(State school law, 1877.)

GENERAL CONDITION.

In the absence of any printed report for 1879, nothing can be said in regard to the general condition of the public schools in the State beyond what is shown by the statistical summary. There was an increase of 3,267 in the number of youth of school age and a decrease of 2,530 in the number enrolled in public schools, which brings down the percentage of enrolment from 63 to 48, a decrease of 15 for the year. Through the increase of school population the percentage of pupils in average daily attendance was slightly less than in 1878, although the actual number in average attendance was 1,200 greater.

Notwithstanding a decrease in the receipts and expenditures for public school purposes there were 26 more teachers employed, and the average pay was increased by \$7.37 a month for men and \$5.93 for women.

CITY SCHOOL SYSTEM.

DENVER.

Officers.—The management of public schools is in the hands of a board of education of 6 members, elected by the people for 3 years, 2 to be changed each year. A city superintendent of schools is chosen by the board annually.

Statistics.—Estimated population, 30,000; youth of school age, 3,900; number enrolled in public schools during 1878-79, 2,700; average daily attendance, 1,790; number of teachers employed, 47; sittings for study, 2,100; expenditures for public schools, \$73,331; days the schools were taught, 185; valuation of school sites, buildings, furniture, &c., \$232,000; estimated enrolment in private and parochial schools, 400.—(Return.)

Additional particulars.—The report shows a steady progress in public school affairs. Owing to the rapid increase of population, each year adds to the number of school buildings required, and 2 were completed during 1878-79. The enrolment of pupils was considerably increased over that of the previous year, while the outlay for their instruction was only a few dollars more. The schools are classed as primary, grammar, and high, each course covering four years. There were 132 pupils enrolled in the high school, of whom 57 were boys and 75 girls. A normal training class is in connection with it, which pupils belonging to the two higher classes are permitted to join on the request of their parents and with the approval of the principal. This normal work is accepted in lieu of one of the three studies which each pupil is required to take. There is also a public school library in connection with this school numbering 943 volumes, an increase of 50 during the year. The German language and vocal music form a part of the course of study in the public schools, German being optional to pupils who have reached the third grade. About five hundred were studying it in 1878-79, exclusive of those in the high school.—(City report, 1878-79, and return.)

OTHER CITIES.

A correspondent of the Educational News Gleaner, writing from Leadville under date of December 27, 1879, says: "The growth of schools in this city is wonderful.

One year ago the total enumeration in the district was less than 100, and the attendance at the single school was less than 60. Now the enumeration is over 1,200 and the enrolment in the schools over 600. There are 9 schools in operation now and every day the necessity for more school room is apparent. The city owns but one building and rents the other rooms, paying about \$250 a month rent. There will be a central school building erected next spring, with accommodations for about 1,000 pupils, which, with the 4 primary schools in the more remote parts of the city, will probably be sufficient for the next year. The salaries paid teachers range from \$65 to \$125 a month, which is very low, considering the price of living here. The studies pursued embrace all the branches usually taught in city schools of the primary, intermediate, and grammar grades, with large classes commencing the high school course. The pupils represent nearly every city and town in the East, and the work of classifying, grading, and arranging is much complicated thereby. The degree of interest manifested in educational matters here is unusual in a mining city, especially one so young as this. The people have shown a very liberal spirit in providing means for carrying on the schools in the face of many difficulties. With the opening of spring will come an influx of people bringing their families, that will materially increase the school population, and make the necessity of more school room apparent."

Golden is another mining city that is steadily rising in population and importance, as is shown by the tables of a school report which present the statistics for successive years, and indicate that, if it has not yet reached the standard for admission to the city table of this Bureau, it probably will do so in the near future, its school population having risen from 395 in 1877 to 551 in 1879; its enrolment, from 322 to 426; its average attendance, from 202 to 264. Its schools, primary, grammar, and high, are regularly graded through a 10 years' course, and its arrangements for instruction and discipline appear to be excellent.

TRAINING OF TEACHERS.

NORMAL COURSES.

Courses of study for the training of teachers are provided by the State university and Colorado College, that of the former covering 2 years, that of the latter 3. These, with the normal training class already mentioned as in connection with the Denver City schools, are all the facilities for the preparation of teachers reported for 1879.

TEACHERS' INSTITUTES.

As already stated, the law provides for the holding of a teachers' institute in each judicial district of the State, whenever it is asked for by 25 teachers therein. No report is at hand of the institutes held during 1878-79.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is a public high school or department in connection with the graded schools of every town of considerable size in the State, but no detailed information for the year 1878-79 is at hand respecting any except the schools at Denver and at Golden. The school at Denver offers 3 courses, each of 4 years: a general course, an English-classical, and a classical; the second includes Latin, the last, both Latin and Greek. French is optional during the last 2 years in all three. An ample chemical laboratory and a well selected reference library, the latter valued at \$1,000, are among the aids to instruction. The high school course at Golden covers 3 years and does not include the study of any language except English.—(City reports, 1879.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF COLORADO, BOULDER.

The University of Colorado was opened at Boulder in 1877, having previously received an appropriation of \$15,000 from the territorial legislature and a like sum from the city of Boulder, which was used in the erection of buildings. It also received from the State the 72 sections of land set apart by Congress for a State university. Its departments are collegiate, normal, and preparatory, the former providing classical and scientific courses. Both sexes are admitted on the same terms and with the same privileges. Instructors, 4; students in first collegiate class, 10; preparatory, 54.—(Catalogue, 1878-79.)

COLORADO COLLEGE, COLORADO SPRINGS.

This college, founded in 1874, is organized on the same general plan as the older colleges of the country. The 3 general courses of study now established are an English and normal, a preparatory classical, and a collegiate. Provision has also been made for special studies in mining and metallurgy, language, literature, history, and science. The college has been made a station for the United States Signal Service, and students from the higher classes have practice in the study of meteorology and in the use of the instruments of the Signal Service. The college, though Congregational in origin, is non-sectarian, and offers its privileges equally to both sexes.—(Circular, 1878-79.)

For statistics, see Table IX of the appendix, and summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College*, Fort Collins, finished its initial or preparatory term November 28, 1879. In February, 1880, the first collegiate class is expected to enter on the course marked out, which is a scientific one covering 4 years and giving special attention to those branches that pertain to agriculture and the arts. Practical training will be given in the work of the shop and farm, at least two hours of labor each day being required. As the college is supported by the State, its tuition is free to all within certain limitations of age and advancement.—(Circular of college.)

The *State School of Mines*, Golden City, is also supported by the State, and offers free instruction in a 2 years' course of study, embracing chemistry, blowpipe analysis, mineralogy, assaying, drawing, civil and mining engineering, physics, metallurgy, geology, and surveying. A vacation course was projected for 1879, to be under the charge of the professors of chemistry and geology, and to embrace a visit to the principal mining works in the State for examination of their character and processes.—(Circular and return.)

The scientific course of the *University of Colorado* covers 4 years and embraces chemistry, geology, metallurgy, and mining engineering, besides other branches usually included in a scientific course.

For statistics of scientific schools, see Table X of the appendix, and a summary of it in the report of the Commissioner preceding.

PROFESSIONAL.

Since the suspension of Matthews Hall, a theological school of the Protestant Episcopal Church formerly taught at Golden, no institution for professional instruction reports from this State.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Institute for the Education of the Mute and Blind, Colorado Springs, is supported by the State and offers instruction free of charge to all deaf or blind residents of the State between 4 and 21. The course of study covers 7 years and embraces the common English branches as well as United States history and drawing, articulation, and lip reading. Boys are also taught the business of printing; girls, dressmaking and plain sewing. The instructors in 1879 were 2, 1 of them a semi-ante; the pupils, 28, of whom 17 were females. A library of about 70 volumes, increased by 25 in the past year, was reported; valuation of grounds, buildings, and appliances, \$15,000; State appropriation for the year, \$7,000 for support and \$5,000 for building.—(Circular and return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

A programme of the State Teachers' Association for 1879 announced that its fifth annual session would be held at Denver, December 30 and 31 of that year, but no more information has been received. Among the addresses and papers promised, besides that of the president, Dr. J. A. Sewall, were the following: "Order in the school room," "Studies in ungraded schools," "Study and the teacher," "School and State," "Cramming grammar," "Education versus labor," "Women as educators," and "How far should the State educate?"—(New-England Journal of Education, December 25, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH C. SHATTUCK, *State superintendent of public instruction, Denver.*

[Second term, 1879-1881.]

CONNECTICUT.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-16) enumerated.	138,407	138,428	21	-----
Scholars registered in winter.....	100,288	99,662	-----	626
Scholars registered in summer.....	91,413	91,860	447	-----
Number registered over school age...	4,779	4,609	-----	170
Different scholars in public schools...	119,828	119,382	-----	446
Pupils in other than public schools...	11,109	11,215	106	-----
Pupils in schools of all kinds.....	130,937	130,597	-----	340
Children of school age in no school...	13,474	14,112	638	-----
Average in public schools in winter..	77,218	75,678	-----	1,540
Average in public schools in summer.	69,832	69,607	-----	225
Ratio of public school registration to enumeration.	86.56	86.24	-----	0.32
Ratio, including schools of all kinds..	94.60	94.34	-----	0.26
SCHOOL DISTRICTS AND SCHOOLS.				
Number of towns in the State.....	167	167	-----	-----
Number of school districts.....	1,500	1,498	-----	2
Number of public schools.....	1,647	1,638	-----	9
Departments in public schools.....	2,564	2,571	7	-----
Schools with two departments.....	117	129	12	-----
Schools with more than two.....	169	171	2	-----
Whole number of graded schools.....	286	300	14	-----
Departments in graded schools.....	1,212	1,231	19	-----
School-houses built during the year..	30	16	-----	14
School-houses in good condition.....	896	909	13	-----
School-houses in fair condition.....	555	555	-----	-----
School-houses in poor condition.....	213	192	-----	21
Average time of school in days.....	178.47	178.60	.13	-----
TEACHERS AND THEIR PAY.				
Teachers in winter public schools....	a2,711	b2,741	30	-----
Teachers in summer public schools....	c2,678	d2,721	43	-----
Teachers continued in the same school.	1,947	2,063	116	-----
Teachers who never taught before....	470	484	14	-----
Average monthly pay of men.....	\$61 03	\$57 19	-----	\$3 84
Average monthly pay of women.....	36 50	35 27	-----	1 23
RECEIPTS AND EXPENDITURES.				
Whole income for public schools.....	\$1,503,159	\$1,390,973	-----	\$118,186
Whole expenditure for public schools.	1,506,477	1,375,880	-----	130,597
PUBLIC SCHOOL FUND.				
Amount of State school fund.....	\$2,000,000	\$2,020,000	\$20,000	-----

a Men, 752; women, 1,959.
b Men, 773; women, 1,968.

c Men, 349; women, 2,329.
d Men, 377; women, 2,344.

(From reports of Hon. Birdsey G. Northrop, secretary of State board of education, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education, a secretary of the board (appointed by it for executive duty), an assistant secretary, and a general agent are the State school officers. For towns there are boards of school visitors elected by the people and numbering 3, 6, or 9 members, as the town electors may determine; but in towns which have abolished their district system the place of such visitors is supplied by a school committee of 6, 9, or 12 members. District school officers comprise a school committee of not more than 3 persons elected by the people, except where the district organization has taken the place of a former school society, in which case there is a board of education of 6 or 9 members.

OTHER FEATURES OF THE SYSTEM.

The law provides that all children 8 to 14 who are competent in body and mind must attend some public or private day school at least 3 months in each year, of which 6 weeks must be consecutive, or else be instructed at home for an equal length of time in common school branches. No child within this age may be employed in any business, unless he has been taught for at least sixty days during the year preceding, and a penalty of \$100 is imposed on employers who violate the law. If temporarily discharged from work, the child must be sent to school during the time of such discharge. School visitors in every town are required to examine once every year into the situation of children employed in manufacturing establishments, and to report all violations of the law to one of the grand jurors of the town. It is also the special duty of the agent of the State board to see that this law is obeyed.

The schools are supported by local taxation, by the income of the State school fund (with the addition of \$1.50 for each child 4 to 16 years old), by the income of the town deposit fund, and by that of any other town fund established or appropriated for the support of public schools. To receive their proportion of public money, districts must have a school-house and outbuildings satisfactory to the school visitors and the committee must have made a report to the school visitors of school statistics, including the name of every person in the district 4 to 16 years old, the place, year, and month of such person's last attendance at school, together with the names of the parents, guardians, or employers. The schools must also have been taught at least 30 weeks in districts with 24 or more children of school age, and at least 24 weeks when the number of such children is less than 24. Any town neglecting or refusing to provide for the support of its schools forfeits to the State a sum equal to the amount which it was required to raise for this purpose. Teachers cannot legally be employed unless they have been examined by the board of school visitors and received certificates; at the close of the term, they must also make the required report of school statistics or forfeit their pay.—(School laws, 1875-1879.)

GENERAL CONDITION.

The showing for 1878-'79 is not on the whole as favorable as that of the preceding year. There were a few more children to be taught, but not so many enrolled, while there was a considerable decrease in the average attendance, with a larger number of children not in school. Though there was improvement in the school-houses, better grading in the schools, and more experienced teachers, the wages of the latter were considerably reduced, and the expenditures for schools fell off \$130,597.

COMPULSORY ATTENDANCE.

The needs of neglected children received even more attention from school officials in 1879 than in the previous year. A larger number of homes were visited by the agent, who by personal appeals to parents and guardians caused the attendance of nearly 300 children. The law is well enforced by the school visitors in some places. For example, in Windom, one of the largest manufacturing towns of the State, the board of visitors appointed one of its members to enforce the law in 1878 and 1879. He visited the factories a few days before the commencement of each term of school and had the children between 8 and 14 who had not attended school during the preceding 9 months discharged. The result was that only 3 children 8 to 14 years old were found in the town in 1879 who had not attended school the previous year, and 2 of these had been detained for satisfactory reasons. The parent of the other, who obstinately refused to send his child to school, was prosecuted according to law.

While public opinion is in favor of this law, local authorities are not usually vigilant to see that it is enforced and people often hesitate to report parents who violate it. For this reason it has been difficult to ascertain what children were neglected and to what extent. But this is now made easier by a law which went into effect in January, 1879, requiring persons who make the enumeration of school population to note the age of each child and the time and place of his last attendance at school.—(State report, 1879.)

CITY SCHOOL SYSTEMS.

OFFICERS.

These are boards of school visitors of 6 to 9 members, boards of education of 9 to 12 members, and city superintendents.

STATISTICS. *a*

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bridgeport	25,000	6,362	4,840	3,416	80	\$53,166
Danbury	10,000	2,545	2,192	1,516	42	24,104
Greenwich	8,000	1,901	1,555	799	27	15,447
Hartford	50,000	9,525	7,701	4,709	142	148,351
Meriden	15,000	3,830	3,252	1,692	46	46,243
Middletown	11,143	2,558	2,023	1,302	46	34,486
New Britain	11,000	3,118	2,342	1,540	39	26,271
New Haven	60,000	13,783	11,508	7,998	219	174,142
New London	11,000	2,037	1,936	1,404	41	25,066
Norwalk	15,000	3,141	2,575	1,584	48	30,556
Norwich	16,653	4,982	4,028	2,735	91	62,625
Stamford	11,000	2,627	1,605	1,008	32	19,926
Waterbury	16,039	4,111	3,255	2,304	55	47,789

a All the above figures, except the estimated population, are from a table in the State report for 1879. Those for Middletown, New Haven, and Norwich embrace all the districts of the town.

ADDITIONAL PARTICULARS.

In *Bridgeport* there has been a constant increase in average daily attendance for several years past, and this has made additional accommodations for pupils necessary. The enrolment was slightly less in 1879 than in 1878, owing to the exclusion of children under 5. Cases of tardiness were diminished more than one-half during the year. Nineteen children were arrested for truancy and about 150 returned to school. No special truant officer was employed in 1879, the duties of such official being performed by the regular school officers; consequently the number of arrests for truancy and of cases returned to school was two-thirds less than in 1878. In private schools there were said to be 250 pupils and 1,379 children in no school. An evening school for men was opened, but the number attending was so small that it was only taught 27 evenings. A free evening drawing school was well attended. Drawing was taught in the day schools with satisfactory results. A teacher's training school is soon to be opened for graduates of the high school. The latter had an enrolment of 84 for the year and an average membership of 66.—(Report of city board of education, 1879.)

The *Hartford* schools report a year of successful work, with hardly the usual number of changes in the list of teachers, only one or two in that of text books, and no additions to the public school buildings. All the districts except one, however, were well provided with accommodations for pupils. The system embraces district, high, and evening schools. The district school course, including primary, intermediate, and grammar departments, occupies 10 years. There was an attendance of 519 pupils in the 4 regular classes of the high school, besides 6 graduate students. The evening schools were continued as usual during 1879, and their desirability had become more firmly fixed in the public mind than ever. Vocal music and drawing now belong to the regular course of study in the public schools. They are no longer regarded as experimental studies, but as an invaluable part of the course, the only regret being that they were not sooner incorporated into it. The German language is taught in 6 grades of the district schools. There were 465 truants reported by the truant officers in 1879 against 476 in 1878 and 496 in 1877; while the returns of census officers showed 1,400 pupils in private schools, with 850 children not in school.—(State and city reports.)

New Britain, through its school visitor, reports a general reduction made in the wages of teachers, in response to a pressing demand from the community, although competent teachers had never been paid as liberally as persons of the same ability and experience in other professions. One consequence of this was a loss of 2 teachers of a high order of excellence, and the visitor, in protesting against such false economy, evidently thinks that those who remained showed less energy and interest in their work. Four hundred and seventy children were reported here in private schools and 495 in no school.—(State report.)

New Haven, besides her regularly graded schools, maintains several ungraded ones, which are held to be an indispensable appendage to the graded system. They provide for a class of children who are necessarily to some extent irregular in their attendance. Unreasonably disobedient and insubordinate pupils, who hinder the good

order and discipline of graded schools, are separated from them and placed here, where they can be controlled and taught without disturbing others. Truants, also, are placed in these schools for special discipline. The graded schools, relieved of these three classes, move on with greater ease, while teachers and pupils perform their duties with a pleasure and profit that would be impossible in the presence of the disturbers of good order. Three of these ungraded schools appear now in the report, 2 of them for boys only, the other for both sexes and for a younger class of children. In the 2 former, the reformatory influence of the kind yet firm government maintained is said to be very great, while the cultivation of a sense of honor and self respect seems to have worked in some rough pupils a radical change of character. As a rule, such scholars are returned to the graded schools after suitable probation and evidence of satisfactory improvement. In the third school, for younger children, besides thorough teaching in other branches, there is instruction in sewing for both boys and girls, and the boys are reported to be often quite as skilful in this as the girls. The secretary of the school board is its agent for securing the attendance at school of both truants and neglected children. In this he is aided by an officer detailed from the city police force for this especial duty. The secretary visits the parents or guardians of truants or children not sent to school, and endeavors to enlist their coöperation in getting their wards under instruction. In most cases such efforts are successful, but if they prove insufficient the aid of the police officer or of a court is sought.—(State report.)

At *Norwich* progress in reading is reported by the superintendent of the central district to have been much advanced by the introduction of Leigh's pronouncing type in the lower classes. Pupils using it were found to discover more quickly the sounds and powers of letters and to learn more readily to pronounce new words without the teacher's aid. In one of the rooms in which this type was used, not only was the work of the year well done, but nearly a full term's work upon the next year of the course. In another room an unusual number of pupils was promoted to the next class in advance, largely through the improvement in their reading.—(Report in State report.)

In *Waterbury* the acting visitor notes the disadvantage resulting from the common practice of employing the youngest and most inexperienced teachers in the lowest grades, where naturally are the children that most need skilled assistance. To remedy this he proposes that there be such a modification of the existing plan of rating teachers' salaries by the grade of their schools as will enable the school board to retain in the lower grades teachers that have become exceptionally useful there—a thing which he thinks can be effected by rating their rank and pay not according to the grade in which they teach, but according to their capacities, experience, and success in any grade. Then the high skill of the best teachers can often be well used in aiding young pupils, who now too frequently have no specially skilled help.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The aim of this school is to prepare pupils for the skilful organization, government, and instruction of classes in the State school system. No one, therefore, is admitted who does not declare an intention to teach, and no one is graduated who is found to be wanting in fitness and spirit for the work. Candidates must pass an examination in elementary studies to be accepted as pupils in the school. They are then carried through a course which includes all the ordinary branches of a common school training, with drawing, English literature, the theory and art of teaching, vocal music, vocal gymnastics, and calisthenics. Latin and French may be taken as optional studies, but not to the neglect of the English course. Instructors, 10 in 1878-'79; pupils, including graduates (12 in January, 1879, and 24 in June of the same year), 132.—(Catalogue of 1878-'79.)

OTHER NORMAL TRAINING.

A training class for teachers in the city schools is maintained in connection with the city system in New Haven. The Hartford High School serves also the purpose of preparing skilled teachers for that city, and probably high schools elsewhere are utilized for the same end.

TEACHERS' INSTITUTES.

Secretary Northrop, of the State board of education, says in his report for 1878-'79 that among other work done for the improvement of the schools was the holding of 7 largely attended institutes, one at Brookfield, numbering 101; one at Noank, 101; one at Portland, 183; one at Plainfield, 208; one at Ansonia, 174; one at South Coventry, 116. Of the 7th at Waterbury no count was made, but the large hall was filled at all the sessions. Other local institutes were held in various parts of the State, of which also there was no enumeration. In these institutes methods of instruction were discussed and illustrated and much interest appears to have been manifested.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Out of the 300 graded schools in 1878-'79 there were 171 with more than two departments; but the report of the State board and of its secretary does not give the number of high schools and departments connected with these graded schools, nor any other facts pertaining to the high schools in detail except what appear in extracts from the reports of school visitors. Secretary Northrop presents and answers at length the principal arguments advanced by the opponents of high schools, and says that the recent attacks on these schools, occasioned by the late financial depression, have awakened new interest in them and led to a better understanding of their aims and results.

The extracts given from reports of school visitors show the high schools in Bridgeport, Hartford, New Haven, and Waterbury to be in excellent condition and doing a work which is thoroughly appreciated by the people. The Bridgeport school, although primarily intended as a preparation for business and not for college, graduated a class of young men in 1879 every one of whom passed an examination for admission to Yale. The school at New Haven graduated the largest class but one that it ever sent out. That at Hartford had in it 433 students, besides 10 graduates. Mr. Brocklesby, acting school visitor at Hartford, represents this high school as exercising a healthy influence on all the lower schools, making the scholars look forward to it as a goal to be attained and inducing the teachers to do all in their power to enable them to reach it.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges reporting, see Tables IV, VI, VII of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Yale College, New Haven (non-sectarian), has arranged its instruction in 4 distinct departments, viz, theology, law, medicine, and philosophy and the fine 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. To master the graduate course, leading to the degree of doctor of philosophy, requires usually 2 years, and more than this where the course of undergraduate study has been less than 4 years. This degree is never given on examination to those whose studies have been pursued elsewhere. In the undergraduate academical department the course is prescribed for the first 2 years; in the junior and senior years a number of optional studies are presented, one of which must be taken. The school of the fine arts has for its end the cultivation and promotion, through practice and criticism, of the arts of design, painting, sculpture, and architecture, both in their artistic and æsthetic aims. The endeavor is to provide thorough technical instruction in the arts of painting, sculpture, and architecture, and to furnish an acquaintance with all branches of learning relating to the history, theory, and practice of art. The college catalogue for 1879-'80 showed 59 professors and assistant professors, and 41 tutors, lecturers, and other officers, with a total attendance of 1,003 in all departments, deducting 25 names inserted twice. Of the whole 1,023 there were 581 in the undergraduate academical department, 175 in the Sheffield Scientific School, 39 in the school of fine arts, and 39 in graduate courses, making 834 in the department of philosophy and the arts. The remaining 194 were professional students.

Trinity College, Hartford (Protestant Episcopal), in addition to the regular classical course, provides certain special courses, one of which leads to the degree of bachelor of science. Nine such special courses are given in the catalogue for 1879-'80. Various prizes are offered as a means of inciting to especially earnest study in different lines. The college now occupies its new building, a fine structure not yet fully completed. The catalogue for 1879-'80 showed 14 professors and instructors, with 99 students in the regular course and 7 in special courses.

Wesleyan University, Middletown (Methodist Episcopal), presents to its undergraduates the choice of 3 regular courses of study, each of 4 years, viz, the classical, the Latin-scientific, and the scientific. In each of the above the studies of the first year are required, and in the scientific course those of the second year also. In the last 3 years of the classical and Latin-scientific courses and in the last 2 of the scientific, only a part of the studies are required, the student being allowed to choose from a wide range of electives. There are special courses for those who do not wish to complete any of the above, and there is also provision for graduate study. Young women as well as

men are admitted. Professors and instructors, 15; special students, 8; regular undergraduates, 151; graduate students, 5. Four of the regular undergraduates and 2 of the special students were young women.—(Catalogue, 1879-'80.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Sheffield Scientific School* of Yale College, begun in 1847, received in 1863 the national grant for the promotion of scientific education and thus became the Connecticut College of Agriculture and the Mechanic Arts. The instruction is intended for graduates of this or other colleges, for other persons qualified for advanced or special study, and for undergraduates who desire a training chiefly mathematical and scientific (but in part linguistic and literary) for higher scientific studies or for other occupations to which such training is suited. The graduate courses lead to the degrees of bachelor of philosophy, civil engineer, and dynamic engineer. The undergraduate courses comprise chemistry, civil engineering, dynamic engineering, agriculture, natural history, biology (preparatory to medical study), and studies preparatory to mining and metallurgy. These courses cover 3 years, the first being the same for all.—(Catalogue of Yale College, 1879-'80.)

The scientific and Latin-scientific courses of *Wesleyan University* cover 4 years, and are designed to afford, with a sound mental training and liberal culture, a good preparation for advanced courses of scientific or technical study.—(Catalogue of Wesleyan University.)

For statistics, see Table X of the appendix, and the summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

The *theological* schools reporting are the Theological Institute of Connecticut, Hartford (Congregational), the Berkeley Divinity School, Middletown (Protestant Episcopal), and the theological department of Yale College, New Haven (Congregational). The courses of study in all cover 3 years, and may not be entered on without preparation. In the Berkeley Divinity School, the literary requirements for admission are those established by the canons of the Protestant Episcopal Church for its theological students; the other two demand a collegiate or equivalent training. Of the 129 students in attendance on all three schools, 109 had received a degree in letters or science. (Catalogues.)

For statistics, see Table XI of the appendix, and the summary of it in the report of the Commissioner preceding.

The only school of *law* reporting is the law department of Yale College, which presents an undergraduate and a graduate course, each extending over 2 years. The former leads to the degree of bachelor of laws; the latter, at the close of the first year to that of master of laws, and on completion of the course to that of doctor of civil law. Before being admitted to the undergraduate department as candidates for a degree, students who are not college graduates must pass a satisfactory examination in the outlines of the history of England and of the United States and the text of the Constitution of the United States.—(Catalogue of Yale College.)

For statistics, see Table XII of the appendix, and a summary of this in the report of the Commissioner preceding.

Medical instruction, according to the "regular" school of practice, is provided for by the medical department of Yale College, which in 1879 advanced its standard both of admission and graduation. For admission, one who is not a graduate of a college or scientific school must be examined in elementary physics, in algebra to quadratics, in two books of Euclid, and in the metric system of weights and measures; candidates must also offer easy Latin prose or Virgil's *Æneid*. In place of the 3 years' reading and 2 years' attendance on lectures formerly required for graduation, a full 3 years' graded course is obligatory, the recitations and lectures in which occupy 9 months. There are annual examinations for advanced standing, chiefly in writing. Final examinations in the elementary branches of medicine are held at the close of the second year and in the practical branches at the close of the third year. The board of examiners consists of the faculty of the school, with an equal number of members of the Connecticut Medical Society, the president of that society acting as president of the board.—(College catalogue for 1879-'80.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *American Asylum for the Education of the Deaf and Dumb*, Hartford, since its foundation in 1816, has given instruction to 2,214 pupils. There were 249 under instruction in 1879-'80, of whom 150 were males. Pupils are admitted between the ages of 8 and 25, and the average length of term spent in the institution is about 5½ years.

Besides the common school branches, tailoring, shoemaking, and cabinet making are taught, all the boys who are large enough spending 3 hours a day in one of the shops. The officers of the institution have recently made an extended trial of the audiphone, an instrument designed to convey the vibrations of sound through the teeth to the auditory nerve; but the result did not encourage the belief that that instrument will be of essential assistance to any considerable number of the deaf and dumb, although a few received some help from it. In many instances, though the sounds are not heard, their vibrations are felt; but the ability to distinguish one sound from another is lacking, while the difference between a loud and soft one is perceived. The institution owns 28 acres of land, which, with buildings and apparatus, is valued at \$25,000. The library numbers 2,550 volumes.—(Report, 1879-'80, and return.)

Whipple's Home School for Deaf-Mutes, Mystic River, had 15 pupils under 3 instructors in 1879-'80, the branches taught being articulation, reading, spelling, arithmetic, penmanship, geography, drawing, letter writing, and lip reading. The boys are employed about the farm and the girls in the house.—(Return.)

For further statistics, see Table XIX of the appendix, and the summary of this in the report of the Commissioner preceding.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Connecticut State Reform School*, Meriden, reports for 1879-'80 a greatly improved condition of the boys both physically and mentally. This is ascribed to a change in the method of management, which is now one of kindness, persuasion, and forbearance, blended with salutary restraints, appropriate, intellectual, and moral instruction, and plenty of hard work. The boys enjoy a degree of freedom heretofore unknown to them in the institution and show their appreciation of it by uniform obedience to the rules. Good results have followed an amendment to the law regulating sentences to this school which was passed at the last session of the legislature. It provides that boys may be held till 21 years of age unless sooner reformed; by good conduct, however, a boy can earn a standing that will entitle him to honorable dismissal in one year. The full benefit of this provision will not appear till all sentenced under the old law shall have passed out and their places been filled by others. The boys are taught reading, writing, arithmetic, and geography, besides cane seating, shoemaking, tailoring, and farm and garden work. The farm contains 195 acres, and includes meadow, plough, pasture, and wood land. Boys between the ages of 7 and 16 are committed to the school by the courts of the State for crime or truancy. Parents and guardians may also indenture their boys to the school for such length of time as may be agreed on, provided they pay the boys' expenses while there. There were 120 received and 111 discharged during the year 1879-'80, the whole number under instruction being 379.—(Report, 1879-'80.)

EDUCATION OF THE FEEBLE-MINDED.

The *Connecticut School for Imbeciles*, Lakeville, reports 78 under training during the year 1879-'80. The school room exercises include hand teaching, object lessons, lessons on form, size, color, &c., Kindergarten work, articulation, reading from cards, reading from books in different classes, spelling, arithmetic, geography, writing, drawing, sewing, fancy work, singing, dancing, and gymnastics.—(Return and report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-third annual meeting of the Connecticut State Teachers' Association was held at Hartford, October 16-18, 1879, a large number of educators from all sections of the State attending. The schools of Hartford were suspended during the meeting, and much local interest was manifested.

Among the addresses and papers presented were "American girls on their travels," by Rev. C. S. Robinson; "Teaching as an art: a plea for skilled workmen in the schools," by Mr. George R. Burton; "Social aims and duties," by Miss Celeste Bush, of the State Normal School; "The high school question," by Hon. B. G. Northrop; "Spelling reform," by Mr. D. B. Hagar; "Enthusiasm," by Governor Charles B. Andrews; "The value of poetry in education," by Professor B. Kellogg, of Brooklyn, N. Y.; "The Oregon story," by Professor William A. Mowry; and "History and patriotism in public schools," by Rev. A. D. Mayo, of Springfield. Mrs. Josephine Warren, of Philadelphia, entertained the association by the reading of two or three selections, and music was furnished by the Hartford High School choir.

Among the resolutions adopted was one in favor of a national council of educators and one recommending the observance of the rules for spelling proposed by the American Philological Association.—(New-England Journal of Education, October 23, 1879.)

COUNCIL OF EDUCATION.

On the 28th and 29th of November, 1879, nearly 40 of the prominent teachers and school officers of Connecticut met in Hartford for the purpose of advancing the educational interests of the State. After a full and earnest discussion of plans for this object, a permanent organization was formed under the name of the Connecticut Council of Education. Among the subjects discussed was the means of arousing public interest in schools, to which end it was resolved to advise the organization of county teachers' associations in those counties in which none exist. "Certification of teachers" was also discussed and the appointment of an impartial board of examiners favored who should be authorized to issue certificates to competent and deserving persons. A special committee was accordingly appointed to petition the legislature for the appointment of county boards of examiners with authority to examine candidates and issue certificates.—(New-England Journal of Education and State report.)

CHIEF STATE SCHOOL OFFICER.

HON. BIRDSEY GRANT NORTHRUP, *secretary and executive officer of the State board of education, Hartford.*

DELAWARE.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5-21)	31, 849	31, 849	.....	.....
Colored youth of school age (5-21) ...	3, 800	3, 800	.....	.....
White youth in free public schools ...	23, 830	23, 830	.....	.....
Colored youth in free public schools ..	2, 900	2, 842	.....	58
Total enrolment in free public schools..	26, 730	26, 672	.....	58
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	393	393	.....	.....
Free schools for whites	513	404	.....	109
Free schools for colored	50	56	6	.....
Total number of free schools.....	563	460	.....	103
Average time of white schools in days..	157.5	148	.....	9.5
Value of school-houses for whites	\$343, 006	\$343, 006	.....	.....
Value of school-grounds.....	109, 254	109, 254	.....	.....
Value of school furniture.....	32, 101	32, 101	.....	.....
Value of all school property for whites..	484, 361	484, 361	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers for whites	235	233	.....	2
Female teachers for whites	278	169	.....	109
Whole number of both sexes	513	402	.....	111
Average monthly pay of men	\$33 08	\$33 08	.....	.....
Average monthly pay of women	26 19	26 19	.....	.....
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$216, 540	\$216, 540	.....	.....
Total expenditure for public schools..	216, 540	221, 731	\$5, 191	.....

(From report of Hon. James H. Groves, State superintendent of free schools, for the year 1877-'78 and partial return from the same for 1878-'79.)

STATE SCHOOL SYSTEM.

OFFICERS.

The supervision of the interests of the State free schools for whites, except in districts controlled by incorporated boards of education, is committed by law to a State superintendent appointed annually by the governor, to a State board of education of which he is a member, and to local committees of three persons, one member of which is chosen yearly by the people in each school district.

The superintendent visits schools, examines teachers, and determines their right to a certificate; he must also hold an annual institute for the improvement of teachers in each county, and report in December of each year to the governor the general condition of the schools.

The selection of text books, decision of disputed questions of school law, and hearing of appeals from the decisions of the superintendent as to teachers belong to the State board.

The school committees determine local questions respecting their schools, engage teachers licensed by the superintendent, and assess and raise the State tax required by law and the local taxes voted by their district meetings.

Schools for the colored children are put by law under the care of the Delaware Association for the Education of Colored People.

OTHER FEATURES OF THE SYSTEM.

The means for support of the free schools for whites are derived from the proceeds of a State school fund, of a required State tax of \$100 for each school district in the two upper counties and of \$60 for each district in the lower one, and of such voluntary local tax or subscription as may be voted at each annual school district meeting. Those for support of schools for colored children out of Wilmington are derived from a tax of thirty cents on the hundred dollars levied on the property and poll of the colored people. To these schools no part of the State fund is apportioned.

The local district tax or subscription for the schools for whites must reach at least \$25 before the district can receive its portion of the State fund, and if a tax has been voted at a district meeting and is not paid within four weeks the school committee is required to add 10 per cent. to the amount and warrant the collector to raise the voted amount, with this addition, from the taxpayers of the district, or from such of them as may have failed to pay.

Teachers must hold licenses from the State superintendent in order to teach in any State free school for whites, and must make monthly report of their schools according to law to receive their pay for teaching.

GENERAL CONDITION.

No report of the schools for whites beyond the statistical statement already given has been received for 1879, but there is little doubt that, with the standards of teachers' examinations advanced and the instruction given at the county teachers' institutes, the improvement reported in 1878 has continued. There is, however, a considerable diminution in the number of teachers reported, as in the attendance of colored children in the schools.

SCHOOLS FOR COLORED YOUTH.

The opening and closing of these schools, except in Wilmington, is said by the actuary of the Delaware Association for the Education of Colored People to be governed by no systematic rule. Usually, he says, the people interested in the schools assemble in their different localities and after an interchange of views as to means, &c., select trustees for the management of the schools and then address the actuary, stating how much they can pay a teacher and asking him to send them one by the time which they indicate as that for the opening of the school. As a rule, the necessary arrangements are then quickly made, the teacher is sent, the school is opened, and is continued as long as the attendance and funds hold out.

At the beginning of October, 1878, unprecedented energy was shown in getting the schools into operation, and during that month 11 were opened, with an enrolment of 284. The number continued to increase up to February, 1879, when there were 52 schools, with an enrolment of 2,079. The whole number for the year reached 53, an increase of 6 for the State and of 2 for each county, the highest enrolment being 2,249, an increase of 33.¹

The colored people have done well their part in this work of the education of their children, not only paying their school tax of 30 cents on every hundred dollars, but after that paying so much a month for every child they have in school. It was hoped that, as they had done this, they might receive from the State some aid and encouragement in carrying on their schools. But, although a petition for such aid was made at the last meeting of the legislature, backed by the signatures of 1,500 citizens of both political parties in all parts of the State, it was not granted.—(Report of actuary of Delaware Association for Education of the Colored People for 1878-79.)

CITY SCHOOL SYSTEM.

WILMINGTON.

Officers.—A board of education of 20 members, 2 from each city ward, has charge of the interests of the city schools. The term of each member is 2 years, one-half being annually changed or reelected by the people. A secretary and treasurer, elected by the board annually, and a superintendent of the schools, elected by it triennially, serve as executive officers with the president, who is chosen annually from among the members of the board.

Statistics.—The estimated population of the city for 1879 was 41,000; number of children of school age (6-21) in 1878, 9,178 (not given for 1879); school-houses in use, 18; rooms used for day schools, 110; sittings for study in these, 5,648; schools, 2 high and grammar combined, 4 grammar, 16 primary; teachers in the day schools, 112; pupils enrolled in day schools, 6,802; average number belonging, 4,915; average daily attendance, 4,387; per cent. of attendance on average belonging, 89.2; number of days of school, 196; expenditures for the year, \$63,983.

¹These statistics, it must be remembered, do not include the schools sustained by the Wilmington city board of education, in which 593 pupils were enrolled in 1878-79.

Additional particulars.—Besides the day schools, a night school is maintained for a term of 13 weeks during the winter, to give opportunity for useful instruction to youths 14 years old and upward who cannot attend during the day. In this were enrolled 69 such youth in the session of 1878-79, with an average attendance of 49, under 3 teachers. The expenses were mainly met by a contribution from a citizens' night school association.

The training school mentioned in previous reports was continued in 1878-79, and also the normal classes for improvement of teachers. Fuller notice of these will be found under the heading Training of Teachers.

The school rooms, with few exceptions, are said to be well cared for. In many of the rooms beautiful plants and flowers grow at all seasons. The blackboards are usually filled with outlines of lessons, map drawings, drawings for pupils to copy, and ornamental designs. This work, from the order and neatness with which it is executed and from the skill frequently displayed, is reported to elicit high praise from visitors.¹ Uniformity and promptness of movement characterize the movements of the pupils when in school. As pupils who wrote a good hand and spelled and parsed well were often found to fail in writing letters, penmanship, spelling, and composition were combined in one exercise. As a consequence the papers in the written examinations towards the close of the year showed much improvement in all these points. Reading, too, received more attention during the year.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The catalogue of the Delaware College gives the names of 2 graduates and 3 students in the normal course.

It does not appear whether the summer course of instruction for teachers, instituted in 1878, was continued in 1879.

The normal classes for teachers in the city of Wilmington were continued four evenings each week, with attendance reported as equal to that of the two preceding years, the course for permanent certificates being adopted by a most regular and interested class which numbered 14 at the completion of the course. The training school at Wilmington, under control of Miss Fraser, although not nominally a normal school, is largely a school of practice for accepted candidates for positions as teachers. The term of trial and practice is 3 months, after which successful candidates are eligible to appointments as teachers in the public schools. A majority of the graduates of the girls' high school are appointed as teachers in this way. Since the last report of the school used for this training it has been necessary to enlarge the accommodations by adding 3 divisions, 2 to its higher department and 1 to the training department. The training school is under the charge of the committee on teachers, who are bound to prevent the graduation of any pupil teacher not capable both of instruction and discipline. A new rule prohibits the appointment of any lady teacher under 18.

TEACHERS' INSTITUTES.

In his report for 1878, the last received, the State superintendent speaks of the teachers' institutes—to the duties of which he devoted much time and care, and which were generally satisfactorily sustained—as having been largely attended at all available points by the teachers of the three counties. Four institutes, each estimated as surpassing the preceding, were held in New Castle County, three at Kent, and three in Sussex. These meetings were made much more useful through the assistance of the faculty of Delaware College and other friends of education in the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only schools of this class in the State appear to be one at Lewes and two at Wilmington. In the Lewes Union School there are higher English and classical departments; completing eleven years of study in these, pupils may graduate at the age of 17. The two high schools in Wilmington report a successful year. Not including the names of pupils in the grammar schools connected with them, the pupils in the different classes of the boys' high school numbered 51; those in the girls' high school, 39.

OTHER SECONDARY SCHOOLS.

The Newark Academy, included in the departments of Delaware College as preparatory to its higher courses, reported 67 pupils in the catalogue last received.

¹In the slate work of the primary pupils the superintendent sees a great improvement since the graduates of the city training school came into the charge of it. These graduates far excel, he thinks, any previous class of young teachers in their ability to use the blackboard for instruction in writing and drawing.

For statistics of other schools of this class and of business colleges reported, see Tables IV and VI of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

THE STATE COLLEGE.

Delaware College, Newark, offers a full classical course of 4 years, during which lectures are given in classical literature. The scientific course of 3 years includes excursions for practice in natural science; the course in agriculture, practical farming, for which the college uses the farm of the professor of agriculture. The literary course omits the higher mathematics and substitutes one of the modern languages for Greek. It is especially arranged for female students. Professors, 5; students in 1877-'78 as follows: Normal, 3; scientific, 8; literary, 16; classical, 8; resident graduates, 2; total, 37. No statistics for 1878-'79 have been received.

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The Wesleyan Female College, Wilmington, includes in its courses of study the different grades from primary to a comparatively full classical course. Girls of 8 or 10 years commencing at the primary are passed to the preparatory, where they are thoroughly instructed in the English studies; if fitting for the classical course, they may, the third year, commence the study of Latin. Modern languages, drawing, painting, and music are taught. The thirty-eighth annual report gives the number in the preparatory department as 31 and in the classical or collegiate as 49, with 6 in a partial course. The full course occupies 4 years, of 39 weeks each. The degrees A. B., A. M., and M. E. L. are conferred, and the college has the advantages of a laboratory, natural history museum, and astronomical observatory. At the last commencement 1 M. E. L. and 2 A. B. degrees were conferred.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State college, in a scientific course of 3 years' duration, offers instruction in the studies related to agriculture, practical horticulture and botany, natural philosophy, rural law, and civil engineering.

PROFESSIONAL.

The State has no professional institutions.

SPECIAL INSTRUCTION.

TRAINING OF THE DEAF AND DUMB, THE BLIND, AND FEEBLE-MINDED.

In the absence of State institutions for the afflicted classes, instruction is provided for them in the schools of neighboring States, especially in Pennsylvania, and to some extent in the District of Columbia.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[The term of this officer is for one year only; but Mr. Groves has been annually reappointed by the governor since 1875.]

FLORIDA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)	a72, 985	a72, 985	.....	.....
Enrolled in public schools.....	31, 133	36, 961	5, 828	.....
Average daily attendance	21, 782	23, 933	2, 151	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	b39	b39	.....	.....
Number of public schools.....	887	992	105	.....
Number of school-houses .....	.....	634	.....	.....
Average time of school in days	c79. 6	d105. 8	26. 2	.....
Value of school property .....	.....	\$116, 934	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	511	635	124	.....
Female teachers in public schools	317	335	18	.....
Whole number employed.....	828	970	142	.....
Average monthly pay.....	About \$40	About \$40	.....	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$171, 742	\$183, 311	\$11, 569	.....
Whole expenditure for them	139, 340	134, 880	.....	\$4, 460
STATE SCHOOL FUND.				
Amount of available school fund	\$229, 900	\$243, 500	\$13, 600	.....

a Enumeration of 1876.

b Each county forms a school district.

c One county not reporting.

d Four counties not reporting.

(From report of Hon. W. P. Haisley, State superintendent of public instruction, for 1876-'77 and 1877-'78. In a letter he says that it will be impossible to furnish later information before the report for 1879 goes to press.)

STATE SCHOOL SYSTEM.

OFFICERS.

The officers of the department of public instruction are a State superintendent of public instruction, a State board of education, a board of public instruction for each county, a county superintendent of schools, and local school trustees, treasurers, and agents.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by the proceeds of the State school fund; by a special tax of 1 mill on the dollar; by a county tax, which must equal half of the apportionment of the State school fund to the county; by private contributions, and by aid from the Peabody fund.

To receive State school moneys, the schools are to be kept open at least 3 months and to be free to all between 6 and 21 years of age, although the basis of distribution is from 4 to 21. The enumeration of children of school age must be made, under penalty of \$50 fine, at the time of the assessing of county taxes. Teachers, licensed either by State or county authorities, must teach manners and morals as well as the prescribed school studies. The school day is of 6 hours; school month, 22 days; school term, 3 school months; and school year, 3 terms. Provision is also made for a State agricultural college and a State university not yet established.—(Laws, 1877.)

GENERAL CONDITION.

No information can be given as to the progress and general condition of schools in the State, for no statistics were received for 1878-79. The time of the State superintendent was so much taken up with the visiting of schools in different parts of the State that he writes that it will be impossible to make out the school reports until the close of 1880.—(Letter.)

The superintendent says, however, in a letter to the agent of the Peabody fund: "In almost every particular our public schools have been progressive. The system has not only grown into public favor, but the scope of its usefulness has increased and extended. The doubts and apprehensions once entertained by the colored portion of our population have been dispelled. Their schools have everywhere been in proportion to their numbers, and they express themselves as fully satisfied that justice has been accorded them."

AID FROM THE PEABODY FUND.

The sum of \$3,000 was contributed during 1878-79, to aid the progress of education in the State. Key West, Lake City, Pensacola, and St. Augustine received each \$300; Gainesville and Tallahassee, \$400 each, evidently for colored schools; \$400 went for 2 normal scholarships; and \$600 were accredited to the agency, a part or the whole of this sum being used to pay the expenses of the superintendent when visiting the teachers' institutes held in the State.—(Report of trustees for October 1, 1879.)

CITY SCHOOL SYSTEMS.

OFFICERS.

As far as can be ascertained, there appear to be no separate officers for city schools in Florida.

STATISTICS.

The only cities reported for 1878-79 were Jacksonville and Key West. Jacksonville had an estimated population of 7,500, with 1,011 youth of school age, and 806 different pupils enrolled in public schools, the average attendance in which is not given. Teachers, 11; expenditure for city schools not separable from that for the county.

Key West reported an estimated population of 15,000; youth of school age, 3,415; different pupils in public schools, about 100 of them under the school age, 1,168; average daily attendance, 828; teachers, 17; expenditures for the year, \$8,632.

ADDITIONAL PARTICULARS.

At *Jacksonville* there is a school for white children graded from a first primary up through an 8 years' course, and taught by a principal and 7 other teachers, with a similarly graded school for colored children, also taught by a principal and 7 teachers. There is also a high school taught by a principal and 2 assistants, in which Latin, algebra, geometry, civil government, physical geography, and other higher branches are pursued. Total enrolment in white graded school, 297; in the colored, 484; in the high, 52. School buildings, 3; sittings, 950; valuation of school property, \$22,200.

Key West had 5 school buildings, with 16 rooms, valued, with their sites, at \$16,200. In studies above the grammar grades 80 pupils were reported. The statistics here, however, appear to include the whole county.

The statistics of private schools are not reported, but good ones are known to exist at Jacksonville.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

No provision is made by law for schools of this class, except in connection with the State university of the future. It is, however, the intention of the board of trustees of the East Florida Seminary, Gainesville, to arrange that school on a strictly normal basis in 1880. At the latter part of 1879 or the first part of 1880, a class of 20 were pursuing a regular normal course in that seminary.—(Letter from Principal Cater, May 8, 1880.)

TEACHERS' INSTITUTES.

The agent of the Peabody fund, at date of October 1, 1879, reports that the expenses of a tour of the State superintendent to visit teachers' institutes were paid in 1879 from that fund, and Superintendent Haisley in the report of 1877-78 says that he purposes looking after such matters in 1879 and in 1880, but further than this we have no information as to the holding of such meetings.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There were 15 high schools reported in 1878, all of them graded and offering instruction in the studies usually taught in high schools. In 1879 the only information

received, except of 80 pupils in higher studies at Key West, was in regard to the high school at Jacksonville, which had 3 rooms where pupils were seated for both study and recitation under charge of one teacher. The number of pupils is not given, but that the school is in a flourishing condition may be inferred from the fact that the principal received a salary of \$1,100 a year and the assistant teacher \$480.—(Return.)

For statistics of any business colleges or other academic schools, see Tables IV and VI of the appendix, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR AND PROFESSIONAL INSTRUCTION.

The State University is not yet in existence; the Florida Agricultural College, which was to be removed from Eau Gallie in the winter of 1878, sends no later information; and there are no schools for professional or special instruction.

CHIEF STATE SCHOOL OFFICER.

Hon. W. P. HAISLEY, *State superintendent of public instruction, Tallahassee.*

[Term, January 1, 1877, to January 1, 1881.]

GEORGIA.

STATISTICAL SUMMARY.

	1878.	1879.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-18)	236, 319	a236, 319	-----	-----
Colored youth of school age (6-18)	197, 125	a197, 125	-----	-----
Whole number of school age	433, 444	a433, 444	-----	-----
Whites in public schools	137, 217	147, 192	9, 975	-----
Colored in public schools	72, 655	79, 435	6, 780	-----
Total public school enrolment	209, 872	226, 627	16, 755	-----
Average daily attendance	130, 605	132, 000	1, 395	-----
Youth in elementary private schools	b26, 089	b22, 819	-----	3, 270
Youth in academic private schools	b5, 223	b4, 068	-----	1, 155
Youth in collegiate private schools	b2, 810	-----	-----	-----
SCHOOLS.				
Public schools for white pupils	3, 837	-----	-----	-----
Public schools for colored pupils	1, 436	-----	-----	-----
Schools not distinguished as to race	88	-----	-----	-----
Whole number of public schools	5, 361	5, 735	374	-----
Number reported as graded	62	94	32	-----
Number reported as high schools	11	14	3	-----
Private elementary schools	824	733	-----	91
Private academic schools	85	67	-----	18
Private or church collegiate schools	27	-----	-----	-----
TEACHERS.				
Male teachers in public schools	3, 654	-----	-----	-----
Female teachers in public schools	1, 826	-----	-----	-----
Whole number employed c	5, 480	-----	-----	-----
Teachers in private elementary schools	889	813	-----	76
Teachers in private academic schools	148	138	-----	10
Teachers in private collegiate schools	161	-----	-----	-----
INCOME FOR PUBLIC SCHOOLS.				
Receipts for public schools	\$411, 453	\$465, 748	\$54, 295	-----

a In 1878, the enumeration being made only once in four years.

b The colored pupils in elementary private schools in 1878 were 4,332; in academi, none; in collegiate, 244. In 1879 the numbers were: In elementary, 3,719; in academic (or private high schools), 101; in collegiate, not reported. The superintendent has no power to make private schools report, and he does not consider trustworthy the only figures available, which are here quoted from his report.

c In 1879 the number of teachers is only given for 4 counties and for 4 cities. This total is 321.

(From biennial reports with returns of Hon. G. J. Orr, State school commissioner.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a school commissioner and a board of education; for each county (except 4 that include the chief cities), boards of education of 5 members, with a secretary who acts as county commissioner of education; for each subdistrict, 3 trustees.

OTHER FEATURES OF THE SYSTEM.

As there is no permanent State school fund, the schools are sustained by the income from the half rental of two railroads, by a poll tax, by a special tax on hogs and exhibi-

tions and on the sale of spirituous and malt liquors, and by endowments, devises, gifts, and bequests to the State board of education. The basis of apportionment is according to the aggregate of youth of school age in each county. Children of the two races are to have separate schools, but equal school facilities. No sectarian or sectional text books are allowed in the schools and the Bible is not to be excluded. Teachers must be examined and licensed by the proper authorities, and in order to receive their pay must make full reports to the county commissioner at the end of each term. The same rule as to making reports applies to principals of private schools and of elementary, academic, and collegiate institutions having public pupils; otherwise there is no penalty. Provision is made for graded schools from primary to high, for evening, manual labor, and ambulatory schools, these last to be kept open 2 months when the funds fail for the 3 months required, and to be moved from point to point wherever 15 or more pupils desire to attend.—(Laws, 1877.)

GENERAL CONDITION.

A comparison of the statistical tables for the years 1878 and 1879 indicates an increase of 16,755 in the enrolment in public schools, 9,975 of these being white and 6,780 colored. With this increase in enrolment the average daily attendance was diminished by 2,997, but this may be explained by the failure of three cities to report upon this point. There were 374 more public schools in the State, 1 city and 5 counties reporting 32 more graded schools, and 1 city and 4 counties 3 more ungraded schools. A decrease of 91 private elementary schools, with 76 fewer teachers and 3,270 fewer pupils, is reported; also a decrease of 10 private academic schools, with 18 fewer teachers and 1,155 fewer pupils. The State school commissioner reports a continuous increase since 1871 in the attendance upon the schools, the total enrolment in 1871 being 49,576 and in 1879 some 223,627. The average monthly cost of tuition per pupil in the present year was \$1.19, and the monthly cost to the State 70 cents. The number of pupils studying orthography was 188,513; studying reading, 134,062; writing, 94,568; English grammar, 34,589; geography, 37,542; and studying arithmetic, 78,353. The number of persons between 10 and 18 who are unable to read was 85,630 in 1879; of these 22,323 were white and 63,307 colored. There were also 169,333 illiterates over 18 years of age in the State.—(Report of the State school commissioner.)

AID FROM THE PEABODY FUND.

The sum of \$6,900 was contributed in 1878-'79 to education in this State. Of this amount \$3,000 were used for scholarships in the normal college, Nashville; \$1,000 went to Savannah; \$500 to Augusta; \$400 to the North Georgia Agricultural College, Dalton; \$300 each to Brunswick and West Point; \$200 each to Columbus and Atlanta University; and \$100 each to Rabun Gap High School and Sumac Seminary, Murray County; \$600 being used at the agency for various purposes.—(Report of the State school commissioner for 1879.)

KINDERGÄRTEN.

For schools of this class reporting for 1879, see Table V of the appendix, and a summary of its statistics in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Atlanta has a board of education of 12 members; Columbus, a board of trustees of 11 members; Augusta and Savannah combine both city and county systems, the boards containing members both from the city wards and from country and village districts. Bibb County, including Macon, has a board of 12 life members, and 3 ex officio elective members. The cities all have superintendents who act as executive officers of the boards.—(City reports and laws.)

STATISTICS. a

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atlanta.....	45,000	10,360	3,760	2,798	54	\$38,083
Augusta.....	27,012	5,628	2,001	1,142	32	14,472
Columbus.....	10,000	2,863	1,227	932	22	12,023
Macon.....	16,000	3,339	1,491	949	27	18,600
Savannah.....	30,000	7,467	3,172	2,153	57	25,000

a These numbers are for the cities alone, exclusive of the county schools with which they are sometimes incorporated.

ADDITIONAL PARTICULARS.

Atlanta reported for 1878-79 a higher degree of efficiency in the schools, both as to instruction and discipline, than in any previous year, and this notwithstanding great crowding; 4,560 pupils were taught, 3,760 in the public schools and 800 in private or church schools. It is said that the number would have been increased to 5,000 had there been sufficient accommodation. Of the 9 public schools, 4 of elementary and grammar grades were for white pupils, 3 of like character for colored pupils, and 2 high schools, 1 for boys and 1 for girls, these last for whites alone. The school-houses numbered 8, with 51 rooms and 2,750 sittings, valued, with sites, furniture, &c., at \$95,000.—(Report of Superintendent Bernard Mallon.)

Augusta shows 1,278 pupils in the common schools for whites and 640 in those for colored pupils, with an average daily attendance in the former of 699 and in the latter of 398, while in the city high school 83 were enrolled, with 45 in average daily attendance. The schools below the high were 8 grammar, 10 intermediate, and 12 primary. The year is said to have been one of good and steady work in the city graded schools, the result being a progress that has given general satisfaction and elicited expressions of gratification from parents who for the first time have had children in the public schools after trying private ones. Two more primary schools, one for white and one for colored pupils, are said to be required for applicants failing to secure admission in the beginning of the year. Before the conclusion of the year, arrangements were made for supplying all the schools with outline wall maps. The special teacher of penmanship was able to show unusually excellent results.—(Report of Superintendent William H. Fleming for 1878-79.)

Columbus makes no printed report, but a written return mentions 6 school buildings, with 22 rooms and 980 sittings for study, all valued, with sites, furniture, &c., at \$26,500. Vocal music is taught.

Macon reports 9 school buildings, with 32 rooms and 1,136 sittings for study, valued, with sites and furniture, at \$26,500. The schools were 2, ungraded, for colored pupils, 3 of like character for whites, 2 grammar schools, and a central high school—the last 3 apparently for whites. One of the grammar schools was greatly overcrowded during the year and another building is urgently needed. Not more than half the applicants could be accommodated in the schools for colored children, and no remedy for this appears except the erection of buildings by the city or the colored people, the board of education being able to provide only for the ordinary expenses of the schools. The average monthly salary paid teachers in the white schools was \$47; that paid teachers in the colored schools, \$32. With these low rates, the superintendent says, the services of experienced and skilful male teachers cannot be secured, and the men employed are usually inexperienced young men, who require two or three years' training before they can satisfactorily discharge their duties. As salaries have generally been reduced, the board fails to retain even these when they reach the point of usefulness, so that there is constant change of teachers, with all the attendant evil consequences. The lady teachers are spoken of as both highly qualified and more permanent than the men.—(Report of Superintendent B. M. Zettler for 1878-79.)

Savannah had 7 schools for whites and 2 for colored pupils in the city, with 9 male and 48 female teachers. Two Roman Catholic schools are numbered with the city schools, indicating that they secure a share of the city money. The appropriation for 1878-79 was so small that the board would have been compelled to close the schools three months before the usual time had not the teachers generously volunteered to continue their work. The teachers are said to have exhibited great fidelity and cheerfulness, and the results of their work are spoken of as highly satisfactory in the main. To reduce expenses, calisthenic exercises were abandoned in 1878, and the teaching force in the high schools was reduced.—(Report of Superintendent W. H. Baker for 1878-79.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL CLASSES.

During 1878-79 the legislature made an appropriation of \$6,000 for a State normal school, meant to secure to Georgia the Peabody Normal School at Nashville, Tenn., that State having failed to make suitable provision for its continuance. The Peabody fund also contributing a like sum annually for normal purposes, as soon as the site is decided upon and suitable buildings are given by the city selected, it is hoped that a State normal school will be regularly established.¹

The *Haven Normal School*, Waynesboro, reports, to June, 1879, the number of 125 pupils, 25 of them normal pupils; a course of study of 4 years after finishing English; and a principal in charge.—(Return.)

Normal instruction is given in the normal classes connected with the public schools of Atlanta, Macon, and Savannah, and in the teachers' classes in Augusta, where for 3 years the teachers have taken great interest in the work and the classes are acknowledged to be almost indispensable to the proper working of the school system.

¹ Subsequent events have made this transfer doubtful.

In the University of Georgia and in its branch, the North Georgia Agricultural College, normal classes are found. In Atlanta University the normal course consists of the ordinary grammar school branches and the studies of the first two years of a higher normal course. In this last young women are also taught "household science," embracing plain sewing, cooking, and nursing the sick.—(Catalogues.)

TEACHERS' INSTITUTES.

The law makes no provision for meetings of this character.

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNAL.

Information as to school matters in Georgia continued to be given in the Eclectic Teacher, published in Louisville, Ky.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number and statistics of high schools in the State are wanting in 1879, but reports from the different cities indicate interest in these schools. In Atlanta, higher and better work was done than during any previous period. There was an increase in enrolment in the Augusta high school. There were 48 pupils admitted and 37 in average attendance in this grade in Macon, while in the 2 high schools at Savannah 166 pupils were enrolled and 118 attended on an average.

OTHER SECONDARY SCHOOLS.

For statistics of commercial schools, academies, special preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries thereof in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Information for 1878-'79 was received from the following colleges: The University of Georgia, non-sectarian; Atlanta University, Congregationalist; Bowdon College, non-sectarian; Pio Nono College, Roman Catholic, and Emory College, Methodist Episcopal South. All report classical courses of 4 years, 4 of them have scientific courses of from 2 to 4 years, and 4 give preparatory instruction. From Gainesville College and Mercer University the catalogues for 1877-'78 are the last at hand. At that time the former had preparatory and classical courses, and the latter classical, scientific, theological, and legal courses.

The *University of Georgia*, Athens, made no important modifications in 1879 in the system of studies, fully described in the Report of the Commissioner of Education for 1878. The classical, scientific, and literary courses of 4 years each were continued; thorough instruction in French, German, and Spanish was given; agriculture, engineering, and applied chemistry were taught in the State college, and the departments of law and medicine showed no material change.—(Catalogue, 1879.)

In the *Atlanta University* (colored) 15 scholarships were offered by the Peabody fund to the colored people of Georgia, the appointments to be made after a competitive examination. These appointments were made in the latter part of October, 1879.—(New-England Journal of Education.)

Bowdon College, Bowdon, which did not report in 1877-'78, sends a written return for 1879. This shows a faculty of 4 professors, 140 students in the preparatory and classical courses, and that 2 students obtained the degree of M. A. on June 30, 1879.—(Return.)

Pio Nono College, Macon, had a class in civil engineering in successful operation during 1878-'79.

For titles, location, prevailing influence, and statistics of these colleges, reference is made to Table IX of the appendix; for a summary of their statistics, to a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the names, locations, and statistics of schools of this class, see Table VIII of the appendix; for a summary of said statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction is given in the 4 years' courses of agriculture, engineering, and chemistry in the University of Georgia, and in the branch establishment, the *North*

Georgia Agricultural College, at Dahlonega, in which, notwithstanding the loss of the building by fire in December, 1878, the studies were carried on with only 48 hours' delay, a generally increasing attendance being noted. This college reports preparatory and military departments, a 4 years' scientific course, 323 students in 1878-79, and 57 teachers licensed during the year, who were more advanced in scholarship than any heretofore sent out.—(Catalogues.)

The *South Georgia College of Agriculture and the Mechanic Arts*, Thomasville, another branch of the State university, was opened in September, 1879, with 3 teachers and 75 students, which number was increased to 4 teachers and 177 students in January, 1880. The course of instruction includes preparatory, academic, and collegiate departments, the first two not being limited as to time, the last requiring but two years of study. This college is only a preparatory institution for the junior class at the university, consequently no diplomas or degrees are awarded. Latin and Greek are elective studies; German and French may be substituted for them. Book-keeping is also taught.—(Catalogue, 1879-'80.)

For statistics of these scientific schools, see Table X of the appendix, and a summary thereof in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given under Congregational influences in the regular course of Atlanta University, which had a class of 4 theological students in 1878-'79; under Baptist influences, in Mercer University, 13 ministerial students being catalogued in 1878; and, under Methodist influences, in Emory College, Hebrew being taught throughout the 4 years' course.

The Augusta Institute, Augusta, a Baptist theological school, educates freedmen to be preachers and teachers. Statistics for 1879 are wanting.

Legal instruction is given in the University of Georgia, the law department there reporting, August 1, 1879, a 1 year's course of 52 weeks, 4 resident professors, 1 non-resident lecturer, 6 students (4 of them having already received degrees in letters or science), and no examination for admission.—(Return.)

The law school connected with Mercer University, Macon, continues its course of instruction, which includes special lectures and regularly organized moot courts. Statistics for 1879 are wanting.

Medical instruction in the "regular" school is offered in the Atlanta Medical College, which has a 3 years' course of study, and in the Medical College of Georgia, a department of the University of Georgia, which now has a 2 years' course. The students in 1879-'80 were in the former 110, in the latter 112; the graduates, 50 and 25, respectively. Neither of these schools requires an examination for admission.—(Returns.)

A new medical school, the Southern Medical College, Atlanta, was organized in 1879, but as yet there is no information about it.

The Savannah Medical College, which resumed its work in the autumn of 1878 after a suspension of 2 years, sends no later information.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, sends a written return for 1879. The number of professors and instructors was 7, 2 of them being semi-mutes. About 300 students have been educated there since 1846, and some 84 were still in the institution. The branches taught were the English language, geography, grammar, natural philosophy, natural history, arithmetic, and penmanship. Shoemaking and gardening were also taught.

EDUCATION OF THE BLIND.

The Georgia Academy for the Blind, Macon, reported 3 teachers, 3 assistants, 1 master of workshop, and 64 pupils in the fall of 1878. No later information was received.

INDUSTRIAL EDUCATION.

At Atlanta during the past ten years members of the American Missionary Association have been giving practical illustration in a variety of home industries to students in its schools, particular stress being laid upon the importance of good work. An hour a day was given throughout the entire course to the work, which was under careful supervision. In 1879 special attention was paid to sewing, cooking, and the care of the sick, and for a part of the time instruction in the general rules of house-keeping was given. In this manner these students combine manual and literary work, and are fitted to become teachers of their race in the South.—(The American Missionary, November, 1879.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The thirteenth annual convention of the Georgia Teachers' Association was announced to be held in Rome, April 29 to May 1, 1879. The papers to be read and discussed were as follows: "The teacher, his duties, responsibilities, and rewards;" "The best method of teaching composition to beginners;" "Why so few of our young men go through college;" "Utility and mental development in education;" "The education of Laura Bridgman;" "The best method of teaching English literature;" and on "Geography." The evening addresses were from Hon. W. H. Felton, subject not given, and from Hon. G. J. Orr, State school commissioner of Georgia, on "The needs of education in the South." These proceedings were to be interspersed with declamations, class recitations, visits to different institutions, and committee reports.—(The Educational Weekly, April 17, 1879.)

A teachers' convention for Middle Georgia was announced to be held in Warrenton, December 5-6, 1879. Among the principal topics to be discussed was one on the normal training of teachers.—(New-England Journal of Education, December 4, 1879.)

OBITUARY RECORD.

SUPERINTENDENT BERNARD MALLON.

Superintendent Mallon, long the moving spirit of public education in Atlanta, was born in Ireland September 14, 1824. His father coming to America in 1827 or 1828, the boy grew up to manhood on the paternal farm on the banks of the Mohawk, receiving his education in the public schools and at Union Village Academy, where he was soon employed to assist his teacher in the English studies of the school. At 26 he went to Savannah, Ga., to serve as a private teacher; he then was associated with Mr. Robert Mallard at the Chatham Academy in that city; and finally, in 1854, was engaged by the Savannah board of education to teach a school which became the germ of the present school system of that city. After some time he resigned to pursue an elective course of study at Brown University, Providence, R. I., with a view to higher usefulness. After a year of study, returning to Savannah married, he soon became the superintendent of the city schools, and perfected the system. But the climate proved debilitating to himself and wife, and when Atlanta wished to establish a city school system and offered him the superintendency, he went there, organized the schools, trained the teachers, and by long years of faithful labor made the education given remarkable for its thoroughness and for the pure English spoken and written in the schools, while he endeared himself to teachers, pupils, and the great body of the citizens as few men can. After seven years in Atlanta he was offered the principalship of the Tennessee State Normal College at Nashville, with double the salary he was receiving, but love for his work induced him to decline to go. When Texas, however, in 1879, established a State Normal School at Huntsville and called him to its head, he went to see what he could do for that great State. The change proved fatal to a somewhat feeble constitution, and after only two months' residence at Huntsville he succumbed to an attack of malarial fever. He died October 1, 1879, and was taken back to Atlanta and buried amid the tears of nearly all the people, the highest authorities uniting in their eulogies of him and ten thousand persons following him to his grave. Their grief and his work form his best monument.—(New-England Journal of Education, March 25, 1880, and other authorities.)

CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Third term, January 1, 1879, to January 1, 1881.]

ILLINOIS.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	1, 002, 421	1, 000, 694	.....	1, 727
Enrolled in public schools.....	706, 733	693, 334	.....	13, 399
Average daily attendance.....	.....	404, 479	.....	.....
Attendance in private schools.....	41, 406	47, 674	6, 268	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Whole number of school districts.....	11, 714	.....	.....	.....
Number with 5 months of school or more.	11, 438	.....	.....	.....
Number with less than 5 months	55	.....	.....	.....
Number that had no school	101	.....	.....	.....
Number not reporting.....	120	.....	.....	.....
Number that had libraries.....	899	.....	.....	.....
Public school-houses.....	11, 874	.....	.....	.....
New ones built during the year	212	.....	.....	.....
Estimated value of all public school property.	\$16, 105, 870	\$16, 902, 710	\$796, 840	.....
Whole number of free public schools..	12, 324	.....	.....	.....
Number of these graded.....	810	.....	.....	.....
Number of high schools	128	.....	.....	.....
Average time of public school in days.	154.22	150	.....	4.22
Private schools reported	582	.....	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	9, 475	8, 973	.....	502
Female teachers in public schools	12, 817	12, 737	.....	80
Whole number of teachers reported...	22, 292	21, 710	.....	582
Graduates of State normal schools	574	.....	.....	.....
Graduates of State Normal University.	143	.....	.....	.....
Average monthly pay of men.....	\$54 07	\$41 45	.....	\$12 62
Average monthly pay of women.....	30 87	34 18	\$3 31	.....
Number of teachers in private schools.	1, 017	1, 125	108	.....
INCOME AND EXPENDITURE.				
Whole income for public schools	\$9, 634, 728	\$6, 142, 340	.....	\$3, 492, 388
Whole expenditure for them	7, 526, 109	6, 190, 743	.....	1, 335, 366
STATE SCHOOL FUND.				
Amount of permanent fund.....	\$5, 337, 857	.....	.....	.....
Amount of available school fund .....	.....	\$6, 577, 892	.....	.....

(From State report for 1877-'78 of Hon. S. M. Etter, then State superintendent of public instruction, and return for 1878-'79 from Hon. James P. Slade, present superintendent.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, county superintendents of schools, township trustees of school funds and school property,¹ boards of school directors for

¹ Township trustees may also be trustees of a township high school, if the people vote to organize its whole territory into a district for the support of such a school.

districts with less than 2,000 inhabitants, and boards of education for those with more than 2,000 are the officers that have especially to deal with the public schools. All these are elected by the people: the State and county superintendents, for terms of 4 years; the township trustees and school directors, each 3 in number, for terms of 3 years, one retiring each year; the boards of education, except in specially chartered districts, of 6, 9, or 12 members, according to population of their districts, also for 3 years, one-third retiring yearly. Women 21 years of age and duly qualified are eligible to any school office.

Other officers, appointed by the governor and confirmed by the senate, are a State board of education, in charge of the State Normal University, Normal; a board of trustees, in charge of the Southern Normal University, Carbondale; a like board, in charge of the Illinois Industrial University, Urbana; and other boards, all working under the supervision of a State board of public charities, in charge respectively of (1) the State Reform School for Boys, Pontiac; (2) the State School for Feeble-Minded Children, Lincoln; (3) the Illinois Institution for the Education of the Blind, Jacksonville; (4) the Illinois Institution for the Education of the Deaf and Dumb, at the same place; and (5) the Illinois Soldiers' Orphans' Home, Normal.

OTHER FEATURES OF THE SYSTEM.

The State system includes graded and ungraded common schools, high schools, 2 State normal schools (with county normals sanctioned and encouraged by the State), a State industrial university, and 5 special schools.

The common schools, ungraded, graded, and high, are by the constitution of the State "free schools." They are supported partly through taxes levied in the districts, partly through aid derived from township, county, and State permanent school funds, and partly through a 2 mill tax levied by the State on all property. The district taxes may not exceed 5 per cent., of which 3 per cent. may be for building purposes. The schools must be taught at least 110 days of actual teaching in each year by duly certified teachers; must be open to colored as well as to white children in case of need; and must have reports made of the attendance in them through teachers and district, township, and county officers to the State superintendent at the close of each school term. The due presentation of such reports by teachers is made a condition of their payment. The smallest range of subjects to be taught comprises the elements of a fair elementary English education, while no limit is imposed by law on the extension of the school course. The selection of text books is left to the district school officers, but uniformity is to be maintained and no change made oftener than once in four years.

GENERAL CONDITION.

The reports of school affairs are biennial in Illinois, and no full view of the educational condition can be given for 1879. The school journals, however, indicated considerable educational activity among superintendents and teachers in various directions. The State Industrial University held during its vacation a school of sciences and languages, continuing through July and part of August.

The comparatively few statistics which Superintendent Slade has been able to collect for 1878-79 do not, however, show the improvement hoped for, school population and enrolment seeming to have diminished, the former slightly, the latter to a considerable extent in public schools, though fuller attendance upon private schools partly makes up the loss. The number of teachers in private schools, too, is reported 108 greater, while of those in public schools there were 582 fewer. The average pay of men teaching in public schools was \$12.62 a month less, that of women increasing somewhat.

NEW LEGISLATION.

Considerable alteration was made in the school law in 1879, mainly in the direction of greater definiteness as to election and organization of district school boards, the duties of county superintendents, the time of the annual school term, the certificates to be held by teachers at the time of their engagement, the indorsement to be made by district officers on the schedules made out for them by the teachers of the attendance in the schools, and the payment of their wages on the presentation of such indorsed schedules to the county treasurer.

The laws respecting bonded indebtedness of districts were also amended so as both to relieve overburdened districts and to secure their creditors; while in cities where the common councilmen had been made ex officio members of the school board it was directed that a board should in each case be formed by the mayor (the council confirming his appointments) of two persons from each ward, one of the two to be subject to change each year after such appointment.

EXHIBITIONS OF SCHOOL WORK AT FAIRS.

As a means of stimulating public school pupils in the performance of their duties and of acquainting parents with the results of the training given, superintendents and teachers in some instances combined for the presentation of the work of pupils in 1879 at county fairs and at the State fair. These exhibitions excited so much interest that it is proposed to have at least at the State fair a special building hereafter for such displays.

KINDERGÄRTEN.

For full information respecting this new education in the State, see Table V of the appendix to this volume.

CITY SCHOOL SYSTEMS.

OFFICERS.

These are boards of education elected by the people, and numbering 6 or more members, with superintendents appointed by the boards.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Belleville	14, 000	4, 532	1, 859	1, 649	34	\$44, 766
Chicago	450, 000	25, 000	56, 537	43, 741	831	774, 914
Danville	8, 000	2, 878	1, 824	1, 152	30	21, 890
Decatur	12, 000	3, 456	1, 786	1, 347	29	23, 512
East St. Louis	10, 000	.....	2, 008	.....	.....	.....
Freeport	10, 000	.....	1, 611	1, 132	29	.....
Jacksonville	15, 000	3, 700	1, 863	1, 279	35	30, 349
Joliet	14, 000	5, 333	3, 600	1, 562	40	5, 332
Ottawa	10, 000	3, 168	1, 737	1, 658	29	26, 922
Quincy	36, 000	8, 513	3, 770	2, 465	56	46, 375
Rock Island	12, 000	3, 425	2, 100	1, 500	39	28, 327
Springfield	25, 000	.....	2, 776	2, 114	44	28, 070

ADDITIONAL PARTICULARS.

Belleville reports a decrease in public school enrolment, average daily attendance, and number of teachers employed, but more punctuality among pupils. The decrease in attendance is ascribed partly to the abolition of the ninth grade and inadequate school accommodations, partly to a general indifference towards schools, and in some degree to the prevalence of scarlet fever and diphtheria. The schools are divided into eight classes, including primary and grammar grades. The German language forms an optional part of the course from the first. There was a reported enrolment in private and parochial schools of 700. The school property of the city was rated at \$74,200.—(Report, 1878-79, and return.)

The *Chicago* schools have enjoyed the advantages of able and efficient teachers and supervising officers, whose influence has been constantly felt, yet the progress of the schools has been seriously impeded by lack of suitable accommodations in the primary grades. More than four thousand pupils in 1878-79 occupied unsuitable rented buildings, and more than two thousand were taught in basements of buildings belonging to the board, to the great injury of health and eyesight. The 7 school buildings in process of erection will still leave the seating capacity of the schools 8,000 below the enrolment, and still further below what the enrolment might be if the accommodations were sufficient. This condition of affairs, complained of each year in official reports, is due to the rapid increase of the city in population. Three thousand more children annually attend the schools. An interesting and useful history of the city schools accompanies the report. The system comprises three departments, primary, grammar, and high, each embracing four grades or years, and included in 1878-79 evening schools and a normal department which belonged to the high school. Ten evening schools were taught during a ten weeks' session, including an evening high school and the Newsboys' Home School, the total attendance being 2,360 pupils. German, music, and drawing formed a part of the course of study in the public schools. The first named was taught in 18 grammar schools and in the 4 high schools by 19 teachers, under the superintendence of a special teacher. A graded course in vocal music has been in operation since 1860, the class instruction being given by regular teachers under the supervision of a special teacher. The arrangement of the high schools was the same as formerly reported, viz, that of a central school, with a 4 years' course of study, and division high schools, with a 2 years' course. The school

property belonging to the city was valued at \$2,138,380. The attendance on private and church schools was estimated to be 22,000.—(City report, 1878-'79.)

The *Danville* graded schools are classed as primary, grammar, and high, there being 27 in all, with one ungraded. There was an average attendance of 18 pupils to a teacher in the high school, of 36 in the grammar schools, and of 44 in the primary. The cost for each pupil, including incidentals, was \$8.55 on the number enrolled and \$13.53 on that in average daily attendance. The high school, had an enrolment of 102 pupils and 73 in average attendance.—(Report, 1878-'79.)

In *Decatur* the system includes a high school, with a 4 years' course which embraces as required studies only English branches, Latin and German being optional. All but 4 of the 29 teachers in the public schools were women. The cost for each pupil, based on the number enrolled, was \$13.16; on the average attendance, \$17.45. Of the 1,786 pupils enrolled, 465 were not tardy during the year and 92 were neither absent nor tardy.—(Report for 1878-'79.)

Jacksonville reported 7 school buildings, with 1,610 sittings, belonging to the city, and valued, with sites, furniture, and apparatus, at \$149,700; while 7 others for private and church schools had 800 sittings.

Joliet had 8 buildings, with 28 rooms, sittings not given, valued at \$58,868, with furniture, sites, &c., besides 7 buildings for private and church schools, in which were 619 pupils.

Ottawa had 8 school buildings of its own, with 1,680 sittings and an average of 4 rooms each, all valued, with sites, furniture, and apparatus, at \$80,050. Private and church schools, 3 in number, with an average of 2 rooms each, were also reported.

Quincy tried half day sessions in one school of the seventh grade to accommodate the large number to be taught, yet even with that arrangement had more than enough pupils at each session to fully occupy the 4 teachers in the school. In some others the attendance was diminished from causes apparently beyond the control of the board. As respects studies, good results are said to have come from modifications of the course made at the beginning of the school year, especially in the teaching of grammar, which, by simplification of text books in higher grades and by oral instruction in the lower ones, was made both more interesting and more effective. In teaching reading, the text book was used as a speller and grammar as well as a reader with like good results. Drawing is taught, but from want of special instruction by a competent master less success was attained than was desired. In elementary science, in music, and in physiology, gratifying progress was reported.—(Report for 1878-'79.)

Rock Island presents a report giving in successive double pages full educational and financial statistics of the schools of the city for the 8 years from 1872-'73 to 1879-'80, inclusive, with a sketch of the school system throughout that period. It indicates a gain in that time of about 36 per cent. in enrolment, of more than 51 per cent. in the average number belonging, and of 60 per cent. in average daily attendance. The increase in enrolment kept pace with the growth of population and the increase in average attendance far outstripped it. The increase of expenses was far below the percentage of the increase in the city. The school buildings belonging to the city numbered 6 in 1878-'79, these having 37 rooms, with 1,740 sittings, all valued, with sites, furniture, and apparatus, at \$94,600. Private or church school buildings, 5, with an average of 2 rooms each.

Springfield reports a year of progress in the schools: the attendance and order good, the work in the teachers' institutes improved, and the interest in the high school sustained. This school has two courses of study, an English and a classical, both of 4 years. It graduated 29 pupils in June, 1879, the enrolment for that year being 146. The schools below the high comprise 8 grades or years. Drawing is a part of the course in them; the introduction of vocal music has been proposed, but no definite action has been taken on the suggestion.—(Report, 1879.)

TRAINING OF TEACHERS.

STATE AND COUNTY NORMAL SCHOOLS.

Reports for 1878-'79 have been received from the State Normal University, Normal, which had 378 pupils in strictly normal studies; from the Southern Illinois Normal, Carbondale, with 168 normal students; and from Cook County Normal and Training School, Normalville, with 232 students.

In the *State Normal University* are 4 departments: the normal school, the training department, the scientific department, and the model school, the last serving as a school of observation and practice under the teacher of the training department. The training of teachers is the central idea of the university, and, while all the departments were established to assist in that work, facilities are also provided for those who do not intend to enter upon teaching as a profession for life. Tuition is free. Instruction is given both in the subjects to be taught and in the method of teaching them. The full course usually requires 3 years; but those who are thoroughly prepared in any of the branches can omit them and thus complete the course in less time. The

scientific department is for the study of natural science in the Illinois Museum of Natural History connected with the Normal University, in which are more than 150,000 specimens. The training department course must be taken by all who graduate. It is also open to teachers and all others who may be prepared for its strictly professional study and practice. The model department is intended to exhibit the best methods of discipline, instruction, and classification, its courses of study embracing all that belongs to a thorough education, from the elements up to a preparation for college and for business.—(Report, 1879.)

The Southern Illinois Normal University, Carbondale, has 2 departments, normal and preparatory, the latter intended to serve the purpose of a model as well as a preparatory school. Applicants for admission to the normal department must pass such an examination as would entitle them to a second grade teachers' certificate. Tuition is free to those who agree to teach 3 years or at least a term equal to that for which they shall receive instruction. A record covering the five years of the life of the university shows that many more of the students do actually teach than pledge themselves to do it, and that on an average the number of their months of service is double their term of attendance in the university. The institution reports for 1878-'79 a successful year in most respects, with an increased attendance, a longer term, and a higher grade of work done.—(Catalogue and report of principal, 1879.)

The Cook County Normal School was established in 1867 by the county of Cook for the purpose of furnishing competent teachers for the public schools. It is strictly professional. Applicants for admission must pass an examination in the common English branches and must sign a declaration that it is their intention to teach in the public schools and to give those in Cook County the preference. Tuition is free to residents of the county. The course of study covers 3 years.—(Catalogue, 1879.)

From the *Peoria County Normal School* there is no information for 1878-'79.

OTHER NORMAL SCHOOLS.

The Evangelical Lutheran Normal Seminary, at Addison, reports 43 normal students for 1878-'79. Its full course is 5 years, but whether the normal is of that length is not stated.—(Return.)

The Northwestern German-English Normal School, Galena, organized by persons in connection with the German-Methodist church at Galena, had 87 pupils in 1878-'79, all returned as normal. Its objects are (1) to train teachers for English, German, or German-English schools; (2) to offer an opportunity for obtaining a thorough knowledge of the German language; (3) to prepare for college and for the ministry; and (4) to give a thorough business training. The normal course extends over 3 years.—(Catalogue, 1878-'79.)

The Morris Normal and Scientific School, Morris, was organized in September, 1878, and so rapid was its growth that the winter of the following year saw a faculty of 9 teachers and a school of more than 100 students, exclusive of about 60 who met in the evening for special instruction. There are normal, scientific, collegiate preparatory, and elective courses, besides 2 intended to prepare for these; also, common school and scientific preparatory courses. Thorough preparation of teachers for common school work is made a specialty. Spring and summer classes in botany, geology, natural philosophy, and chemistry are reported. The normal course proper covers 2 years; 85 students in that course were reported for 1878-'79.—(Return, catalogue of 1878-'79, and circular.)

The Chicago Normal was established as a department of the high school in 1856 and was made an independent school in 1871; in 1876 it resumed its former relation to the high school and in 1877 was suspended, possibly to be resumed in 1880. Its purpose was to prepare young ladies, residents of the city, for successful teaching in the public schools.—(City report, 1879.)

The Teachers' Training School and School of Individual Instruction, opened at Oregon in 1879, is for the special purpose of preparing students to teach. It seeks to give thorough instruction in methods, from Kindergarten and other primary work to the advanced subjects of the public schools, with instruction in school management, school laws, records, reports, programmes, courses of study, and grading of country and town schools. The individual plan of school work is so far adopted that no one is retarded by the slowness of others who wish to devote more time to their studies.—(Circular.)

Opportunities for students to prepare for teaching are also provided in normal courses or teachers' classes in the following colleges and universities: Abingdon College, Eureka College, Ewing College, Illinois Wesleyan University, Lake Forest University, Monmouth College, Rock River University, Shurtleff College, Westfield College, and Wheaton College.

For statistics of normal schools and departments reporting, see Table III of the appendix, and summary of this in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

In the absence of a State report for 1879, there is no information respecting these means of improvement for teachers (of which, by law, each county superintendent is

to encourage the formation), except incidental notices in educational journals, which indicate that numerous meetings were held, but fail to give full particulars.

EDUCATIONAL JOURNALS.

The Educational Weekly, of Chicago, continued during 1879 its useful issues, discussing current questions as to courses of study and methods of instruction and giving much information as to school matters in this and other Western States. Of the Practical Teacher, formerly published at the same place, no information has come in 1879. The Educational News-Gleaner was published monthly at Chicago, and the Western Educational Journal, also a monthly, was projected for 1880 at the same place.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of these schools reported in 1878 was 123. In the absence of a State report the number in 1879 cannot be given, but may be reasonably supposed to have reached 140. The chief high school in the State is that at Chicago, consisting of one central and four branch schools, the course in the former covering 4 years; that in the latter, 2 years. Into this school there were admitted in 1878-'79, at the December and June examinations, 770 pupils from the grammar schools. The average daily membership in June was 1,288. The full course reaches up to the requirements of the best colleges. In the division schools the 2 years' course makes Latin an optional study. Pupils in these who wish to complete the 4 years' course can do so at the central. This and its branches are among the 21 accredited schools from which the State Industrial University receives pupils without examination, the others being at Princeton, Lake View, Champaign (East and West), Decatur, Salem, Urbana, Elmwood, Oak Park, Hyde Park, Marengo, Blackstone, Kankakee, Mattoon (east side), Springfield, Monticello, and Warren. Seven others were candidates for a position on the accredited list in 1879, but had not been examined at the date of issuing the University Catalogue for 1879-'80. Including these 7 there were 18 high schools additional to the 21 accredited ones of sufficiently high reputation to induce the university to appoint them examining schools for testing the qualifications of candidates for admission to the freshman class, the examination papers to be sent to the university for final decision.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools, see Tables IV, VI, VII of the appendix to this volume, and for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding. Preparatory students in colleges may be found in Table IX of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Illinois Industrial University*, Urbana, has 4 colleges, namely, of agriculture, engineering, natural science, and literature and science, subdivided into 11 different schools, among them a school of domestic science; besides which there are 2 additional schools of military science and of art and design. Vocal and instrumental music, telegraphy, and photography are also taught, but not as parts of the regular course. As much freedom as possible is allowed in the selection of studies. It is required, however, that students shall be thoroughly prepared for those they select and that three distinct studies shall be selected, affording three class exercises daily, one of them to be a scientific study. Large advantages are afforded in good buildings, extensive and varied grounds, and ample means of illustration of studies.

The *College of Individual Instruction*, established at Evanston in 1875 and suspended in 1878 on account of a difficulty as to the title of its buildings, is expected to be reopened soon, either in Evanston or elsewhere. Its plan differs from that of other colleges in substituting for the old class methods of instruction that of giving personal teaching adapted to individual wants.

Twenty-three other colleges and universities of the 26 reporting in 1878 send catalogues or returns for 1879, and a new one, Mt. Morris College, at Mt. Morris, reports itself as opened for instruction during this year. It is under charge of the Brethren, and admits both sexes to its courses, which are collegiate and preparatory.

No changes are noted in the courses of study given in 1878 by the colleges and universities reporting. In Shurtleff College the experiment of self government by the students begun during 1878 is continued and gives great satisfaction. The students are organized into a general assembly, with a constitution providing for the election of a president, vice president, secretary, marshal, senate of 15 members, and court consisting of a chief justice and 2 associate judges. Laws are enacted by the senate,

which are valid when approved by the president of the college, and all offences against them are tried by the students' court. This government, it is said, has thus far rendered important aid in maintaining good order, in preserving public property, and in other matters requiring the exercise of authority.—(Catalogue.)

Of the 26 colleges already referred to all but 2 are under the charge of some religious denomination ; all but 5 admit both sexes ; all report preparatory departments, generally covering from 2 to 3 years, and some precede this by 1 or 2 years of primary study ; all have a 4 years' classical course ; 13 add to that a scientific course, and 3 a Latin or Greek scientific course of equal length ; while 6 present a 3 years' course in science, one of the last being a Latin-scientific and another an English-scientific course ; 6 offer other 4 years' courses, 1 of them being for ladies, 1 academic, 1 English, 2 philosophical, 1 literary, and 1 in modern literature and art ; 1 also reports an academic course ; 1, a philosophical course ; 1, a laureate course ; and 1, a ladies' course of 3 years. Ten previously mentioned train students for teaching either in the collegiate or preparatory departments ; 13 have commercial courses ; 14, courses in music, and 5, in music and art ; 10 offer more or less theological instruction ; 5 have courses in law, and 1 a course in medicine.

No reports for 1879 have come from Rock River University, Dixon, the Swedish-American Ansgari College, Knoxville, or Wheaton College, Wheaton. The Illinois Agricultural College, Irvington, suspended in 1878, is to be opened in 1880 as Irvington College. For statistics of the universities and colleges reporting, see Table IX of the appendix, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for superior instruction afforded to young women equally with men in nearly all the colleges and universities in the State, there are several colleges, seminaries, and academies devoted exclusively to their education, the statistics of which may be found in Table VIII of the appendix following, and in a summary of this in the report of the Commissioner preceding. For statistics of the attendance of women on the institutions for both sexes, see Table IX.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The chief provision for scientific study in this State is found in the colleges of agriculture, engineering, and natural science of the Illinois Industrial University, which embrace schools of agriculture, horticulture, and civil, mining, and mechanical engineering, architecture, chemistry, natural history, and domestic science. The course of study in all covers 4 years and leads to the degree of B. S. Ample material is provided for the illustration of the various branches. There is a stock farm of 410 acres, with an experimental farm of 180 acres, both furnished with all necessary apparatus.

In addition to the above, courses in science or in science with the addition of Latin or of Greek are provided in 21 of the 27 universities and colleges, 16 of them being 4 years' courses, while 4 are for 3 and 1 is for 2 years.

For statistics of the Industrial University, see Table X of the appendix, and for those of the scientific courses of other institutions, see Table IX.

PROFESSIONAL.

Theological instruction is given in full courses of 3 years or more in the following independent institutions, viz: the Presbyterian Theological Seminary of the Northwest, Chicago ; the Chicago Theological Seminary ; Wartburg Seminary, Mendota ; and the Baptist Union Theological Seminary, Morgan Park. Three years' courses are also provided in departments of 7 colleges and universities reporting for 1879 and in the Northwestern German-English Normal School at Galena, while 4 other institutions show some provision for theological training in connection with college studies. All but 2 of the 11 institutions which provide a full course of 3 years require an examination for admission from all who are not college graduates. In one of these, the Garrett Biblical Institute, a department of the Northwestern University, it is stated that the first examination is tentative, success in the work being the test of fitness for it. Four of the institutions reporting are under the care of the Methodist church, 3 are Presbyterian, 3 Lutheran, 2 Baptist, 2 Disciples, and 1 is Congregational. From St. Joseph's Ecclesiastical College, Teutopolis (Roman Catholic), there is no report later than that for 1875-'76, and from the Swedish-American Ansgari College, at Knoxville (Evangelical Lutheran), there is none later than 1876-'77. For statistics of theological schools reporting, see Table XI of the appendix, and the summary of it in the report of the Commissioner preceding.

The schools of *law* are the Bloomington Law School, Bloomington, a department of the Illinois Wesleyan University ; the Union College of Law, Chicago, a department of the University of Chicago and of the Northwestern University, Evanston ; and the

law department of McKendree College. The courses of study extend over 2 years. No examination is required for admission in any of these schools. In 2, the diplomas admit to practice at the bar of Illinois without further examination, if the graduates have received all their 2 years' instruction in any of these institutions. For statistics, see Table XII of the appendix, and a summary of this in the report of the Commissioner preceding.

The medical schools reporting statistics for 1878-79, all in Chicago, were 6 in number, 3 of them regular, 2 homœopathic, and 1 eclectic. The Chicago Medical College, the Woman's Hospital Medical College, and the Rush Medical College are regular. The 2 first present a 3 years' graded course of study, which is optional, and require an examination for admission of all who are not graduates of college or of some high school or similar institution. The Chicago Medical College adds to this a practitioner's course of 4 weeks, which follows graduation and is entirely distinct from the studies of the course. A prominent feature of this is its carefully selected series of patients to illustrate the most approved methods of treatment by clinical teaching at the bedside in the hospital and in the dispensary. The Woman's Hospital Medical College presents an optional spring course of 12 weeks, and the Rush Medical College adds to the ordinary 3 years' requirement (including 2 lecture courses) an optional spring term of 16 weeks, which, if taken during the 2 years, entitles the graduate to a certificate of honor in addition to his diploma.

The Chicago Homœopathic College and Hahnemann Medical College have graded courses of 2 years, and the first has also an optional graded course of 3. Women are admitted on the same terms as men.

Bennett Medical College (eclectic) appears to demand no literary preparation for admission. Its requisitions for graduation are the ordinary 3 years' study of medicine, including 2 courses of lectures.

The Chicago College of Pharmacy presents a 2 years' course of study, embracing pharmacy, materia medica, toxicology, botany, and laboratory work.

For statistics of medical schools, see Table XII of the appendix, and a summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Illinois Institution for the Education of the Deaf and Dumb, Jacksonville, gives instruction in the rudiments of an English education, in articulation, drawing, painting in oil and water colors, and crayon drawing; also, in the employments of farming, gardening, cabinet making, printing, shoemaking, wood turning, and sewing. It reports 530 pupils in 1878-79, under 23 instructors, of whom 17 were engaged in the sign department, 3 in the art department, and 3 taught articulation.

Several day schools for deaf-mutes have also been established at Chicago by the board of education of that city, for the free instruction of all children whose speech or hearing is so defective as to render their instruction in the district schools impracticable. These schools are doing the work formerly done by the Chicago Deaf-Mute School.

For statistics, see Table XIX of the appendix, and a summary in the report of the Commissioner preceding.

EDUCATION OF THE BLIND.

The Illinois Institution for the Education of the Blind, Jacksonville, reports 132 inmates during 1878-79, who were taught reading, writing, arithmetic, grammar, geography, history, algebra, geometry, physiology, spelling, and zoology, besides the employments of broom making, cane seating of chairs, brush making, sewing, needle-work, and beadwork.—(Return.)

For further statistics, see Table XX of the appendix, and a summary of this in the report of the Commissioner preceding.

EDUCATION OF THE FEEBLE-MINDED.

The Illinois Asylum for Feeble-Minded Children, Lincoln, is sustained by the State for the purpose of "promoting the intellectual, moral, and physical culture of the inmates, and to fit them as far as possible for earning their own livelihood and for future usefulness in society." The instruction at present embraces only object lessons, reading, writing, geography, numbers, and sewing; no employments have been taught for want of a shop building. For statistics, see Table XXIII of the appendix, and summary of this in the report of the Commissioner preceding.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, undertakes the reformation and education of boys committed to it by the courts. Besides their school studies, instruction is

given them in shoemaking, tailoring, cane seating, and other employments. There is no report later than the biennial report for 1877 and 1878.

The *Illinois Industrial School for Girls*, South Evanston, opened in 1877, is a private charity, an outgrowth of the Woman's State Centennial Association of Illinois. Besides the school room studies, instruction is given in housework and sewing. By a law passed in 1879, friendless or dependent girls without parental care or guardianship found consorting with vicious persons or wandering in the streets or alleys, in houses of ill fame, or in poorhouses, may be committed to this school, not as criminals in disgrace sent to prison, but on the charge of dependency, to a home and school. It provides for the legal guardianship of girls so committed, protecting equally the rights of guardian and ward, and makes compensation of \$10 a month per capita, to be paid by the counties committing them.—(Report, 1879.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-sixth annual meeting of the Illinois State Teachers' Association, which took place at Bloomington, December 29–31, 1879, is reported the most successful ever held in the State, not only in having a good attendance, but also in the character of the exercises and the manner in which the various subjects were treated.

After the address of welcome by Hon. Lawrence Weldon and the address of the president, Alfred Harvey, of Paris, Mr. Harwood, of Carbondale, opened with a paper entitled "How or why, which and how much," relating to methods and the educational tendencies of the day. Edwin Philbrook, of Decatur, and A. J. Smith, of Springfield, followed with papers on the same general subject, after which papers were read by Miss L. N. E. Skaats, of Chicago, on "Primary school work;" by Miss N. Waugh, of Peoria, on the value of home influences and the responsibility of teachers in the moral training of children; and also by Miss Charlotte Lundh, of Chicago. "The place and value of denominational schools in the work of education" was discussed by Dr. E. L. Hurd of Carlinville, Dr. W. H. H. Adams of Bloomington, and Prof. B. J. Bradford of Eureka. Addresses were delivered by Hon. James P. Slade, State superintendent of public instruction, on "Institute work in Illinois," and by Rev. Galusha Anderson, on "The bearing of the classics and mathematics on a popular education." On Wednesday morning a paper was read by Mr. E. O. Vaile, of Chicago, on "Non-professional reading," and the discussion of the subject was continued by Mr. A. Hoffman, of Streator, the speakers using the term "professional" as applied to teaching and advocating such reading on the part of teachers as would give inspiration rather than information. A further paper, by Miss M. A. Flemming, treated the subject in its relation to the elocutionary art and the combining of the mechanical with the intellectual in public reading. Another discussion followed on "Attacks upon our public schools." It was opened by W. L. Pillsbury, of Springfield, and closed by Mr. M. Andrews, of Galesburg. Mr. Pillsbury expressed the opinion that open attacks are not to be feared, but rather the policy that would starve normal schools and similar higher public educational institutions. Mr. Andrews showed that the public schools have more to fear from false friends than from open enemies, and ascribed the deplorable condition of district schools to the ignorance and penuriousness of directors.—(Educational Weekly, January 8, 1880.)

COUNTY SUPERINTENDENTS' CONVENTION.

The county superintendents held their convention while the State Teachers' Association was in session, although its membership comprises many of the leading men and women in the educational work of the State who are needed in the deliberations of the State association. The most important action taken by the county superintendents was the appointment of a committee, consisting of State Superintendent Slade, Superintendent Lane, and Mrs. Carpenter, to prepare a course of study for ungraded schools. Superintendent Slade is to see that the course is printed and placed in the hands of the county superintendents, with the expectation that through them it will be introduced into all the schools. Among the subjects discussed were "Can the art of teaching be acquired?" by Mr. John W. Cook, of Normal; "The spelling reform," by George W. Broomell; and "The proper use of text books," by James Hannan, of Chicago. The closing exercise was a lecture by Hon. Duane Doty, superintendent of the Chicago schools.—(Educational Weekly, January, 1880.)

PRINCIPALS' ASSOCIATION.

The largest meeting ever held by the Illinois Principals' Association occurred at Peoria, July 1 and 2, 1879, most of the representative school men of the northern part of the State being present. Among the subjects discussed in papers and addresses were "Truant schools," by Prof. L. W. Parish, of Rock Island; "The high school question," by State Superintendent James P. Slade, Prof. A. F. Nightingale, and Prof. H. L. Boltwood, of the Ottawa High School; and "Industrial education," by President Robert Allyn, of the

Southern Illinois Normal University, and Prof. S. H. White, of Peoria." It seems from the report that the high school question received more attention than any of the other subjects, and among the resolutions adopted was one expressing apprehension in view of the enactment of a law jeopardizing the existence of the township high schools and a belief that the ultimate result would be to degrade or overthrow the public school system; the hope was expressed, however, that the next general assembly may repeal the law.—(Educational Weekly, July 10 and June 19, 1879.)

SOCIAL SCIENCE ASSOCIATION.

From a programme of the annual meeting for 1879 of the Illinois Social Science Association, it appears that the meeting was to be held at Chicago, October 2 and 3, and that the topics to be presented were to be "Woman as related to the State;" "Concerning what our schools can do in teaching social science;" "Hospitals as they were and should be;" "Prison systems and reformatories considered;" "Prison reform;" "Bi-cellular evolution;" "The achievements of women—what they have done and what they ought to do;" "Woman's work as affected by the industrial organization of society;" "A study of Herbert Spencer's Philosophy;" "Literature as a civilizer;" "Home culture as the basis of character;" "Coöperative housekeeping;" and "The morals of the State, a consideration of some of the higher functions of government."—(Educational Weekly, September 25, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.*

[Term, January 13, 1879, to January 10, 1883.]

INDIANA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	687,304	695,324	8,020	.....
Colored youth of school age (6-21).....	11,849	12,777	928	.....
Whole number of school age.....	699,153	708,101	8,948	.....
White youth in public schools.....	505,054	496,066	.....	8,988
Colored youth in public schools.....	7,481	7,826	345	.....
Whole enrolment, white and colored..	512,535	503,892	.....	8,643
Average daily attendance of both....	315,893	312,143	.....	3,750
SCHOOL DISTRICTS AND SCHOOLS.				
Districts in which schools were taught.	9,346	.....	.....	.....
Districts in which no schools were taught.	34	.....	.....	.....
Whole number of school districts.....	9,380	.....	.....	.....
Schools for colored children.....	130	.....	.....	.....
District graded schools.....	396	} 533	.....	9
Township graded schools.....	151			
Average time of schools in days.....	129	132	3	.....
Public school-houses.....	9,545	9,637	92	.....
Value of school-houses, grounds, and furniture.	\$11,282,249	.....	.....	.....
Value of apparatus.....	254,398	.....	.....	.....
Whole value of school property.....	11,536,647	\$11,787,705	\$251,058	.....
School-houses built within the year..	411	394	.....	17
Private schools in public buildings..	618	.....	.....	.....
Male teachers in such schools.....	238	.....	.....	.....
Female teachers in such schools.....	436	.....	.....	.....
Pupils enrolled in such schools.....	13,516	.....	.....	.....
Average daily attendance in such schools.	9,087	.....	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	8,039	8,016	.....	23
Female teachers in public schools.....	5,742	5,574	.....	168
Whole number in public schools.....	13,781	13,590	.....	191
Average monthly pay of men in country.	\$38 20	\$37 20	.....	\$1 00
Average monthly pay of women in country.	33 80	32 80	.....	1 00
Average monthly pay of men in towns.	61 80	53 40	.....	8 40
Average monthly pay of women in towns.	36 60	35 60	.....	1 00
Average monthly pay of men in cities.	81 20	72 80	.....	8 40
Average monthly pay of women in cities.	45 80	42 00	.....	3 80
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$4,591,968	\$4,427,670	.....	\$164,298
Whole expenditure for public schools.	4,651,911	4,476,729	.....	175,182
SCHOOL FUND.				
Amount of available school fund.....	\$8,893,524	\$8,936,022	\$42,498	.....

(From reports of Hon. James H. Smart, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

These officers are, for the State, a superintendent of public instruction, elected for 2 years, and a State board of education; for each county, a county superintendent of schools, also chosen biennially, and a county board of education; for each township, one trustee; for each incorporated town or city, a board of school trustees; and for each district school in a township, a school director.—(School laws, 1877.)

OTHER FEATURES OF THE SYSTEM.

The law provides for the establishment of graded schools, in which the common school branches are to be taught for a 3 months' term each year, the school month being 20 days, the school week 5. The teachers thereof are to be licensed by and to report regularly to the proper authorities; they are also required to attend the monthly institutes and are expected to be present at the annual meeting. The sources of school revenue are the interest on the school funds (which consist of the common school fund, the sources of which are various, and the congressional township fund derived from the sale of the sixteenth section in each township, in all, \$3,711,319) and the proceeds of taxes levied by the State, consisting of 16 cents annual tax on each \$100 of taxable property and 50 cents on each taxable poll, all of which is used for tuition only. In addition there are local taxes¹ of 30 cents on every \$100 and \$1 on each poll, for buildings, fittings, and other necessary expenses except tuition,² and a tax not to exceed 20 cents on each \$100, with as much from each taxable poll, to be used for the benefit of schools in the place assessed. The school funds are distributed to the counties in proportion to the number of children of school age reported by the annual census made by the trustees of townships, towns, and cities. The law provides for the introduction of the German language into the schools if it is required by the parents or guardians of 25 or more children.

School books now in use cannot be changed until the end of the time for which they were adopted, and then all adoptions must be for ten years.—(Laws of 1877 and acts of 1879.)

GENERAL CONDITION.

The few statistics at hand for 1879 indicate an increase of 8,948 in the youth of school age, of \$251,058 in the value of school property, and of \$42,498 in the available school fund. There was a decrease of 8,643 in enrolment, of 9 in graded schools, and of 17 in new school-houses erected, while the entire receipts for public schools fell off \$164,298. Teachers' salaries were also much reduced in township, town, and city, and there were 191 fewer teachers employed. In 1878, Superintendent Smart, in order to show the comparative importance of the schools in cities, incorporated towns, and villages, collated the figures of the enumerators and reached the conclusion that five-sevenths of the children in the State are taught in country schools. He says that in the 37 cities there was a total of 130,192 children; in the 210 incorporated towns, 61,895; and in the rest of the State, made up of smaller villages and country, there were 507,066 children.—(State reports for 1878 and 1879 and Indiana School Journal, January, 1879.)

NEW LEGISLATION.

Among the acts passed by the general assembly of January, 1879, were two affecting the management of public school funds. The first requires school trustees, when proposing purchase of grounds or the construction of buildings for school purposes, to secure the approval of the trustees of the town or of the council of the city concerned. The other requires the school trustees of any town or the council of any city to surrender any surplus or special money pertaining to the school fund into the hands of trustees or council, that it may be applied to the payment of any indebtedness which may have been incurred by schools of the town or city.—(Acts of 1879.)

LIBRARIES.

In regard to township libraries an act of 1879 provides that, if a public library worth \$1,000 or more is established by private donation in any township, the trustees of such township shall levy and collect a tax not exceeding 1 cent on each \$100 of the taxable property for the benefit of the library.

COUNTY MANUAL.

A manual of the common schools of Hendricks County for 1879 gives desirable information relative to the system and condition of the schools, with full directions

¹ The law of 1875, still in force in 1877, allowed an additional tax of 50 cents to pay off bonded indebtedness.

² The acts of 1879 seem to place no limit to the use of this 30-cent tax. It also seems doubtful whether the one-dollar poll tax is continued.

to school officers, teachers, and patrons of the same, list of text books, programmes of the institutes of six months (October to March), list of teachers employed in the schools of the county, and complete statistics of these schools, which are meant to be divided into 2 primary, 2 intermediate, and 2 grammar grades.

KINDERGÄRTEN.

For full information relative to schools of this class reported for 1879, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Under a general law, the common schools in all cities and incorporated towns are governed by a school board composed of 3 trustees elected by the common council,¹ 1 being annually elected thereafter for a 3 years' term. Each city has a superintendent elected by the board. Indianapolis has a board of 11 members elected by popular vote, a superintendent, 2 assistant superintendents, and a superintendent of school buildings and grounds.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Elkhart.....	8,000	1,996	1,471	1,075	25	.....
Fort Wayne.....	28,460	12,649	3,340	2,601	88	\$62,342
Indianapolis.....	80,000	26,039	11,796	9,369	214	201,462
La Porte.....	9,015	.....	1,147	868	26	24,570
Logansport.....	15,000	4,061	1,767	1,188	29	26,893
Madison.....	10,000	5,400	1,745	1,218	42	40,007
South Bend.....	12,000	3,215	1,717	1,234	32	16,025
Terre Haute.....	25,000	8,372	4,035	2,666	78	71,692
Vincennes.....	8,646	2,326	1,187	.....	18	15,372

^a Average attendance each half day.

ADDITIONAL PARTICULARS.

Elkhart reports 6 school buildings, with 1,371 sittings; 190 days on which school was taught; 75 enrolled in the high school; and \$466.41 as the average salary of teachers and superintendent.— (Advanced sheets of report.)

Evansville sends no report for 1878-'79. The youth of school age in 1877-'78 numbered 12,888; the enrolment, 5,113; teachers, 115; and the expenditures were \$102,686.— (Report of the Commissioner of Education for 1878.)

Fort Wayne had 9 different school buildings, 3 for primary, 5 for grammar and intermediate grades, and 1 for the high school, with 3,798 sittings for study, and valued its school property at \$224,650. School was taught 195 days. The receipts of the year for public schools amounted to \$121,871. In the 10 private schools there was an average daily attendance of 2,100 pupils, under 38 teachers. Special teachers in music, drawing, penmanship, and reading were employed by the city.

Indianapolis reported for 1879 in its free schools 10,291 sittings for study. It has 24 school buildings, with 191 rooms, besides the high school building, which accommodates nearly 600 scholars. A new 8-room building has been erected and more room is demanded. The present value of school property is \$918,137. The high school had 520 enrolled and 385 at the close of the year in membership. Music is taught in all the schools with great success, the pupils numbering over 10,000 and the teachers 210. The Massachusetts system of drawing prevailed in the schools, Prof. Walter Smith's books being used in some of the grades, while in others the teachers or superintendent gave the work from the boards or from cards. During the winter, in 8 of the school buildings of the city, night schools were held, continuing twelve weeks. In these schools 18 teachers had charge of pupils numbering in average attendance 434, of whom 179 were colored. The expense of these schools was \$2,166. The normal school connected with the city schools reports both theory and practice departments, in each of which pupil teachers are required to remain twenty weeks. Within three years 64 persons have received diplomas, 57 per cent. of this number being now teachers in the city schools. The report from the public library shows a total of 56,399 readers for the year ending March, 1879, and that 40,301 books were read in the reading room, where no fiction is allowed.— (City report.)

La Fayette reports its length of school year 195 days and 1,900 as the average number

¹ The exceptions to this rule are to be cities with 30,000 or more inhabitants, where the people elect a school commissioner for each ward, who together form a board of school commissioners. The common councils of smaller cities may also adopt this system by a majority vote.

belonging to its schools, with 90 on the average in the high school, from which there were 10 graduates in June, 1879.—(Indiana School Journal, July, 1879.)

La Porte reports a 12 years' course of study in its schools, 4 of them passed in the high school. The grades are primary, secondary, grammar, and high. The schools are said to be gradually advancing from year to year under the charge of self reliant, progressive teachers. The tuition revenue amounted for the year 1878-'79 to \$18,523 and the special school fund to \$13,274.—(City report.)

Logansport reports 6 different school buildings, with 1,525 sittings for study; school property valued at \$175,500; some 800 children in private or parochial schools; and 570 pupils over 16 years of age in the public schools.—(Return.)

Madison reports 7 different school buildings, with 1,800 sittings for study; an estimated enrolment of 1,000 in private and parochial schools; school taught the full 200 days; and \$88,000 as the total value of school property.—(Return.)

South Bend reports 7 different school buildings for its public schools, with 1,835 sittings; special teachers for drawing, music, and penmanship; 4 teachers employed in evening schools; and 600 pupils in private schools.—(Return.)

Terre Haute reports increase in both enrolment and attendance over any preceding year; its number of desks and sittings, inclusive of those in the German and recitation rooms, 4,041, in 11 different school buildings; and the number of children enrolled in the schools, 4,035. The percentage of attendance upon this enumeration was 71, and the number of children in the city between 10 and 21 years of age unable to read was only 27. Of the 78 teachers employed in the public schools, 35 were educated in the high school. The number of pupils in the German department was 436, and the expense of the maintenance of the same was \$3,810. The high school with its 4 years of study had an excellent record as to attendance during the year, 284 pupils being enrolled and 247.6 being the average number belonging.—(City report and return.)

Vincennes reports 4 different school buildings; value of school property, \$75,000; school taught 197 days; special teachers of music and German; 16 private or parochial school rooms, with 594 pupils.—(Return.)

TRAINING OF TEACHERS.

NORMAL SCHOOL.

The *State Normal School*, Terre Haute, created for the purpose of training teachers for the public schools, includes in its course of studies subjects required by law to be taught in the public schools. There were 520 different persons attending this professional training school in 1879, and the demand for teachers from this school exceeded the supply.—(Indiana School Journal.)

The *Northern Indiana Normal School and Business Institute*, Valparaiso, is said to be the largest normal institution in the United States. Its course is divided into preparatory, teachers', collegiate, business, engineering, fine arts, and special departments. Unusual attention is given to the continuous instruction of all pupils in vocal music, in elocution, and in penmanship, free of charge. The special department includes tuition in phonography and telegraphy. Classes in all departments are remarkably full in number; the teachers' class alone numbered 919; its graduates, 143, of whom 85 are now teaching; the aggregate number of students in all departments was 1,900.

The *Central Indiana Normal School and Business Institute*, Ladoga, has common school teachers', collegiate, and preparatory departments; also, business, scientific, surveying and engineering, and musical departments. The business department offers more than usual advantages for training in matters of business experience. The number of pupils included in its normal division in 1879 was 598, inclusive of both sexes.

The *Central Normal College and Business Institute*, Danville, had in 1879 a graduating class of 55 and normal students, of both sexes, numbering 471.—(Return.)

The *Normal Training and Kindergarten School*, Indianapolis, reported 7 normal students in 1879 and 1 and 2 years' courses of study.—(Return.)

The *La Grange Normal School*, which is a school for training county teachers, reported 102 normal students and a 3 years' course of study.—(Return.)

The *Elkhart County Normal, Classical, and Training School*, Goshen, reported 165 normal students, under 5 resident and several non-resident instructors.—(Return.)

Spiceland Academy, Spiceland, had in 1879 a normal class of 65.

COLLEGES IN THE STATE HAVING NORMAL DEPARTMENTS.

The colleges in the State offering normal instruction are: Bedford College; Fort Wayne College; Indiana Asbury University, Greencastle; Union Christian College, Merom; Moore's Hill College; Smithson College, Logansport; and Wabash College, Crawfordsville. Purdue University continues the summer school.

TEACHERS' INSTITUTES.

The law requires teachers' institutes to be held in every county and township in the State, in the former at least once a year and in the latter once a month. To compel

teachers to attend, county schools are by law closed during the days of the session of institutes, and teachers in townships are forced to forfeit a day's pay for every day's absence from institute meetings. It is apparent from city reports and the reports of counties in the *Indiana School Journal* that many institutes were held in the different counties and townships with satisfactory results.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Except the fact that 33 approved high schools prepare students for the State university, no information is at hand in reference to this grade of schools throughout the State, but the city reports indicate that there were such schools in 1879.

The high school in Indianapolis offered two courses, one to be selected by the parent or guardian of the pupil. The mathematical and scientific studies being essentially the same in both courses, choice was allowed between the Latin language, the German, or a more extended course in English. Forty-nine graduates and 385 pupils in membership were reported.—(City report.)

Terre Haute reported an attendance of 284 pupils in the high school.

The course of the high school in La Porte during the last year allows choice between English and Latin, English and German, and a college preparatory course.

The law does not compel nor prohibit the maintenance of high schools, and each city may determine the course in its high school.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The arrangement made by the State board of education for admission to the freshman class of Indiana University without additional examination of all who present certificates of satisfactory examination from superintendents of the high schools now gives admission to students from 33 of the high schools of the State. Three days preceding the commencement of the college are devoted to the examination of all other candidates, women being admitted on the same terms and to the same privileges as men. The degree of A. B. is conferred on students who have passed satisfactory examinations in the course of ancient classics, the degree of B. L. on those who have completed the course of modern classics, and the degree of B. S. on those passing in the scientific course. Two terms are devoted to physical science and two to astronomy, the instruction being supplemented by lectures and experiments. Of the 341 students in the university 161 are collegiate and 180 preparatory. As formerly, Greek is omitted from the list of studies in which applicants for admission are examined, and greater proficiency in mathematics and natural sciences is required. Greek, however, is reported to be studied with improved advantages under the tuition of a professor in college.¹

Of the other universities, Butler, Hartsville, Indiana Asbury, Lake Forest, and Notre Dame, and of colleges, Bedford, Concordia, Fort Wayne, Franklin, Earlham, Hanover, Moore's Hill, Ridgeville, St. Meinrad, Smithson, Union Christian, and Wabash have full preparatory courses; all have full classical and all except Concordia and Smithson scientific courses; 5 have commercial or philosophical courses, and 10 have normal courses; and 7 have theological departments or provide biblical instruction. For statistics, see Table IX of the appendix, and for a summary of them, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In 13 of the universities and colleges referred to above, full opportunity is given for the higher education of women. For statistics of institutions specially devoted to women, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Purdue University, the State Agricultural College at La Fayette, is, aside from its academic department, devoted to science. It has in addition to the studies of the scientific

¹The university in 1879 secured in place of Professor Owen, deceased, the very valuable services of Prof. David S. Jordan for the chair of natural sciences. Professor Jordan built up for himself a high reputation as a skillful scientist and most successful teacher during his former connection with Butler University.—(*Indiana School Journal*, December, 1879.)

course usually included among college departments, schools of agriculture and horticulture, of mechanics, of industrial art, of chemistry and physics, and of natural history. All these are special schools and in advance of the College of General Science, which college confers upon students completing its course the degree of B. S., while a diploma is granted to those completing the course of any of the special schools, and a degree of D. S. is conferred on holders of the degree of B. S. who after 3 years' additional study pass a satisfactory examination in advanced science and submit a thesis. The degree of analytical chemist is conferred on students who complete the course in chemistry. There were 195 students matriculated in the year ending June, 1879; of this number 76 were in the college, 12 in special schools, and 119 in the academy.

No report has been received from the Rose Polytechnic School, mentioned in the report of 1877 as having been projected and largely endowed.

Of the 18 colleges reported, all excepting 3, viz, Concordia, Indiana Asbury, and Smithson, have the full 4 years' scientific course. Indiana Asbury University has a department of instruction in natural science; it also has a department of military science and tactics, in which drill is compulsory for the freshman and sophomore classes and optional for the junior and senior classes.

PROFESSIONAL.

Theological instruction is given in 7 colleges of the State, although the only ones having distinct departments of theological study are St. Meinrad's College (Roman Catholic) and Concordia College (Evangelical Lutheran). Both of these have regular theological courses of 3 years' duration, the latter college having its theological seminary at St. Louis, Mo. Bedford College has a ministerial course identical with its classical, except that the higher mathematics of the last half of the sophomore year and of all the junior year are replaced by scriptural studies. Butler University, Irvington; Hartsville University; Indiana Asbury University, Greencastle (which had in 1879 a class of 30 members), and Union Christian College, Merom, offer some degree of religious instruction but have no separate departments. In Union Christian College the intention is to establish a regular theological department. A commencement was made with a class of 9 members in 1879, and it is hoped to secure the endowment in the future of a chair of biblical science.—(Catalogue and circular.)

Law.—The law department of the University of Notre Dame is the only department of law connected with any college of Indiana since the suspension of the law department of Indiana University. The course includes all the branches necessary for a sound legal education. Applicants are required to have a good English education. Classical knowledge, though desirable, is optional, as means for its acquisition are available during the students' association with the college. The entire course is completed in 2 years, with an examination at the end of each term.—(College catalogue.)

Medicine.—The Medical College of Indiana and the College of Physicians and Surgeons of Indiana, in accordance with the wish of the medical profession in the State, have been united to form the medical department of Butler University. The laboratories have been also combined, and the instruction will be a combination of the didactic and clinical. A separate chair for instruction in diseases of the mind and nervous system has been established. There were 12 professors in 1879 and 179 students. The course requires 3 years of study under a "regular" graduate and attendance on 2 full courses of instruction.

In the Fort Wayne Medical College 3 regular terms are included in the course of study under the newly instituted graded course, which during the session of 1878-79 is optional with the students.

The Medical College of Evansville began its fourteenth regular session in October, 1879, with 36 matriculates. The college requires attendance on two full courses of lectures with 3 years of study.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for Educating the Deaf and Dumb, Indianapolis, reports 392 pupils in 1879 and 1,271 under instruction since 1844, the number of pupils received and the number remaining greater than any previous year, and so many others desiring admission that the buildings will require enlargement; a large reduction in the ordinary current expenses of the institution under the new management;¹ the per capita cost to the State only \$159.39, which is lower than at any time since 1853; the common and higher English branches and the Scripture taught, and instruction given in shoemaking, cabinet making, cane seating of chairs, and farm work.—(Catalogue and return.)

¹ By act of March 6, 1879, a board of trustees was appointed for the Indiana Institute for the Education of the Blind, the Institution for Educating the Deaf and Dumb, and the State Hospital for the Insane, with the intention of having more efficient management and uniform government.

EDUCATION OF THE BLIND.

The Indiana Institute for the Education of the Blind, at Indianapolis, with 10 instructors, reports 126 pupils instructed in 1879 and 625 since 1847; buildings not large enough for all desiring admission; the common and higher English branches taught (including trigonometry, geology, zoölogy, astronomy, political economy, and international law); also broom making, sewing, knitting, crocheting, beadwork, vocal and instrumental music, and piano tuning (a class in tuning being first formed in 1879). The buildings and grounds are valued at \$372,123.—(Catalogue and return.)

INDIANA HOUSE OF REFUGE, PLAINFIELD.

No report of this refuge, either written or printed, has been received since 1877.

INDIANA REFORMATORY INSTITUTION FOR WOMEN AND GIRLS.

This institution reports 66 convicts and 206 girls in October, 1879; of the 206 girls 149 were in the reformatory department in 1878. In the educational department the advancement was encouraging, notwithstanding a temporary suspension on account of sickness. A general knowledge of housework, laundry work, knitting, sewing, and cane seating of chairs is also given to the girls.—(Report for 1878-79.)

TRAINING IN ART.

From the *Indiana School of Art*, Indianapolis, no report has been received for 1879.

The *Summer School of Industrial Art* connected with Purdue University, La Fayette, held its fourth annual session July, 1879, under the tuition of Prof. L. S. Thompson. Instruction here includes lectures on methods of teaching drawing in primary, grammar, high, and normal schools, the methods taught comprehending geometrical drawing, object and dictation drawing, and perspective.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association met at Indianapolis, December 29-31, 1879, Ex-Governor Thomas A. Hendricks delivering the first address. Professor J. T. Merrill, of La Fayette, president, then read his inaugural address, in which he reviewed the condition of Indiana schools, reviving many remarkable facts connected with them. He stated that within the last ten years 4,000 school-houses have been built in Indiana, for which the people have paid \$5,000,000, while for the payment of teachers more than \$20,000,000 have been contributed. Governor Williams briefly addressed the assembly.

On the second day Warren Darst, principal of the Central Normal School, Ladoga, addressed the association on "Thoroughness in school work," which subject provoked much discussion. A committee was appointed to select a list of books to be recommended by teachers for the use of children, and to report at the next session of the convention. "Teaching as a profession" was the subject of a paper read by Mrs. E. M. McRae, of the Muncie High School, who argued that greater permanency and better pay are necessary to raise teaching to the rank of a profession. Some discussion followed the reading of the paper, in which President White, of Purdue University, joined, maintaining that two things are necessary to the elevation of an occupation to the status of a profession: especial preparation and permanent devotion of time and ambition. Subsequently to remarks made on this subject by older teachers present, a resolution was offered and referred to a committee on behalf of superannuated teachers and those broken down in the service, "that a committee of 5 be appointed to consider the propriety and feasibility of organizing a mutual benefit association of the teachers of Indiana."

Mr. S. E. Miller, superintendent of the Michigan City schools, read on Tuesday afternoon a paper on "Science in the elementary grades," discussed by Professor Miller and Prof. J. C. Ridpath, of Indiana Asbury University, both favoring the proposition of early instruction in science in the common schools. Miss Alice E. Brown, of the La Fayette High School, read a paper on "Woman's place in our school work," in which she claimed for woman capacity and adaptability for the highest and most influential positions in the schools and colleges, reviewing the records of successful literary work of women. In the evening session a lecture was given by Prof. William I. Marshall, of Fitchburg, Mass., on the marvels of the Yellowstone Park. On the third day the first paper was by Superintendent Mohler, of La Grange, on "Defects in our school system," pointing to the lack of school trustees for the township schools, to the fact that schools are not in all respects free, and to the expensive text books which render the schools select. He referred to the lack of uniformity as an objection, some schools being graded and others not, the length of all not being the same, and also disapproved of the manner of selecting teachers and of their brief tenure of office. This paper was discussed at length. Mrs. M. M. Lindley, of New Albany, then read a paper on "Ele-

ments of success in mental training," in which she gave great praise to the characters of eminent teachers of both sexes. The afternoon was partly occupied by reports, and Mr. J. B. Roberts, of the Indianapolis High School, read a paper on "Optional studies in common schools." Dr. Moss, of the State university, gave an address on "Moral training in schools."—(Indiana School Journal.)

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The convention was held at Indianapolis June 26, Prof. J. H. Smart presiding. The welcoming address by H. S. Tarbell, superintendent of Indianapolis schools, was on the relations of the teacher to the public. A committee was appointed to frame a constitution for the body, and a paper read by A. W. Clancey, of Delaware County, was discussed by several superintendents, its subject being "How can we best recommend our work to the public?" "What is the matter with county superintendency?" was thoroughly discussed by Superintendent Smart, after which came the subject of "Use and abuse of county questions;" and it was moved and carried that county superintendents should be obliged by the State board to use all the questions on the same day and to open them only in presence of the teachers to be examined. A constitution submitted by the committee was adopted, the officers of the convention for the ensuing year were elected, and a resolution was adopted that all persons holding renewed certificates from an examination made several years ago should be required to pass the examination before being again licensed. After an informal session on the next morning, the 27th, in connection with a meeting of the State board, during which addresses were made and various questions of school law determined by the State superintendent, the convention adjourned.—(Indiana School Journal.)

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The association met at Seymour March 19-21, 1879. After visits to the schools of the place the members entered on their work, in which teachers of both sexes participated. After appointment of officers, papers were read by J. R. Trisler, of Lawrenceburg, on "Our Southern Indiana Teachers' Association," and by Miss Belle Fleming, of Vincennes, on "The power of concentrated effort in the school room," both giving rise to extended discussion. On the 21st, papers on "Education and citizenship," by J. A. Beattie, president of Bedford College, and "How to improve the country schools," by J. M. Wallace, of Bartholomew County, were discussed at length. An address on the question "How can a liberal education become general?" by Dr. Moss, president of the State university, was received with much applause. J. M. Bloss read a paper on "High schools," which led to considerable discussion during the afternoon session. In the evening a lecture was delivered by Dr. White, president of Purdue University, and the association adjourned.—(Indiana School Journal, April, 1879.)

INDIANA COLLEGE ASSOCIATION.

The second annual meeting of the association was held in Indianapolis December 26-27, 1879. There was an unusually large attendance and a commendable interest was shown in the subjects discussed. Nearly all the colleges of the State are embraced in the organization, which is working to unify collegiate plans and systems. The principal topics discussed were "American college degrees," by W. T. Stott, president of Franklin College, and other gentlemen; "Comparative playfulness," by Joseph Moore, president of Earlham College, and others; and "Differentiation in the higher education," by E. E. White, president of Purdue University, and other college presidents. The president of the association, Lemuel Moss, D. D., of Indiana University, also delivered an address.—(Indiana School Journal, December, 1879, and February, 1880.)

OBITUARY RECORD.

CALEB MILLS.

The death of Prof. Caleb Mills, emeritus professor of Greek and curator of the library in Wabash College, Crawfordsville, occurred at his residence in that place, of pneumonia, on October 17, 1879. Born at Dunbarton, N. H., July 29, 1806, he graduated at Dartmouth in 1828, and then travelled two years throughout the West and the South in the interest of Sunday schools. He graduated at Andover Theological Seminary in the class of 1833, and during the same year was appointed professor in the then newly founded Wabash College; he taught the first class of students therein, and remained a professor in that college till the day of his death, with the exception of two years, 1854 and 1855, during which he filled the office of State superintendent of public instruction. As an intelligent and successful educator he was much respected.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. SMART, *State superintendent of public instruction, Indianapolis.*

[Third term, March 18, 1879, to March 13, 1881.]

IOWA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	575, 474	577, 353	1, 879	.....
Enrolled in public schools	423, 362	431, 317	2, 955	.....
Average attendance	256, 913	264, 702	7, 789	.....
Percentage of average attendance on enrolment.	59	61	2	.....
Attendance in private schools	12, 265	13, 698	1, 433	.....
SCHOOL DISTRICTS AND SCHOOLS.				
District townships	1, 119	1, 140	21	.....
Independent districts	3, 117	3, 139	22	.....
Subdistricts	7, 266	7, 543	277	.....
Graded schools	483	494	11	.....
Ungraded schools	10, 218	10, 457	239	.....
School-houses of brick or stone	894	936	42	.....
Whole number of school-houses	10, 566	10, 791	225	.....
Average time of schools in days	146	147	1	.....
Schools visited	9, 029	10, 620	1, 591	.....
Visits made	12, 459	15, 374	2, 915	.....
Value of public school property	\$9, 335, 542	\$9, 236, 613	.....	\$98, 929
Number of private schools	136	154	18	.....
TEACHERS AND THEIR PAY.				
Men teaching public schools	7, 561	7, 573	12	.....
Women teaching public schools	13, 023	13, 579	556	.....
Whole number of teachers	20, 584	21, 152	568	.....
Average monthly pay of men	\$33 98	\$31 71	.....	\$2 27
Average monthly pay of women	27 84	26 40	.....	1 44
Teachers in private schools	435	493	58	.....
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$4, 840, 856	\$5, 283, 040	\$442, 184	.....
Total expenditures	4, 692, 538	5, 051, 477	358, 939	.....
STATE SCHOOL FUND.				
Permanent school fund	\$3, 468, 799	\$3, 484, 411	\$15, 612	.....

(Report for 1878-'79 of Hon. C. W. von Coelln, State superintendent of public instruction, with returns from the same for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State educational officers are a superintendent of public instruction, a board of regents for the State university, and a board of directors for the State Normal School. The local school officers are, for the counties, superintendents of public instruction; for each township and each independent district, a board of directors; for subdistricts in a district township, subdirectors, who are to constitute a board of directors for the township; and a board of six high school trustees for county high school districts, when such districts are formed. No person is ineligible to any school office in the State by reason of sex.

OTHER FEATURES OF THE SYSTEM.

The system comprises district schools, graded or union schools, county high schools, normal institutes, a normal school for the training of teachers, and a State university.

Graded schools may be established when deemed necessary, and county high schools, under certain restrictions, in counties having a population of at least 2,000. A normal institute must be held annually in each county.

The public schools are sustained by the interest of State school funds and by county and district taxes. County taxes must not exceed 3 mills on a dollar of taxable property nor fall below 1 mill. Districts may vote funds for school-houses and sites, but not to exceed 10 mills on the dollar in any one year. The amount levied for contingent fund must not exceed \$5 and that for teachers' fund (including State and county funds) \$15 for each pupil of school age in the district. The school funds are apportioned according to the number of persons between 5 and 21 years of age, and to such the schools are free, as well as to all who were in the military service of the United States during their minority. One or more schools must be taught in each subdistrict for at least 24 weeks in each year. Teachers cannot be legally employed in schools sustained by public funds unless they have certificates of qualification. The Bible is not to be excluded from the schools, but pupils are not required to read it contrary to the wishes of parents or guardians. The German or other foreign language may be taught by vote of a majority of the electors of a school district.—(Iowa school laws, 1876.)

GENERAL CONDITION.

The statistics show an increase in school population, enrolment, and average attendance in public schools, in the number of public school-houses, of schools in operation, and of teachers employed, and in receipts and expenditures for school purposes, with a decrease in teachers' pay and in value of school property. The increase in average attendance (7,789) is considerably greater than in the number enrolled (2,955), amounting to an advance of 2 per cent. There was also a gain in the number of private schools taught and in the attendance on them. A general improvement is reported in the public school-houses: those built of logs were fast disappearing and neat, commodious structures taking their places. An important gain in the qualification of teachers is indicated by the fact that, while the number who received certificates of all grades was greater by 1,037 in 1879 than in 1878, the number of those receiving third or lowest grade certificates was less by 578.

The graded schools have increased in number and have otherwise made progress, being generally in the hands of the best professional teachers. The common schools in general, too, are improved, having better houses, furniture, apparatus, and teachers, although their progress has not been so great as is desirable. Serious difficulties in the way of it are a lack of permanency in the teachers and a tendency to subdivide districts until many of the schools become so small that interest is lacking as well as the ability to pay living salaries. State Superintendent von Coelln thinks that these schools need a greater amount of supervision than can be given by county superintendents, and suggests that provision be made for the appointment of township inspectors to assist them. It is hoped to systematize and unify the work in country schools by the adoption of a course of study prepared for them by a committee of county superintendents. This "course of study and manual for the ungraded schools of the State of Iowa" has been incorporated into the report of the superintendent for 1877-'78, in order to make it generally accessible. It contains instruction in school management and government and in the theory and practice of teaching, besides presenting a course of study for five classes in the common English branches and a sample programme of recitation and study for a day.

CITY SCHOOL SYSTEMS.

OFFICERS.

These, except in specially chartered cities, consist of boards of directors of 6 members, elected by the people for terms of 3 years each, 2 to be changed each year. The directors elect a president from their own number and a secretary and treasurer from outside.

STATISTICS.

Cities.	Estimated population.	Children of schoolage.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Burlington.....	23,000					
Council Bluffs.....	13,000	3,600	1,745	1,420	37	
Davenport.....	25,000	9,097	4,558	3,355	86	\$83,810
Dubuque.....	30,000	10,014	3,831	2,628	71	50,273
East Des Moines.....	8,000		1,943	1,063	28	
Iowa City.....	7,500		1,375	942	25	
Keokuk.....	15,000	4,606	2,469	1,906	50	34,700
Ottumwa.....	9,100	2,600	1,500	1,380	23	35,692
West Des Moines.....	15,000	3,664	2,490	1,568	39	48,600

ADDITIONAL PARTICULARS.

Council Bluffs reports 10 different public school buildings, with 37 rooms, valued, with sites, furniture, and apparatus, at \$120,000. School was taught on 197 of the 200 school days of 1878-'79. Penmanship was under the charge of a special teacher. In private and church schools were about 180 pupils in addition to those in public schools.—(Return.)

Davenport had for her public schools 12 buildings, with 107 rooms and 4,249 sittings, all valued, with their sites and fittings, at \$291,200. The schools were taught on 189 of the 200 school days. German was taught by 11 teachers, the average number pursuing the study being 2,392. Music was taught in accordance with a regular course arranged at the beginning of the year, with reasonable success. Brief studies in literature, with memorizing of choice extracts, were introduced in the year for the first time as a morning exercise, and were continued throughout with much interest.

Fair progress in drawing is reported. In addition to the enrolment and attendance shown in the table, there were 13 lady pupils in a city normal school, with an average attendance of 8, and 283 pupils in evening schools, with an average attendance of 134. The statistics of private and church schools are not given.—(Return and report for 1878-'79.)

Dubuque kept its schools open 196 days in 9 buildings, with 66 rooms and 3,500 sittings, valued, with sites, &c., at \$160,000. German was taught in them by special instructors, but to what extent is not indicated. Besides the pupils in the public schools, 1,837 are presented as attending private and church schools, making a total enrolment of 5,718, or about 57 per cent. of the school population of the city.—(Return.)

In *Keokuk* the schools were taught 190 days; school buildings, 9, with 83 rooms and 2,200 sittings, valued at \$100,000. In the city schools penmanship and music were taught by special instructors. About 200 children were taught in private and parochial schools.—(Return.)

Ottumwa reports 188 days of instruction, 3 city school buildings, having 24 rooms and 1,400 sittings, all valued, with sites, furniture, and apparatus, at \$57,550. Three school buildings, with 5 rooms, accommodated 200 pupils under private or church instruction.

In *West Des Moines* school was taught 186 days in 1878-'79 in 5 school buildings, with 39 rooms, valued, with sites and furniture, at \$154,000. In other schools, private or parochial, 350 additional pupils were enrolled.

All the above named cities appear from their returns to have their schools divided into the usual grades, primary, grammar, and high.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL AND NORMAL DEPARTMENT.

The *Iowa State Normal School*, Cedar Falls, presents 3 courses of study: an elementary course of 2 years; a didactic, which adds to this a year of further study; and a scientific, which is meant to add another year. Only graduates from the last can receive the full diploma of the school and degree of bachelor of didactics. Students who complete either of the other courses receive certificates. Thus far the students appear to have been almost wholly in the lowest course.—(Catalogue for 1878-'79.)

The *chair of didactics* at the University of Iowa, Iowa City, constitutes substantially another State school for training teachers. The students are members of the senior class intending to become teachers, with any special students who may be qualified. The course runs parallel with the other collegiate courses of the senior year. The instruction is by text book recitations and expository readings from standard works on education, by observations in the public schools, and by lectures on systems and methods of instruction and on the organization, gradation, and government of schools. The completion of the course brings only the regular collegiate degree; but, after 2 years of successful teaching, that of bachelor of didactics is bestowed. Students in this line of study, 26 in 1878-'79.—(University catalogue and return.)

OTHER NORMAL TRAINING.

The *Eastern Iowa Normal School*, Grandview, with branches at Lettsville and Kossuth, has normal, scientific, and business departments. In the normal, the courses are an elementary one of 2 years beyond a preparatory course in common branches, 3 years with this, and an advanced course, which adds 2 years more. A degree is given for either course. Normal students, 130 in 1878-'79.—(Catalogue.)

The *Southern Iowa Normal and Commercial Institute*, Bloomfield, a private institution, reports for 1879 a 4 years' course (whether wholly normal does not appear) and 97 normal students.

The *Iowa City Academy* has a normal department which in 1878-'79 had 55 students; course, 4 years.

The *Iowa City Normal and Training School*, a summer institute distinct from the last named, reports a 6 weeks' session under 7 instructors in 1879, with 175 students on the roll. Several other summer institutes under private control, and similar to this in character, appear to have been held in different parts of the State.—(Iowa Normal Monthly.)

Amity College, College Springs, presents a normal course of 2 years, with 142 students; Parsons College, Fairfield, one of indefinite length, with 9 students; Simpson College, Indianola, announced a normal course for 1879-'80, and Iowa Wesleyan one for 1878-'79; Cornell College, Mount Vernon, reported some aid for normal study in its preparatory course and apparently beyond; Oskaloosa College, Oskaloosa, a common school teachers' course of 1 year and an advanced course of another year, with 24 students in the two in 1878-'79; Penn College, Oskaloosa, a 2 years' course for common school teachers, and 2 years more for such as desire to teach in high schools, with 43 students in both in 1878-'79; Whittier College, Salem, a summer normal term of 6 weeks, with 55 attendants in 1878-'79; Tabor College, Tabor, a teachers' department, covering 2 years of study, but without note of any students in that year.

NORMAL INSTITUTES FOR TEACHERS.

The normal institutes which are required by law to be held annually in each county by the county superintendent, with such assistance as the State superintendent may aid him in obtaining, are substantially short training schools, their object being to reach and correct the chief defects observed in teaching. A judicious course of instruction for them is given in the State report for 1879, covering the whole ordinary programme of school instruction, the philosophy of education, school economy, and general school room work. There were 99 of these county institutes in 1879, with a total attendance of 11,951, an increase of 658 on the preceding year. The length of session on an average was a fraction over 3 weeks.

EDUCATIONAL JOURNALS.

The *Iowa Normal Monthly*, a useful and well conducted educational journal published at Dubuque, is the official journal of the State superintendent. Besides his rulings on school questions and much information as to education in the State, the monthly publishes many excellent papers for the instruction of teachers.

The *Central School Journal*, another efficient monthly in the same field, published at Keokuk under the auspices of the county superintendents of Southeastern Iowa, reached its third volume in December, 1879.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The report of the State superintendent for 1878-'79, while not giving the number of public high schools belonging to the system, says that there were 494 graded schools and that in 102 of these foreign languages formed a part of the course of study. Latin was taught in 57; Latin and German in 22; German in 16; Latin and Greek in 4; German, Latin, and Greek in 2; and German, Latin, and French in 1.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix, and summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The report of the State superintendent for 1878-'79 gives a list of 23 universities and colleges in the State, with statistics of attendance in all but 2.¹ There were 3,330 students under 184 teachers in the 21 colleges and universities, but whether this includes students and teachers in preparatory as well as collegiate courses does not in some cases appear.

The State University of Iowa, Iowa City, announces that there will be no preparatory work done at the university after 1879. The connection with the public schools will be closer than ever, because the university will rely largely on them for its supply of students. Whenever the faculty is satisfied that the preparatory work is thoroughly done by any high school, the graduates from that school will be admitted without examination. The requirements for admission, full as respects English, German, and Latin studies, do not include Greek. In its collegiate department there is a school of letters, with a classical and a philosophical course, and a school of science, with a scientific

¹The Iowa State Agricultural College, Iowa State College for the Blind, and Iowa College of Law are not included in this summary.

and an engineering course. Each of these courses is of 4 years. Collegiate students in 1878-'79, exclusive of 91 subfreshmen or preparatory and inclusive of 3 resident graduates, numbered 221; in all its 4 departments, 561.

The other colleges—whose statistics may be found in Table IX of the appendix to this volume—all had preparatory and classical courses, the latter of 4 years, as a rule. Thirteen had also scientific courses of 3 to 4 years. Cornell College had a further course in civil engineering; Algona and Iowa Colleges and the University of Des Moines had ladies' courses; Tabor College, a literary course, and several others, mentioned specifically under Training of Teachers, normal courses, besides the classical and scientific. Nine colleges reported courses in music.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Most of the colleges for young men in the State admit young women also to their privileges, among them the State university. For statistics of institutions especially devoted to the higher instruction of women, see Table VIII of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Iowa State Agricultural College, at Ames, is reported by the State superintendent as having a total of 24 instructors and 297 students in 1879. Its courses in agriculture, engineering, and general science for women are supposed to have been continued in that year as formerly, though no printed report was received.

As before stated, 13 of the colleges reporting for 1879 had scientific as well as classical courses, statistics of the students in which may be found in Table IX.

PROFESSIONAL.

Instruction in *theology*, after the Protestant Episcopal form, was given in 1879 at the theological school of Griswold College, Davenport; after the Presbyterian form, at the German Theological School of the Northwest, Dubuque; after the Methodist, at the German College associated with Iowa Wesleyan University, Mount Pleasant, and to some extent in the Iowa Wesleyan itself; after the form of the Christians or Disciples, at Oskaloosa College, Oskaloosa; after the Baptist form, in Central Union College, Pella. The Protestant Episcopal, Presbyterian, and German schools have good 3 years' courses meant to follow a classical course. At Oskaloosa there is also a 3 years' course, but it begins with only English branches. In the other colleges the instruction is connected with the college course. Simpson Centenary College, Indianola, without undertaking to train students fully for the ministry, offered in 1879 to aid theological students by forming classes for instruction in Hebrew, the Greek of the New Testament, and other studies preparatory to the directly theological.—(Catalogues and other official sources.) For statistics of such of these schools as report, see Table XI of the appendix.

Legal training was given in the law department of the Iowa State University, Iowa City; at the Iowa College of Law, connected with Simpson Centenary College, but at Des Moines; and in the law school of Iowa Wesleyan University, Mount Pleasant. The first had a regular course of 1 year (for which there was no preliminary examination), an advanced course of another year (to enter which students must be examined as for LL. B.), 8 professors and lecturers, and 132 students, 18 of them college graduates. The second had a course of 1 year, with 4 instructors and 21 students. In the third (the length of course in which is not given) were 2 professors, but the number of students does not appear from the college catalogue for 1879.

Preparation for *medical* practice may be obtained at the State university in either the "regular" or homœopathic form. The university admits women to its medical schools as well as to its collegiate department, and 6 names of women students appear in 1879. The course is the usual one of 3 years, with attendance for at least 2 years on the medical instruction by lectures and demonstrations. Attendance on a third year's course of higher grade is optional. The same course, with the same requirements and option, is presented in the regular College of Physicians and Surgeons, Keokuk. At the university, a preliminary examination is required of those who adopt the 3 years' graded course, except from such as hold high school or academic diplomas. The faculty of the "regular" school, according to a return, consisted in 1879 of 8 professors, 3 lecturers, and 1 demonstrator; the students of 1878-'79, by catalogue, numbered 93, of whom 15 were in the graduating class. In the homœopathic school, by return, were 2 resident and 3 non-resident professors and lecturers, and by catalogue of 1878-'79 the students were 32, of whom 3 were in the graduating class. At Keokuk, were, by return, 9 resident professors and instructors and 1 non-resident, with 262 students entered for the session of 1879-'80. No data are given as to those of 1878-'79.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, provides instruction in the common English branches and in articulation, besides training the children in such employments as shoe, broom, and cabinet making and in house, farm, and garden work, and sewing. Instructors in 1879, according to State report, 15; pupils, 135.

EDUCATION OF THE BLIND.

The Iowa College for the Blind, Vinton, gives its pupils a training in the common and higher English studies, including music, and in broom, mattress, and basket making, cane seating, sewing, knitting, crocheting, and beadwork. Instructors in 1879, according to State report, 15; students, 141.

TRAINING OF THE FEEBLE-MINDED.

The Iowa State Asylum for Feeble-Minded Children, Glenwood, embraces in its plan for training this class special attention to their physical development and well being. Besides the common English branches, the simpler Kindergarten methods are taught; also, calisthenics, singing, &c. Instructors, 5; pupils, 133.—(State report for 1879.)

TRAINING OF ORPHANS.

At the Iowa State Soldiers' Orphans' Home, Davenport, there were reported to the State superintendent 3 instructors and 160 pupils.—(State report, 1879.)

REFORM SCHOOLS.

The State superintendent makes report for 1878-'79 of the Iowa State Reform School, Eldora, and the Iowa State Reform School for Girls, Mount Pleasant, but gives no facts additional to the number of teachers and inmates. At Eldora the teachers numbered 4; the pupils, 182. At Mount Pleasant, teachers, 2; pupils, 65.—(State report for 1879.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Iowa State Teachers' Association met at Independence December 29-31, 1879. A much larger number than usual was in attendance, the enrolment being 205. After the address of welcome, a number of five minute speeches were made, one by President J. L. Pickard, of the State university. President Pickard contrasted this with the first teachers' association he ever attended, in a neighboring State, where five got together, each with a paper to read to the other four. Superintendent von Coelln made a short speech deprecating unnecessary legislative interference with the school law; disapproving of the passage of a compulsory education law, he thought that better results would be obtained by establishing a reform school and compelling children not in other schools to attend it, such school to be educational and not penal.

The first paper of the following day was by Prof. S. S. Boyd, of Parsons College, on "How may the high schools be strengthened and built up in popular favor?" This was discussed by Superintendents Saunderson, Young, Armstrong, and Akers, all of whom strongly advocated the high schools and deprecated any attempt to weaken them. Papers were read on "How to get the greatest good from the public expenditures for schools," by Superintendent Lewis, of Washington; on "What are the fundamentals of an education?" by R. B. Huff, of Columbus Junction; on "Individuality in the school room," by Miss Menza Rosecranz, of Sigourney; and on "Education at home and abroad," by Prof. H. K. Edson, of Iowa College. The president's inaugural address discussed Kindergarten methods, religious teaching in the schools, the county superintendency, normal institutes, including the State normal institute and the State Normal School. He expressed, in the strongest terms, approval of the work done in the teachers' institutes, but said he thought the State normal institute, which was intended to prepare conductors for work in the county institutes, had failed to accomplish what was expected of it, and advised the incorporation of the institute with the State Teachers' Association.

The exercises of the third day commenced with a paper by Superintendent W. E. Parker on "Teachers' examinations." A paper by Dr. Pomeroy on "Academic instruction in normal schools—where begin and where end," and another, discussing this, by Prof. H. H. Cox, were read. Dr. Mark Ranney, superintendent of the asylum for the insane, read a paper on the question, "How may education be so directed as to counteract the tendencies to insanity?" and the subject was continued by Dr. Spaulding, president of the Iowa Wesleyan University. Superintendent J. W. Johnson, of Knoxville, read a paper on "Does the public school lay a good moral foundation?" Prof. J. Wernli, of Le Mars, addressed the association at length on "Our institute

system: are its results adequate to its cost?" The exercises closed with an address on Darwinism, by Rev. Mr. McClute, of Iowa City.—(Iowa Normal Monthly.)

COUNTY SUPERINTENDENTS' CONVENTION.

The convention held its session July 1 and 2, 1879, President Rowley presiding. The question "What relative value should be given to scholarship and success in teaching?" was opened by Superintendent Ewart and participated in by the superintendents from Cedar, Polk, Jasper, Worth, Decatur, and others. On motion of the State superintendent, the question was referred to a committee of three, which reported subsequently that scholarship and success in teaching should both be exacted; also, that the county superintendent's judgment on both should be recorded in the teacher's certificate and should affect its grade. State Superintendent von Coelln spoke on "What course of instruction should be given in county normal institutes to enable teachers to make uniform reports to district secretaries?" and suggested that conductors should give a lesson on the subject. On motion, the State superintendent was requested to issue a circular to county superintendents instructing teachers not to consider pupils members of the school after an absence of six consecutive half days. Other subjects discussed were "What course of primary instruction should be given in county institutes?" "Advisability of uniform text books for normal institutes," and the propriety of introducing Kindergarten methods into the institutes.—(Iowa Normal Monthly, August, 1879.)

ASSOCIATION OF PRINCIPALS AND CITY SUPERINTENDENTS.

The association met at Clear Lake July 1-3, 1879, President H. H. Seerley in the chair. There were 86 delegates present and 27 others sent in contributions. Of those attending, 30 were county superintendents. The topics discussed were "Literature in high and grammar schools," "Efficient city supervision," "What can be best dispensed with in our courses of study?" "Use of the title professor," "How can we secure better primary instruction?" and "Are we guilty of cramming?"—(Iowa Normal Monthly, August, 1879.)

STATE NORMAL INSTITUTE.

This institute, meant to instruct the conductors of county normal institutes in the best methods of procedure at their own institutes, met June 30 at Cedar Lake, and continued till July 4. The meetings were conducted by Superintendent von Coelln, assisted by Professor Graham, of Wisconsin. The latter gave it as his judgment that in the conduct of institutes there should be a well defined purpose in view; that the lesson should be suited to the needs of the class; that no more should be attempted than those present can thoroughly comprehend; that the conductor should secure attention by intellectual activity and by gathering through simultaneous answers what his audience already know, while he should endeavor to stimulate and arouse the people. Much else that was interesting was presented in different addresses, for mention of which there is no space here.—(Iowa Normal Monthly, August, 1879.)

ORATORICAL CONTEST.

An interstate oratorical contest between delegates from the colleges of the Northwest was held at Iowa City in May, 1879, in which five States were represented. The representative of Wisconsin State University took the first prize and that of Oberlin College the second.—(Educational Weekly, 1879.)

HIGH SCHOOL ASSOCIATION.

An association entitled the Inter High School Association of Eastern Iowa was organized in May, 1879, its object being to hold annual literary contests in which each school participating shall be represented by the successful competitor in its annual home contest.—(Iowa Normal Monthly, June, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. C. W. VON COELLN, *State superintendent of public instruction, Des Moines.*

[Third term, January 5, 1880, to January 4, 1882.]

KANSAS.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	266,575	312,231	45,656	.....
Enrolled in public schools.....	177,806	208,434	30,628	.....
Average daily attendance	106,932	123,715	16,783	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	5,136	5,622	486	.....
Number of school districts reporting ..	5,002	5,471	469	.....
Number with graded course of study..	681	1,193	512	.....
Number with uniform text books.....	1,731	4,631	2,900	.....
Number owning the text books.....	568	578	10	.....
Number with three months' school or more.	4,584	4,916	332	.....
Number of log school-houses	246	338	92	.....
Number of frame school-houses.....	3,475	3,742	267	.....
Number of brick school-houses	157	159	2	.....
Number of stone school-houses	642	701	59	.....
Number of all kinds.....	4,520	4,932	412	.....
Number built during the year.....	354	414	60	.....
Cost of these as reported.....	\$240,403	\$258,082	\$17,679	.....
Valuation of all school property.....	4,527,227	4,391,566	.....	\$135,661
Average time of school in days.....	113	124	11	.....
School rooms for study and recitation.	5,145	5,626	481	.....
School rooms for recitation only.....	81	94	13	.....
TEACHERS AND THEIR PAY.				
Teachers of grade A in public schools.	458	582	124	.....
Teachers of grade one (one year).....	2,402	2,694	292	.....
Teachers of grade two (six months)...	3,499	3,650	151	.....
Men teaching in public schools	2,861	3,161	300	.....
Women teaching in the public schools.	3,498	3,761	263	.....
Total teachers in public schools	6,359	6,922	563	.....
Average monthly pay of men.....	\$33 68	\$31 65	.....	\$2 03
Average monthly pay of women.....	27 10	25 30	.....	1 80
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$1,803,303	\$1,868,563	\$65,260	.....
Whole expenditure for them	1,541,417	1,590,794	49,377	.....
STATE SCHOOL FUND.				
Amount of permanent available fund. ^a	\$1,449,223	\$1,601,632	\$152,409	.....
Estimated eventual amount	10,000,000	10,000,000	.....	.....

^a Amount actually in the treasury.

(From report of Hon. Allen B. Lemmon, State superintendent of public instruction, for 1877-'78 and special returns from the same for 1878-'79.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general supervision of school interests for the State is intrusted to a State superintendent of public instruction, chosen every two years by the people. A State

board of education, composed of the chancellor of the university, the president of the agricultural college, and the principals of the State normal schools, aids him in the examination of teachers for State diplomas and certificates. A State board of commissioners for the management and investment of the school funds is constituted by associating with him the secretary of state and attorney general.

The supervision of school interests in counties is given to county superintendents of public instruction, of whom one for each county is chosen biennially by the people. He and two other persons appointed by the county commissioners to act with him constitute a county board to examine teachers.

School interests in districts are supervised by a district board, composed of a director, clerk, and treasurer, one member of which is elected at each annual district meeting by the people.

For school officers of cities, see City School Systems further on.

OTHER FEATURES OF THE SYSTEM.

The schools of the State are of all grades. State aid is given to all districts that keep a school open for at least 3 months each year, teach the prescribed branches through duly licensed teachers, and make the prescribed reports through the proper officers. The apportionment of the aid is by the State and county superintendents, on the basis of the number of school children (5 to 21 years old) reported by each district clerk. The State also aids county and union institutes held according to law for the improvement of teachers in the public schools, the condition being that at least 50 persons shall have registered themselves to attend such an institute and bear their proper share of the expenses. The means for all aid in these directions come from the income of a State school fund and the proceeds of a State tax of one mill on the dollar, which districts are expected to supplement by a local tax of not more than 1 per cent. for teachers and 1 per cent. for buildings. All children of school age residing in a district where a public school is held are to be admitted free to it for instruction in the branches prescribed by law,¹ and those from 8 to 14 years of age must attend at least 12 weeks in each year, unless excused by the school authorities or taught elsewhere. Teachers must keep the legally prescribed register of attendance, deportment, and recitations of pupils, and file this with the district clerk at the close of each school term, or forfeit the last month's pay. They may read the Bible in their schools, but must not introduce sectarian religious doctrine. Districts may tax themselves for school district libraries containing only works of real information. Women are authorized to vote at district school meetings, and, by a legal decision in 1876, may hold even the office of county superintendent.

GENERAL CONDITION.

In the absence of a State report, which is now issued only once in two years, the statistics kindly furnished by the superintendent supply the only official information on this point. These indicate, however, a gratifying progress, nearly three-fourths of the 45,656 additional children of school age having been enrolled in public schools, with a proportionate addition to the rolls of private schools, while more than half of those enrolled were held in average daily attendance, a large proportion for a thinly settled State. The additional teaching force and school accommodations kept fairly up to the increase of school population, there being 481 more schools and 563 more teachers. The income for school purposes increased \$65,260, and the expenditure \$49,377. The monthly pay of teachers, however, was considerably reduced, \$2.03 in the case of men and \$1.80 in that of women.

KINDERGÄRTEN.

For information as to Kindergarten training, see Table V of the appendix following; for a summary of statistics, the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

In cities with from 2,000 to 15,000 inhabitants, a general law requires a city board of education of 2 members from each ward; in those with more than 15,000, a board of 3 members from each ward, one member in each case to be chosen annually after the first election. Each city board has control of the schools and school property of the city, but may delegate its supervisory powers to a superintendent of its own selection, who, with 2 competent persons in the former case and 3 in the latter, also

¹The exceptions to this rule are (1) in districts where the public money is not sufficient to keep school open for the time determined on, in which case a tuition fee may be charged for the period beyond that to which the funds will reach; (2) in cities where accommodations are inadequate, when the city board may exclude, for the time necessary, children between 5 and 7 years old; and (3) in cases of contagious disease.

selected by the board, may serve as a committee for examining all teachers for the city schools.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Lawrence.....	7,912	2,813	1,618	1,081	18	\$25,144
Topeka.....	12,500	2,816	1,935	1,607	30	19,682

ADDITIONAL PARTICULARS.

Lawrence had 10 school buildings in 1878-'79, with 17 rooms for both study and recitation and 2 for recitation only, valued, with buildings, sites, &c., at \$100,000. The course of study covers 10 years; the school year consists of 8½ months, and half day sessions were resorted to in 1878-'79. There were 150 more special promotions than in the previous year, 294 more at the close, 179 fewer failures in recitation, and 113 more pupils at the end of the year. Considerable advance was made in the teaching of language, the pupils being allowed to eschew definitions and apply themselves to word learning and sentence making, punctuation, and capitalization. They were taught to criticise and improve defective sentences written on the blackboard. Technical grammar was omitted from all grades below the sixth, and not one pupil failed in the study. Spelling, too, was successfully taught.—(Report of board and of Superintendent William A. Boles.)

Topeka reported for 1878-'79 an increase of 862 children of school age, exceeding considerably the school accommodations and making necessary a large increase of school room. Of the additional children, 300 were added to those previously in the schools, and good average attendance was secured. The instruction in music was discontinued. Valuation of school property, \$111,000.—(Reports of president and superintendent.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The State Normal Schools at Concordia and Leavenworth were suspended in 1876 from want of legislative appropriation. The school at Emporia was continued by the principal and teachers on the basis of tuition fees. The building was burned in October, 1878, and the school was carried on under great difficulties; but with an increased endowment fund and a State appropriation new buildings were erected. The records having been burned, there is no report of the number of students in 1878-'79, but under 7 instructors 12 students were graduated, and the endowment fund proved sufficient to meet the ordinary expenses. There are 2 English courses, an elementary one of 2 years and a scientific one of 3. A Latin and scientific course of 4 years is announced for 1880. There are also preparatory classes and a practice school.—(Circular and return.)

In the State university, Lawrence, normal instruction is also given in three years' courses, under legislative requirement, and the catalogue for 1878-'79 showed 23 students in these courses, the classes of the preparatory department serving as a practice school. There is a special professor in charge, but the academic studies of the course are pursued in the regular college classes.

OTHER NORMAL TRAINING.

The Southeastern Normal School, Fort Scott, and the Kansas Normal School and Business Institute, Paola, both had in 1878-'79 common English, scientific, and classical courses of one year each for teachers and others, as well as business courses, these last serving to some extent as practice schools. The first, with 6 instructors, had 44 pupils in its preparatory course, 16 in its teachers' elementary course, and 14 in the scientific; none in the classical. The second, with 4 instructors, made no report of the number of students. The former, remaining at the same place, changed its title for 1879-'80 into close correspondence with that of the latter, calling itself the Kansas Normal College and Business Institute.—(Circulars for 1878-'79 and 1879-'80.)

At Baker University, Baldwin, the catalogue of 1879-'80 shows a normal course of 3 years, including Latin from the outset, and said to embrace all the branches covered by an examination for a State certificate. At Highland University, Highland, with which the former State superintendent, H. D. McCarty, is connected, students wishing to fit themselves for teaching are offered special instruction in the branches to be taught in the public schools and in methods of teaching. Lane University, Leocompton, presents for 1879-'80 a teacher's course of 2 years in higher English studies, and

Ottawa University, Ottawa, announces one of 3 years. No statistics of normal classes are given by any of these collegiate institutions.—(Catalogues and circulars.)

TEACHERS' INSTITUTES.

In each county of the State or in each two or more adjoining counties uniting for this purpose, the county superintendents are required to hold annually 4 weeks' normal institutes for the instruction of teachers and of persons desiring to teach. These institutes serve as summer normal schools and do much to improve the teaching. The expenses are met by the fees paid by teachers for examinations and a registration fee from each attendant on the institutes, with a small allowance from the State. The course in them covers 3 years. A State normal institute is also annually held under the direction of the State superintendent.

At Lawrence an institute for the improvement of the teachers in the city schools is held every alternate Saturday.

EDUCATIONAL JOURNALS.

The Kansas Collegiate and the University Courier, two papers edited and published by associations of students at the State university, afford some information as to higher education in the State. The Industrialist, published weekly at Manhattan, in the interest of the State Agricultural College there, gives much intelligence respecting that college and its work, with some respecting the common schools. The Educationist, a monthly school journal, was started at Emporia January, 1879. Our Schools, another monthly, begun at the same time at Lawrence, has not been heard from since July, 1879. A small monthly, the Cowley County Teacher, was begun at Winfield October, 1879. Others were projected for 1880.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Semiofficial information in 1878 made the number of schools of this class about 60 in that year. It is not likely that this number has diminished, in view of the prosperity that has marked the State since then. Only 5, however, were recognized as preparatory to the State university in 1879, on giving evidence of having a 3 years' course conformed to the preliminary requirements of the university.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools in this State, see Tables IV and VI of the appendix following, and for summaries of their statistics, the corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges, see Tables IX and X of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Kansas, Lawrence, still retained in 1879 its preparatory department from the lack of a sufficient number of approved high schools to prepare students for its classes. In the collegiate department there are classical, scientific, modern literature, civil engineering, natural history, and chemistry courses, each of 4 years, with 3 higher normal courses, of 3 years each, and a course in music, also of 3 years. A law department was added in the autumn of 1878, for which, see Scientific and Professional Instruction. The statistics of the university for 1878-79 were: instructors and professors, 14; students in preparatory department, 257; in the collegiate, 119, including 3 resident graduates; in normal classes, 23; in music, 20; in law, 13; total, 432, of which number, however, at least 25 were counted twice.

Of the other colleges the following all had, in 1879, classical and scientific courses of 4 years each: Baker University, Baldwin (Methodist Episcopal); Highland University, Highland (Presbyterian); Lane University, Lecompton (United Brethren); Ottawa University, Ottawa (Baptist); and Washburn College, Topeka (Congregationalist); Ottawa having also a literary course of 4 years, and all but Washburn more or less normal instruction for such students as propose to teach. St. Benedict's College, Atchison (Roman Catholic), presents a commercial course of 3 years and a classical course of 6 years, 2 to 3 of these years, however, being preparatory. St. Mary's College, St. Mary's (Roman Catholic), has a course nearly the same. Commercial courses of 3 years are presented at Ottawa and St. Benedict's.—(Catalogues.)

For statistics of these colleges, see Table IX of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The only school of this class reporting for 1879 is the College of the Sisters of Bethany, Topeka, established first, when Kansas was a Territory, as "The Episcopal Fe-

male Seminary of Topeka," and chartered and reorganized under its present title in 1872. It has primary, preparatory, and collegiate departments, the last presenting a well arranged 3 years' course. Its catalogue for 1878-79 showed 13 instructors, 29 students in the collegiate department, 45 in the preparatory, and 28 in the primary.

The State university and all the chartered colleges for young men, except the 2 Roman Catholic ones, are open to young women in common with young men.—(Catalogues and returns.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Kansas State Agricultural College, Manhattan, has a general course of 4 years, with departments of practical agriculture, botany and horticulture, chemistry and physics, English language, mathematics, history and philosophy, physiology, zoölogy, entomology, &c. The natural sciences are taught with special reference to such peculiarities of geological structure and animal or insect life as bear on horticultural and farming work. Instruction is also given in some of the industrial arts, as carpentry, printing, telegraphy, sewing, and cookery, while to a class of young ladies there is annually given a course of lectures on household chemistry as related to the preparation of food and preservation of fruits and meats. For statistics, see Table X of the appendix.—(College announcement in *The Industrialist*.)

Scientific courses, as before noted, are found also at the University of Kansas, Lawrence, and at 5 of the denominational colleges, these being generally modifications of the ordinary collegiate course by the substitution of scientific branches and modern languages for literature and Greek. Volunteer classes in natural science were formed at St. Benedict's College, Atchison, in 1879.—(Catalogues.)

PROFESSIONAL.

Theological instruction, under the auspices of the Protestant Episcopal Church, was given at the Kansas Theological School, Topeka, in 1879. The bishop of the diocese and one of his clergy were the instructors. No return of attendance for the year has been received.

Legal instruction is now given in the law department of the University of Kansas, Lawrence, established in 1878, the course including 2 annual terms, each of 7 months. The degree of bachelor of law will be conferred on such graduating members of the senior class as pass successfully the final examination and are recommended by the examining committee and the faculty and approved by the board of regents. Its students in 1878-79 numbered 13.—(Catalogue of university, 1878-79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Kansas Institution for Educating the Deaf and Dumb, Olathe, under control of the State board of charities, reported for 1878-79 a total of 108 pupils, under 5 instructors. In all, 236 had received instruction in the school since its foundation in 1866. The branches of study in school are wholly English, chiefly arithmetic, geography, and history. The employments taught in the shops were cabinet making, shoemaking, and printing. Some apparatus for illustrating physics was possessed. The school owned 175 acres of land and estimated its grounds, buildings, and apparatus as worth \$47,028.—(Return for year ending June 30, 1879.)

EDUCATION OF THE BLIND.

The State institution devoted to this purpose, at Wyandotte, makes no return of its statistics for 1879, and as the printed reports are now issued only biennially there is no means of making up this deficiency from that source. In 1878 it reported a total attendance of 45, under 5 instructors. It had a full course of English studies in the school, with reading in Boston elevated type and New York point and writing in the latter. In the workshops boys were taught broom and brush making and girls were taught to make palm leaf hats.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association held its annual session for 1879 in the State university building at Lawrence June 16-20. About 200 were in attendance, among them the United States Commissioner of Education. The *New-England Journal of Education* reported the meeting to have been enthusiastic and effective, but no report of its proceedings other than the election of officers has reached the Bureau. The programme indicated the intended discussion of such educational topics as "District

schools," "The place and value of denominational schools in the educational system of a State," "The means of cultivating in the schools a taste for pure literature," "The art of teaching," "Graded schools," and "Experimental illustration of natural science."

COUNTY SUPERINTENDENTS' CONVENTION.

This convention, according to the programme, was to be held in connection with the other, and the subjects for discussion were "Arrangements for normal institutes," "Where and when to hold and how to conduct teachers' meetings," "School law difficulties," &c. As in the other case, no report of the proceedings has come to hand; a statement which applies also to the State Normal Institute, which was to occupy the morning hours of June 17, 18, and 19.

CHIEF STATE SCHOOL OFFICER.

Hon. ALLEN B. LEMMON, *State superintendent of public instruction, Topeka.*

[Second term, January 13, 1879, to January 10, 1881.]

[Mr. H. C. Speer has been elected to succeed Mr. Lemmon.]

KENTUCKY.
STATISTICAL SUMMARY.

	1876-'77.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20).....	459,395	a476,870	17,475	.....
Colored youth of school age (6-16).....	53,126	a62,973	9,847	.....
Whole number of school age	512,521	539,843	27,322	.....
Enrolled in public schools.....	208,500	.....	.....	.....
Colored enrolment	19,107	.....	.....	.....
Average attendance (white).....	125,000	.....	.....	.....
Average attendance (colored)	13,393	.....	.....	.....
Pupils in private schools.....	35,000	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts not in cities (white) ..	5,836	.....	.....	.....
School districts (colored).....	620	.....	.....	.....
School-houses for colored pupils	287	.....	.....	.....
School-houses built during the year...	53	.....	.....	.....
Private schools	700	.....	.....	.....
Academies	75	.....	.....	.....
Colleges	25	.....	.....	.....
TEACHERS AND THEIR PAY.				
White men teaching in public schools..	4,000	.....	.....	.....
White women teaching in public schools.	2,000	.....	.....	.....
Colored men teaching.....	331	.....	.....	.....
Colored women teaching.....	199	.....	.....	.....
Average monthly pay of men	\$40	.....	.....	.....
Average monthly pay of women.....	35	.....	.....	.....
INCOME AND EXPENDITURE.				
Whole income of public schools	\$1,827,575	.....	.....	.....
Whole expenditure for public schools ..	1,130,000	.....	.....	.....
SCHOOL FUND AND SCHOOL PROPERTY.				
Permanent school fund	\$1,600,000	.....	.....	.....
Estimated value of school property...	2,300,000	.....	.....	.....

a These are the only available statistics later than 1876-'77.

(From the State reports of Hon. H. A. M. Henderson, State superintendent of public instruction, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction is elected for a term of 4 years. A State board of education consists of the State superintendent, the secretary of state, the attorney general, and two professional teachers chosen by them, who have charge of the financial interests of the schools and make rules and regulations for their control. A State board of examiners, composed of the State superintendent and two professional educators, examines all teachers applying for State certificates.

County schools are governed by a commissioner, elected for 2 years by the court of claims, who is required to define the districts, report census, administer oaths, and assign rules to the schools. The commissioner and two thoroughly educated persons

appointed by him form a county board of examiners for examination of all applicants for positions as teachers in the county schools.

Each district has a board of 3 trustees, elected by its voters—at first 1 for one year, 1 for two years, 1 for three years, afterwards each for 3 years' terms—whose duties are immediately connected with the schools.

OTHER FEATURES OF THE SYSTEM.

The common schools of the State have only 2 prescribed departments, the primary and elementary, which embrace all the studies required by law and reach, in graded districts, through about 5 ordinary grades. Two other departments, termed intermediate and high, in which higher branches may be studied and tuition fees be charged, are allowed, provided that the instruction in them shall not interfere with the thorough teaching of pupils in the lower grades. A university, college, academy, or high school may be accepted by a county commissioner as a State school and have a district defined for it, receiving its proportion of the distributable school fund, if the white children of the district are admitted freely to its privileges for 5 months in the year. Before beginning school, teachers must have certificates of qualification from either the county or State board of examiners. In districts with 40 or more pupils they must teach school 5 months, but in those with less than 40 a three months' term will suffice.¹ There must be an attendance on the county teachers' institute, on pain of forfeiting certificate, and a report must also be made to the school authorities at the close of the term, on pain of forfeiture of final pay. Schools with 60 or more pupils must have 2 teachers. Text books are selected by the county boards of examiners from lists recommended by the State board of education, not to be changed within two years.

The support of the schools of the State comes from the interest on a permanent school fund, devoted wholly to teachers' pay; from a State tax of 20 cents on \$100, the proceeds of which also go mainly to teachers; from an optional district tax of not more than 25 cents on the \$100 in ordinary districts or 30 cents in graded school districts, for school accommodations, lengthening of school term, increased pay of teachers, and expense of grading schools; and from a poll tax, not to exceed 50 cents, on all persons sending children to the schools. The district taxes may be voted for a term of 5 years, and widows or aliens residing in the district and paying taxes or having children to be educated in it are qualified voters on the tax question. The State funds are distributed on the basis of the number of white children 6 to 20 years of age; the funds for the support of schools for colored children, which are derived wholly from taxes on the colored people, on the basis of the number of such children 6 to 16 years of age.

COLORED SCHOOLS.

The results of the colored school system adopted in the State appear to have fully met the expectations of its projectors and friends in 1879. The colored citizens have manifested great zeal in their educational advancement by adding in all practicable ways to their means of improvement. In several counties they have organized and conducted institutes during the year, and have held a State association, which was managed with intelligence. In most of the cities the municipal authorities have added to the sum granted by the State for these schools the amount of taxes paid by colored people, and other resources have been used for this purpose by many of the colored citizens. The State superintendent recommended in 1875, and continues to recommend, that from the proceeds of the sale of public lands a sufficient sum should annually be appropriated to the support of colored schools of each State, and he adds that the State legislature, in anticipation of such a measure, has dedicated such a fund to that purpose. Section 5 of chapter 521 of the school laws gives to the colored school fund all sums of money accruing from the distribution of the public lands or from sale thereof, provided that the pro rata to each colored pupil shall not exceed in any one year the sum of apportionment to each white pupil child of the Commonwealth.

GENERAL CONDITION.

There is said to be an improvement in the qualifications of the teachers in the State, attributed to their general attendance at county institutes and to the fact that the examinations are stricter. At least 100 of the teachers hold State certificates. The number of children of school age in the State has increased 27,322 since 1877; estimates of enrolment and attendance do not appear in the State report. The system of payment of teachers, delay in which has caused much trouble, is a subject of explanation in the report and of suggestion as to correction. The money for the payment of teachers is collected during the current year, and delays on the part of taxpayers and tax collectors have caused delays in the disbursement of the money, thus

¹ A school month for teachers is 22 days, minus legal holidays and time of attendance on institute.

causing much annoyance and in some cases suffering. The remedy for this evil appears to be within the province of the legislature alone.

When the county boards of examiners fail to make a selection of text books, that duty devolves upon the trustees, who must select one book on each subject for pupils of the same grade from the list recommended by the State board, and by a recent amendment the trustees are required to show in their report that this law has been enforced. A text book chosen must be in use at least 2 years. The institutes held by the teachers being regarded as a most important means of improvement, it is suggested that the superintendent should deduct \$2 from the apportionment of each district, retaining such sums as an institute fund for the remuneration of experts to conduct these institutes to greater advantage.—(State report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The public schools of the cities are controlled by boards of trustees, aided in each city by a superintendent. In Louisville there is a board of trustees, consisting of two members for each ward, with a board of examiners, composed of the city superintendent and 6 professional teachers chosen by the committee of examination and course of study.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Covington	30,000	10,004	3,517	2,485	63	\$78,344
Lexington	16,000	5,299	2,262	1,615	31	18,319
Louisville.....	135,000	43,712	19,484	13,405	327	218,769
Owensboro	10,000	1,232	815	646	16	9,750

ADDITIONAL PARTICULARS.

Covington reported no material change for 1879, the public schools being satisfactorily managed. Much attention has been given to definitions, penmanship, and reading, not, however, to the disadvantage of the other branches, and perceptible improvement was the result. The marked advancement observed in the drawing classes was attributed to the instructions of a regular teacher. It is proposed that the salaries of teachers should be adjusted in accordance with experience, fitness, and efficiency, without regard to grades. The average number of pupils enrolled by grades in the city was, in the three primaries, 1,703; in the intermediate, 331; in the grammar, A, B, and C, 1,077, and in all the schools there was a slight increase in numbers since 1878.

Louisville reported 29 different school buildings, 27 of them for grammar and primary schools and 2 for the highest grade. The schools were taught 211 days during the year. The school property was valued at \$865,390. There were several efficient lady principals of schools in the city. The modified course of study in the schools extends through eight years in the ward schools and four in the high schools. It is estimated that about 97 per cent. do not enter the high schools. In the high school for girls the pupils number 343, and both this and the high school for boys were prosperous.—(Return and Eclectic Teacher.)

Lexington gave to the white pupils in its schools 183 days of tuition; to its colored pupils, 160. The estimated real value of its school property was, in 1879, \$29,000. The assistants in the white and in the colored schools are all females, their salaries in white schools ranging from \$40 to \$60 a month; in the colored schools their salaries are fixed at \$30 a month.

The *Owensboro* schools were taught 186 days in 1879; school property was valued at \$53,500; the average attendance was 646, or 42 to each teacher, not including special teachers. A special teacher in German is employed for the schools of the city.—(Return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This summer school, established in 1878, at Farmdale, in the building of the Kentucky Military Institute, was closed in August, 1879. During the first year, between 30 and 40 students were present, many of them completing the 2 months' course and receiving State certificates. For the year 1879, a class of 40 pupils was reported, with 13 graduates, 12 of whom had been teachers. A model school attached was open 2 hours every evening.

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The *Cadiz Normal School*, Cadiz, which was organized in September, 1878, reported 60 pupils not strictly normal in their courses of study and no graduates for 1879. Its course of study continues 4 years, the first being devoted to the studies of the common school. The principal had applied for a charter, which, at date of return, had passed the house, but not the senate. The charter obtained, its graduates will be authorized to teach during life in any of the State schools.—(Return.)

The *Kentucky Normal School*, Carlisle, offers 3 courses of study: a preparatory, of 1 year, to fit teachers for the ungraded schools; an elementary, which, with the preparatory, occupies 2 years, to prepare teachers for graded schools; and a scientific, which, with the preparatory and elementary, forms a 3 years' course, the graduates from which take the degree of B. S. and are competent to fill still higher positions. By return for 1878-79, the school reported 102 normal scholars, with 41 in other courses, and 9 graduates, of whom 7 were teachers.—(Catalogue and return.)

The *Glasgow Normal School*, Glasgow, reported 125 normal students for 1879, and 7 graduates, all of whom were teachers. The course of study, beyond the preparatory, occupies 3 years.—(Return.)

The *Corral Street School*, Lexington, a normal school established in 1868-69, under the auspices of the American Missionary Association, was intended to give normal instruction to the colored race. Lack of appropriation from the State has reduced it to a school teaching only the elementary branches.—(Letter and return.)

The *Kentucky Female Orphan School*, Midway, a school in which orphan girls not less than 14 years of age are admitted and thoroughly prepared for positions as teachers in a 4 years' course of study, reported for 1879 a normal class of 78 girls, who had made decided progress in every department of work, and 9 graduates. In the absence of a model school, the senior pupils teach those of the fourth grade. All are examined by the State board, and those passing satisfactorily receive State certificates.

The *West Kentucky Normal School*, a department of the Murray Institute, Murray, is the second school of this kind receiving State recognition. This normal school or course is designed to add thoroughness to the education of the students preparing to become teachers, and to extend the knowledge of teachers incompletely fitted for their duties. The certificates granted by the institute to graduates of its full normal course, which must include the essential branches of study for a State certificate, entitle those who possess them, on application to the State board of examiners, to a State certificate.—(Catalogue, 1879-'80.)

Berea College reports 29 normal students in 1879 pursuing the 3 years' course of study. There was 1 graduate from this department.

Normal terms of 6 weeks each were reported in the Common School Teacher for June, 1879, as begun at Mount Vernon Academy, Mount Vernon, and at Bloomington, Monroe County.

TEACHERS' INSTITUTES.

Superintendent Henderson says that up to 1871 institutes had been held in only 39 counties, with an aggregate enrolment of 549 teachers. In 1879 they were held in 114 counties, with an attendance of 6,074. As teachers are required to attend these meetings under penalty of forfeiting their certificates, they are fast becoming acquainted with modern methods of teaching and discipline; better organization and improved grading of the schools have also resulted.—(State report.)

EDUCATIONAL JOURNAL.

The *Eclectic Teacher*, published monthly at Carlisle, continued in 1879 to furnish useful information regarding educational matters in several of the Southern States. It was subsequently removed to Louisville.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report and city reports afford but slight information respecting high schools in 1879. The High School of Covington had 172 pupils in 1879, as in 1878, in a 4 years' course. Louisville had 2 high schools, with 653 scholars enrolled and 573 in average attendance. The school for girls had a total of 348 pupils. Both schools were reported in a prosperous condition during the year. Owensboro reported 2 high school rooms.—(Returns, city report, and *Eclectic Teacher*, November, 1879.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and their summaries in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Kentucky University, Lexington, comprises 3 colleges: the college of arts, the college of law, and the commercial college. It has also an academic department. The State Agricultural and Mechanical College was detached from the university in 1878, and so was a College of the Bible, although its catalogue and that of the university continue to be published together, notwithstanding the fact that this is an entirely distinct and independent institution. The university in 1879 had a total of 154 students in all its departments. The commercial college offers peculiar advantages for individual instruction, by which it is said that "the merchants' scientific course" may be completed in 5 or 7 weeks.

Of the 13 other colleges whose titles and statistics may be found in Table IX of the appendix, 11 had preparatory and all had substantially classical courses, arranged in several cases in schools. Only 2, Bethel and Centre Colleges, had the full and regular scientific course or courses in mathematics and physical sciences, Latin-scientific courses and courses of natural sciences taking the place of the regular scientific course in several colleges. Full commercial instruction is given in 10 colleges, of duration varying from 1 to 4 years. Kentucky Classical and Business College, North Middletown, has a business course of two terms, besides an English course, Latin-scientific course, and classical course, each occupying 4 years. Three colleges have courses of theological study, and as many have normal courses. Most of the colleges give instruction in modern languages, in music, painting, and drawing.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Agricultural and Mechanical College of Kentucky*, Lexington, detached from Kentucky University in 1878, and since March of that year under the supervision of the agricultural college commission of Kentucky, reports for 1879 a year of great success. The farm did not include over 100 acres until the students exceeded that number, and thereafter for every new pupil an acre was added. Students are admitted to the classes of Kentucky University free of charge and the college reciprocally admits the university students gratuitously. During 1878-'79 the college matriculated 118 students, an increase of 50 per cent. over the previous year. It also paid its expenses, disbursed for student labor sometimes as much as \$140 a month, and had a balance of \$1,000 at the close of the year. The final act of the legislature in behalf of the Agricultural and Mechanical College was the establishment of a tax of one-half cent on each \$100 of taxable property in the State, the proceeds to be added to the present annual income of the college, \$10,000, which gives for its support about \$27,000 a year. In addition to its schools of civil and natural history, philosophy, mathematics, chemistry and physics, and modern languages, the college has a school of military tactics and civil engineering, with military discipline in accordance with the regulations of the Army. In addition to the 3 students sent gratuitously to the college from each representative district, other meritorious and well prepared young men are admitted free of all expense. A preparatory school for boys and a summer school of 3 months were attached to the college in 1878-'79.

PROFESSIONAL.

Theology is taught at the Southern Baptist Theological Seminary, Louisville; at the Theological Seminary of the Presbyterian Church, Danville; and at the College of the Bible, Lexington. The Southern Baptist, which is divided into 8 schools, was reported in 1878-'79 as having 93 students and 4 instructors. Its property is valued at \$360,000; its endowment, at \$350,000; and the library contains 9,000 volumes. The Theological Seminary of the Presbyterian Church, Danville, had 14 students in 1878-'79 and 4 graduates. Its course occupied 3 years. The College of the Bible, Lexington, is the denominational institution once pertaining to Kentucky University. The election of its professors and its general control are in the hands of the Kentucky Christian Education Society. Its students numbered 45 in 1879. Its course occupies 4 years. Theological instruction is also, to a limited extent, afforded at Eminence College, Eminence; Georgetown College, Georgetown; and Bethel College, Russellville, and, when required, at Berea College, Berea. For further statistics, see Table XI of the appendix, and a summary in the report of the Commissioner preceding.

Legal instruction is given at the College of Law, Kentucky University, Lexington, which reported, for the year 1878-'79, 5 graduates and 7 students, under 5 professors. The school has been suspended since June 12, 1879. The law department of the University of Louisville, Louisville, reported 28 graduates and 49 students in 1879, under 3 professors. The classes are divided into junior and senior, the course occupying

2 years. Examination is requisite to admission to the senior class only. The law department of Central University, Richmond, had 5 students at the time of its commencement of 1879, when the degree of LL. B. was conferred on 3 graduates. This school requires an examination for admission to its 2 years' course.

Medical training is given in the Kentucky School of Medicine, Louisville, in a 3 years' course, 19 weeks constituting a scholastic year; there were 13 professors in 1879; students, 137; graduates for the year, 43. The Hospital College of Medicine, Louisville, which is the medical department of Central University, reported 18 graduates for 1879, and 80 students in that year, under 10 professors. Its course includes 3 years' study, and a graduate course is provided.—(Catalogue.) The medical department of the University of Louisville, Louisville, enrolled 247 students in its 3 years' course and reported 95 graduates. Twenty weeks constitute a scholastic year. Its professors were 14 in number. No examination for admission is required in any of these schools. Chemical laboratory work is obligatory in the Kentucky School of Medicine and in the Hospital College of Medicine, while in the former a knowledge of medical botany is essential to a diploma.—(Returns and catalogues.)

The Louisville College of Pharmacy reported 41 students at its ninth session, 1879, and 5 graduates. Its course occupies 2 years and includes winter botanical lectures with an optional summer course.—(Return and catalogue.)

SPECIAL INSTRUCTION.

KENTUCKY INSTITUTION FOR THE DEAF AND DUMB, DANVILLE.

This institution, which has been in successful operation fifty-three years, is in charge of a principal and 6 instructors. All deaf-mute youth in the State are permitted to avail themselves of its advantages, free of charge, during a term of 7 years. The inmates, in 1879 numbering 115 of both sexes, are instructed in the ordinary elementary English studies. The boys are also taught the trades of printing, book binding, broom making, and gardening, the girls being trained in sewing and general housework. There is attached to the institution a library of 700 volumes. Since the foundation of the institution 732 unfortunates have been sheltered and taught there.

KENTUCKY INSTITUTION FOR THE EDUCATION OF THE BLIND.

This institution, at Louisville, is abundantly supplied with all the comforts and means of improvement possible to the blind. Blind children of the State are entitled to 7 years' instruction therein free of charge, and trustees may, at discretion, extend the privileges in meritorious cases. The inmates are instructed in the common school studies, and boys are trained in broom, mattress, and chair making and general upholstery, the girls being trained in sewing, knitting, and other light occupations. Special attention is here devoted to music, as affording the blind, when sufficiently incapacitated, their best available means of self support. There were 85 inmates in 1879.

KENTUCKY INSTITUTION FOR THE EDUCATION AND TRAINING OF FEEBLE-MINDED CHILDREN.

This institution, in 1879, had 131 inmates, 70 males and 61 females. It is situated at Frankfort, and is regarded as a school rather than an asylum. Every practicable method of physical improvement is employed in the treatment of its inmates. The boys are trained in all labor requiring the use of tools and implements of trade, and the girls are taught calisthenics, archery, and similar exercises, great exertion being made to train the senses into intelligent use. The conduct of the school combines the German system of Kindergarten and the gymnasium, accompanied by all means for the education of sense observation, such as maps, charts, frames, cases, figures, blocks, and colored cards. Education in the industrial arts, by which the pupils may in time be enabled to support themselves, constitutes a new feature in the management of the institution.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Kentucky State Teachers' Association held a four days' session in Danville, commencing August 11, 1879. The principal topics discussed were "Neatness in school work promotes efficiency," by Prof. Benjamin D. Best, of Covington; "The pedagogue," by Professor Mell, of Glasgow; "Interests and usefulness of our association," by L. G. Marshall, of Cynthia; "Summer schools," by Miss Kate Palmer; "Common school training demanded by American life," in which Professor Maurice Kirby took the position that political and social economy ought to be taught in the public schools in order to prepare the pupils for the exercise of the rights of citizenship; "Teachers' associations," read by Mrs. Middleton; an evening lecture by Dr. H. A. M.

Henderson on "Needed legislation," and one on "The public school teacher," by Dr. G. A. Chase, of Louisville; and "The products of normal schools," by Prof. T. C. H. Vance. Resolutions were adopted recommending the establishment of high schools in cities, towns, and districts in connection with graded schools, authorizing the establishment of a summer school of instruction, and requesting that some model methods be presented at the next annual meeting.—(Eclectic Teacher.)

CENTRAL KENTUCKY TEACHERS' ASSOCIATION.

This association held a successful meeting at Paris, November, 1879, Commissioner W. H. Lockhart, of Bourbon, presiding and delivering the address of welcome, which elicited a response from Hon. J. D. Pickett, superintendent of public instruction. Papers upon "The relation of teacher, parent, and child," by J. J. Rucker; upon "Extraction of roots," by W. A. Oldham; and upon "A departure in education," by T. C. H. Vance, were read and discussed. Miss N. R. Daisey read an interesting paper, and after election of officers the association adjourned.—(Eclectic Teacher.)

LOUISVILLE EDUCATIONAL ASSOCIATION.

This association held a successful meeting in Louisville, February, 1879, during which there were three purely practical exercises in methods of teaching and a lecture on physiology. The teachers of the city, of both sexes, participated in explanation of their various methods of teaching various branches of study, the classes being present and drilled. Miss Palmer, the principal of the Louisville Female High School, delivered the lecture on physiology, confining her applications and the testimony adduced to the structure, development, and improvement of the brain.—(Eclectic Teacher, March, 1879.)

COLORED STATE TEACHERS' ASSOCIATION.

A meeting of this association was held in Louisville during the latter part of August. A resolution towards having mixed schools was introduced, but its adoption was opposed by most of the members, only one person besides the mover voting in favor of it.—(Eclectic Teacher, October, 1879.)

OBITUARY RECORD.

PROFESSOR H. B. PARSONS.

Prof. H. B. Parsons, an eminent elocutionist of Louisville, died in that city on the 22d of March, 1879, after a brief sickness. Professor Parsons was reported an accomplished scholar, a successful teacher, and a gentleman of unblemished name and character.—(Eclectic Teacher, April, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *State superintendent of public instruction, Frankfort.*

[Term, 1879-1883.]⁴

LOUISIANA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age.....		a85,714		
Colored youth of school age.....		a114,899		
Total youth of school age (6 to 21)....	272,938	330,930	57,992	
Public school enrolment, whites.....	43,197	44,052	855	
Public school enrolment, colored.....	33,632	34,476	844	
Total enrolment.....	76,829	78,528	1,699	
Per cent. of enrolment on school population.	24	23		1
White youth in private schools.....		3,828		
Colored youth in private schools.....		576		
Total in private schools.....	a2,688	4,404		
PUBLIC SCHOOLS.				
Public schools for whites.....	1,011	955		56
Public schools for colored.....	a530	539		
Total public schools.....	a1,541	1,494		
TEACHERS AND THEIR PAY.				
Teachers in public schools for whites.....	1,425	1,294		131
Teachers in public schools for colored.....	557	655	98	
Total teachers in public schools.....	1,982	1,949		33
Average pay of white teachers in rural parishes.....		\$30 15		
Average pay of colored teachers in rural parishes.....		31 06		
Average pay of white teachers in New Orleans.....		55 10		
Average pay of colored teachers in New Orleans.....		49 50		
Average pay of men teaching in the State.....		27 00		
Average pay of women teaching in the State.....		25 00		
Number of teachers in private schools for whites.....		221		
Teachers of private colored schools.....		26		
RECEIPTS AND EXPENDITURES.				
Income for public schools.....		\$613,453		
Expenditure for public schools.....		529,065		

a Exclusive of New Orleans.

(Report for 1878 and report and return for 1879 of Hon. Robert M. Lusher, State superintendent of public education.)

STATE SCHOOL SYSTEM.

OFFICERS.

As to the State board of education, which formerly had general control of the State school system, the new constitution of 1879 is silent. The chief responsible State school officer is a superintendent of public education.

For the parishes, which answer here to counties elsewhere, the old parish boards of directors appointed by the State board of education give way to like boards of public education, to be provided for by the general assembly. These boards may each appoint a parish superintendent of public schools, who shall be ex officio secretary of the parish board, but who may not receive for the double function more than \$200 annually, except in the parish of Orleans, where the salary is to be fixed by the general assembly.

Nothing is said in the constitution as to the appointment by the parish boards of the district or ward trustees whom they might appoint under the law of 1877; but this omission may be supplied by a new law. Women are made eligible to school offices.

OTHER FEATURES OF THE SYSTEM.

Under the new constitution, all general exercises in the schools are to be conducted in the English language, and the primary branches are to be taught therein, except in parishes or localities where the French language predominates. There the primary instruction may be in French, if no additional expense be incurred thereby.

The State schools are to be free to all children of the State between 6 and 18 years of age, instead of from 6 to 21, as formerly. They are to be supported from the proceeds of a State school fund (now recognized as being \$1,030,867.51), on which interest at the rate of 4 per cent. is to be paid annually to the several townships; from a poll tax of \$1 to \$1.50 from each male inhabitant over 21, which is to be retained in the parishes where it is collected; from a State tax on property not to exceed 1 mill on the dollar instead of the previous 2 mills; and from a permissible parish tax, which, if raised, must not make, with other parish taxes, the whole parish taxation more than 10 mills on the dollar.

Other things remain as stated in the report for 1878.

GENERAL CONDITION.

The statistics show a probable increase for the year 1878-'79 over 1877-'78 of 57,992 in the number of youth of school age in the State; the failure of New Orleans and of 7 parishes to report this item makes it impossible to give more than an estimate of the total school population in 1878-'79. There was an advance of 1,699 in the public school enrolment, the increase being about equally divided between the two races. The number of public schools for whites decreased during the year by 56. There was a decrease throughout the State in the number of teachers for white schools and an increase in that for colored.

The parish boards report that the public schools were in as satisfactory a condition as was possible with the limited funds and the quality of the teachers at their command. The State superintendent adds that the schools were efficiently conducted wherever the directors exercised proper discrimination in the selection of teachers and in the appointment of active local trustees for the inspection of the schools, and that in New Orleans and certain parishes the efficiency of the public system was enhanced by frequent examinations of the schools, suggestions to teachers, and lectures to pupils by head teachers or inspectors appointed by the parish boards. The duration of school sessions differed materially in the respective parishes, some comprising but 1, 2, or 3 months in the year, others extending the term of instruction to from 4 to 8 months. The schools of New Orleans were with extreme difficulty kept open 9½ months, and others, with aid from the Peabody fund, continued 10 months.

The general exercises of the public schools were carried on exclusively in the English language, as required by the State constitution, but in certain southwestern portions of the State, where the French language predominates, assistant teachers gave instruction in that tongue. Several of the school boards have complied with the school law by requiring in their schools the use of the text books selected by the State board of education. Uniformity, however, is the exception; in most of the rural parishes the selection of text books has been left to the discretion of the teachers, and many of them have been able to secure the use of the same books by members of the same class, an important advance over the condition of affairs formerly prevailing in the rural schools. The experience of the last three years has shown that the law prescribing a uniform series in all the schools cannot be generally enforced.

PEABODY FUND.

The Peabody education fund contributed \$7,040. Of this, \$3,600 were given to the elementary and \$3,440 to the normal schools. The \$3,600 were divided among 10 schools in 7 towns; the sessions lasted 10 months; and there was an enrolment of 1,673 pupils, of whom 1,274 were in average daily attendance.

CITY SCHOOL SYSTEM.

NEW ORLEANS.

Officers.—A board of 20 directors, of whom 8 were appointed by the State board of education and 12 elected by the municipal administrators, and a superintendent of schools appointed by the board. A projected law providing for new arrangements failed to pass.

Statistics.—The system in 1879 comprised 65 public schools, with a total attendance of 24,324 and an average attendance of 18,340. Of the whole number registered, 17,670 were white and 6,654 colored, and of the average attendance 13,776 were white and 4,564 colored. There was an increase for the year of 376 in total attendance of white pupils and of 677 in their average attendance, with a decrease of 202 in the total attendance of colored pupils and of 1,061 in the average attendance of that class. These figures are for the year ending March, 1879. The school year has, however, been changed by the board of education, so that hereafter it will close in December. A return for the year which closed in December gives an enrolment of 20,209, of whom 17,401 were in daily average attendance, and a total expenditure of \$302,595. The estimated enrolment in private and parochial schools was 12,000.

Additional particulars.—The schools are classed as primary, grammar, and high, the first two embracing 8 years, the last, 2 years. There are 2 normal schools, one for white and one for colored pupils, which are sustained exclusively by the Peabody fund. The results of the session were more satisfactory than during the preceding year. The teachers were more proficient and the children better supplied with text books. Improvements and repairs made in the school-houses during the summer vacation placed them in better condition than they had been in for years; and the accommodations were increased by the erection of a spacious school-house capable of seating about seven hundred pupils. The greatest difficulty encountered by the board in its administration of the schools has been the insufficiency of funds to pay teachers and other employés for 12 months of the year, as required by law. The facilities for the instruction of colored pupils are said to be as ample and thorough as those enjoyed by whites, and the decline in the attendance of colored children is ascribed to causes beyond the control of the board, the principal one being the inability of parents to dispense with the labor of their children during school hours. In the schools for this class the order was good, and the progress in intelligence and understanding very apparent.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The only normal schools in the State, apart from normal departments, are the Peabody Normal Seminary and the Peabody Normal School for Colored Students, both at New Orleans. They are reported by the New Orleans superintendent to be doing good work, although he says that their influence is restricted and that they need a broader foundation and a firmer and more liberal support.

The *Peabody Normal Seminary* is for the free professional training of white graduates of high schools and other institutions, over 16, who desire to be qualified as teachers in public or private schools. The normal course includes a junior and a senior class, which review branches taught in the elementary schools; lectures are also given on the methods of teaching and disciplining children, and students are employed in the practice work of the school room. Graduates of the course may continue in optional studies for advancement in the higher branches. While the normal department is free, being exclusively supported by the Peabody fund, members of the preparatory department are charged a tuition fee of \$2 a month.

The *Peabody Normal School for Colored Students* is devoted to the free professional training of graduates and advanced scholars of either sex, over 17 years of age, who desire to fit themselves for teachers or to improve their qualifications as such.—(State report, 1877-'78 and 1878-'79.)

Besides these schools, there is at Straight University, New Orleans, a normal department, mainly for the training of colored teachers, in which 94 students were reported for the session of 1879-'80, while at New Orleans University, in the same city, a normal class is formed in the last term of every year, in which students intending to teach receive special instruction in the theory and practice of teaching.

EDUCATIONAL JOURNAL.

The Louisiana Journal of Education, a monthly published at New Orleans under the editorship of Hon. Robert M. Lusher, late State superintendent of public instruction, made its first appearance April, 1879, and continued throughout that year. It promises to be a valuable aid to the improvement of the teachers of the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The three public high schools in New Orleans had in 1879 a total attendance of 305 pupils, of whom 271 were in average daily attendance. During the year the Central High School for boys graduated 20 students, and the Central High School for girls, 74. In the high school for colored pupils there was no class sufficiently advanced for graduation, and the number attending has greatly decreased. The course of study in these high schools is limited to 2 years, and embraces mathematics, rhetoric, English literature, natural science, mental and moral philosophy, book-keeping, and French. The ancient languages are not taught, the purpose being to give a preparation for business rather than for college.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The Louisiana State University and Agricultural and Mechanical College, Baton Rouge, has furnished no official account of itself for 1879. Burdened with debt as the State University alone, the Louisiana Agricultural and Mechanical College was united with it by a law passed in 1876. With only some slight addition to its endowment, the funds in hand were insufficient to meet the expenses, and all its chairs were reported vacated with a view to a complete reorganization.

Under the new organization of 1877-'78, it was to have, according to the law: (1) schools of literature, including the languages of the principal nations of ancient and modern times, philosophy, logic, rhetoric and elocution, history, ethics, metaphysics, and such other branches as the board of supervisors might determine; (2) schools of science, including mathematics, astronomy, engineering, architecture, drawing, physics, chemistry, botany, zoölogy, agriculture, mechanics, mining, navigation and commerce, and such other branches as the supervisors might determine; (3) schools of the useful and fine arts and of military science and art; (4) schools of medicine and law; (5) such other schools as the supervisors might establish.—(Report of board of supervisors, February, 1878, with law for reorganization included in it, and other documents.)

The other colleges, 6 in number, appear from their catalogues and returns, as well as from other sources of information, to be accomplishing their ordinary work, the great difficulties in most cases being a want of sufficiently prepared students and a deficiency of endowment funds. All have preparatory courses, some going down as low as primary elements; all seem also to have classical courses, and all but one or two, scientific ones. But the information from these institutions is in some cases so slight and in some others so far behind time that no full and satisfactory account of them can be given.

For the names, locations, and latest statistics of these colleges, see Table IX of the appendix, and for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College connected with the Louisiana State University sends no information for 1879. The other colleges—with the exception of Straight University and possibly also of Jefferson College, whose course is somewhat indistinctly stated—have scientific courses, the number of students in which may be found in Table IX of the appendix to this volume.

PROFESSIONAL.

Theological instruction in a 3 years' course is offered at Straight University, New Orleans, and in courses less defined and determinate at Leland and New Orleans Universities, in the same place. The first is under Congregationalist influences; the second, under Baptist; the third, under Methodist Episcopal. All three especially aim at the preparation of the colored race for ministerial work. For statistics, see Table XI of the appendix.

Legal instruction is given at Straight University in a 2 years' course, in which, in 1879-'80, there were 23 students reported under 4 professors.

Medical training is attended to by the medical department of the University of Louisiana at New Orleans in a "regular" course of 1 year's preliminary study and 2 years' attendance on lectures and clinical instruction, and in an apparently kindred course at New Orleans University. Professors in the former at the close of 1879, by return, 7; students, 193. Statistics of the latter were not reported for 1879 at the date at which this goes to press.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

From the Louisiana Institution for the Education of the Deaf and Dumb, Baton Rouge, no report has been received for 1879 nor for three preceding years.

EDUCATION OF THE BLIND.

The Louisiana Institution for Education of the Blind, Baton Rouge, only effectively organized since 1877, although commenced several years previous, has since 1877 steadily advanced. Its great need is a permanent home adapted to its special work, the building occupied by it being unsuitable. There were 29 pupils attending during the term which closed in July, 1879. The literary studies pursued are reading, spelling, defining words, point writing, arithmetic, descriptive and physical geography, English grammar and literature, history, elementary astronomy, and algebra. Only the younger pupils are received into the school room; adults are taught broom and mattress making and several of them music, including piano tuning.—(Report, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. EDWIN H. FAY, *State superintendent of public education, New Orleans.*

[Term, January, 1880, to January, 1884.]

MAINE.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth between 4 and 21	215, 211	215, 724	513	.....
Enrolment in public schools	155, 150	151, 948	.....	3, 202
Average attendance in winter schools.	108, 940	105, 302	.....	3, 638
Average attendance in summer schools.	102, 805	101, 443	.....	1, 362
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts in the State	4, 005	4, 053	48	.....
Parts of districts	344	354	10	.....
School-houses reported	4, 215	4, 263	48	.....
Number of these in good condition ...	2, 943	2, 971	28	.....
School-houses built during the year ..	82	70	.....	12
Cost of same	\$92, 746	\$72, 176	.....	\$20, 570
Value of school property	3, 063, 418	2, 947, 655	.....	115, 763
Length of school term in days	117½	121½	4	.....
TEACHERS AND THEIR PAY.				
Men teaching in summer	274	333	59	.....
Men teaching in winter	2, 280	2, 325	45	.....
Women teaching in summer	4, 540	4, 527	.....	13
Women teaching in winter	2, 389	2, 349	.....	40
Teachers who are graduates of normal schools.	334	385	51	.....
Whole number of teachers	6, 820	.....	.....	.....
Average monthly pay of men	\$32 63	.....	.....	.....
Average monthly pay of women	15 92	.....	.....	.....
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$1, 017, 160	\$1, 078, 833	\$61, 673	.....
Total expenditures	1, 050, 709	1, 084, 691	33, 982	.....

(From report for 1879 of Hon. N. A. Luce, State superintendent of common schools.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are a State superintendent of common schools, appointed by the governor and council for 3 years; a school committee of 3 or a supervisor of schools for the towns; and a school agent, either provided by the town or elected by the district, whose duty it is to call meetings, to take the census, &c., in each school district.—(School law, 1878.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by the interest of the permanent school fund, by a property tax of one mill on the dollar, and by a tax levied in each city, town, and plantation of not less than 80 cents for each inhabitant. The money for providing school-houses, lots, furniture, &c., is raised by vote of the school district, or in case of neglect the towns may assess the tax on the district; one-tenth of the school money in any district may be appropriated to purchase a school library and school apparatus. The school money is apportioned to the several towns according to the number of children between 4 and 21 years of age. Children between 9 and 15 years are required to attend school at least 12 weeks¹ in each year; parents or guardians of delinquent

¹According to a law approved March 16, 1880, any owner, agent, or superintendent who employs a child knowing that he has not had the required schooling is liable to a fine of \$100 for each offence.

children are liable to a fine of \$5 for each offence, and boys between 9 and 15 are themselves liable to a fine of \$5. Teachers receive certificates to teach only after being examined as to suitable moral character and knowledge of the common branches. They receive their pay when they have sent their register, properly filled out, to the school committee. The act of 1873 relating to free high schools was suspended by the legislature in 1879.¹—(School law.)

GENERAL CONDITION.

The statistics indicate an increase over the previous year in the number of youth of school age and in school districts and parts of districts, in school-houses and in those reported in good condition, in the number of male teachers employed, in the teachers who were graduates of normal schools, in the number of days the schools were in session, and in the receipts and expenditures for school purposes. There was, however, a decrease in enrolment and attendance, in the number of school-houses built during the year, in the value of school property, and in the number of women teaching. Superintendent Luce states that some towns report this year which did not report last year, and that the true gain in the number of scholars was really 513, as given above. A comparison of the statistics for the years 1869 and 1879 shows that the decrease in the average whole number registered was 16 for the ten years. In the few years prior to 1879 there was a gradual increase in attendance, and one of the causes for this is said to be the establishment and continuation of free high schools in many of the towns. Because of unfriendly legislation, there was a diminution of nearly a hundred in the number of these schools in 1879, which doubtless caused the marked decrease in attendance noticed throughout the schools, as many pupils attended this grade who would not have been enrolled in any other school.

Discussing the free high school question, the State superintendent advocates the continuation of the system already in vogue; as to district schools, he wants fewer and larger schools and better teachers.—(State report, 1879.)

KINDERGÄRTEN.

For statistics of schools of this class, see Table V of the appendix, and the summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

These consist of superintending school committees and school agents and, in some cities, school superintendents.—(School laws, 1878.)

STATISTICS. *a*

Cities and towns.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance. ^b	Number of teachers. ^b	Expenditure.
Auburn	10,000	2,917	1,817	c1, 174	c44	\$13,507
Augusta.....	10,000	2,299	1,298	c888	c35	25,374
Bangor	19,380	5,380	3,163	2,675	77	29,630
Bath	10,000	3,135	1,991	c1,620	c38	21,392
Biddeford.....	12,000	3,662	1,779	c1,237	c40	10,246
Lewiston	20,000	5,974	3,371	c2,296	76	32,324
Portland	36,590	9,765	0,143	4,222	114	77,431
Rockland	8,000	2,190	1,436	c1,101	c40	9,165

a The statistics given are from the State report, except that in Bangor, Lewiston, and Portland the average attendance, number of teachers, and expenditures are taken from city reports or returns sent to this Bureau.

b Except in Bangor, Lewiston, and Portland, the figures are for winter schools; for summer schools they are: in Auburn, average attendance 1,204, teachers 46; in Augusta, average attendance 983 and teachers 35; in Bath, average attendance 1,643 and teachers 38; in Biddeford, average attendance 1,294, teachers 41; in Lewiston, average attendance for the spring and summer terms, 2,116; and in Rockland, average attendance 1,137 and teachers 28.

c This number is for winter schools alone, that for the whole year not being given.

ADDITIONAL PARTICULARS.

Auburn reports, for 1878-'79, its 23 school-houses in good condition; the school term averaged 15 weeks of 5½ days; school property valued at \$86,200; three of its teachers were graduates of normal schools.—(State report.)

Augusta reports 33 school-houses, 10 of them in good condition; 32 districts in the

¹ The free high school law was amended March 16, 1880, so as to reduce the maximum amount payable to towns, to limit the course of study pursued, and to provide penalties for defrauding the State in the amount of State aid payable.

town; the schools taught 13 weeks in summer and 14 in winter; school property valued at \$55,000; male teachers paid \$51 as average monthly salary and women teachers \$5.25 a week.—(State report.)

Bangor reports 21 primary, 13 intermediate, 1 grammar, 1 high, and 13 unclassified suburban schools; 36 school buildings, 35 of them in good repair; 300 scholars in private or parochial schools; the decimal system of weights and measures introduced as a special study in some of the schools; and school property valued at \$125,000.—(State and city reports and return.)

Bath reports 15 school buildings in good condition; the winter schools averaging 26 weeks, the summer 12 weeks; 3 of the teachers graduates of normal schools; and \$60,000 of school property.—(State report.)

Biddeford reports 12 districts; 2 parts of districts; 21 school-houses, all but 1 in good repair; and school property valued at \$30,000.—(State report.)

Lewiston reports a large gain in the registration of persons of school age; a constant improvement in the manner of teaching; two ungraded schools opened during the year; 1 high and 1 grammar, 9 intermediate, 25 primary, 1 ungraded, and 15 rural schools maintained; and 29 school-houses, valued at \$176,200. The normal practice school continued its work of preparing teachers, the practice class for 1878-'79 containing 9 young ladies. Singing was taught throughout the schools.—(City report.)

Portland reports 23 schools, namely, 1 high, 8 grammar, 12 primary, 1 ungraded, and 1 school for the deaf; 1,330 pupils attending private or parochial schools; improvements were made in the school-houses, and there was still further demand for primary rooms. Special teachers were employed for French, penmanship, drawing, and singing. The school for the deaf did such good work that the legislature placed it on an equality with other schools for the deaf outside of the State by making an appropriation for the education of such children on the same basis as at other schools. A normal training and practice class was organized in September, 1878, which had in charge 4 school rooms containing primary classes; 3 of the pupils in this class already have permanent places.—(City report.)

Rockland reports 1 high school, 5 grammar, 6 intermediate, and 13 primary schools; 11 school-houses, 5 of them in good condition; the summer schools averaging 31 weeks and the winter schools 10 weeks; 4 of the teachers graduates of normal schools; and school property valued at \$4,700.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The State sustains 3 normal schools—at Castine, Farmington, and Gorham—and aids the normal department of the Maine Central Institute, Pittsfield, the normal department of Oak Grove Seminary, Vassalboro, and the training school for teachers in the Madawaska territory, established by an act of 1878. The State normals were fairly patronized during 1879, but none was taxed to half its capacity, and Superintendent Luce considers that the demand for teachers is not equal to the supply, and that the attendance upon these schools is more likely to diminish than increase.

The *Eastern State Normal School*, Castine, reports 219 pupils in 1878-'79; 11 graduates, all engaged in teaching; a 2 years' course of study. Out of 1,200 pupils taught since the opening of the school, 90 per cent. have become teachers.—(State report and return.)

The *State Normal School*, Farmington, reports 202 pupils; a 2 years' course of study; 2 classes graduated a year; the primary training school reopened at the beginning of the year; and the scholarship of pupils entering much improved since the enactment of the free high school law.—(State report.)

The *Western State Normal School*, Gorham, which opened January 29, 1879, reports its new building completed; 85 pupils accepted at the beginning of the first term; diplomas conferred on 45 ladies and gentlemen at the end of 1879; a 1 year's course of study. The prime object of the school is to improve the teaching force in the ungraded schools. Pupils are allowed constant practice in teaching in their own classes and in the model schools.—(State report.)

TEACHERS' TRAINING SCHOOL.

The Madawaska Training School, established in 1878 at Fort Kent, was removed after two terms to Van Buren.¹ The attendance for the year ending September 5, 1879, was: fall term 46, winter 49, spring term 32, summer 34. The design of the school—to educate teachers to teach the common school branches in English to the people of the French districts—was well carried out during the year. A primary class was formed in the summer, the children having instruction one hour a day. In this class the students had an opportunity for observation and practice in teaching.—(State report.)

¹ Later information would seem to indicate that the school remains at Fort Kent, but that the summer sessions are held at Van Buren.

NORMAL DEPARTMENTS AND CLASSES.

The normal department of the Maine Central Institute, Pittsfield, reported, in 1879, instructors, 2; normal students, 42; course, 2 years; graduates, 3, all teaching; and a teachers' class opened in the fall term to other students in the institute.—(Return and State report.)

The normal department of Oak Grove Seminary, Vassalboro, reported a successful session of 33 weeks; 59 students, 34 of whom have been teachers; 9 have completed the course.—(State report.)

A normal practice school, connected with the public school system of Lewiston, reports 1 resident instructor; 8 students; 8 graduates, all teaching; and the course of study finished in one year.—(Return.)

A practice school for the training of teachers was opened, in connection with the school system of Portland, September 2, 1878. At the beginning of the term the school numbered 140, and in October this increased to 170. Many teachers from this school have already been called upon to fill vacancies. Instruction in writing and music was given once a week, and there were daily lessons on the theory and practice of teaching.—(City report for 1879.)

TEACHERS' INSTITUTES.

These meetings have not been held since 1875 throughout the State. Some teachers of Portland, however, formed themselves into an association in 1878-79, and held monthly meetings for mutual discussion of questions pertaining to their school work. Lectures were also given on school topics of interest. The teachers of primary and grammar grades held, besides, monthly meetings for consultation on the subjects taught in their classes.—(City report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The suspension by the legislature in 1879 of the free high school law¹ of 1873 was doubtless the cause of the large diminution in the number of such schools, about 160 being in operation in 1878 and only 66 in 1879. The act went into force February 27, 1879, but up to that date there were 4,931 pupils registered, 4,193 in average attendance, and 312 who had taught or intended to teach during the year. The State treasury had paid \$13,635 and \$699 had been received from tuition fees. As the object of the free high school is to furnish that common instruction which effaces all distinctions between the rich and the poor, the State superintendent urges that no retrograde steps be taken in the education of the children. Blanks sent out from his office asking whether the children of the wealthy or of those in moderate circumstances attended the high schools showed that 21 per cent. of the parents of the graduates paid no property tax, that 29 per cent. paid on less than \$1,000 of property, 40 per cent. on from \$1,000 to \$5,000, and only 11 per cent. on property over \$5,000. The same returns indicate that 20 per cent. were orphans or children of widows, 61 per cent. children of working men, 8 per cent. children of professional men, and 11 per cent. children of clerks, agents, or salaried men.—(State report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools, see Tables IV, VI, and VII of the appendix, and the summaries in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Bowdoin College,² Brunswick (Trinity Congregational); Bates College, Lewiston (Free Will Baptist); and Colby University, Waterville (Baptist), report classical courses of 4 years; Bowdoin has also scientific, medical, graduate, and civil engineering courses. Bates admits women and has a theological school. Colby University gives both sexes equal privileges, has select courses, and has 3 preparatory schools, viz, Waterville Classical Institute, Hebron Academy, and Houlton Academy, which, however, do not form a preparatory department of the university. In all these institutions French and German are taught.—(Catalogues and return.)

¹For the amended law, see note under Other Features of the System.

²According to the New-England Journal of Education, Bowdoin College in 1879 received \$20,000 for its memorial hall and secured the library of the late Caleb Cushing. From a return made to this Bureau by the college officers, it is inferred that the latter acquisition is due to a donation of \$15,000 received from Henry Winckley, of Philadelphia, Pa. During the year two society libraries, containing 12,000 books, were added to the college library.

For statistics, see Table IX of the appendix, and the summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix, and for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Students can pursue their scientific studies in the State College of Agriculture and the Mechanic Arts, Orono, and in the 4 years' scientific course of Bowdoin College.¹

The Maine State College of Agriculture and the Mechanic Arts reports 102 students in 1879, of whom 9 were women, 2 graduates, and 4 students in a partial course; 8 instructors; a 4 years' course of study in either agriculture, civil engineering, mechanical engineering, chemistry, or in science and literature, leading to corresponding degrees; and opportunity for higher degrees 3 years after graduation if a thesis with the necessary drawings and proof of professional study are presented.—(Catalogue, 1878-'79, and return for 1879.)

For statistics, see Table X of the appendix, and the summary thereof in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in a 3 years' course in the Bangor Theological Seminary (Trinitarian Congregationalist), which had 36 students in 1879, and in the theological school connected with Bates College. This also has a 3 years' course, and for 1878-'79 reported 4 professors, 18 students, and had 3 graduates. Both schools require an examination for admission from those who are not college graduates.—(Catalogue and return.) For statistics, see Table XI of the appendix, and a summary thereof in the report of the Commissioner preceding.

Medical instruction is given in the Medical School of Maine, a department of Bowdoin College, where 3 years' regular study and attendance upon 2 full courses of lectures are requisite for graduation, and in the Portland School for Medical Instruction, which in 1879 had 11 professors and instructors, 18 students (7 of whom had already received a degree in letters or science), and required a knowledge of English, Latin, and natural philosophy at the preliminary examination. No degrees are given by this school. To enter the medical department of Bowdoin, a good English education is required.—(College catalogue and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

In the winter of 1878-'79 the legislature placed the Portland School for the Deaf on an equal footing, in educating the recipients of State bounty, with schools outside of the State. This school is said to have done excellent work and to be known for its superior methods of instruction. The articulation method is used, and the children learn to read, write, and speak with considerable facility. There were 10 pupils under instruction in 1878-'79, and 7 of them studied arithmetic, grammar, geography, penmanship, and drawing.—(City report, 1878-'79.)

There is no institution for the blind in the State.

REFORMATORY AND INDUSTRIAL TRAINING.

The *State Reform School*, Cape Elizabeth, reported at the close of 1878 a total of 179 pupils in school during the year and 141 remaining at its close.

The *Maine Industrial School for Girls*, Hallowell, reports 100 girls placed in the institution since 1875, 31 at date of December 4, 1878, and 34 on December 3, 1879. The success of the school has been marked since the commencement and during 1879 all departments of instruction and labor have been conducted without difficulty. The legislature, in making its annual appropriation, placed the management of the school wholly in charge of women, the board of managers excepted. The children have made fair progress in their studies, also in knitting and sewing.—(Report for 1879.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The thirteenth annual session of the State Educational Association was held at Gardiner December 30-31, 1879, and January 1, 1880. The attendance was very gratifying,

¹The New-England Journal of Education of January 30, 1879, announced that the summer school of science formerly connected with Bowdoin College would not be held in the following summer.

many of the most prominent educators of the State being present. The meeting was one of unusual spirit and excellence, and the association determined to bring the standard of education in the State to the highest point. The opening address by President J. L. Chamberlain, of Bowdoin College, was on "Education in France." He stated that France is trying to educate her people to work and to fit them to do their work in the most intelligent manner. A new era has dawned there for the schools, which have until recently been under the control of the clerical class, and the whole people are becoming interested in the acquisition of elementary knowledge. F. E. C. Robbins, principal of the high school at Deering, showed how the teachers of Maine could make their influence a power in the State by organizing and combining to push forward the right principles of culture in the community. This subject occasioned considerable discussion. Miss Sarah M. Haskell, of Garland, opened a discussion on "School discipline," and a paper by Miss Mary J. Pennell, of Portland, on "First lessons in reading in primary schools," was next read. "Executive ability as an element in successful instruction;" "Compulsory education and the factory laws," in which the need of educating our citizens and of employing the best means of securing the largest attendance in school was urged, and "The duty of the State to the public schools" were next treated. In the last paper, Mr. C. C. Rounds, of Farmington, said that it was as much the duty of the State to furnish the means of manual education as to furnish the means for general culture or special scientific culture. An article on "Wade's graduating system for country schools" elicited discussion. Mr. Kingsbury Batchelder, of Pittsfield, read a paper on "The place of academies in our school system," in which he said that, as academies, seminaries, and colleges are the legitimate products of the State and the law, the State should aid them also; wherever students were too poor to defray expenses in such schools the State should assist them. Several important resolutions relating to securing qualified teachers, to establishing county and local institutes, to reestablishing free high schools, to sustaining educational associations and literature, and to having an intermediate agency between the State superintendent and the town committee were then adopted, and the association adjourned.—(New-England Journal of Education.)

OBITUARY RECORD.

HON. EDWARD P. WESTON.

This gentleman, a native of Maine and State superintendent of common schools in Maine from March 5, 1860, to May 8, 1865, died at Highland Park, Ill., in the autumn of 1879. A college graduate, he first had charge of an academy at Lewiston Falls, Me.; was principal of the Young Ladies' Seminary at Gorham; subsequently, of the Little Blue Academy at Farmington; and was editor of a family paper in Portland for a while. He afterwards moved to Illinois, and became principal of Ferry Hall, the ladies' department of Lake Forest University; was later president of Highland Hall, a college for women at Highland Park, Ill., which position he was filling at the time of his death. As a teacher and manager of schools he met with great success; his conscientious, thorough, scholarly devotion to his calling encouraged and elevated all who came in contact with him.—(Educational Weekly, Ohio Educational Monthly, and New-England Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. N. A. LUCE, *State superintendent of common schools, Augusta.*

[Present term, February 6, 1880, to January, 1883. Mr. Luce was previously State superintendent from December 31, 1878, to April 16, 1879, by appointment of the governor, vice Hon. William J. Corbell, resigned.]

MARYLAND.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 20) <i>a</i>	6276, 120	6276, 120	.....	.....
Enrolled in public schools.....	156, 274	165, 486	9, 212	.....
Average daily attendance	81, 829	84, 245	2, 416	.....
Colored pupils enrolled	26, 216	27, 457	1, 241	.....
SCHOOLS AND SCHOOL-HOUSES.				
Schools in operation	1, 989	2, 009	20	.....
Average duration of schools in days ..	182	189	7	.....
Schools for colored children	372	391	19	.....
TEACHERS AND TEACHERS' PAY.				
Men teaching in public schools.....	1, 295	1, 280	.....	15
Women teaching in public schools....	1, 776	1, 811	35	.....
Total number of teachers	3, 071	3, 091	20	.....
Teachers in colored schools.....	472	491	19	.....
Average monthly pay of teachers ...	\$40 43	\$43 49	\$3 06	.....
RECEIPTS AND EXPENDITURE.				
Total receipts for public schools	\$1, 540, 861	\$1, 611, 769	\$70, 908	.....
Total expenditures for the same	1, 593, 260	1, 551, 558	.....	\$41, 702
SCHOOL FUND.				
Permanent school fund.....	\$906, 229	\$906, 229	.....	.....

a This is the age for apportionment of school funds; the age for admission for whites is from 6 to 21; for colored, from 6 to 20.

b Census of 1870.

(From reports of Hon. M. A. Newell, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

There is a State board of education, with a State superintendent of public instruction, who, serving as the principal of the normal school, acts as secretary of the board and makes decisions when it is not in session. There are also county boards of commissioners, county examiners appointed by these, and district school trustees. The State board is composed of 2 ex officio and 4 appointed members; the county boards of commissioners consist of 3 members, except in counties containing more than 100 schools, in which the boards number 5. The county examiners serve as secretaries of the county boards. The district trustees are appointed by the boards.—(State school law.)

OTHER FEATURES OF THE SYSTEM.

The public schools of the State are principally sustained by a State school tax and a free school fund. The State school tax of 10 cents on every \$100 of taxable State property and the income of the free school fund are intended for the payment of teachers' salaries and the purchase of text books and stationery for the schools. The county commissioners are authorized to levy additional taxes of 10 cents on every \$100 of taxable county property, and other taxes are limited by the necessities of the schools and their own judgment. A sum averaging \$70,000 annually, derived from the school

fund and academic donations, and a sum not easily estimated, derived from fines, licenses, and intestate estates, are also devoted to the use of the schools.

Teachers must possess certificates showing satisfactory examination by county examiners or the State board of education or diplomas from normal schools; such certificates may not be granted to young men of less than 19, nor to young women under 17. Schools for colored children are by law established in each election district, governed as to time and instruction similarly to those for white children and sustained by the sum appropriated to the support of colored schools, apportioned simultaneously with the levy for white schools, and by the total amount of taxes paid by colored people for schools, together with any donations made for their benefit.

The school year is of 10 months and a course of study has been defined for all primary schools and all primary classes in graded or high schools. Music and drawing are included among the studies. High schools are visited annually by the principal or one of the professors of the State Normal School, and every term by a county examiner, and the same officials are obliged to be present at county institutes. In counties containing more than 85 schools, an assistant examiner is appointed.—(School laws.)

GENERAL CONDITION.

The secretary of the State board of education reports the condition of the public schools in 1879 as encouraging, although they did not entirely escape the depressing financial influences of the times and their expenditures were in a considerable degree diminished, the total expenditures for the year being \$41,702 less than those for 1878. There was an increase in the total enrolment, in the average attendance, and in the salaries of teachers. The white schools were increased by 20, the colored by 19, and the time the schools were taught was longer by 7 days. It is estimated that \$100,000 a year have been and for some time will be expended in the erection of new school-houses, built, according to the present law, upon plans approved by the county school commissioners; meantime a committee of the Association of Public School Commissioners appointed at their last convention, November, 1879, are devising plans and specifications for the building of school-houses of different dimensions, without unnecessary expenditure.—(State report and Maryland School Journal, February, 1879.)

NEW LEGISLATION.

The general assembly, in the winter of 1878-'79 considered but failed to pass a new school law, the principal feature of which was a proposition to abolish the present method of appointing school commissioners, relegating that power to the State board of education. They passed "An act to prescribe and define the duties of the comptroller of the treasury relative to the apportionment and distribution of the public school tax, and to confirm the apportionments and distributions previously made by that officer." Under this act the white schools lose about a fifth of their annual revenue from the State. This decision of the assembly reversed that of the circuit court previously made in favor of the school commissioners.

KINDERGÄRTEN.

For the Kindergärten reporting for 1879, refer to Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

The board of school commissioners in Baltimore consisted in 1879 of 20 members, one from each city ward, appointed by the 2 branches of the city council for 4 years, the term of 5 expiring annually. A commission of 5 citizens appointed by resolution of the city council in 1879 to inquire into the public school system recommends the formation of a new board of 9 members, to be appointed by the mayor from the city, without reference to political affiliations, and confirmed by the council, each member to serve 6 years or until the appointment of his successor. It is also recommended that the office of supervisor of schools be created, and that 40 supervisors, 2 from each ward, be appointed by the board of commissioners to visit and inspect the schools, one at first to hold office for 1 year, the other for 2 years, and afterwards each for 2 years, one retiring annually. At present there are a superintendent and assistant superintendent, each serving 4 years, and a secretary annually appointed by the board.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Baltimore.....	393,796	86,961	48,988	30,477	822	\$642,895
Frederick.....	8,486	.....	1,234	825	19	7,296

ADDITIONAL PARTICULARS.

Baltimore reports 58 school buildings, exclusive of rented ones, and additional ones required; 125 schools, namely, the city college, 2 high schools for young women, 38 grammar schools, 59 primary schools, 5 English-German schools, 14 colored day and 4 colored evening schools, 1 white evening school, and a Saturday normal; an average annual increase for the past 20 years of 1,100 pupils; 13,550 scholars in private schools and 40,083 not attending either;¹ perceptible advancement made in nearly every department; 579 students in Baltimore City College, being an increase over 1878, and the addition of a fifth year to its collegiate course. The English-German schools, with 3,399 pupils and 78 teachers, were in a prosperous condition, with more paying pupils, in proportion to their whole number, than any other department. The 14 colored day schools contained 4,398 pupils, with 89 white teachers; the 4 evening schools, 728 pupils, with 15 teachers. A formal application has been made to employ only colored teachers in these schools, but teachers enough of this class have not yet been qualified. The enrolment of the normal class decreased from 132 in 1878 to 72 in 1879, with a corresponding diminution in average attendance. Music and drawing are taught in all the schools by special and regular teachers, much progress in these branches being noticed. In some cases the teachers also instructed their female pupils, one afternoon of each week, in sewing, knitting, embroidery, and other useful industries. This the board approves and wishes continued. There were 86 successful candidates for teachers' positions,² the standard of examination being now higher than formerly.—(City report and return.)

Frederick reports 4 different school buildings; its schools classified as primary, grammar, and high; 478 colored pupils in the public schools; 300 pupils in the 9 private or parochial schools; school property valued at \$19,000; and the schools taught 154 days, the full number required.—(Return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The fourteenth annual catalogue of the State Normal School, Baltimore, shows the number of its pupils in 1879 to have been 246, of whom 216 were normal students, and its graduates as 25, who all had engaged in teaching. The State appropriation for the school for the year was \$10,500, being \$46.05 per capita of its pupils. The school has a library of 1,812 volumes and the beginnings of a museum of natural history. Especial advantages are offered for free hand drawing, and in addition to the full curriculum of advanced English studies students may command at a moderate expense tuition in French, German, instrumental music, and telegraphy. A model school is connected with this institution. The number of graduates known as having taught in the schools of the State within two years following graduation or after leaving the institution is 566. Certificates are given to those who complete the required course and diplomas are granted to those who have been included among the students of the school after 1 year's successful experience as teachers. A full course of study requires 3 years' attendance.—(Return and State report.)

BALTIMORE COLORED NORMAL SCHOOL.

The return from this school shows 50 normal and 140 other students in 1879, and its graduates 5, of whom 4 were employed as teachers. The State appropriation received by the school for the year was \$2,000, making \$20 per capita. The annual charge to students is \$5, the number of weeks in the scholastic year 40, and the number of volumes in the library 1,000. Students are awarded certificates at the close of the course.

COUNTY NORMAL SCHOOL, CUMBERLAND.

This school appears to be conducted upon the principle of an institute, inasmuch as it is in operation only in the summer, during which season the teachers of the county are accustomed to resort to it in large numbers. When last reported, in 1878, the school contained 50 students, and had a model class of 30 and a Saturday class for city teachers.

Information is wanting from the Centenary Biblical and Normal Institute, Baltimore, which had 75 students in 1878, and the St. Catherine's Normal School, also in Baltimore, which numbered 120 scholars in 1878.

TEACHERS' INSTITUTES.

By the requirements of the school law, institutes of 5 days' duration for the improvement of teachers are to be held annually in every county. During the year 1879

¹These figures are from the report published in 1879 of the census made in 1878.

²The teachers in Baltimore hold office but one year, and then there are relections or new appointments. The commissioners to inquire into the public school system recommend that the tenure of office be during good behavior.

such institutes or similar associations were held in many though not in all counties, school authorities feeling reluctant to impose an additional burden upon teachers whose salaries have been reduced or delayed in payment. Good results are reported wherever they have been held.—(State report for 1878-'79.)

SCHOOL JOURNAL.

The Maryland School Journal has been continued since its resumption in 1877. It is conducted by C. G. Edwards and Hon. M. A. Newell, the latter principal of the State Normal School and State superintendent.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The secretary of the State board of education mentions in his report for 1879 that he visited the majority of the high schools and the largest graded schools with satisfactory results. He found indications of a revival of a taste for classical learning; this revival he attributes to the decline of private schools, which, except in cities, are superseded by the public schools. It has therefore become necessary that the public schools should afford the advantages of the private schools. The primary schools are substituted for the old county free schools and the high schools succeed the old academies. According to a decision of the State board of education, high schools may legally charge tuition fees and expel for non-payment of the same. The high schools in Baltimore are increasing the number of their students each year, the female high schools having 941 in 1879, an increase of 149 over 1878. The Baltimore City College, with 579 students, has a high school course during the first 3 years; the regular course of study is now 5 years, though there is also a course of 1 year only.

OTHER SECONDARY SCHOOLS.

For titles, location, and statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The classical colleges, 9 in number, reported by catalogue and return for 1879, have, with one exception, preparatory departments, and without exception classical courses of greater or less fulness, several giving some scientific instruction and the majority also affording tuition in the modern languages.

St. John's College had in its preparatory department 41 pupils, with 60 in its classical department. This college offers 160 State scholarships for tuition; of these, 34 include the cost of board also.

The *Johns Hopkins University*, designed for the collegiate, graduate, and special education of young men, enrolled 60 undergraduates in 1879 and 63 graduate students. The latter number includes the fellows, who are graduates engaged in original research or pursuing a course of preparation for professorships and for teaching certain defined branches in which they have excelled. These are annually appointed to the number of 20 in different departments and receive a salary of \$500 per annum. There are also Hopkins scholarships, designed by the founder of the college for such young men from the States of Maryland, Virginia, and North Carolina as may seem worthy of such aid. These are exempt from all charges for tuition and board. In 1879 there were 63 of these scholarships filled.

Loyola College reported 101 students for 1879 in a course which embraces 3 years of studies usually considered preparatory and 3 properly collegiate. It has also a 4 years' commercial course.

Baltimore City College reported in all its undergraduate classes 579 students. This college, which has added a fifth year to its collegiate course, is, in its lower classes, the city high school; tuition fees to students from the city, \$4; to strangers, \$50 a year.

The *Western Maryland College*, Westminster, had 131 students in 1878-'79; and it has been enabled, by appropriation by the general assembly, to offer a free scholarship to one student from each senatorial district without discrimination as to sex, the recipients of the scholarships being selected by school commissioners by means of competitive examination.—(Catalogue, 1878-'79.)

Frederick College, Frederick, entering in 1879 upon its one hundred and sixteenth session, reported 96 students.

St. Charles College, near Ellicott's Mills, a literary and classical branch of St. Mary's University, Baltimore, where all degrees are conferred, reported in its classes of 1879 166 students.

For names, locations, and statistics of colleges, see Table IX of the appendix; for a summary of statistics, see the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

The names, locations, and statistics of such institutions may be found in Table VIII of the appendix, and a summary of their statistics in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Maryland Agricultural College, College Station, the Naval Academy, Annapolis, and Johns Hopkins University, Baltimore, are the three regular scientific institutions in the State, the second belonging, however, to the United States.

The *Maryland Agricultural College* has a 4 years' course, classical, scientific, and agricultural, in divisions. The degree of B. A. is given to students graduating in all the courses, and that of B. S. to those graduating in the various branches of science, adding the degrees of A. M. and M. S. after 3 years' additional study. Knowledge of minerals and veterinary skill are among the possible acquisitions at this college. Instruction is given in military discipline and tactics, with regular drill. Its students in 1879 numbered 73.

The *Johns Hopkins University* affords the most advanced instruction in the highest branches of study included in courses of mathematics, physics, political science, chemistry, biology, ancient languages (including the Shemitic and Sanskrit), modern languages and their romance forms, logic, ethics, and general history.

The *Naval Academy*, Annapolis, includes in its courses of tuition all the higher studies in mathematics, physics, astronomy, chemistry, dynamics, navigation, surveying, seamanship, gunnery, ordnance, drawing, and modern languages, with other branches completing a literary and naval education. Four years are occupied by this course and 2 years following by discipline at sea. There were 355 cadet midshipmen and engineers reported in the year 1879.

For statistics of these schools, see Table X of the appendix, and the summary thereof in the report of the Commissioner preceding.

THEOLOGICAL.

Theological instruction is given in the following institutions, viz:

Woodstock College, Baltimore County (Roman Catholic), which offers a full course of study, occupying 7 years. It has a theological library of 23,000 volumes. In 1879 it enrolled 90 students. No degrees are conferred.—(Return.)

The *Scholasticate of the Congregation of the Most Holy Redeemer*, Mt. St. Clement, Ilchester, reported 26 undergraduate students, 4 resident graduates, and 6 graduates, for the year 1879. Its course of study occupies 6 years.

The *Theological Seminary of St. Sulpice and St. Mary's University*, Baltimore (Roman Catholic), reported in 1879 a 6 years' course of studies, inclusive of literary studies, 10 resident professors and teachers, and a library of 25,000 volumes.

The *Centenary Biblical Association*, Baltimore, an institution for the biblical education of colored students, has preparatory, classical, and elective courses, including the regular course prescribed for ministers of the Methodist Episcopal Church.

For statistics of theological schools, see Table XI of the appendix, and summary in the report of the Commissioner preceding.

LEGAL.

The *Law School of the University of Maryland*, the only school of law reported in the State for 1879, is divided into 2 classes, senior and junior, with courses of 8 months, consisting of lectures, reading, and catechising. It confers the degree of bachelor of laws on students who have attended both courses, attained the required standard of excellence in examinations, and offered satisfactory theses.

MEDICAL.

The *College of Physicians and Surgeons*, Baltimore, reported by catalogue for 1879 an increase of advantages for clinical and other instruction and 80 graduates, with a class of students for that year numbering 216. It presents a 2 years' course of study and lectures and a graded course of lectures in 3 sessions, the latter without additional expense except a matriculation fee. It has a spring course also.

The *Johns Hopkins University* offers to a limited number of its students opportunity to attend weekly demonstrations in physiology, continued through the session, for a fee of \$10.

The *School of Medicine of the University of Maryland* reported its seventy-second annual course in 1879. With unusual hospital advantages, its classes were much increased. It has a 2 years' course, with a summer course of instruction continuing 3 months, without extra charge, and including clinical instruction.

The *Baltimore College of Dental Surgery*, Baltimore, has a 2 years' course of study and an examination for admission.

The *Maryland College of Pharmacy* includes in its course pharmacy, botany, materia medica, and practical and analytical chemistry, with all means of illustrating the lectures. It confers the degree of graduate of pharmacy on students who have attended two full courses of lectures, with one course of analytical instruction, have served 4 years with an apothecary, presented a satisfactory thesis, and passed their examinations creditably. In 1878 the board of trustees decided upon an important change in the plan of lectures, such as has been adopted by other leading colleges of pharmacy, making the course a graded one of 2 years, with examinations at the close of each year. This supplements the usual 4 years' service with an apothecary.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Maryland Institution for the Education of the Deaf and Dumb*, Frederick City, reported 96 pupils in its classes for the year 1879. The average number of years passed in its courses of study and training is from 3 to 9, and its pupils are instructed in the ordinary English studies, English literature, and Latin, while many are trained in the trades of shoemaking, cabinet making, printing, dressmaking, and housework. The institution has in its eleven years of existence instructed 210 deaf-mutes.

F. Knapp's Institute, Baltimore, a school for the education of the deaf and dumb founded in 1876, reports 27 students in 1879 studying the English branches. No employments are taught. This school possesses a library of 2,300 volumes, a chemical laboratory, apparatus for illustrating physics, and a natural history museum. Although under private control, it received a State appropriation of \$1,200 in 1879. The value of buildings, grounds, and apparatus was reported at \$60,000.

EDUCATION OF THE BLIND.

The 74 pupils in the Maryland Institution for the Instruction of the Blind were taught and trained in 1879 in the same manner indicated in previous reports. Their classes are divided into primary, intermediate, and higher, the last including several of the higher branches of English study. In teaching writing the New York point system is employed, as well as the type writer. The girls are taught knitting, sewing, crocheting, and housework. The boys are trained in broom, mattress, and cane chair seat making, while those instructed in piano tuning have attained marked success. Music has been thoroughly taught (organ, piano, and vocal culture).—(Report and return.)

INSTITUTION FOR COLORED BLIND AND DEAF-MUTES, BALTIMORE.

Since the opening of this institution in 1872, 65 pupils have been admitted, 38 blind and 27 deaf-mutes, and the return of 1879 shows the number in charge that year to have been 15 blind and 15 deaf-mutes. The institution has been sustained out of the regular appropriations thus far, and no special appropriation has been asked. Most of the pupils have exhibited great aptitude in both school room and workshop. The colored blind and deaf-mutes of the District of Columbia are admitted here on the same terms as those in the State. The common English branches and broom and shoe making are taught.—(Return.)

REFORMATORY AND INDUSTRIAL TRAINING.

The House of Refuge, Baltimore, reported for 1879 a year of comparative prosperity for its 249 inmates. The physician reported no deaths. The teacher of the principal department reported his 4 grades of schools, containing in the aggregate 192 pupils, as progressing advantageously, and the teacher of the 57 boys in the junior department made a similar report. Shoemaking, tailoring, baking, farming, and basket making were taught. Music, vocal and instrumental, was successfully taught.

MARYLAND INSTITUTE FOR THE PROMOTION OF THE MECHANIC ARTS, BALTIMORE.

This institution has become one of the most valuable educational auxiliaries of the State. Classes for instruction in every department of drawing and painting have been opened and are attended by a large number of young persons. Special attention is given to teachers, and the course of instruction is so arranged as to prepare them to teach drawing thoroughly to others.—(State report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association met in August, 1879, at Hagerstown. No report of its proceedings is found in the Maryland School Journal, but it is said that the sessions

were well attended and that the papers read were calculated to disseminate sound views both as to theoretical principles and the practical details of the work of education.—(State report.)

OBITUARY RECORD.

JOSEPH ASBURY MORGAN.

This gentleman, late vice principal of the Baltimore City College, was born in Bath County, Virginia; received his early education at Emory and Henry College, Virginia; taught for some time at Georgetown, D. C.; was associate principal of the Light Street Institute for Boys, Baltimore, for some years; then manager of a girls' school; and was appointed in 1862 professor of Greek and moral philosophy in Baltimore City College, a post which he held until his death, on the 30th of November, 1879.

CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

MASSACHUSETTS.

SUMMARY OF SCHOOL STATISTICS.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Persons of school age (5-15).....	297,202	303,836	6,634	.....
Persons of all ages in public schools..	310,181	311,528	1,347	.....
Persons under 5 years attending public schools.	1,945	1,934	.....	11
Persons over 15 attending public schools.	27,404	27,603	199	.....
Average daily attendance	228,447	234,249	5,802	.....
Ratio of average attendance to the number of school age.	76.86	77.09	0.23	.....
Number of persons attending evening schools.	11,717	10,531	.....	1,186
Average daily attendance in evening schools.	5,552	3,348	.....	2,204
SCHOOLS.				
Number of public schools	5,730	5,558	.....	172
Average length of term in days	176	175	.....	1
Number of high schools.....	216	216	.....	.....
Number of evening schools.....	94	88	.....	6
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	1,118	1,212	94	.....
Female teachers in public schools.....	7,390	7,537	147	.....
Total number of public school teachers.	8,508	8,749	241	.....
Number trained in normal schools....	3,060	3,198	138	.....
Average monthly pay of men.....	\$75 64	\$67 44	.....	\$8 20
Average monthly pay of women.....	33 04	33 50	\$0 46	.....
Teachers in evening schools	457	423	.....	34
ACADEMIES AND PRIVATE SCHOOLS.				
Incorporated academies.....	64	66	.....	2
Average attendance	8,454	8,062	208	.....
Aggregate tuition fees.....	\$185,334	\$300,699	\$115,365	.....
Unincorporated academies and private schools.	399	378	.....	21
Estimated average attendance.....	15,540	15,168	.....	372
Estimated tuition fees	\$325,060	\$308,527	.....	\$16,533
STATE SPECIAL SCHOOLS.				
Number of charitable and reformatory schools.	19	17	.....	2
Number of different pupils in these schools.	1,219	1,230	11	.....
Average number attending.....	789	746	.....	43
Number under 5 years of age.....	15	35	20	.....
Number over 15 years of age	372	229	.....	143
Number 5-15 remaining at the end of the year.	500	455	.....	45
Male teachers in special schools	4	3	.....	1
Female teachers in special schools....	15	13	.....	2
Length of term in months.....	12	12	.....	.....

Summary of school statistics—Continued.

	1877-'78.	1878-'79.	Increase.	Decrease.
INCOME AND EXPENDITURE.				
Receipts for public schools	a\$4, 535, 635	a\$4, 399, 801	.....	\$135, 834
Expenditure for public schools	5, 166, 988	4, 994, 824	.....	172, 164
STATE SCHOOL FUND.				
Amount of school fund.....	.....	\$2, 075, 540	.....	.....

a Probably exclusive of amounts raised for building and repairs.

(From reports for 1877-'78 and 1878-'79 of Hon. John W. Dickinson, secretary of the State board of education.)

STATE SCHOOL SYSTEM.

OFFICERS.

The public school affairs of the State are attended to by a board of education of 10 members, the secretary of which board, assisted by two agents, performs the usual duties of a State superintendent of public instruction. A State director of art education is at the head of the State Normal Art School and has general supervision of drawing in the public schools of cities with 10,000 or more inhabitants. School committees of 3 members, or some multiple of 3, have charge of schools where the town system prevails and a prudential committee of 1 member has charge where the district system is in use. There are also superintendents of public schools for towns requiring such by legal vote, and for cities where an order of the city council so directs. Both sexes are allowed on school committees and may vote for school officers.

OTHER FEATURES OF THE SYSTEM.

The State offers free instruction to all youth 5 to 15 years of age. The public school system comprises union schools, "for the benefit of the older children of several associated districts," common, high, normal (including a normal art school), evening, and industrial drawing schools. In the last, instruction either in day or evening schools is free to pupils over 15 years of age in cities with more than 10,000 inhabitants. Each town is to keep its schools open 6 months in the year, to have the common branches taught, also good behavior, and, if the school committee deem it expedient, algebra, vocal music, sewing, agriculture, physiology, and hygiene, while towns of 500 families or householders are to maintain a higher grade of school, and in those of 4,000 inhabitants the teachers of such high schools must be competent to teach Greek and French, as well as the higher English branches. Teachers must have certificates of qualification from the school committee before they can be legally employed, and teachers of district schools are required to make out their school registers before they can receive wages. The public schools are sustained by taxation and by the income of the State school fund, one-half of this income to be for general use in the towns fulfilling the requirements of the law, the other half to be devoted to specific appropriations for educational purposes. To receive their proportion of the school moneys, the towns must raise for the wages and board of teachers, for fuel, and for the care of fires and school rooms a sum equal to \$3 per capita on the resident youth of school age. Failure to fulfil the requirements of the law as to school funds and schools causes to each town so failing the forfeiture of a sum double the highest amount ever voted for the schools. Neglect to choose school committees involves the forfeiture of from \$500 to \$1,000, the sum to be paid into the county treasury. From 1880 on, towns and cities not enforcing the truancy law also lose their share of the distributable school fund. Minor children under 16 years of age can only be employed in factories when their employer holds a certificate from the school committee as to the age and place of birth of such children and the amount of their school attendance in the year preceding employment, this certificate to be always ready for exhibition to the truant officer. After May 1, 1880, children who can neither read nor write are not to be engaged in any manufacturing, mechanical, or mercantile establishment while the schools are in session. No person is to be excluded from the schools on account of race, color, or religious opinions.—(School laws, 1875, and amendments for 1878.)

GENERAL CONDITION.

In order to give a clear idea of the condition of the schools throughout the State, Secretary Dickinson institutes a comparison between the statistics of 1876 and those of 1879, wherein he shows that there are now 3,002 more persons of school age and 16 more schools. The enrolment increased 5,752, which allows about 36 pupils to each of the new schools, and this increase, being 2,750 greater than that of youth of school age, shows that almost twice as many are added to the schools as to the school population, while the increase in average attendance, 15,346, is more than five times as great as that of school population and more than two and a half times greater than the increase in enrolment. This improvement in attendance is partly due to the enforcement of the truant law in 76 more towns. Although it would naturally follow that with an increased attendance there would be more teachers employed, the number of different teachers in 1879 was 102 less than in 1876, which diminution is said to have effectually prevented the waste of money arising from frequent changes and to have caused the schools to reap much benefit from the greater permanency of teachers. During this period the economy made necessary by the general depression in business occasioned a reduction of pay to male teachers of an average of over \$17 a month. How much the schools are appreciated by the public is indicated by the fact that notwithstanding the great reduction in the valuation of property over \$4,000,000 were raised for their support in 1879—to \$4,500,000 in 1876—and that, as heretofore stated, there were more pupils enrolled and a more constant attendance than in 1876, while the length of term was lessened but a single day.—(State report, 1878-79.)

OTHER TOPICS TREATED.

In referring to the question which has been discussed throughout the country as to the extent to which the schools shall be maintained by public authority or what grades of instruction shall be supported at the public expense, Secretary Dickinson says that in establishing a limit beyond which the State should not go in educating her children it is necessary to consult its ability to support schools and to determine what will contribute to its perfection and to the well being of its individual members. Should the decision be that secondary schools are necessary—and without high schools there could be no true scientific teaching in the system of public schools, the high school being to the public school system as a part to a whole—then he would have the elementary branches so taught that when the pupil enters the higher grades his mind is ready for the particular work of such schools. He urges the maintenance of the town system, which includes fewer schools but more competent teachers and better length of term, to the exclusion of the district system, still in use in 40 towns, which retards the growth of schools while increasing the expense of them. He further states that if all the schools in the Commonwealth were placed under the supervision of educated men, acting as agents of the school committees, well trained teachers would soon be found instructing properly graded classes of enthusiastic pupils in well devised courses of study. From this supervision would soon result a unity of plan which would contribute to a rapid and permanent progress in the schools, as has already been shown in one county at least. Mention is made of the successful introduction of sewing and knitting in certain schools, although Mr. Dickinson does not consider the problem of combining industrial training with common school exercises as solved.

In the fall of 1878 the association of school committee men of Norfolk County invited the board of education to send an agent to examine into the general condition of the schools of that county, with a view to determining the relative value of the old and new methods of teaching. Mr. George A. Walton, the agent appointed, reports 212 primary and grammar grades visited and some 5,000 children examined in reading, writing, and arithmetic. The examinations were of children 4 and 8 years in school, and of 8 to 10½ years of age in the primary grades and 12½ to 15½ in the grammar grades. These examinations were from December to May, with from one to two hours allowed each class. The completion of the visitation left about 4,000 papers to mark. The result of the investigation is said to reveal a deplorable condition of affairs, which doubtless prevails in other portions of the State. Mr. Walton shows the points of weakness and demonstrates the true line of success in common school teaching. He speaks of the universal defect in reading—too much attention being paid to the sonorous declamation of words and too little to that silent reading which gives the clew to the author's thought. He traces the failure in writing to the common habit of imitating a copy, and would have penmanship taught early and often by a good teacher with the aid of simple drawing. He objects to so much oral spelling, as the constant writing of words is the best means of making good spellers. He would have more practice in composition. He deprecates the mechanical drill in mental and the figuring to work out a problem in written arithmetic, while he enforces the duty in the first two or three years given to this branch of teaching the fundamentals of arithmetic so thoroughly that all application afterwards will be easy

and certain. These conclusions are logically deduced from a careful examination of the school work. In the opinion of the New-England Journal of Education, Mr. Walton touches the vital point of the new education when he says that more depends on the supervision of the schools than on all other causes combined. The schools in the town of Quincy might be cited as proving this observation.—(State report, 1878-79.)

APPENDIX TO THE STATE REPORT.

This contains an able report on "Industrial drawing," by Professor Walter Smith, State director of art education; a committee report on "Sewing in the Worcester schools;" an article on "Handicraft in school," by Principal Charles O. Thompson, and a report of the teachers' institutes, by Agent E. A. Hubbard.

KINDERGÄRTEN.

For information respecting these institutions, see Table.V of the appendix following, and a summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The cities and towns of the State have school committees of 3 members or some multiple of 3, with provision for change of one-third at the annual elections. A superintendent, chosen by each committee, has the general supervision of the schools. Boston has also a board of supervisors of not more than 6 members.—(Laws.)

STATISTICS. a

Cities and large towns.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Attleborough.....	9,224	1,556	1,870	1,183	51	.....
Boston.....	341,919	60,702	55,412	46,624	1,244	\$1,558,163
Brockton.....	10,578	2,045	2,034	1,638	42	27,745
Cambridge.....	47,838	8,422	8,554	6,457	184	162,504
Chelsea.....	20,737	3,313	3,901	2,699	69	.....
Chicopee.....	10,335	2,082	1,424	980	43	.....
Fall River.....	45,340	9,793	9,604	5,727	133	.....
Fitchburg.....	12,289	2,235	2,542	1,917	64	35,034
Gloucester.....	16,754	4,066	4,149	3,163	95	47,281
Haverhill.....	14,628	2,539	2,756	2,066	65	.....
Holyoke.....	16,260	3,163	2,324	1,541	44	30,903
Lawrence.....	34,907	6,068	5,461	4,312	117	65,806
Lowell.....	49,688	8,087	8,427	5,664	164	.....
Lynn.....	32,600	5,779	5,958	4,371	118	.....
Malden.....	10,843	2,074	2,620	2,002	58	.....
Marblehead.....	7,677	1,464	1,678	1,186	27	14,105
Marlborough.....	8,424	2,127	2,137	1,859	49	18,693
Milford.....	9,818	2,138	2,349	1,695	42	23,404
New Bedford.....	25,876	4,208	4,500	4,207	106	69,900
Newburyport.....	13,323	2,461	2,295	1,530	46	.....
Newton.....	16,105	2,846	3,354	2,527	92	82,260
Northampton.....	11,103	2,083	2,063	1,596	67	.....
Peabody.....	8,066	1,704	1,561	1,215	47	.....
Pittsfield.....	12,267	2,245	2,460	1,628	72	.....
Quincy.....	9,155	1,704	1,953	1,484	47	.....
Salem.....	25,955	4,576	3,860	2,933	91	81,077
Somerville.....	21,868	4,424	5,038	3,733	91	85,028
Springfield.....	31,053	5,379	5,625	4,048	109	81,442
Taunton.....	20,429	3,143	3,591	2,322	72	42,750
Waltham.....	9,967	1,900	2,120	1,652	57	.....
Westfield.....	8,431	1,417	1,604	1,205	53	.....
Weymouth.....	9,819	2,012	2,102	1,762	60	.....
Woburn.....	9,568	2,267	2,197	1,775	42	27,864
Worcester.....	49,317	9,406	10,284	7,406	191	153,098

a The statistics are from the State report, excepting the expenditures, which are from city reports or written returns.

ADDITIONAL PARTICULARS.

Attleborough reports 35 schools, 2 of them high schools with 5 teachers and 123 pupils.—(State report, 1878-79.)

Boston reports, in June, 1879, 174 general schools, viz, 1 normal school, with 4 teachers and an average enrolment of 52 pupils; 2 Latin and 7 high schools, 1,948 the average number belonging; 49 grammar schools, averaging 27,796 scholars; and 115 primary, with 20,253 in average enrolment. There were also 28 special schools, viz, the Horace Mann school, with 10 teachers and an average enrolment of 80 pupils; a

Kindergarten,¹ with 2 teachers and 36 pupils; 24 evening schools (1 a high grade, with 12 teachers and 955 pupils, and 7 for drawing, with 16 instructors and 740 pupils); and 2 for licensed minors, with 2 teachers and 61 pupils in average attendance; also 16 regular evening schools, with 103 teachers and 1,723 as the average number belonging. During the year 1878-79 a class of schools known as primary but similar to the intermediate of other places was discontinued, and the pupils now constitute ungraded classes of grammar schools. The primary schools, heretofore under the charge of the grammar school supervisors, are now experiencing the benefit of a supervision of their own. In the primary and grammar grades a new course of study was adopted in the fall of 1878. It included more oral instruction, less committing to memory, the reading of other books besides text books, and less arithmetic and geography. A year's trial presents a better quality of instruction and more character in the schools, while in the language branches the pupils enter the high schools one year in advance of former standards. In order to cultivate a taste for reading among the scholars, a circulating library, composed of some 200 copies of standard works, was established in connection with the grammar schools. The books pass from hand to hand or class to class, as is deemed advisable. For still further development, blank books were supplied to the scholars for writing extracts in prose and verse, abstracts of oral lessons, and occasional essays. The last half of the year 1879 was occupied by the school board and a special committee in a general revision of the school system, one of the most important results being the change of the teachers' tenure of office from one to three years, which is to take effect April 1, 1880. In the boys' Latin school the course is to be six instead of eight years—the girls' and boys' Latin schools now having the same length of course—and applicants are to be admitted only on examination. In the normal school, which did unusually good work during the year, a modification of the plan of study was decided upon. It includes a graduate course and gives the pupils an opportunity for observation and practice in teaching in the public schools under the supervision of the head master of the normal. The well organized evening high school did excellent work, and the free evening drawing schools were well attended, many of the pupils being grown men who desired instruction in mechanical and architectural drawing.—(City report, 1879.)

Brockton had 19 different school buildings; 1 evening school; 1 drawing school; 16 primary and 24 intermediate and grammar schools; 2 private schools, with 25 scholars; and school property valued at \$90,275.—(Return.)

Cambridge reports 32 schools: 1 high, 7 grammar, and 20 primary schools, 1 training school, 2 evening drawing schools, and 1 evening school. The work of the high school was reported very satisfactory; the training school through its graduates showed thorough study, valuable practice, and faithful self discipline; during a ten years' existence, all except 9 of its graduates have been registered as teachers. The progress of pupils in the evening drawing schools was good. After a two years' trial, sewing has been discontinued in the public schools. The truant officers reported 812 more complaints than in 1878, but 65 fewer truants. An important change in the method of teaching reading to beginners was adopted during the year, short stories being written on the blackboard by teacher or pupils; afterwards the printed page brought into use.—(Report, 1879.)

Chelsea reports 60 schools; a high school, with 6 teachers and 191 scholars; and 3 unincorporated academies or private schools, with 443 as the average enrolment. Out of 64 teachers, 16 were normal school graduates.—(State report, 1878-79.)

Chicopee had 10 school-houses in 1879 containing primary, intermediate, grammar, and high schools; 1,540 sittings for study; 11 private or parochial schools, with 13 teachers and 526 sittings; and school property worth \$166,000.—(City report, 1879, and return.)

Fall River reports a high school, with 7 teachers and 323 scholars, and 5 unincorporated academies and private schools, with 900 pupils.—(State report.)

Fitchburg reports 52 public schools, 3 of them for evening classes; 3,253 sittings for study, yet great lack of accommodation for the pupils, some teachers being obliged to teach from 60 to 65 pupils; special teachers in music, drawing, and penmanship; a good attendance for 1878-79, although less than in the preceding year; 1 private school, with 40 sittings; and school property valued at \$168,857.—(Report and return for 1879.)

Gloucester reports 1 high school, 7 grammar, 4 mixed, and 16 primary schools; a satisfactory gain in regular and punctual attendance; more room needed for pupils in primary schools; marked improvement in reading at sight and in penmanship in the same grade; a Kindergarten class holding daily sessions under an experienced teacher; the winter schools discontinued for lack of patronage; a training school, established early in 1879, to prepare high school graduates to act as local teachers, and 350 pupils taught sewing two hours daily in the industrial classes connected with the

¹This was abolished at the end of the school year. Established as an experiment in 1870 and proving a decided success as well as an aid to the whole system of primary instruction, it was closed by the school board on account of the expense.

different schools, 1,225 different articles having been made during the year.—(City report, 1879.)

Haverhill reports 63 schools, 1 a high school, with 6 teachers and 159 scholars; 2,756 enrolled in the public schools, 219 of whom were over 15 years of age; and 3 private schools or unincorporated academies, with an average of 73 scholars.—(State report, 1879.)

Holyoke reports 37 schools and 44 teachers, being an increase of 2 schools and 4 teachers over 1877-'78, yet the school buildings were overcrowded and the city growing constantly, the population now being estimated at 23,000. The schools were never in a more flourishing condition. The evening schools were well attended, and much progress was made in arithmetic, reading, and writing. The 3 ungraded schools, for the benefit of persons working a part of the school year, were remarkable in point of punctuality and average attendance. The private and parochial schools enrolled 1,133 pupils. Special instructors for drawing, music, and penmanship are employed; and the plan adopted in 1878-'79 of dismissing pupils of all grades an hour earlier in the afternoon proved very satisfactory.—(Report and return, 1879.)

Lawrence reports 20 school buildings, with 4,600 sittings; special teachers in drawing and music; and an increase of pupils and teachers over the previous year, and the 95 per cent. of average attendance on the average number belonging fully maintained; the training school, consisting of some 300 primary and middle school pupils, progressing finely under the charge of a teacher fresh from normal school work; the free evening schools placed on a footing nearly like that of the day schools, and the success of the evening drawing schools very noticeable.—(Report and return, 1879.)

Lowell for 1878-'79 reports 84 public schools, 1 high, 8 grammar, 1 intermediate, 2 mixed, and 72 primary, 5 primary schools being added during the year. There were also a reform school with 147 pupils, 2 mill schools opened during the summer, 5 evening schools with 1,330 pupils, and a free evening drawing school.—(City report, 1879.)

Lynn had, in 1878-'79, 31 school buildings, with 5,575 sittings; 2 evening schools enrolling 60 pupils and with a special teacher of mechanical drawing; 5 private and parochial schools; and special teachers in music, drawing, and penmanship.—(Return.)

Malden reports 41 schools, 1 a high school, with 6 teachers and 180 pupils; 2 unincorporated academies or private schools; of the 58 teachers in the public schools, 10 were normal graduates and 13 had attended normal schools.—(State report.)

Marblehead had 18 schools in 1878-'79: a high school, with 2 teachers and 90 pupils, and 14 primary and 3 grammar, in rooms seating pupils for both study and recitation under one teacher, and school property valued at \$39,800.—(State report for 1878-'79 and return.)

Marlborough had 34 schools in 12 different school buildings, having 1,985 sittings for study; a high school, with 3 teachers and 123 scholars; 4 unincorporated academies and private schools, with 120 pupils; and school property valued at \$59,500.—(State report, 1878-'79, and return.)

Milford reports 1 high, 17 grammar, and 13 primary schools, the high having a business course and a college preparatory course, of 4 years each, and 1 evening school, in which book-keeping and the common branches were taught.—(City report, 1878-'79.)

New Bedford reports 23 schools, 1 high, 3 grammar, 11 primary, 6 country, 1 mill, and 1 farm school, in 23 school-houses owned by the city. The high standard of scholarship in the upper grade was maintained; there were more scholars in the grammar school than ever before; in the primary schools the methods of instruction adopted in Quincy were fully carried out, and the country schools were well taught; the attendance in the mill school greatly increased in the last three months of the year; and 2 evening schools had an average of 145 pupils; the evening drawing school was well attended, and the drawing exhibits from all the schools were excellent.—(City report for 1879.)

Newburyport reports 37 schools, with 2,241 sittings; a generally good condition in all the schools; the high school, with its classical course equal to college requirements, fully sustaining its reputation; the evening school for women averaging 55 pupils, all of whom manifested great interest in their work; and the evening drawing school, for mechanical drawing only, attended by 26 pupils.—(City report, 1879, and State report, 1878-'79.)

Newton reports 17 day schools: a high school, with 300 sittings; 2 grammar schools for both sexes; 11 grammar and primary and 3 primary schools, with 3,376 sittings; also, 1 evening school open 46 nights and 2 evening drawing schools; an increase in enrolment and attendance in all the schools; a reduction of \$15,094 in school expenditure since 1874; marked improvement in the primary grades in reading, writing, and arithmetic; good work in the grammar grades, with particular excellence in penmanship, a mercantile course added in the high school, and the military drill and calisthenics of much benefit to the children; an increase of 50 pupils studying French; 2 classes making progress in German; and an advantageous change made in the school

system in 1879 by the appointment of 8 headmasters, instead of 4, 8 being the number employed prior to 1873.—(City report, 1879.)

Northampton reports 49 schools: 1 high, 1 high and grammar, 13 grammar, 26 graded primary, and 8 ungraded or mixed schools; a slight increase in enrolment; the high school doing better work than for some years, and the graded primary schools showing advancement in reading and spelling.—(City report, 1879-'80.)

Peabody had 22 schools in 1878-'79, and 47 teachers, 8 of them graduates from normal schools; 1 high school, with 3 teachers and 82 pupils; and 2 private schools, averaging 23 scholars.—(State report, 1878-'79.)

Pittsfield had 43 schools, 1 a high grade, with 3 teachers and 103 pupils; also, 6 unincorporated academies and private schools, with 200 pupils.—(State report.)

Quincy reported 37 schools in 1878-'79; 107 pupils over 15 years of age; 1 high school, with 3 teachers and 137 scholars; 1 incorporated academy, with 100 pupils; 1 private school, with 40 pupils. Children are taught to observe for themselves and to express freely the results of their observation; individuality and freedom are secured to superintendent, teachers, and pupils; primary reading is taught by the objective word method; oral language and written language are taught at the same time; in geography the pupils observe the forms of nature and model with molders' earth on a horizontal board.—(State report, 1879.)

Salem reports, for 1879, a generally satisfactory condition of the high, grammar, and primary schools; object lessons regularly given in the primary grades; reading and penmanship introduced in the high school; 85 pupils in the Naumkeag school, which is now an ungraded all day school; elementary book-keeping added to the common branches in the two evening schools; a supervisor of music engaged for all the schools; and attendance at the free hand drawing school better than in the mechanical classes. (City report, 1879.)

Somerville reports 18 school-houses, containing 80 rooms, all well filled, and some of the primary grades overcrowded; 2 additional grammar grades organized within the year, making 43 in all; the high school fitting many pupils, especially girls, for college; and rapid progress made in the art and science of music in the different grades. (City report, 1879.)

Springfield reports 27 day schools, composed of 9 grades below the high school; also, 4 evening (2 of them drawing) schools, which are doing excellent work, the attendance at latter being unusually large; an increase in school population, enrolment, and attendance; a crowded condition of many of the buildings, and more than 400 pupils in the high school; great proficiency displayed in music and drawing, and a voluntary class in the high school drawing out of school hours attended by about 60 pupils, who were progressing finely; 8 different primary schools, with 500 pupils; 6,109 sittings in public and private schools; and school property valued at \$553,500.—(City report and return.)

Taunton reports 33 primary schools progressing finely by means of blackboard instruction; 12 grammar grades; 16 ungraded schools; and a high school; 31 separate school-buildings, a new one erected in 1879; 1 free evening school; and an industrial drawing school, open 16 weeks and having 41 pupils.—(City report, 1879.)

Waltham reports 12 school-houses and such overcrowding as to require other buildings; 37 schools, divided into high, grammar, intermediate, ungraded, and primary schools; and 57 teachers, 5 of them normal graduates and 8 having attended normal schools.—(State and city reports, 1878-'79.)

Westfield reports 30 schools, 1 a high school, with 5 teachers and 202 pupils; 53 teachers, 38 of them graduates from normal schools; and 2 private academies, with an average of 55 scholars.—(State report, 1878-'79.)

Weymouth had 44 schools, 2 of them high schools with 4 teachers and 119 pupils; 7 of the teachers in the public schools graduates of normal schools; and 2 private schools, with 40 pupils.—(State report, 1878-'79.)

Woburn reports its 49 schools, high, grammar, primary, and mixed grades, in a prosperous condition. There were 24 different buildings, with 2,332 sittings for study, and 1 private or parochial school, with 35 sittings. A special teacher of music was employed, and the schools were taught 200 days.—(City report, 1878-'79, and return.)

Worcester reported 170 schools in 1879 in 1 high, 32 grammar, and 5 primary school buildings, containing, respectively, 502, 3,289, and 4,870 sittings for study; special teachers in music and drawing; 4 evening schools, with an enrolment of 811 pupils; 1,200 children taught in the private and parochial schools; 100 of the public school teachers graduates of normal schools; and school property valued at \$889,569.—(Return and State report, 1878-'79.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The reports of the 6 normal schools sustained by the State—at Boston (the Normal Art School), Bridgewater, Framingham, Salem, Westfield, and Worcester—indicate

that they are successfully accomplishing the ends for which they were established. The 5 of these schools meant to train ordinary teachers had 831 students, 360 of them entering in 1878-'79, and 187 graduates to June, 1879. During the year a uniform standard of admission was established. The graduating classes were subjected to written examinations, the questions relating to branches taught in the public schools, to methods of teaching, to school government, and to the history of education; the answers gave evidence of faithful teaching and careful study. The Normal Art School, which is for the training of teachers of industrial drawing, reports 1,543 pupils since its organization in 1873-'74, of whom 181 belonged in 1878-'79; 201 certificates were issued, while 113 of those graduating are teachers, 9 designers or draughtsmen, and 50 continue their studies. The model school at Framingham is reported full to overflowing and affording great aid to normal work. The Salem normal obtained a fine telescope during the year to assist in the study of astronomy. The Westfield school reports the members of the senior class in regular charge of classes in the school of observation. This is additional to the usual daily instruction of children in subjects chosen for illustration and to daily observation of teaching in the public schools. The Worcester school is steadily growing in numbers, while 98 per cent. of its graduates are teachers. Secretary Dickinson says that 95 per cent. of the normal graduates teach in the public schools (yet only 37 per cent. of the whole number of teachers have had professional training). As these teachers are noted for their improved methods of instruction, for their enthusiasm in the practice of their profession, and for their better form of school government, he urges that the support of normal schools be placed on a more secure basis. This could be done by levying a small tax on the property of the State, and thus the whole educational system would be benefited.—(State report.)

The Boston Normal School had at date of June, 1879, 93 pupils, 4 teachers, and 51 graduates.—(Return.)

There were also training schools connected with the public school systems of Cambridge, Gloucester, and Lawrence.—(City reports.)

TEACHERS' COURSES.

Harvard and Wellesley continue to offer courses for the further training of teachers. At Harvard instruction in the natural sciences is given each session in the Lawrence Scientific School, with courses in botany, chemistry, geology, and mineralogy during the summer. At Wellesley teachers can enter any of the college classes and share all the privileges of the college, and it was expected that a normal college would soon be established, with special courses and special degrees.—(Catalogues, 1878-'79.)

TEACHERS' INSTITUTES.

Eleven institutes were held in 1878-'79 in eleven different counties. They were organized in small towns, according to a policy adopted last year. Five were in session where the population did not equal 1,500, the others where it was below 2,000. Some of the towns had only from one to six teachers, yet the attendance was quite large, the enrolment, 1,003, representing more than 100 towns. The day sessions were for instruction in methods of teaching and the evening meetings for lectures on general educational topics. These exercises excited great interest in the study of the true philosophy of teaching, and the highest success and most gratifying evidences of practical results attended the efforts of the prominent educators conducting these meetings.—(State report.)

EDUCATIONAL JOURNALS.

The New-England Journal of Education, published weekly in Boston, is the educational organ of the teachers in the New England States, and as such it is doing good service for the cause of popular education.

The Primary Teacher, issued monthly from the same office, contains items relating more particularly to elementary education.

Good Times, also a monthly publication, furnishes matter for school exercises and exhibitions, for both day and Sunday schools.

A fourth paper, bimonthly, to be entitled Education and to be issued from the same office, was projected for 1880.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There were 216 public high schools reported in 1878-'79, with 19,311 pupils and 595 teachers. Some of the cities and towns reported the instruction in this grade of school much improved, while others had attempted a revision of their courses of study. In Boston progress was made both in the system of study pursued and in the attainments of the pupils in individual studies. A recent revision of the system aims (1) to send the pupils into local schools for two years, then to the central schools for two

years more, and (2) to extend the course in time occupied, but simplify the studies. Four of the six local schools have adopted the first plan, but the simplification of high school studies is yet to be accomplished. The graduating classes of 1879 are the first to complete the uniform course of study adopted three years ago. Gloucester, from September, 1879, allowed pupils entering the high school the choice of three courses of study, one a college preparatory course, one for general culture (including other languages besides English), and one which had only English branches for those intending to teach. In Taunton the high school, which has only one session daily, adds a systematic course of drawing and penmanship to the other branches and admits German as an elective study. The subject of continuing high schools at the public expense is still agitated. Secretary Dickinson states that secondary schools always stimulate the grades below, that every influence which has a tendency to withdraw support from the higher grades is hostile to the best interests of all classes, and that it is the duty of the State to see that all the children have an opportunity to receive a complete education.—(State and city reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools for colleges, see Tables IV, VI, and VII of the appendix. For summaries of these, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Harvard had 819 undergraduates in the college classes in 1878-'79 and 1,332 in the university; there were 51 in the summer classes for botany, chemistry, and geology. A more systematic arrangement of progressive courses was made in all the departments. The hundred or more elective courses were divided into 13 groups, the special improvements being in the departments of philosophy, political economy, history, and natural history. A few new courses were introduced in these and other departments, and the studies were so arranged that the student, after choosing a 3 years' course of study, can pursue it without change, while in the semiannual examinations time is gained by giving one day to each group of studies, the students being allowed to choose one study from each group. Logic and metaphysics were thrown out from the junior year and history from the sophomore year. Instruction in elocution was given during the year, 117 seniors and juniors and 110 sophomores and freshmen taking up this study. A change of some importance was also made in the rules under which distinctions for good scholarship are conferred at graduation. The commencement parts have been heretofore assigned to students on a scale formed by the aggregate of marks received by each in all the studies of the college course. Now any student attaining in any study a mark of 80 per cent. on elective work, not elementary, equivalent to 8 hours' recitation a week, receives honorable mention in that study on the commencement programme. In conferring degrees, too, there is now a degree for ordinary cases and degrees of distinction for extraordinary ones, making substantially four grades of bachelor of arts: B. A. simple; B. A. cum laude, for 75 per cent. on the general scale, or for honorable mention in any study and 65 per cent. on the scale, or 70 per cent. on the last three years or 75 per cent. on the last two; B. A. magna cum laude, for 80 per cent. on the general scale or honors in any department (this admitting of the assignment of a dissertation on the list of commencement exercises); B. A. summa cum laude, for 90 per cent. on the general scale or the highest honors in any department (this carrying an oration with it). The reason for the distinction is to be stated on the diploma. A new method of examination for admission was tried for the first time in 1878, and it is expected that in 1881 and thereafter it will be the only method allowed. It prescribes for the candidate a minimum requirement in every study and a maximum in two studies selected by him from four principal ones. A satisfactory examination must be passed, too, in the elements of Latin, Greek, ancient history and geography, arithmetic, algebra, plane geometry, physics, English composition, French or German, and in at least two specified higher studies in the same general lines, including Latin, Greek, mathematics, and physical and natural science. In each of these four departments two courses will be carried on in the freshman year: an ordinary course, adapted to the state of preparation of those admitted with minimum requirements, and an advanced course, for those admitted with the maximum requirements. The old method required an examination in one or two courses of 16 subjects each. The new method simplifies the work of the preparatory schools and raises the standard of real attainments through the freshman year. In September, 1879, a teachership of Mandarin Chinese was established for 5 years. *Harvard* has 6 fellowships, 5 for 3 years' terms and 1 for 1 or more years.—(*Harvard catalogue and president's report for 1878-'79.*)

Boston University reports 631 students for 1878-'79, this being an increase over the preceding year of 19 in the college of liberal arts, of 6 in the college of music, of 12 in

the school of oratory, and of 14 in the school of science, with a decrease—owing to advanced requirements in the professional schools—of 6 in the college of agriculture, of 12 in the school of theology, of 22 in the school of law, and of 25 in that of medicine. With a view to establishing the highest standard practicable for undergraduate instruction and to have classes small enough to be taught by the heads of the various departments, there are to be additional requirements in 1880 and the following years for admission to the college of liberal arts. In this department the Massachusetts Society for the University Education of Women paid the tuition fees of four students in 1879, and other free scholarships are desired. The school of all sciences, which has heretofore had no prescribed courses, offers for the coming year courses of languages, philosophy, philology, mathematics, and natural sciences, and miscellaneous courses, in addition to the regular curriculum of the different departments.—(Report of the president and University Year-Book for 1878-'79.)

Boston College in 1879 added to the original classical course a department in which the study of the ancient languages is superseded by exclusive application to English, the modern languages, and the sciences. For entrance into the classical department a knowledge of the fundamental principles of grammar and arithmetic suffices; for entrance into the English department a complete knowledge of these two branches is exacted.—(Catalogue, 1878-'79.)

Amherst, Tufts, and Williams Colleges and the *College of the Holy Cross* report, as heretofore, full collegiate courses. Amherst has also a 4 years' scientific course, and Tufts a philosophical course of 4 years and one in engineering of 3 years; Amherst, a department of hygiene, for the promotion of good health by exercise.—(College catalogues for 1878-'79.)

For fuller statistics, see Table IX of the appendix, and a summary thereof in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Opportunity for the higher education of women is given in Boston University (which had 174 women under instruction in 1879), in Smith and Wellesley Colleges, and in several schools not conferring collegiate degrees.

At *Harvard*, in the private classes taught by the university professors, there were 4 women in the 4 years' course and 18 taking special courses. These classes are taught the same branches as the college students, and a satisfactory completion of the course admits to a certificate but no degree. The preliminary examinations, which are held in June simultaneously at Cambridge, New York, Philadelphia, and Cincinnati, require a knowledge of eight of the following subjects: English, physical geography, botany or physics, mathematics (including arithmetic, algebra, and plane geometry), history, French, German, Latin, and Greek. Eight ladies passed this examination in 1879, and two passed an advanced examination, one of them with distinction. Information as late as December 15, 1879, mentions 27 ladies pursuing the regular courses, and both professors and pupils quite satisfied with this plan of giving collegiate instruction to women.—(Harvard catalogue, 1879-'80, and circulars of private collegiate instruction.)

Smith College, Northampton, reports a 4 years' course; special courses of from one to four years; music taught practically and theoretically; attention paid to physical culture in the new gymnasium erected in 1878-'79; French, German, Spanish, and Italian taught; 4 books of the Anabasis and 3 of the Iliad among the requisites for admission from 1881 on; 204 students in all the departments of the college in 1879; and a gift of \$3,000 received for the art gallery during the year.—(Circular of October, 1879, and return.)

Wellesley College reports 204 students in the collegiate departments and 67 pursuing special courses in 1878-'79; no special changes made in the courses of study, excepting that the art instruction is now arranged in 2 courses of 5 years each, one a course of drawing and painting and the other for modelling; any student in the college proper is allowed to enter the art department. There were 51 teachers attending the teachers' course established in September, 1878.—(Catalogue, 1879-'80, and return.)

For statistics of these institutions, see Table VIII of the appendix following, and the summary thereof in the report of the Commissioner preceding, with the exception of Boston University and Harvard University, which will be found in Table IX.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Students may pursue scientific studies in the Massachusetts Agricultural College, Amherst; the Massachusetts Institute of Technology, Boston; the Lawrence Scientific School, connected with Harvard College; and the Worcester County Free Institute of Industrial Science, Worcester. There are also courses in science in Amherst, Smith, and Wellesley Colleges, a 3 years' course of engineering at Tufts College, and other scientific courses at Harvard, viz, in the Bussey Institution, the Agassiz museum,

the observatory, and in the summer courses; also, in the school of all sciences in Boston University; for which last, see Superior Instruction.

The *State Agricultural College*, Amherst, is reported to have been thoroughly reorganized and to be for the first time in many years practically free from debt. The yearly average of students since 1867 is over a hundred, and 138 were in the college in 1879. The aim of the institution, to educate young men for the practical pursuits of life, was well attested during the year by the examining committee and by the visitors to the department of horticulture (which was nearly self sustaining), the department of physics and civil engineering, the military department, and the chemical laboratory. There were 7 graduates in 1879, and 157 since 1871, more than a third of whom are devoting themselves to agriculture or pursuits immediately connected with it. Instruction in partial courses has also been given to 400 other students, who have returned to the farms whence they came.—(Catalogue, January, 1880.)

The *Massachusetts Institute of Technology*, Boston, continues its 10 courses of 4 years each; admits to a fifth year of study students who have taken up fewer studies than are prescribed in a single course; gives instruction to women in special laboratories; sends students out on excursions during vacations, for the survey of mines and geological features and for the study of metallurgical works and noted specimens of engineering; and gives special prominence to manual instruction in the school of mechanic arts. There were 271 students connected with the institute in 1879, of whom 12 were graduate students.—(Catalogue.)

The *Worcester County Free Institute of Industrial Science*, Worcester, which gives the same facilities for practical familiarity with different branches of applied science as are offered in the best schools of technology and adds shop practice to the course of mechanics, has already graduated 8 classes, and many of the young men are filling honorable and lucrative positions. All the students are taught free hand drawing, and particular attention is paid to the French, German, and English languages in addition to the study of mechanical and civil engineering, physics, and chemistry. The 3 years' course leading to B. S. is continued, as well as that of 3½ years in the department of mechanical engineering.—(Catalogue, 1878-'79.)

The *Lawrence Scientific School*, of Harvard University, registered 17 students in 1878-'79, as follows: 8 in engineering, 3 in natural history, 2 in mathematics, and 4 in special courses. During the year the faculty revised all the courses of study, with the desire to reduce the amount of daily work and to make better arrangements for special students who wish to study in the school but do not seek a degree.—(Report of president, 1878-'79.)

The *Bussey Institution*, Jamaica Plain, reported 9 students in 1878-'79, scattered throughout the departments of agriculture, horticulture, botany, applied zoölogy, agricultural chemistry, and chemical analysis. There was 1 graduate in June.—(President's report, 1878-'79.)

Besides the summer scientific courses at Harvard, previously mentioned, the fourth summer course in zoölogy of the Peabody Academy of Science, Salem, was advertised to begin July 7, 1879, to continue four weeks, under charge of J. H. Emerton. A four weeks' course in botany, embracing lectures and laboratory practice, was to begin July 14, under charge of G. H. Burrill. A laboratory at the seashore for the study of marine animals was to be open to students till September 1.—(New-England Journal of Education, July 3, 1879.)

THEOLOGY.

Information was received from 6 of the 7 theological schools reporting in 1878. The Andover Theological Seminary, the Episcopal Theological School (Cambridge), Harvard University Divinity School, Boston University School of Theology, and Newton Theological Institution have 3 years' courses and an examination for admission for those who are not college graduates.—(Catalogues and returns.)

The *Harvard University Divinity School*, which reported insufficient revenue last year, made an appeal for an endowment of \$130,000 to insure the maintenance of 5 professorships and 1 instructorship; before the close of the academic year \$90,000 had been raised, with a fair prospect of receiving the whole amount. During 1878-'79 the faculty carried into practice the policy of refusing pecuniary aid to unpromising students.—(President's report.)

The *Boston University School of Theology* (Methodist), which had few students in the junior class of 1877-'78 owing to the advanced requirements for admission, reports the graduating class of 1878-'79 twice the size of the one the year before. A new system of examining all classes at Christmas as well as at the close of the school year was inaugurated during the year. Six students went out to mission work in South America. Elocution was thoroughly taught and much interest was felt in this branch.—(President's report.)

Tufts College reports a 3 years' course for bachelors of arts and 4 years for all others. There are also special courses of one, two, and three years; there is an entrance examination in English branches to be passed by all who are not college graduates.—(College catalogue, 1878-'79, and return.)

The *New Church Theological School*, Waltham (Swedish), reports 4 professors (apparently besides the president) and 4 undergraduate students, 2 of them with degrees, in a 3 years' course in 1878-79.—(Return.)

For statistics of these schools, see Table XI of the appendix following, and a summary thereof in the report of the Commissioner preceding.

LAW.

Legal instruction is given in 3 years' courses in the law schools connected with Boston and Harvard Universities, both of which require an examination for admission from those who are not college graduates.

The *Boston University School of Law* reports the year 1878-79 one of continued prosperity, although there was a decrease from the preceding year in the number of students attending. The examinations for admission to the degree of LL. B. were more stringent than ever before, the standard being raised from 60 to 65 per cent. as the minimum; with 85 per cent. average out of a possible hundred entitling a student to LL. B., 12 out of 46 students reached that number. The new provisions permit a properly qualified candidate to pursue prescribed studies and pass stated examinations annually or oftener for a course of 7 years' duration, the completion of the course entitling to the degree of doctor of civil law. The degree of master of laws is conferred on bachelors of arts and bachelors of letters who have pursued in the school of all sciences approved legal studies and have passed satisfactory examinations.—(President's report and University year book.)

The *Law School of Harvard University* reports the year 1878-79 an exceptional one, as there was no third class, and the second year class was not entitled to a degree, the new requisition of 3 years' study being in force. Of the first year students examined in 1878, 40 remained in school during the year and became entitled to enter the third year class as candidates for a degree, 26 presented themselves in the honor course, and 12 obtained the average necessary for the honor degree. This is the best record ever made by a second year class, and the improvement is ascribed to the fact that this is the first class subjected to the sifting process of an examination for admission.—(President's report, 1878-79.)

For statistics of these schools, see Table XII of the appendix, and a summary of this in the report of the Commissioner preceding.

MEDICINE.

The *Medical School of Harvard University*, which continues to increase in prosperity, reports a steady growth since 1870-71 in the standard of preliminary education and in the number of students devoting three years to their medical studies. In 1878-79 the increase was 10 per cent., while 88 per cent. of the graduating class had spent three years in the school to 5 per cent. in 1872. The number of students possessing literary or scientific degrees was doubled in ten years and now amounts to 48 per cent. of the whole number. It was decided, after lengthy discussion, not to admit women for the present to the medical school; consequently the offer of \$10,000 by Miss Hovey was declined. On October 1, 1879, the councillors of the Massachusetts Medical Society voted to admit women to examination as candidates for admission to fellowship in their society, and the president of Harvard questions whether the university may not reverse its decision.—(President's report, 1878-79.)

The *Boston University School of Medicine* has made no changes since the systematic rearrangement of studies reported in 1878, and, although the number of students diminished somewhat, the improved instruction gave a better character and standing to the school. The graded course has, after a six years' trial, proved to be the best method for thorough medical instruction, and the faculty have adopted it exclusively. The graduating class of 1878-79 numbered 35, of whom 10 were women. Since 1874 the increase in graduates has been very great, from 5 to 35, with a total of 188 in all.—(President's report, 1878-79, and year book of 1879.)

The *Dental School of Harvard University* and the *Boston Dental College* report 3 years' courses; the former requires no examination for admission; the latter requires an examination by the dean.—(Returns.)

The *Massachusetts College of Pharmacy*, Boston, reports a 2 years' course and a 4 years' apprenticeship necessary for graduation; also an examination for admission since October, 1878.—(Catalogue, 1879-'80.)

For statistics of medical schools, see Table XIII of the appendix, and a summary thereof in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

SOCIETY FOR PROMOTING STUDY AT HOME.

This society reports 2,045 different persons connected with it in the six years of its existence, 1,479 of them having persevered at least one year; 162 ladies took active part in the work of instruction, 132 of them being still in active service. In 1879

there were 869 students, 545 of them entering during the year. The condition of the society is reported as satisfactory, the work being more thorough than ever before. In the history class, 315 pupils did excellent work; the botanical, geological, astronomical, and mathematical sections were successfully conducted, and increased activity in the art course was noted. The French course was remodelled, more attention being paid now to French literature. There were 43 students in the German course, 28 of them corresponding in German, and 370 students in English literature; the lending libraries grew with the demand, 613 volumes from Boston and New York alone being in circulation. As the students and teachers of this society are found all over the United States, one pupil also in Japan, the work is done entirely by correspondence. In the six years 7,158 letters were written to students and 6,492 received from them. The subject of hygiene entered into the studies during the year; of a tract issued on the subject of health, 1,000 copies were given away and 1,100 sold.—(Report for 1879.)

TRAINING IN INDUSTRIAL ART.

The *Industrial Education Society of Boston* carried on its free evening school, at 23 Church street, during 1878-79. At the end of that year it offered its tools, apparatus, &c., to the Boston school board, hoping they would maintain the school. This was not done, and now the society seeks to occupy a wider field of instruction. A manual of instruction, with 50 pages of text and 100 illustrations, is being prepared to aid those desiring to take up wood carving. Successful schools have also been established in Cambridge, Gloucester, and Manchester.—(Letter.)

The *School of Carving and Modelling* reports 12 pupils in 1878-79; 3 evening courses of lectures, to which both sexes were admitted; 2 summer schools in clay modelling, conducted by an advanced pupil; and 2 pupils devoting themselves to monumental sculpture in the second year of the course.—(Report.)

EDUCATION OF THE DEAF AND DUMB.

The *Horace Mann School for the Deaf*, Boston, which has given instruction to 170 pupils since its foundation in November, 1869, reports 93 pupils in 1879 who were learning the common English branches and sewing, under the care of 8 instructors.—(Return.)

The *Clarke Institution for Deaf-Mutes*, Northampton, reports 55 pupils in the primary course in 1878-79, 22 in the grammar, and none in the high school department. Articulation and lip reading are the basis of instruction, from an hour to an hour and a half a day being given to articulation. Letters received from graduates indicate how satisfactory this method of communication has been to them in their various vocations. Girls are taught to sew, boys to make cabinets, &c. The steady growth of the school permitted a reduction of the price of tuition to \$300 for private pupils boarding in the institution, \$66 for day pupils, and \$200 for State pupils. A legacy of \$1,000 and a gift of \$500 for prizes in articulation and penmanship were received.—(Report, 1878-79, and return.)

EDUCATION OF THE BLIND.

The *Perkins Institution and Massachusetts School for the Blind*, Boston, reports 129 pupils in 1878-79; progress made in all departments and marked improvement in the modes of instruction, as more time was given to oral instruction and to object teaching by means of new illustrative apparatus; music taught to 87 scholars and piano tuning to 17; regular and thorough physical training given in the gymnasium; the workshops for adults in constant use, employing 20 persons at wages amounting to over \$3,000, and the technical department for girls in a flourishing condition, fancy work, beadwork, and cane seating of chairs being done therein; the printing office sending out finely embossed books; and extensive improvements made during the year in the buildings.—(Report, 1878-79.)

EDUCATION OF THE FEEBLE-MINDED.

This class of unfortunates receive instruction in the *Massachusetts School for Idiotic and Feeble-Minded Youth*, South Boston, which reports a fair measure of success and no marked change in the system of teaching; in the *Private Institution for Feeble-Minded Youth*, Barre, which taught the elementary branches to 82 pupils in 1879; and at the *Hillside School for Backward and Feeble-Minded Children*, Fayville, from which no information was received.—(Reports and returns.)

BOSTON SCHOOL FOR LICENSED MINORS.

There were 2 schools of this character reported in June, 1879, with 2 teachers and 69 pupils as the average number belonging. The average attendance was 61.—(Boston school report, 1879.)

STATE CHARITABLE AND REFORM SCHOOLS.

The *State Schools* at Westborough, Lancaster, and Monson report respectively 222 boys, 76 girls, and 443 of both sexes September 30, 1879. In addition to those re-

maining in the schools, there were between 900 and 950 children in families, but still under the charge of the board. There are 139 towns and cities of the State which contain none of these "wards of the State," but between 600 and 700 were distributed in the rural towns. The *House of Reformation*, Boston, had 134 boys and 23 girls on its rolls in 1878-'79; the *Marcella Street Home*, 236 boys; the *City Reform School*, Lowell, 36 boys; the one at Salem, 33 boys; and that at Lawrence, 28. There were also some 184 children in truant schools in Boston, Cambridge, Springfield, and Worcester.—(Report of State board of health, lunacy, and charity, 1879.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The thirty-fourth annual meeting of the State Teachers' Association was held in Boston, December 29-31, 1879. Dr. C. O. Thompson, of Worcester, opened the sessions with an address on "Handicraft in schools," in which he argued that public libraries, filled as they are with the lives of eminent inventors, are the best educators in industrial habits. Superintendent Marble, of Worcester, said, in relation to "Public schools and their critics," that the schools thrive on criticism, but that there would be less of it if the aim of the school were better understood. Prof. Homer B. Sprague, in "Public schools as a preparation for citizenship," considered them deficient in this respect. "The public library as an auxiliary to the schools" was ably treated. President Eliot, of Harvard University, advocated the "Teachers' tenure of office" as a means of having a well organized public school service, the teachers to be carefully selected by examination and probation, to be ultimately appointed without limitation of time, and at last to be retired on annuities. Hon. J. W. Dickinson, secretary of the Massachusetts board of education, in a paper on "District superintendents," showed the good results produced in other countries through special superintendence, and urged the need of a general and wise supervision of schools everywhere in this country. Mr. Philbrick, continuing the subject, favored centralization of power and a compulsory and universal superintendence. "Identical courses of study for city and country," Dr. A. P. Stone, of Springfield, considered unadvisable. The subjects discussed in the high school section were "How to use a cabinet of geology in the high school" and "Education in high schools;" in the grammar school section they were "Supplementary reading in primary and grammar schools" and "Oral instruction as tested by actual experiment;" in the primary section, "How to teach language" and "Illustrative drawing in teaching."—(New-England Journal of Education.)

CLASSICAL AND HIGH SCHOOL TEACHERS' ASSOCIATION.

The twelfth annual meeting of this association was held in Boston, April 11-12, 1879, with Mr. E. P. Seaver, of the English high school, in the chair. Prof. W. P. Atkinson, chairman of a committee, reported fourteen resolutions relating to "English language and literature," and explained the views advanced as to the unsatisfactory condition of English language study in our schools, the necessity of improvement, &c. Professor Hill, of Harvard College, and other gentlemen uttered similar opinions. The resolutions were again given to a committee to be reported on next year. The subject of objective teaching was introduced in a paper by Mr. F. A. Waterhouse, on the "Subjective realization of ideas." He argued against the benefits of object teaching, while Superintendent Parker, of Quincy, and Messrs. Boyden and Shaw favored it. The next two papers were on "The adaptation of class work to individual capacity," in which it was asserted that the graded system destroys individual freedom in demanding general averages for results; and "To what extent can the best results of teaching be expressed in figures?" Mrs. Clara B. Martin affirming that the marking system reduces teaching to a machine process and destroys the true spirit of scholarly emulation. This subject also gave rise to discussion. After the election of officers and the appointment of a committee to report on the "Study of sciences in the high schools," Hon. J. W. Dickinson read a paper on "The public high school," in which he reiterated the views already given under State School System and under Secondary Instruction. Superintendent Eliot and other educators urged a limitation of studies so as to give more fulness of understanding to a few branches. Other gentlemen objected to the dropping of certain studies. An address on the "Translation of Virgil," by Dr. Everett, of Quincy, suggested that teachers should seek to make the *Æneid* a vivid picture of live men and women.—(New-England Journal of Education.)

OBITUARY RECORD.

HON. GEORGE STILLMAN HILLARD, LL. D.

This gifted gentleman, the first dean of the school of law of Boston University and for the last five years emeritus professor in the same school, died January 21, 1879. His last great work was the organization and early administration of this

school, and during the two years he was in charge it gained a position and character which insured its subsequent remarkable growth. As a student in the Boston Latin School and in Harvard College he was awarded the highest honors. In later life his elegant scholarship, appreciation of art, oratorical finish, and brilliancy of conversational power made him the peer of the most eminent men of the country.—(Boston University year book, 1879.)

DR. J. B. S. JACKSON.

The death is reported, on January 6, 1879, of Dr. Jackson, professor of morbid anatomy in Harvard University since 1847 and senior professor in the medical school. As curator of the Warren Museum of Anatomy for 32 years he was indefatigable in enlarging and enriching that collection. In the medical profession of New England his influence was wide and good. Throughout his long and active life he studied and taught with an admirable scientific enthusiasm which was communicated to many of his pupils.—(President's report, 1878-'79.)

PROF. JOHN MUDGE MERRICK.

Professor Merrick, of whose birth no record reaches us, died at Walpole, February 25, 1879. In 1859 he graduated from the Lawrence Scientific School, becoming soon after an instructor in that institution, and then principal of the high school at Natick. Next filling a similar position at New Bedford, he later established himself in Boston, where he was for years consulting chemist to the city and to several of the largest manufacturing corporations in New England. During the last five years of his life he was professor of chemistry in the Massachusetts College of Pharmacy. As a chemist he won a high reputation, and as a writer to different scientific journals his name was brought prominently before the profession. He was a fellow of the American Academy of Arts and Sciences, a corresponding member of the New York Academy, and was connected with other learned societies.—(The Pharmacist and Chemist.)

REV. DAVID PATTEN, S. T. D.

Dr. Patten was born in Boston in October, 1810, and died March 26, 1879. In 1854 appointed a professor in the School of Theology, at Concord, N. H., he took a leading part in its endowment and removal to Boston. He was an influential trustee of the university from the time of its incorporation, rendering the institution services which entitle him to be held in lasting remembrance, and filled the position of registrar of the university and secretary of the corporation.—(Boston University year book, 1879.)

REV. JACOB ABBOTT.

Mr. Abbott was born at Hallowell, Me., November 14, 1803; graduated at Bowdoin College in 1820; studied theology at Andover Seminary from 1822 to 1824; was tutor in Amherst College from 1824 to 1825 and professor of mathematics and natural philosophy in the same institution from 1825 to 1829; then principal of the Mount Vernon School for Young Ladies, in Boston, from 1829 to 1834, when he was ordained and took charge of the Eliot Church in Roxbury till 1836. As a teacher he was progressive, his mind being filled with new ideas and new methods of instruction; as a writer he published more than 200 different books of a moral and religious type, so that he may be considered an educator from the beginning to the end of his useful life. One of his works, *The Teacher*, exercised a great influence, and was a pioneer in its line. His death occurred early in November, 1879.—(The Christian Union, November 5, 1879.)

LEWIS BAXTER MONROE, A. M.

The late dean of the School of Oratory of Boston University was born in Charlestown, Mass., in 1825. He early showed many of those traits of character which made him a successful teacher and a remarkable man. Educated in the public schools of his native city and at Castleton, Vt., he became a teacher, when still a mere lad, in order to support himself and assist his family. At 19 he was placed in charge of the North Cambridge school, but ill health compelled him to resign this, as also a private school which he undertook. He went to Europe for his health and as a tutor, at the same time giving much attention to vocal culture. After editing a weekly paper, giving lectures on vocal gymnastics and the art of reading, he opened a school of vocal culture; in 1873 this was reorganized as a department of the University of Boston and was carried on by his own individual energy and means. He made a third voyage to Europe in 1878 and obtained additional knowledge for his schools and some manuscripts of the great French master of oratory and dramatic expression, François Delsarte, which he translated for the use of the school. He was recognized not merely as an instructor; he was more: a moral and spiritual force. His health, which was never good, gave way in the summer of 1879, and he died, after a sudden chill, on July 9, 1879, in his fifty-fourth year.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

MICHIGAN.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20)	476, 806	486, 993	10, 187	.....
Number in primary school districts ..	283, 042	287, 818	4, 776	.....
Number in graded school districts....	193, 764	199, 115	5, 351	.....
Number unclassified.....		60		.....
Number enrolled in public schools ..	359, 702	342, 138		17, 564
Of these in primary school districts..	227, 834	207, 881		19, 953
Of these in graded school districts ..	131, 863	134, 137	2, 269	.....
Number unclassified.....		120		.....
Percentage of enrolment on whole number.	75.4	70.2		5.2
Pupils in private or church schools ..	10, 634	18, 253	7, 619	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	6, 094	6, 252	158	.....
Districts with ungraded schools.....	5, 744	5, 895	151	.....
Districts with graded schools.....	350	353	3	.....
Number of public school-houses.....	6, 159	6, 325	166	.....
Number of sittings in public schools..	435, 071	441, 291	6, 220	.....
Volumes in public school libraries ..	243, 779	248, 190	4, 411	.....
Average time of school in days.....	150	150		.....
Number of private or church schools..	211	208		3
Valuation of public school property ..	\$8, 937, 091	\$9, 011, 454	\$74, 363	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	3, 916	3, 954	38	.....
Women teaching in public schools ..:	9, 467	9, 662	195	.....
Whole number teaching	13, 383	13, 616	233	.....
Average monthly pay of men.....	\$41 41	\$38 69		\$2 72
Average monthly pay of women.....	26 16	23 48		2 68
State teachers' institutes held	46	56	10	.....
Enrolment at these institutes.....	2, 852	4, 144	1, 292	.....
Average enrolment at each institute ..	62	74	12	.....
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$3, 240, 486	\$3, 112, 225		\$128, 261
Total expenditure for public schools..	3, 116, 519	2, 775, 640		340, 879
PERMANENT SCHOOL FUND.				
Amount of fund.....		\$2, 762, 162		.....

(From returns and printed reports of Hon. Cornelius A. Gower, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people for two years, has general control of public school affairs. He is ex officio a member and secretary of the State board of education, which has control of the State Normal School and of the examination of teachers for State certificates. A board of 3 regents of the Uni-

versity of Michigan, elected by the people for terms of 8 years each, has charge of the interests of the State university.

The local officers are township superintendents, township boards of school inspectors, and district boards, each board comprising 3 members elected by the people, those of the district boards for 3 years, with provision for annual change of one member. Boards of 6 trustees may be elected in districts having over 100 school children, with provision for annual change of one-third. The township board includes the township superintendent, who is its chairman. Women are eligible as school inspectors or superintendents.

OTHER FEATURES OF THE SYSTEM.

Besides the ordinary common schools, the State educational system comprises high schools, a university to which graduates of approved high schools are admitted, an agricultural college, a normal school, a special public school for friendless children, a reform school, and an institution for deaf-mutes and the blind. All are sustained by public funds, the special institutions by legislative appropriation. The common schools are supported by the interest of a permanent State school fund, by a township tax of 1 mill on the dollar, and by district taxes, the last being levied to provide school-houses, sites, &c., and to prolong schools. Taxes to be levied for school-house sites and buildings are limited to \$250 annually in districts with less than 10 children of school age, to \$500 in districts of from 10 to 30, and to \$1,000 where the school population numbers from 30 to 50. The public funds are apportioned to school districts in proportion to the number of children of school age in each; but in order to receive their share districts must have maintained a school at least three months during the previous school year. To draw pay from public funds, teachers must have certificates of qualification from the township superintendent or other lawful authority. Township superintendents may grant three grades of certificates, the first valid in the township for 2 years, the second for 1 year, and the third in a specified district for 6 months. Normal school graduates receive diplomas from the State board of education which authorize them to teach in any primary school of the State. The board also issues State certificates to teachers of eminent scholarship and professional ability, which entitle the holders to teach anywhere in the State for 10 years. Teachers' institutes, county and State, must be held by the State superintendent, and funds are provided to defray the necessary expenses. Township school libraries are provided for, and funds for their support set apart out of the proceeds of all fines for breaches of the penal laws, penalties in criminal proceedings, &c. All children between 8 and 14 years of age, of sound physical and mental condition, must be sent to public school for 12 weeks at least, unless they receive adequate instruction elsewhere. A penalty of from \$5 to \$10 for the first offence, and \$10 to \$20 for subsequent ones, is imposed on parents or guardians who violate this law.—(School laws of 1879.)

AMENDMENTS TO THE SCHOOL LAW IN 1879.

The most important amendments to the school law enacted by the legislature of 1879 were those which reduced the former 2 mill township tax to a 1 mill tax and made women voters in district meetings and eligible to township and district offices equally with men. By the recent amendment, however, neither men nor women who do not pay taxes are eligible to district school offices, nor are they qualified to vote on questions involving the raising of money by tax.—(State report.)

GENERAL CONDITION.

The statistics show an increase during the year 1878-'79 in the youth of school age, in the number of pupils attending private schools, in the number of public school-houses and of sittings in them, in the value of public school property, and in the number of teachers employed. There was, on the other hand, a decrease in the number of pupils enrolled in public schools, in the percentage of attendance on them, in the pay of teachers, and in the receipts and expenditures for school purposes.

The number of school children in the State was increased by 10,187, yet the total enrolment was less by 17,564 than in the previous year, a falling off which was confined almost entirely to the country schools. While the increase in school population was about the same in the graded and primary school districts, attendance increased by 2,269 in the graded schools and decreased by 19,953 in the primary schools. The increased attendance on graded schools was not quite proportionate to the increase of school population; but this may be accounted for by the greater opportunities for profitable employment afforded children in the cities and villages. It is also probably more than made up by the increase of attendance on private and church schools.

The great falling off in attendance on primary schools is attributed by the State superintendent to a growing disrespect for the character of the schools directly resulting from the inefficient system of examining teachers since the substitution of township for county superintendency. Under this system the standard of qualifications in the rural districts has been lowered 50 per cent. within the last four years, while

the pay of teachers has decreased about 25 per cent. The pay of women teaching primary schools during 1879 did not average more than that received by women employed as domestics and was much less than that which the same capacity commands in other vocations. Superintendent Gower says that those who favored the abolition of the county superintendency and the adoption of the present system in order to have cheap schools must certainly be abundantly satisfied of the poor results of their labors, while sensible people throughout the State are nearly unanimous in declaring that the township superintendency has wrought evils which can be remedied only by years of faithful effort under a better system. The superintendent gives extracts from the reports of a large number of township superintendents in confirmation of his views on this subject, all earnestly urging a return to the old system of county superintendency.

The financial condition of the schools is favorable, especially in the rural districts, which reduced their indebtedness over 50 per cent. during 1879. In the graded school districts the indebtedness increased by \$55,774.91; but this was principally in a comparatively small number of the large cities and villages which erected extravagant buildings. The great majority of these districts have no burdensome debts.—(State report, 1879.)

KINDERGÄRTEN.

For information regarding Kindergärten in the State, see Table V of the appendix, and a summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Some cities, under a general law for graded school districts, have boards of 6 trustees, elected by the people for terms of 3 years each. Others, under special laws, have different arrangements. There is usually a city superintendent of schools chosen by the board.

STATISTICS. *a*

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Adrian	9,000	2,181	1,486	995	31	\$27,886
Ann Arbor	7,500	2,483	1,845	1,291	33	28,438
Bay City	20,000	4,211	2,814	1,594	45	44,356
Detroit	116,000	37,684	14,837	10,665	243	205,022
East Saginaw	22,000	5,327	3,018	2,303	106	37,497
Flint	8,417	2,441	1,823	1,163	34	27,853
Grand Rapids	33,000	9,559	5,109	3,478	109	89,290
Kalamazoo	11,573	2,915	1,940	1,364	38	26,172
Lansing	7,500	2,253	1,519	980	28	19,528
Manistee	8,000	1,616	961	616	14	9,994
Muskegon	9,596	2,629	1,639	1,038	30	27,439
Port Huron	8,240	2,972	.....	.....	.....	17,196
Saginaw	12,000	2,845	1,667	1,151	30	25,975

a From State report and returns for 1878-'79.

ADDITIONAL PARTICULARS.

The *Ann Arbor* public school system comprises primary, grammar, and high departments, covering 12 years or grades. In arranging the course of study it has been borne in mind that as a large number of children leave school early the primary schools are of special importance. With beginners, a mixture of phonic and word methods has been used, the former predominating. To secure variety in reading matter, the Nursery, Wide Awake, and St. Nicholas have been used with good results. The grammar grades include elementary botany, chemistry, and physics. The high school courses prepare for Michigan University, as well as for business. This department furnish es a large proportion of the annual admissions to the freshman class of the university. The non-resident pupils (most of them seeking a preparation for the university) were more numerous in 1878-'79 than ever before. Penmanship, drawing, and music are under the direction of special teachers. Drawing in the seventh and eighth grades is under the drawing teacher; in the ward schools it is taught by the regular teachers, who receive instruction from the special teacher. It is estimated that about 300 pupils are enrolled in private and parochial schools.—(City report and return.)

The *Detroit* schools report a marked increase in attendance and a greater demand for increased school accommodations in 1879 than in any preceding year. There was a gain in the number of promotions in the various grades and a decrease in the num-

ber of cases of corporal punishment. During 3 months of the year attendance suffered much from the prevalence of measles; but the percentage of average attendance on membership was excellent, viz: in the primary schools, 93.9; in the grammar, 94.7; and in the high school, 97.1, giving an average of 94.4 for all the schools. The studies are classified as primary, grammar, and high, each covering 4 years. Drawing was introduced into the course of study during the year, and made a favorable beginning. The evening schools did a good work in 1879. The experiment of bringing them together in a central place proved successful, the attendance becoming greater than ever before, the instruction given superior, and its cost less. In the high school, which had 942 pupils enrolled and graduated 74, there are 4 courses of study, English, Latin, classical, and scientific. The public school library numbered 40,358 volumes, an increase for the year of more than a thousand; 185,447 were taken out by 9,947 borrowers. Besides the number attending public schools it is estimated that 6,894 children are enrolled in private and parochial schools.—(City report and return.)

The *Flint* public schools comprise primary, grammar, and high departments. There was an improvement in attendance during the first part of the year, but the prevalence of measles during the latter part brought down the average for the year below that of 1877-78. The non-residents enrolled numbered 106. The high school, which provides classical, Latin, scientific, and English courses, had 83 pupils in attendance, of whom 13 were graduated. To avoid loss of time to teachers in marking recitations daily and to diminish the strain on pupils of an examination on all studies only at the conclusion of each term, the plan was tried during the last half year of reviewing studies weekly and marking at this review the standing of every pupil. This was found to work well. It excited interest on the part of pupils, spread the test of pupils' knowledge over the entire term, and in some cases obviated the necessity for any final examination. A teachers' class is organized at the opening of the schools and continues 10 weeks, receiving from the superintendent one lesson daily in those branches necessary for the preparation of teachers. It is estimated that 250 children attended parochial schools.—(Circular respecting city schools and return.)

From *Grand Rapids* there is a report of an increase in the school population, enrolment in public schools, and average attendance, the last two items more than keeping pace with the first. There were also, it was estimated, 1,000 children attending private and parochial schools. The primary public schools are year by year receiving more attention, and the results are more satisfactory than formerly. A much needed increase in school accommodations was made by the erection of two additional school buildings in 1878-79. Following an arrangement tested in Newark, N. J., an industrial school was opened by the school board in connection with city benevolent societies, the board providing a teacher and the societies managing the industrial part of the school. The course of study in the public schools comprises 12 years or grades, designated as primary, grammar, and high, with 4 years in each division. Evening schools also form a part of the system; there is, too, a public school library of 10,297 volumes, which circulated during the year 61,961 books. Music and penmanship are taught in all the grades of the public schools by special teachers with excellent results. There is no special teacher in drawing, and the work has been unsatisfactory. The high school curriculum embraces English, classical, Latin-scientific, and commercial courses; also, a course in French, and one in German. The school had in 1878-79 an enrolment of 440, of whom 320 were in average daily attendance. The training school for teachers, heretofore maintained in connection with it, has been discontinued, and in its stead a number of cadet teachers are to be employed each year, who are to receive instruction in teaching while acting as assistants.—(City school report, 1878-79, and return.)

Manistee rearranged its course of study in 1878-79, adopting a plan considered sufficiently rigid to secure the advantages of the graded system with sufficient flexibility to meet the varied capacities of individual pupils. Regular monthly examinations were held by the teachers, and once in each term all the classes were examined by the superintendent. The system comprises 12 grades, and for the first time a small class completed the course and graduated in 1879.—(Report.)

Muskegon reports its schools improving in every essential particular, the enrolment larger in 1878-79 than in either of the two preceding years, and the average number belonging 74 in excess of the highest number for any previous year. The chief hindrance to effective work was from overcrowding in the lower grades, a difficulty which was to be somewhat relieved in 1879-80 by an increase of accommodations. Special efforts were made to have the instruction in the first two grades as thorough as possible, because many pupils do not go beyond these. The course in the high school was shortened to 2 years instead of the preceding 3, and with the introduction of new readers in the higher grades the phonetic method was satisfactorily substituted for the former word method.—(Report.)

The other cities in the table sent no special reports; but the tables of the State report show that all had graded school systems reaching up into high school departments, except Port Huron, which seems to have made no return for 1878-79.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

For the *Michigan State Normal School*, Ypsilanti, a new building was furnished throughout with new seats, desks, and apparatus; there was also an addition to the library of nearly a thousand volumes of choice books. The school suffered in attendance from the lower standard of qualifications required of teachers throughout the State. The number of students in strictly normal studies was 104, a decrease of 73 from the number attending the previous year. The State superintendent says the new plan of instruction (mentioned in the report from this Bureau for 1878) has begun to bear fruit, variously pronounced good or bad according to predisposed opinion. He thinks that its principal features are correct and will eventually be adopted by other institutions, but that the scheme will need to be somewhat modified and much more fully and fairly tried before it can be spoken of as an assured success. The plan embraces a model school, with primary, grammar, and high school departments, which, besides affording practice for pupil teachers, prepare students for the 3 strictly professional courses of 1 year each. There is a common school course, with an advanced English course and a course in languages. There are also a number of elective courses. Diplomas from the two higher courses entitle the holders to teach in any public schools of the State without examination; from the common English course, to teach 3 years without further examination. Tuition is free to two students from each legislative district in the State, who may be appointed by the respective representatives in the State legislature; other students pay \$10 a year for tuition. The graduates numbered 84 for the year, 38 of them from the common school course and 46 from the advanced English and language courses.—(Report for 1878-79.)

The *University of Michigan* has increased its provisions for the training of teachers. A chair of the science and art of teaching was established in June, 1879, and 74 students were engaged in the courses of study marked out. The aims sought by the regents of the university in this step are as follows: to fit students for the higher positions in the public school service, give a more general diffusion to educational doctrine, promote the study of educational science, teach the history of education, and promote the transfer of teaching from an occupation to a profession.

For full normal school statistics, see Table III of the appendix, and a summary of it in the report of the Commissioner preceding.

OTHER NORMAL COURSES.

Teachers' courses are reported in Adrian, Albion, Hillsdale, and Olivet Colleges. In Adrian, Olivet, and Hillsdale they are intended to prepare for the common schools and cover 2 years. Albion College presents 2 courses, 1 covering 3 years, the other 4. In the conservatory of music connected with Olivet College, a normal course in music, covering 4 years, is arranged for the benefit of persons who desire to teach music. Battle Creek College, according to the last information received, provides a normal course of 4 years, but no report is at hand for 1879.

TEACHERS' INSTITUTES.

A State teachers' institute and 56 county institutes, arranged for by the State superintendent, were held during the year 1878-79. The State institute, which met at Lansing, July 8 to 11, 1879, was meant to prepare for the county work. A number of the most experienced and successful institute workers presented outlines of the different topics usually considered at the county institutes, and which are expected to be the basis of the county institute work. Each instructor was requested to give his reasons for the matter and arrangement of his outline, with suggestions as to the best way of presenting the different points to an institute; and the other instructors noted points wherein their own views differed from those expressed in the outlines.

The enrolment at county institutes during the year, 4,144, was an increase of more than 45 per cent. over that of 1878. The average enrolment at each was 74, which, though not as large as it should have been, was an increase of nearly 20 per cent. over the previous year. The State superintendent suggests that general interest in professional training on the part of teachers cannot be expected so long as no premium is placed on skill and assured success by a majority of examiners and school officers. As showing the class of teachers who are most eager to avail themselves of institute privileges, it is noted that 28 per cent. of those attending during the year held first grade certificates, 34 per cent. second grade, and 38 per cent. third grade; while the proportion of certificates granted is, of the first grade, only 8 per cent.; of the second, 42 per cent.; and of the third, 50.—(State report, 1878-79.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent gives statistics for 1878-79 from 58 high school departments of graded schools, which had an enrolment of 6,570 pupils and an average at-

tendance of 4,489, under 170 teachers. This does not include all the high school departments existing in connection with graded schools, but the superintendent found the statistics of the others too incomplete to be available in some cases, while in others the schools had not been organized in 3 departments of 4 years each. The schools are said to be as a whole in a healthy condition. Formerly many, especially in the smaller cities and villages, were attempting to do too much, thereby failing to accomplish in a satisfactory manner what they undertook, and inviting criticism not only from the enemies of high schools but also from friends. While efforts toward a readjustment have in some instances resulted in temporary injury to the schools, it is hoped that the result will be generally to improve the quality of the work done, less regard being had to its quantity. As has been previously stated, graduates of approved high schools in this State are admitted to the university on their diplomas of graduation, without further examination, and there has been an ambition to reach this standard on the part of some schools which should have been content to do more elementary work. In the more important high schools throughout the State the curriculum embraces from 3 to 5 distinct courses of study, besides irregular or special courses for pupils who do not intend to graduate. At the Ann Arbor and Detroit schools there are classical, scientific, Latin, and English courses of 4 years, and at Ann Arbor also a commercial course of two years. There was an enrolment at Ann Arbor of 435 pupils, of whom 308 were in average daily attendance under 9 teachers. At the Detroit High School 942 were enrolled, 654 were in average daily attendance, and 74 were graduated.—(State and city reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and departments of colleges, see Tables IV, VI, VII, and IX of the appendix to this volume, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State University reports for 1878-'79 that the number of students, 1,376, was 143 greater than the previous year, an increase of more than 11 per cent. The literary department numbered 78 more, an increase of about 20 per cent. This department had been for years stationary in the size of its classes, while the professional departments were growing, a fact which among others led to the recent changes allowing students large latitude in the choice of studies. The president says that, so far as numbers indicate, there is good reason to be satisfied with the response which has been made to this proposition to make the instruction more attractive and useful. He says, further, that while one year's trial is too brief to justify unqualified statements of opinion on the new plan it is not doubted that the expectations from it are to be realized. There has been no disposition on the part of the students to choose studies because they are easy or to avoid those usually thought difficult. The number studying Greek was never before so great. There has been scarcely any disposition to take too little work; the mistakes have been in the other direction. An important addition has been made during the year to this department by the establishment of a professorship of the science and the art of teaching, intended to prepare students to teach schools of a high grade. For several years some special instruction leading to the methods of teaching the various branches, but now a professor is charged with the duty of giving systematic instruction in the general field of pedagogics. No further change is noted in this department, which still furnishes instruction leading to the degrees of bachelor of arts, bachelor of science, bachelor of philosophy, bachelor of letters, civil engineer, and mining engineer. It is announced that after 1881 the place of the degree of bachelor of philosophy will be filled by that of bachelor of letters, and the degree of civil engineer will only be given as a second degree. The departments of law, medicine, dentistry, and pharmacy will be noted under Professional Instruction. The number of women in the university during 1878-'79, 134, was larger than the previous year by 41, the proportion of women to the whole number being a little less than 10 per cent., or more than it has been in any previous year.

Besides the State university, 8 colleges were reported as in operation during 1878-'79: Adrian, Albion, Battle Creek, Grand Traverse, Hillsdale, Hope, Kalamazoo, and Olivet. Two of these, Battle Creek and Grand Traverse Colleges, make no direct report, but from a table in the State superintendent's report it appears that the former had 425 students under 13 teachers and graduated 4 students in 1879, while the latter had only 15 students under 3 instructors. Whether their courses of study remain as formerly reported does not appear. The other 6 colleges reporting have the usual 4 years' classical courses, and all but Hope College offer either the ordinary scientific or a Latin-scientific course of 4 years, while Albion adds to the ordinary scientific both a Latin and Greek scientific course. Four, previously mentioned, give instruction to prepare for teaching and also present courses in music, 2 of the last, Albion

and Olivet, including a conservatory of music, with course of 4 years. Three, Albion, Hillsdale, and Olivet, give instruction in art, including drawing and painting, and 2 (Hillsdale and Adrian) have courses in theology. All are under denominational influences and all admit women on equal terms with men.

For statistics of colleges reporting, see Table IX of the appendix to this volume, and a summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As has been said, young women are admitted to all the colleges in Michigan and to the State university on equal terms with men. Of those at the university, President Angell, in his report for 1878-'79, says: "After our 9 years' experience in coeducation, we have become so accustomed to see women take up any kind of university work, carry it on successfully, graduate in good health, cause no embarrassment in the administration of the institution, and awaken no special solicitude in the minds of their friends or of their teachers, that many of the theoretical discussions of coeducation by those who have not had opportunity to examine it thoroughly read strangely to us here on the ground." For institutions devoted exclusively to young women, see Table VIII of the appendix, and summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural College, at Lansing, provides instruction in surveying, levelling, laying out of grounds, mechanics as applied to implements, building, stock breeding, agricultural chemistry, horticulture, and such practical applications of science as are specially useful to the farmer. Each student is required to labor 3 hours daily in the farm or garden. The labor is in part educational and is varied for the illustration of the principles of science. Most of it is paid for, thereby lessening the expenses of the students. The farm comprises 676 acres, of which 190 are in a systematic rotation of crops. Besides the barns, stock, and other material for illustrating agriculture, the college is supplied with chemical laboratories, apparatus for use in illustrating astronomy, mathematics, and engineering, a museum of mechanical inventions containing 2,000 models from the United States Patent Office, illustrating most of the industrial arts, a general museum, and a library and reading room with 5,000 volumes and 100 periodicals. The full course of 4 years leads to the degree of bachelor of science. Provision is made for graduate study, and persons of suitable age and acquirements who wish to pursue select studies are allowed to do so. Tuition is free to residents in the State. A series of 6 institutes for the benefit of farmers is advertised to be held during January, 1880, under the auspices of the State board of agriculture, in connection with the faculty of the college.—(Catalogue, 1879.)

The scientific instruction provided in the State university comprises courses in civil, mechanical, and mining engineering; also special and advanced courses in paleontology, zoölogy, botany, physics, astronomy, general chemistry, and analytical and applied chemistry. The course in civil engineering aims to prepare students for usefulness in the practice of an office or in an engineering party, and also to lay a foundation for a study of the several specialties of the profession. The degrees to which the several undergraduate courses in science lead are S. B., PH. B., and C. E., but after 1881 the last named will be given only as a second degree.

Scientific courses of 4 years are presented by 4 other colleges, namely, Albion College (which has 3, a scientific, a Greek-scientific, and a Latin-scientific), Hillsdale College, Olivet College, and Kalamazoo College, that of the last being a Latin-scientific course.

For statistics of scientific schools reporting, see Table X of the appendix to this volume; and for collegiate scientific courses, Table IX; for summaries of these, corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological courses of study are provided in Hillsdale College (Free-Will Baptist) and in Adrian College (Methodist Protestant). The full course of study at Hillsdale covers 3 years, and at Adrian apparently the same term. At Hillsdale an English course is also provided, but the degree of bachelor of divinity is not given to its graduates. Adrian College offers a short or special course to persons who have a good degree of fitness for the ministry, but who, from advanced age or other cause, cannot take the full course.—(College catalogues, 1878-'79.) For statistics, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

Legal instruction is given in the law department of the State university, to which is devoted a spacious building with ample debating and society rooms. The course of study covers 2 years of 6 months each, and embraces the several branches of constitutional, international, maritime, commercial, and criminal law, medical jurisprudence

and the jurisprudence of the United States, and includes such instruction in common law and equity pleading, evidence, and practice as will lay a substantial foundation for practice in all departments of law. The degree of bachelor of laws is conferred after completion of the full course or its equivalent in study on those who pass an approved examination. The attendance at this school was so much increased in 1878-'79 as to call for an increase in the accommodations. Another professor was added to the faculty, thus securing more thorough instruction for the junior class.—(State and university reports.)

The *medical* schools reporting are the department of medicine and surgery of the State university and Detroit Medical College (both regular) and the Homœopathic Medical College of the State university. All insist on the usual 3 years' study of medicine previous to graduation and provide a voluntary graded course of study. The two schools belonging to the State university require an examination for admission, the first named in elementary English branches, while the homœopathic college adds elementary Latin or German. Both the "regular" medical colleges advertise changes to take effect after the session of 1880-'81 which will place them among the advanced medical schools in the country. The Detroit college has decided to require a preliminary examination embracing English composition, elementary mathematics (including algebra through simple equations), and elementary physics; it will also insist on the attendance of students on 3 regular courses of lectures to be given in 3 distinct years. Those who have pursued a part of the course at any recognized medical college will be admitted to advanced standing; but before graduating they must pass an examination on the branches pursued at this college during the 3 years. In the department of medicine and surgery of the State university the recent advance extending the term from 6 to 9 months was so well received that it was concluded the public was ready for another forward step, and it has been decided to require a full 3 years' graded course of all who matriculate after 1880. A separate ward was added to the hospital for those patients who prefer homœopathic treatment, also an amphitheatre in which operations can be performed in the presence of the homœopathic class, and an appropriation was made for a similar amphitheatre for the department of medicine and surgery.—(Catalogues and return of Detroit Medical College.)

The reports show the schools of dentistry and of pharmacy of the State university to be in a very prosperous condition. The pressure for admission to the school of pharmacy has been so great that it has been decided to add to the requirements for matriculation after 1880 a specified amount of knowledge of algebra and of either Latin or German. To accommodate the large increase in attendance at the dental school an addition has been made to the building.—(State report.)

For statistics of professional instruction, see Tables XI, XII, and XIII of the appendix following, and summaries of these in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Michigan Institution for the Deaf and Dumb and the Blind, at Flint, gave instruction during 1878-'79 to 243 deaf-mutes and 48 blind children and youths, 16 teachers being employed, of whom 3 taught the blind, the remainder, deaf-mutes. The course of study occupies 8 years and embraces reading, writing, arithmetic, geography, grammar, history, the elements of natural philosophy, chemistry, physiology, and astronomy. Besides the school proper, the institution has in successful operation a well organized manual labor department, both for the deaf and dumb and for the blind, in which are taught cabinet making, shoemaking, and printing to the deaf and dumb, and basket making, willow work, and broom making to the blind. The design constantly kept in view is to train the pupils in habits of industry and the knowledge of some useful occupation, so that when they leave school they may be able to earn their living.

The institution as at present constituted consists of two distinct departments, the one for the deaf and dumb, the other for the blind, each in its appliances and methods being wholly different from the other; but the State legislature has made provision for the establishment of a separate school for the blind, and it is expected that they will shortly be transferred to the new institution.—(State report, 1878-'79.)

A school of articulation, formerly in Cayuga Lake Academy, Aurora, N. Y., was removed in 1879 to Marquette, Mich. It reports only 2 pupils attending. The English branches are taught.—(Return.)

EDUCATION OF POOR AND NEGLECTED CHILDREN.

The State Public School for Dependent Children, at Coldwater, is reported as growing in both the amount and value of its work. The board of control expresses its gratification as to the general administration of the institution, the economical results, the health of the children, the management of the schools, cottages, and hospital, and the success of indenturing children and afterwards keeping watch over them during

minority; the conviction grows each year that the Michigan system of treating dependent children is the most humane and economical that has yet been adopted by any government to prevent crime and pauperism and to save the children of the poor. The State superintendent says: "One must be impressed with the worth of this school when he sees 300 tidily dressed children, with cheerful faces, filing into the large dining room from their cottage homes, and considers that most of these, were they not here, would be subjected to all the contaminating influences of county houses or the equally demoralizing surroundings of street waifs in our larger cities." Here they have most of the comforts and good influences of well ordered homes. Besides the studies of the school room, which embrace the elementary English branches, they are taught to labor, a portion of each day being spent in work in kitchen, dining room, laundry, farm, or garden. They also make their own clothes, boots, and shoes, knitting their mittens and socks. A school of telegraphy was established during the year 1878-'79. There were 420 children cared for during the year by the institution, or by it placed in families, at an average cost of about \$31 per capita, making a total of 776 children who have been received and cared for since the school was commenced.—(State report, 1878-'79.)

The *Industrial School*, at Detroit, a private institution, clothes, educates, and furnishes with food children whose parents are too poor to clothe them properly, so that they can go to the public schools. The children are provided with comfortable clothing, receive a warm dinner every day, and are taught the common English branches, also to sew and knit and assist in making their own clothes. About 150 were in attendance during 1878-'79.—(Report of board of charities and correction.)

The *Home of the Friendless*, at Detroit, intended as a shelter for destitute women and girls, also receives children, who are clothed, fed, and instructed.—(Report of board of charities and correction.)

St. Vincent Orphan Asylum, at Detroit, in charge of the Sisters of Charity, was established 27 years ago, and is exclusively for orphan girls or those abandoned by parents or otherwise destitute. Good homes are provided for as many as possible, while those who remain are taught in the various branches of an English education, vocal music, sewing, knitting, cooking, and general housework.—(Report of board of charities and correction.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School*, at Lansing, reports 307 boys in attendance in 1879, there having been 139 admitted since June of 1878 and 159 released, 116 of the latter having been discharged as reformed. The board of control reports the school to be prosperous and the progress of the boys during the year gratifying. The State superintendent of public instruction says that many improvements in the management of the school have been inaugurated by its present superintendent. Under him the prison-like severity of former years has given place to a humane and sensible management, which aims to cultivate in the boys self respect and a feeling of pride as to their conduct and appearance.

The increase in the number of boys sent here during the last few years has made additional buildings necessary, and a new cottage is in process of erection, which will accommodate 60 boys with dormitories and school and bath rooms, the State legislature having appropriated \$7,500 for the purpose. Funds were granted also for other improvements which were made during the year, including a remodelling of the steam heating apparatus and supplying 2 fountains for the lawns. Unsightly and inconvenient desks in the school room were replaced by others of approved pattern and handsome appearance. A neat railing to inclose the grounds took the place of the old fence, now no longer considered necessary for purposes of restraint. The old shoe-shop was thoroughly renovated and fitted up as a hospital for convalescent boys; while a room formerly used as a sort of dungeon for refractory boys, but for some time wholly unused, was converted into a more suitable shoe shop. Many other improvements were made in and about the buildings, adding to their beauty, comfort, and security, the labor of the boys being used in the work wherever possible. The work of the farm is all done by the boys, who have also been taught chair caning, tailoring, and shoemaking, besides the elementary English branches of study. The superintendent of the school says that the question of labor for the boys is getting to be a serious one. It is desirable to introduce such work as will fit them for usefulness in after life, and also enable them, while in the school, to bear some portion of the expense of their maintenance. The caning of chairs is so extensively carried on in reformatory institutions that it is no longer profitable; the manufacture of cigars, though yielding considerable revenue, was banished from the institution on account of its bad influence on the boys. It was decided at the last meeting of the board that the superintendent and a member of the board should visit such places as might be deemed proper for the purpose of investigating this subject.—(State report, 1878-'79.)

The *State House of Correction*, at Ionia, and the *Detroit House of Correction*, the last a city institution, include among other means of reform instruction in the elementary English branches of study and in a variety of manual employments.—(Report of State board of charities and correction.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-eighth annual meeting of the State Teachers' Association was held at Lansing, beginning in the evening, December 29, 1879, when Rev. Kendall Brooks delivered an address on "The relations of the public schools to the moral and religious training of children." On the following morning papers were presented on "The outlook of our common schools," by E. P. Church, and "The exhibition of school material at county and other fairs as a means of promoting education," by George E. Cochran. Prof. W. J. Beal explained a system of taking notes on cards to be arranged alphabetically in paper boxes, by which means an index rerum can be formed and indefinitely extended by the use of more boxes. A general discussion followed of the common school questions involved in the papers already read. "The temperature of living rooms" was the subject of the next paper, by Prof. R. C. Kedzie, and this was also fully discussed. Miss Ellen Dean, of the Grand Rapids High School, then presented a paper on "The Harvard examination for women;" and Prof. Alfred Hennequin, one on "The teaching and study of the modern languages in American schools and colleges." A memorial was presented from the Woman's Christian Temperance Union of Michigan, asking that the science of temperance be taught in the public schools and recommending the introduction of Dr. Richardson's lesson book on alcohol, used in London and other cities. After the preliminary exercises the evening was spent in a discussion of "The needs of the hour as applied to the school question." The remaining papers presented were on "Paid local committees of visitation for union and graded schools," by W. Carey Hill; "The aspects of the teaching profession," by Prof. W. H. Payne; "The classification in graded schools," by Austin George, and "The literary and professional training of teachers," by Z. C. Spencer.

The committee appointed to consider the memorial of the Woman's Christian Temperance Union reported that, while it was not considered expedient to introduce the book recommended as a text book in the public schools, it was heartily recommended to teachers and its use urged as a help in inculcating principles of temperance in their pupils. Among the resolutions adopted was one appointing a committee of 7, including the State superintendent, to consider what changes are desirable in the school laws; also, one expressing gratification in view of the recognition of the necessity of a special preparation for teaching in the higher schools, shown in the establishment of a chair of pedagogy by the regents of the State university; and one commending the introduction of educational departments in newspapers.

The meeting was largely attended, the programme, as arranged, carried out with but one exception, and the interest excellent. An important feature was the exhibition of school material from Cincinnati, Ohio, and a number of towns in Michigan, including drawings, original patterns for wall paper and oilcloth, working plans of machinery, cabinet work, &c. There was also a very interesting exhibition of appliances for the blind.—(Report of State superintendent of public instruction, 1878-'79.)

CHIEF STATE SCHOOL OFFICER.

Hon. CORNELIUS A. GOWER, *State superintendent of public instruction, Lansing.*

[Term, January 1, 1879, to January 1, 1881.]

MINNESOTA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Estimated school population (5-21) ..	271, 428	-----	-----	-----
Enrolled in public schools	167, 825	171, 945	4, 120	-----
Resident pupils of school age	160, 867	164, 606	3, 739	-----
Non-resident or not of school age.....	6, 958	7, 339	381	-----
Enrolled in graded schools	35, 078	31, 916	-----	3, 152
Estimated number in church or private schools.	10, 000	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Common school districts	3, 742	3, 925	183	-----
Special and independent districts	69	76	7	-----
Towns with graded schools	78	64	-----	14
Public school-houses	3, 280	3, 416	136	-----
Average time of school in days	88	92	4	-----
Valuation of State school property ..	\$3, 382, 352	\$3, 084, 026	-----	\$298, 326
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1, 757	1, 797	40	-----
Women teaching in the same	3, 115	3, 210	95	-----
Whole number employed	4, 872	5, 007	135	-----
Average monthly pay of men	\$37 52	\$35 78	-----	\$1 74
Average monthly pay of women	28 12	27 23	-----	89
INCOME AND EXPENDITURE.				
Receipts for public schools	\$1, 452, 656	\$1, 394, 738	-----	\$57, 918
Expenditure for public schools	1, 494, 685	1, 394, 738	-----	99, 947
STATE SCHOOL FUND.				
Present available school fund	\$3, 859, 964	\$4, 050, 730	\$190, 766	-----
Estimated future amount	15, 000, 000	15, 000, 000	-----	-----

^a This is the estimate of Superintendent Burt, who says that reports from clerks as to miscellaneous expenses are defective, but that the expenditures may be assumed to equal the receipts.

(From printed reports and written returns of Hon. David Burt, State superintendent of public instruction, for the two school years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction (appointed by the governor with the consent of the senate), a board of 10 regents of the university, a board of 6 normal school directors, and a high school board of 3 members have general charge of educational interests in the State.

The local officers are county superintendents of schools, elected by the people for 2 years, and boards of 3 trustees in common school districts and in independent districts boards of 6 directors. In each of the last two boards there is provision for annual change of one-third.

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by the income from State school funds, by county and district taxation, and by moneys arising from fines, penalties, liquor licenses, and sale

of estrays. The county tax is limited to 1 mill on the assessed property valuation. State school funds are apportioned on the basis of the number of pupils of legal school age enrolled in public schools taught at least 3 months in the year and in which teachers have reported the statistics of attendance, &c., required by law. Teachers cannot receive pay until they have made the required reports of their schools, and they cannot be legally employed to teach unless they have certificates of qualification. County superintendents are authorized to issue 3 grades of certificates: the first valid in the county for 2 years, the second for 1 year, the third valid in a given district only and for 6 months. Teachers' institutes must be held by the State superintendent and money is appropriated to defray the necessary expenses. A recent law for the encouragement of higher education appropriated \$8,000 annually (afterwards made \$9,000) in aid of approved public high schools.

Women are competent to vote for school officers and are eligible to any office pertaining solely to the management of public schools.—(School laws, 1877.)

GENERAL CONDITION.

Neither the printed report nor the written return from this State for 1878-'79 gives any statement of the number of youth of school age. It is therefore impossible to tell how far the increased enrolment of 4,120 in the public schools approximated to the increased school population, and the average daily attendance is not reported. A considerable increase in the number of organized school districts, of schools, and of teachers has taken place; but, even with this increase in the extent of the educational field, the wages of teachers, the enrolment in graded schools, and the receipts and expenditures for public schools have fallen off, as has also the estimate of the value of school property. The aspect of school affairs is thus less cheering than might have been anticipated from the reputed growth of population in the State and the reported great productiveness of the agricultural operations carried on. But with a steadily increasing school fund and a continually progressive consolidation of the elements of organized communities, there can hardly fail to be in the near future an educational as well as a material advance which will set the State abreast with others in the great Northwest.

CITY SCHOOL SYSTEMS.

OFFICERS.

Under a general law, cities, towns, and villages which have been organized into independent school districts have boards of school directors, comprising 6 members, who may, if they choose, elect a city superintendent of schools; certain cities are organized under special laws. St. Paul, under a special charter, has placed her schools in charge of a board of education of 6 members elected by the people as school inspectors, one from each aldermanic district of the city. The board must elect a city superintendent of schools.

STATISTICS.

Cities.	Estimated population.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Minneapolis	a34,747	5,270	3,721	102	.....
St. Paul	37,175	4,003	2,785	86	\$80,557
Winona	a11,000	1,788	1,284	33	.....

a The figures given are for 1877-'78, no later ones having been received.

ADDITIONAL PARTICULARS.

The city system of *St. Paul* comprises 26 primary schools, 33 intermediate, 6 grammar, and 1 high. Five per cent. of the pupils were during 1878-'79 enrolled in the high school, 6 per cent. in the grammar schools, 22 per cent. in the intermediate schools, and 67 per cent. in the primaries. There was an improvement during the year in the average daily attendance, which reached 2,785, making 93 per cent. on the average number belonging and 69 per cent. on the total enrolment. The discipline of the schools is said to have been excellent, without any use of the rod. The growth of the city is far outstripping the supply of school facilities. Although a commodious school building was erected during the year at a cost of \$7,800, the accommodations are not yet sufficient for the demand. On account of this lack the experiment has been made of having half time schools for pupils of the lowest grade, the same teachers having one class of pupils in the forenoon and another in the afternoon. The plan is considered a satisfactory one in the case of this grade, but not for older pupils. The German language has been taught in the 4 higher grades of the schools, and

although under many disadvantages classes in most cases have made commendable progress. Physiology was introduced in the beginning of 1878-'79 for its sanitary benefits, it being held that some knowledge of it is necessary for the maintenance of health. Teachers' classes are held on Friday afternoons, and there is also a general teachers' meeting on the first Saturday morning of every month.—(Report of the board of education, 1878-'79.)

Winona has its schools classified as primary, secondary, grammar, and high, the first having 4 grades, the second 3, the third 2, and the fourth 4. Drawing enters into the course at the beginning, runs into map drawing in the higher secondary and grammar grades, and takes the industrial form in the business course of the high school. This school also has classical and scientific courses, Latin being studied in the former and German in the latter.—(Regulations of the board of education, 1879.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Public high schools are encouraged and aided by law, an appropriation of \$9,000 being set apart for them, to be given in sums of \$400 each to schools selected as deserving by the high school examining board.

A table in the State report for 1878-'79 gives statistics of 63 cities and villages having graded schools, with the enrolment in the highest school, but without designation of the number of true high schools. It appears, however, that in the 9 largest upper schools there were 895 pupils; that in 8 Greek was studied by 49; in 44 Latin, by 924, and in 10 German, by 619; while in all 215 were intending and preparing to enter college.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Minnesota has 3 State normal schools in operation, 1 at Winona, 1 at Mankato, and 1 at St. Cloud. They are under the management of a board of 6 normal directors appointed by the governor, with the State superintendent of public instruction as a member *ex officio*. In the normal departments of the 3 schools there were in 1878-'79 two courses of study, an elementary and an advanced, the former of 2 years at the Mankato and St. Cloud schools, but apparently of 3 years at Winona, though a return makes the whole course 4 years. The advanced course seems to have been of 2 years at all the 3 schools. Both preparatory and special students appear in the Winona catalogue for 1878-'79. There are model or training departments connected with each school, with graded courses of study. Tuition is free to normal students who pledge themselves to teach in the public schools. The normal department of the school at Mankato had an attendance in 1878-'79 of 110 students, 33 of them men and 77 women. At Winona there were 175 attending, 45 men and 130 women. For full statistics, see Table IV of the appendix, and summary of it in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

Institutes were held in 21 counties in the spring and fall of 1879, occupying 28 weeks in the former season and 18 in the latter. Attendance in the spring, 1,036; in the autumn, 408.—(Report for 1878-'79.)

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Minnesota comprises a group or federation of distinct colleges, having each its own organization, faculty, buildings, and equipment. The board of regents is authorized to establish any desired number of departments or colleges, 6 being specified, of which 4 are already established, viz: A department of elementary instruction, one of science, literature, and the arts, a college of agriculture, and a college of mechanic arts. The colleges of law and medicine, which are among those specified, have not yet been organized. The department of elementary instruction, otherwise designated "the collegiate department," includes, together with the work of the freshman and sophomore classes of the ordinary college course; a small remainder

of the old preparatory department. It offers 3 courses of study, the classical, scientific, and modern, which lead to no degrees. Students on graduating may enter one of the professional colleges or continue their academical studies in the college of science, literature, and the arts, which presents also 3 courses of study, in arts, in science, and in literature, leading to appropriate degrees. Among the ends sought by the plan of instruction are a close connection of the university with the public school system of the State, the elevation of the high schools by enlarging their recognized sphere of action, the elevation of the professional schools by requiring of candidates for degrees a good general education as a prerequisite for admission, while not insisting on the impossible condition that all shall go over the whole of the old college course, and the elevation in particular of the colleges of agriculture and the mechanic arts to equal rank and standing with other university courses.—(University Calendar 1878-'79.)

The other colleges reporting for 1878-'79 are Augsburg Seminary, Minneapolis (Evangelical Lutheran); Macalester College (Presbyterian), at the same place, still in its preparatory stage; Carleton College,¹ Northfield (Congregational); and St. John's College, St. Joseph (Roman Catholic). These appear to have made no changes in their courses of study and methods of instruction since the report for 1877-'78. All have preparatory departments; Augsburg Seminary adds a Greek department of 4 years; Carleton College, classical, scientific, literary, English, and musical departments; and St. John's College, classical, scientific, commercial, and ecclesiastical departments.

For statistics, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Opportunities for women to obtain a collegiate education are afforded in the State University and in Carleton College, where they are admitted on equal terms with men, and also at two institutions devoted to them exclusively, St. Mary's Hall, Faribault, and the Bennett Seminary, Minneapolis. For statistics of the latter two, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *University of Minnesota*, besides its 4 years' scientific course in the collegiate department already mentioned, provides further scientific instruction in its colleges of agriculture and of the mechanic arts. In the college of agriculture there is an advanced or university course, based on the scientific course of the collegiate department and leading to the degree of bachelor of agriculture; also, an elementary course of 4 years, which agrees in the main with the scientific course of the collegiate department, but differs from it in the substitution of some natural sciences and practical instruction for languages and mathematics. Special courses in agriculture are also offered, and a farmers' lecture course. In the college of mechanic arts there are 3 advanced or university courses based on the scientific course of the collegiate department, which lead to appropriate degrees, viz: in civil engineering, in mechanical engineering, and in architecture.

Carleton College presents a scientific course of 4 years, made by omitting all the Greek of the classical course and all the Latin subsequent to the freshmen year.—(Catalogues.)

Augsburg Seminary and *St. John's College* have also some arrangements for scientific training.

PROFESSIONAL.

Theological instruction is given at the Augsburg Seminary, Minneapolis (Evangelical Lutheran); at the Seabury Divinity School, Faribault (Protestant Episcopal); and at St. John's Seminary, St. Joseph (Roman Catholic). The courses of study cover 3 years in the two first named, while St. John's Seminary reports a 4 years' course, the first year, however, embracing studies which are reckoned preparatory elsewhere. In each case the preparatory training for the theological course is given in the school or college connected with these seminaries.

There are no institutions for instruction in *law* or in *medicine* reporting.

For statistics of scientific and theological schools, see Tables X and XI of the appendix, and summaries of them in the report of the Commissioner preceding.

¹Carleton College met with a serious loss in the destruction by fire of its principal building, with much of its library and apparatus, December 23, 1879. Friends of the institution came forward generously to its help, and at the last accounts this loss, with the aid of insurance on the building and contents was in a fair way to be repaired.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the Blind, at Faribault, is open free of charge to all the deaf and dumb and the blind in the State between the ages of 10 and 25 who are capable of receiving instruction. The only charge is for incidental expenses. Five years is the extent of the regular course of instruction, but a special course of 2 years may be added to this on the recommendation of the superintendent and the approval of the board of directors.

The department for the deaf and dumb comprises 6 classes for intellectual training, 5 of them graded according to the capacity and advancement of pupils. The other is for instruction in articulation and is composed of semi-mutes, none being admitted to it who cannot articulate. The studies pursued by the deaf and dumb comprise only the common English branches, including drawing. Three hours and a half daily are spent in labor, the employments being coopering, shoemaking, tailoring, printing, plain sewing, fancy work, and dress making.

In the department for the blind the common English branches are taught, and also higher studies, as the capacity of pupils demands. Up to the year 1878-'79, owing to the limited number of blind in attendance, little was attempted in the way of preparing them to be self supporting, save the cultivation of their musical talents. A beginning was then made in this direction; 6 pupils were taught the cane seating of chairs, and made very rapid and satisfactory improvement. Hand and machine sewing, knitting, beadwork, &c., are also taught, and a return for 1878-'79 mentions broom making as one of the employments. Musical instruction on the piano, violin, and organ is given to all capable of profiting by it.—(Report for 1878-'79 and return.)

For statistics of the departments for the deaf and dumb and for the blind, see Tables XIX and XX of the appendix following, and summaries of them in the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The annual meeting of the State Educational Association was held at St. Paul, beginning December 29, 1879. There was a large attendance. The topics discussed in the president's address were the science of health, the public high schools, the qualification and examination of teachers, compulsory education, and the election of county superintendents by the people. Dr. Charles N. Hewitt, of Red Wing, addressed the association on "The causes of physical deterioration at work upon the school teaching and school going population." He thought that the great element of danger in the public school system was its hurry, another danger being worry. Superintendent H. A. Pratt, of Faribault, read a paper on school government, showing the superiority of the rational to the arbitrary system. It was discussed by Principal Shepherd, of the Winona Normal School, and by Principal Kiehle, of the St. Cloud Normal, the latter deprecating corporal punishment. Dr. L. B. Sperry, of Carleton College, Northfield, read a paper, accompanied by extemporaneous remarks, on "The best method of teaching hygiene in the common schools," earnestly advocating the necessity for the study and for the appointment of a State professor of hygiene. The paper was discussed by a number of gentlemen, who agreed in the main with the sentiments expressed in it. Prof. E. G. Thompson, of the State university, read a carefully prepared paper on "Public high schools," in which he urged the importance of arranging the courses of study in the high schools throughout the State so as to articulate with the university course. A number of gentlemen followed with remarks on the subject, all being unanimous in urging the importance of the public high schools. A thoughtful and pertinent essay was read by Miss A. G. Glover, of Red Wing, on the methods by which a more effective coöperation may be secured between teachers, superintendents, school trustees, parents, and all friends of education. Hon. David Burt, superintendent of public instruction, made a report with interesting statistics, showing the condition of education in the State. Papers were also read on "Information versus culture," by Prof. D. L. Kiehle; on "Language lessons," by Miss Emma C. Shanley, of St. Paul; on "Qualifications and examinations of teachers," by Supt. O. M. Lord; on the question "Is our system of examination a practical one?" by Supt. W. F. Ganie; on "Rational methods in education," by S. S. Taylor, of St. Paul; on "Natural history studies in primary schools," by H. W. Slack, of St. Paul, and on "Resultants," by E. G. Paine, of Wasioja.—(New-England Journal of Education, January 15, 22, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. DAVID BURT, *State superintendent of public instruction, St. Paul.*

[Third term, 1879-1881.]

MISSISSIPPI.
STATISTICAL SUMMARY.

	1878.	1879.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21), white	155,679	156,434	755	-----
Youth of school age (5-21), colored	190,211	205,936	15,725	-----
Whole number of school age	345,890	362,370	16,480	-----
Whites enrolled in public schools	101,201	105,957	4,756	-----
Colored enrolment in the same	104,777	111,796	7,019	-----
Whole enrolment for the year	205,978	217,753	11,775	-----
Average monthly enrolment, white	82,566	88,750	6,184	-----
Average monthly enrolment, colored	88,660	91,809	3,149	-----
Whole average monthly enrolment	171,226	180,559	9,333	-----
Average daily attendance, white	64,318	66,381	2,063	-----
Average daily attendance, colored	71,658	72,592	934	-----
Whole average daily attendance	135,976	138,973	2,997	-----
SCHOOL DISTRICTS AND SCHOOLS.^a				
School districts reporting	77	83	6	-----
Average time of school in days (cities)	153 $\frac{3}{8}$	131 $\frac{3}{8}$	-----	22 $\frac{3}{8}$
Average time of school in days (country).	79 $\frac{3}{8}$	77 $\frac{3}{8}$	-----	1 $\frac{3}{8}$
TEACHERS AND THEIR PAY.				
White teachers employed	2,948	3,255	307	-----
Colored teachers employed	1,813	2,112	299	-----
Number of men teaching	2,746	3,577	831	-----
Number of women teaching	2,015	1,790	-----	225
Whole number in public schools	4,761	5,367	606	-----
Average monthly pay of men	\$27 00	\$28 35	\$1 35	-----
Average monthly pay of women	27 00	27 15	15	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$626,268	\$739,915	\$113,647	-----
Whole expenditure for public schools	592,805	641,548	48,743	-----
STATE SCHOOL FUND.				
Amount of permanent fund held	\$815,229	\$815,229	-----	-----
Amount of available fund	-----	6287,000	-----	-----

^a The school districts in Mississippi are the counties, with such cities of 1,000 or more inhabitants as may choose to organize as separate districts.

^b This appears to be the distributable fund from the annual State tax and other sources.

(From printed report and written returns of Hon. J. A. Smith, State superintendent of public education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of public education, elected by the people for a term of 4 years, with a State board of education composed of the superintendent and 2 other chief State officers; for each county, a superintendent of education, appointed by the State board, with a county board of examiners to test his qualifications for office in advance; for each district, 3 school trustees, elected annually by the people of the district from among the persons sending children to the district schools.—(Laws of 1878.)

OTHER FEATURES OF THE SYSTEM.

The law in relation to the public schools is that they are to be sustained by the income from the permanent school fund; by the sale of lands vested in the State by escheat or held by it for taxes; by the funds arising from liquor licenses, fines, poll taxes—the local taxation not to exceed 3 mills on the dollar, a levy, however, being allowed for fuel; schools are to be taught 4 months in the year, or 5 if there is enough money. White and colored youth must be taught in separate schools, but they are to have equal advantages. Teachers are to hold certificates from the county superintendent, their salary varying according to the children in attendance, but not to exceed a certain designated sum. Text books, agreed upon by the teachers and board of supervisors of each county, are to be used for 5 years. The school fund is to be apportioned to each county according to the number of educable children enumerated therein, provided schools have been held in these counties for the legal time.—(Laws, 1878.)

GENERAL CONDITION.

A comparison of the statistics of 1878 with those of 1879 shows improvement in the condition of the school system on the whole. An increase of 16,480 in the number of youth of school age was met by an enrolment of 11,775 more in the public schools and by an increase of 9,333 in average monthly attendance and 2,997 in average daily attendance. There were 602 more teachers to meet the increased enrolment and attendance, and the pay of men engaged in teaching was increased \$1.35 a month; that of women, 15 cents a month. Through the payment of heavy school debts in many counties, too, teachers' warrants are said to have been brought up to par, so that, although their pay is still nominally less than it was some years ago, the superintendent says, they are really receiving more. This may be set against the statement on the subject in the Report of the Commissioner of Education for 1878. In receipts for the schools there was an advance of \$113,647; in the expenditures, of \$48,743.

On the other hand, it is said that in some counties the county supervisors are reluctant to make the required levy of a tax for school purposes to supplement the State fund, and that in a few counties (15 in 1878 and 11 in 1879) no tax was levied for this purpose. Hence in these counties schools could not be held more than from 6 weeks to 2 months; and if, according to law, the State apportionment had been withheld because a school had not been taught for 4 months in 1878, none at all could have been held in 1879. The indifference and inefficiency of many of the district school trustees is dwelt on as another hindrance to success, as it is in many other States, and this is a hindrance that can only be overcome by the growth of a decided public sentiment in favor of zealous and intelligent men for the local care and supervision of schools.

AID FROM PEABODY FUND.

The sum allotted to Mississippi from this fund was \$4,000 for 1879. Of this amount, \$1,400 were paid for the training at the Normal College, Nashville, Tenn., of 7 teachers from this State for higher work, and \$1,000 for holding teachers' institutes. The remaining \$1,600 were divided, in sums of about \$300 each, among the graded school systems of Vicksburg, Water Valley, and Columbus and, in sums of about \$250 each, among those of Summit, Aberdeen, and Jackson. This is in accordance with the policy, henceforth to be pursued, of devoting most of the income of the fund to the training and improvement of teachers for the public schools, it being thought that by this means better and more enduring results will be secured than by division of it only among certain sets of schools.

CITY SCHOOL SYSTEMS.

OFFICERS.

Under the law of 1878 a town of 1,000 or more inhabitants constitutes a school district, if the mayor and aldermen so choose, and they, acting in conjunction with the county superintendent, constitute a board of appointment to select 3 persons, patrons of each school, as a board of trustees for such school. They hold office for one year and look after all school interests. The county superintendent, in such cases, retains his supervisory powers. Vicksburg has 2 trustees of schools for each ward, who hold office for 2 years.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Natchez	9,057	4,000	.....	a800	.....	.....
Vicksburg	12,000	3,000	1,196	.....	21	\$9,945

a This number represents the average number of children attending school in both 1878 and 1879.

ADDITIONAL PARTICULARS.

Natchez reports 2 large school buildings capable of seating 2,000 children. About 300 whites attend the school for white children and 500 colored children enjoy equal facilities at their school. The salaries of teachers of colored and white schools are alike, the principals receiving \$60 a month and teachers \$33. The schools are continued 9 months; school finances very limited.—(Letter of Superintendent Montgomery.)

Vicksburg reports 2 different school buildings, with 21 rooms; school taught 260 days; and school property valued at \$8,650. Some improvement was effected in the last year (although the superintendent says that the school system is only in its infancy), and endeavors were made to elevate the colored population.—(Return and letter.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Mississippi State Normal School*, Holly Springs, designed for those only who intend to teach, reports 3 resident instructors, 107 students, a 4 years' course, the standard of the school raised every year, and nearly 400 of its pupils teaching or having taught in this and neighboring States.—(Catalogue and return.)

Tougaloo University and State Normal School, Tougaloo, reports 6 non-resident instructors; 96 pupils, exclusive of those in the primary or model school; the attendance not as large as in the previous year, although more in proportion were in attendance at the opening of the year and continued through it; a 5 years' course; marked improvement in the school, which is seen in the general training of students, in the greater number desiring to complete the regular course of study, and in an increased attendance on the higher grades.—(Return, announcement, and State report.)

There is no information in relation to the normal department of *Shaw University* later than 1877-78. At that date 35 normal students were in attendance.

TEACHERS' INSTITUTES.

Four of these meetings were held in the State during 1879 under the auspices of the State superintendent and two experts. The one held at Jackson devoted some time to the exemplifying of blackboard work connected with oral arithmetic. In each institute prominent educators of the State read essays or made informal addresses, and much enthusiasm was manifested by the audiences in the success of these, the first institutes held in Mississippi. The means for holding them was supplied from the Peabody fund. The results were such as to exceed the expectations of the superintendent.—(Report of trustees of Peabody fund and American Journal of Education, September, 1879.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

As stated in the Report of the Commissioner of Education for 1878, the law admits of high schools, or schools preparatory to college, as a link between the common school and the university. Suitable school buildings must, however, be provided without expense to the State, and the text books used must be in accord with those studied in the university.

No information is given by the State superintendent as to the number and statistics of such schools in 1878-79.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Mississippi*, Oxford, is divided into 3 departments, namely, a department of preparatory education, one of science, literature, and the arts, and a department of professional education. These remain as heretofore reported, the second department including five courses of study, 3 of them undergraduate and 2 graduate courses. The college of liberal arts had 168 pupils in 1879; the preparatory, 133 pupils.—(Catalogue, 1879, and return.)

The information received for 1879 from Mississippi College, Clinton; Shaw University, Holly Springs; and Alcorn University, Rodney, indicates that no material changes took place in those institutions during 1879. All report preparatory courses or departments; also, classical and scientific departments.

Mississippi College, which has a primary course of 2 years and a grammar course of 4 years, has its collegiate department organized as formerly in 8 schools, and con-

tinues its commercial and graduate courses. It reports 190 students in 1879.—(Catalogue, 1879-'80, and return.)

Shaw University, which admits both sexes, had 18 students in the college proper, 2 graduate students, 160 male students in the preparatory department, and 93 female students.—(Return.)

Alcorn University reports 160 students in the preparatory department and 20 in the college of liberal arts.

Jefferson College in 1878 had 26 pupils and 1 instructor. It seems to be, so far, only an academic school.

For further statistics, see Table IX of the appendix, and a summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the titles, location, prevailing influence, and statistics of the institutions devoted to the higher education of women, see Table VIII of the appendix, and a summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific courses of 4 years are to be found in the different collegiate institutions of the State.

The *Agricultural and Mechanical College of the State of Mississippi*, transferred from the State University to Starkville, under a new charter of February 28, 1878, was to have its buildings completed and to be ready for the opening in the autumn of 1880. The proposed course of study is to occupy 4 years.—(Return and *New Orleans Times*.)

PROFESSIONAL.

Theological instruction is given to some extent in the Bishop Green Associate-Mission, a Protestant Episcopal institution at Dry Grove, meant to be preparatory to a full seminary course. The number of years in the course is reckoned at 5, but is said to depend on the advancement of the student entering. In April, 1879, 1 graduate student was reported in the school and 2 undergraduates, the ravages of the yellow fever causing a partial suspension of the exercises.—(Return.)

The *Natchez Seminary*, a school for freedmen, at Natchez, organized in 1877, had 2 professors and 31 undergraduate students in 1879. The ministerial course, including training in common English branches, requires 5 years.—(Return.)

Legal instruction is given in a 3 years' course in Shaw University and in a 1 year's course at the State University, Oxford. In the latter, 17 students were pursuing law studies in 1879.

Medical instruction was given in Shaw University, Holly Springs, in 1877-'78. There were 2 students in this branch at that time, but no further information has been received.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Mississippi Institution for the Deaf and Dumb, Jackson, reports a generally prosperous condition; a large number of pupils in attendance, 59 at date of December 31, 1879, and the number being constantly augmented. Of the pupils on the roll, 23 were supported by the State. The school is divided into six classes, each teacher having two classes. The ordinary branches are taught, as also dressmaking, housekeeping, gardening, and printing.—(Biennial report and return.)

EDUCATION OF THE BLIND.

The Mississippi Asylum for the Blind, Jackson, in the biennial report for 1878-'79 mentions 27 pupils in the institution in 1878 and 33 in 1879. So great was the demand in 1878 for the admission of pupils, that an extra building was taken near by until suitable arrangements could be made to accommodate all who desire admission. The common school branches are taught; also, mattress and broom making, chair seating, &c.—(Biennial report and return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

No information has reached this Office as to the holding of any meeting in 1879. It was probably superseded by the teachers' institutes, held, as before mentioned, in different parts of the State.

CHIEF STATE SCHOOL OFFICER.

Hon. J. A. SMITH, *State superintendent of public education, Jackson.*

[Term, January 7, 1878, to January 2, 1882.]

MISSOURI.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20).....	650,368	663,135	12,767	.....
Colored youth of school age	37,880	39,018	1,138	.....
Total youth of school age.....	688,248	702,153	13,905	.....
White youth in public schools	428,975	428,992	17	.....
Colored youth in public schools.....	19,208	20,790	1,582	.....
Whole number attending school	448,183	449,782	1,599	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Ungraded school districts.....	8,142	.....	.....	.....
Graded school districts	279	.....	.....	.....
School-houses owned and rented	8,266	8,010	.....	256
School rooms for study	8,092	.....	.....	.....
Schools for white youth	7,849	7,645	.....	204
Schools for colored youth.....	434	450	16	.....
Total number of schools	8,283	8,095	.....	188
Average time of schools in days	99	100	1	.....
Estimated value of school property	\$8,321,399	\$9,000,000	\$678,601	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	6,239	.....	.....	.....
Women teaching in public schools	5,060	.....	.....	.....
Total number of teachers	11,299	11,268	.....	31
Average monthly pay of men	\$36 36	\$35 00	.....	\$1 36
Average monthly pay of women.....	28 09	30 00	\$1 91	.....
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$4,207,617	\$3,188,489	.....	\$1,019,128
Total expenditure for public schools..	2,406,133	3,069,454	\$663,321	.....
SCHOOL FUNDS.				
Permanent available school funds a...	\$7,278,047	\$7,542,226	\$264,179	.....

(Reports of Hon. Richard D. Shannon, State superintendent of public schools, for the two years indicated, and returns from the same for those years.)

STATE SCHOOL SYSTEM.

OFFICERS.

A superintendent, having principal control over the public schools of the State, is elected quadriennially, by popular vote, who also serves as president and executive officer of the State board of education, the other members of which are the governor, secretary of state, and attorney general. This board also serves a term of 4 years.

County commissioners are elected for terms of 2 years, who have charge of the in-

a This amount includes, in 1877-'78, the township school fund, county school fund, swamp land school fund, amount accruing from fines and penalties, and the amount of the State fund; in 1878-'79, it includes the State school fund, State seminary fund, county school funds, township school funds, and special school funds. The amount of State fund drawing interest in 1879 is said by the superintendent to be \$2,909,000.

terests of the county schools.¹ The schools of districts are governed by boards of directors, 6 in number in all cities, towns, and villages not ruled by special laws, and 3 in number in country districts. Directors are elected by popular vote for terms of 3 years, one-third being newly elected each year.

OTHER FEATURES OF THE SYSTEM.

Under the provisions of the State constitution of 1875, the public schools are to be free to all persons in the State between the ages of 6 and 20 years, though under the laws of 1879 the State apportionment to them continues to be based on the annual returns of youth enumerated between 5 and 21. Public school teachers must hold certificates either from the commissioner of the county in which they are to be employed or from the State superintendent, testifying to their good character and ability to teach the required branches. To receive pay for teaching, they must make monthly reports of all required statistics, and at the close of the term a summary report for the whole term. In districts with 16 colored children of school age, provision must be made for a separate school for these, to be controlled and managed by the district board in all respects as schools of the same grade for white pupils. If the number of such children in a district is less than 16, contiguous districts are to unite in the provision of school advantages, the presidents of the school boards of the united districts forming a school board for this special school. For these schools for colored children colored teachers are to have the preference where qualifications and demands are equal between them and whites. If from any cause the average attendance at a school for colored pupils falls below 10 in any month, the school may be discontinued for 6 months, a provision which does not seem to be applied to schools for whites. County uniformity of text books for the schools is secured by the selection of a list of such every five years at a convention of the several school boards within the county. A district, town, or city forfeits its share of State school money by either failing to make legal return of its enumerated youths or to keep open a free school for them at least 3 months, these months to be each 20 school days of 6 hours each.

GENERAL CONDITION.

The report of the State superintendent of public schools for 1879 indicates encouragement in regard to their condition, improvement being claimed in the attendance in both public and private schools; in their lengthened terms; in the greater number of qualified teachers, as well as the revived interest exhibited on their part; in the associations and institutes and all conventions for drill and culture. The statement is made that in no year since 1873 have institutes been held in one-fourth the number of counties which held them in 1879 with greatly increased attendance. Six teachers' associations were reported, all accomplishing good results and meeting annually. The permanent school funds of the State now amount to \$7,542,225, including county and township funds, an increase upon the fund of the preceding year of \$141,722.² The 3 State normal schools are reported in a flourishing condition, many of their graduates being honored teachers in this and other States. The objection to the time of commencement of the school year and the existing management of matters pertaining to text books are among the chief exceptions to the generally good condition reported by the superintendent.

KINDERGÄRTEN.

The recent action of the St. Louis board preventing any further enrolment in the district schools of children under 6 years of age has had the effect of increasing the enrolment of the Kindergärten during the year 1879, this enrolment amounting to 6,202; and a plan was adopted by which all pupils entering the lowest grade of schools to which Kindergärten are attached may be directed to attend the latter each half day. If 6 years of age, they may also attend the primary one half day. The average number of pupils belonging to the Kindergärten was 3,481 and the expense per pupil was considerably reduced. The 53 Kindergärten in St. Louis employed 196 young ladies, 65 of them working without pay. In the St. Louis Kindergärten a teacher of 60 pupils is entitled to an assistant, and an additional assistant is allowed for each added number of 30. The basis of the Missouri Kindergärten system is that of Fröbel, fully and ably explained by Miss Blow. It is a part of the system as applied or adjoined to public schools to educate young women in the training of young children by this method, and it is regarded as desirable that volunteers should join the assistant

¹The main duties of the county commissioners as school officers are to examine and license teachers, to make report of educational statistics to the State superintendent, and to see that the directors of schools in their counties are supplied with copies of the school law and blanks for the reports required from them. They do not give their whole time to school work unless, on the petition of 100 freeholders, a special vote of the people, ordered by the county court, calls for this. Then they perform the duties of school superintendents.—(School law, 1879.)

²This is the superintendent's own statement, but the figures given in the reports of the two years make a difference of \$264,179.

force, serving as teachers in apprenticeship and receiving much benefit by the knowledge attained, even though it may not be the intent of such young ladies to pursue the vocation of teacher in the future.—(St. Louis report, 1878-'79.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Any city, town, or village may be organized into a school district and so designated. Its public schools are governed by a board of 6 directors, whose province includes the duties of like corporations. Of their own number, they elect a president, secretary, and treasurer. St. Louis, under special charter, is represented in its board by 1 member for each ward; St. Joseph, also under special charter, by 2 members. The board of each city elects a city superintendent of schools, the superintendent of St. Louis having 2 assistants.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Hannibal	13,000	3,304	1,967	1,323	28	\$18,882
Kansas City	55,000	11,325	5,259	3,140	62	112,075
St. Joseph	30,000	7,658	3,691	2,521	58	47,440
St. Louis	460,000	97,556	48,836	33,987	967	881,113
Springfield	9,000	2,222	1,458	851	19	11,037

ADDITIONAL PARTICULARS.

Hannibal reported for the year ending June 1, 1879, 3,304 children of school age, 2,726 whites and 578 colored. Enrolled in school were 379 colored and 1,588 white children. School was taught on 175 out of 180 school days. The male teachers received \$85 monthly salary, the women \$40. School property was valued at \$38,700.—(State report, 1879.)

Kansas City reported school taught 195 days; 9 different school buildings, with 4,600 sittings for study; the bonded debt of the district reduced \$16,200 since the last report; a levy of only 4 mills necessary for school purposes during the year; increased school accommodations needed; 8 new and commodious rooms being made ready for use; a decrease from the previous year of 37 per cent. in tardiness; the scholars in the public schools learning to write and read simple music quite readily; considerable attention paid to oral lessons; and seven classes graduated from the central school.—(City report, 1878-'79.)

St. Joseph reported for 1878-'79, besides 15 district schools for whites, 2 for colored children, and 1 high school, 18 school buildings, with 56 rooms. Pupils are promoted annually to the high school from the first grades in the district schools on passing successfully an examination in orthography, arithmetic, grammar, United States history, elementary physics, and physiology. In this examination they must make an average of 75 per cent. in all these studies and not fall below 60 per cent. in any study. The same rule applies to promotions from grade to grade in most cases, though where scholars have been 2 years in a grade they are promoted, even if they do not come up to this requirement. A German-English school is maintained, in which the rule is that the full course of English studies must be completed by each pupil and that promotion must depend mainly on success in these; but they must also read and write German fluently. A great loss was sustained August 22, 1879, in the death of a fine classical scholar and successful teacher, Frederick A. Buddenberg, PH. D., instructor in Greek and modern languages in the high school.

St. Louis has doubled the number of her pupils enrolled in the day schools of the city since 1870, that number being then 24,347, and when estimated in the year 1879 it was 48,836. The number of teachers in the city schools (omitting those in the Kindergarten, numbering 131) was reported as 836 in the high, normal, district, and colored schools. Of this number, 574 received their education wholly or in part in the schools of St. Louis and 397 were graduates of the normal school and 133 graduates of the high school. Of the teachers employed from out of the State the number was much less than formerly. The number of school days was 200. Of the 55,122 pupils enrolled, 1,089 attained a record of full attendance and 16,813 attended from 180 to 200 days. The junior class of the high school, which at the close of 1878 was transferred to the district school course as the ninth year's course, has been recently restored to the high school course. The census has revealed the fact that of every 100 people in the city 72 are of foreign parentage, German preponderating. German is taught in all the white schools except 1, but its continuance was opposed both by the press and school board. The number of German-Americans studying German, however, notably increased, and

the school records seem to indicate that the study has been an incentive to advancement in English studies, the pupils so taught making better progress than those confining themselves to English studies. The St. Louis board added in 1876 to the list of reference books a small manual containing judiciously selected precepts for "good behavior" or "politeness," prepared by General J. W. Phelps. Read, commented upon, and explained in parts in all rooms above those of the third grade, it is hoped that the manual will have a good effect.

The number of pupils enrolled in the evening schools is reported as still large in 1879, being over 6,000, only 231 less than that of 1878. The liberality of the St. Louis board in granting free memberships in the public school library to evening school pupils whose "regular attendance" has been observable, has undoubtedly been an inducement to attendance. The expense of the library has been over \$3,000 additional, and the recipients of the benefits so procured have numbered at least 1,200 evening pupils who are employed in some industry during the day. The free evening schools of St. Louis are said to be the direct outgrowth of the O'Fallon Polytechnic Institute. Two of these schools include the higher branches and are in operation 5 months. These constitute the school known as the "O'Fallon Polytechnic School," a branch of the "O'Fallon Polytechnic Institute" of Washington University. In 1868, the institute which had founded and principally sustained them made a fuller and permanent arrangement with the school board whereby the elementary and popular technological studies were to be taught free in the schools. The institute transferred the Polytechnic building to the board and the board assumed finally the entire expense of the enterprise. By the liberality of the Western Sanitary Commission, a number of scholarships have been provided for pupils of the evening schools who may be found competent to enter the new school of manual training in Washington University. The sum of \$30,000 was appropriated by the commission for the endowment of 20 perpetual scholarships, to be filled (after failure to fill them by children of Union soldiers) by pupils recommended by the superintendent of public schools or the principal of the high school. The sum of \$10,000 has also been placed in charge of the Washington University for the benefit of children of Union soldiers first, thereafter for benefit of students in the Polytechnic.—(Report of Superintendent Wm. T. Harris' for 1878-'79.)

Springfield had its course arranged to cover 12 years: 5 in primary grades, 3 in intermediate, and 4 in the high school.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Besides a normal school connected with the State University, at Columbia, there are 3 others for white students, sustained by the State in as many separate districts: that of the first district at Kirksville, north of the Missouri River; that of the second at Warrensburg, south of the river and near the western border of the State; and that of the third at Cape Girardeau, on the Mississippi River, in the southeast.

The school at Kirksville has an elementary course of 2 years, an advanced course of 2 years more, and an intermediate one of 3 years, formed by adding one year of the advanced course to the 2 years of the elementary. Completion of the full 4 years' course secures the degree of "bachelor of arts and didactics;" completion of the others, certificates, which, with the approval of the State superintendent, become equivalent to State certificates of duration the same as the course pursued. The arrangements at Warrensburg and Cape Girardeau are essentially the same. The school at the university has a 2 years' common school normal course, which leads to the degree of "principal in pedagogics;" a collegiate normal course, which, up to the senior year, corresponds with that of any one of the 4 academic courses of the university, and in that year adds didactics to the other studies, securing the degree of "bachelor of pedagogics;" with a still higher course, which includes the studies of the 5 university schools of science and any 4 of the 5 schools of language, and entitles to the degree of "master of pedagogics."² In the summer vacation of the university there is also a normal institute held for the improvement of teachers.

Lincoln Institute, Jefferson City, intended to prepare colored youth for effective work in the State schools for children of their race, receives also aid from the State and has the character of a recognized State normal school. Its normal course is of 4 years, additional to a 4 years' preparatory course for such as need it. Diplomas are conferred on students who complete the full 4 years' normal course; certificates, on those who go satisfactorily through 2 years.

¹ Much regret has been expressed by the educational press of the State at the announcement made by Dr. Wm. T. Harris, superintendent of the public schools of St. Louis, at the conclusion of his report of the schools of that city, 1879, of his purpose to resign his position May, 1880, the twelfth anniversary of his occupancy of that office, in which by his zeal and wisdom he has won the fullest confidence and esteem of his collaborators and of the public generally.

² Substantially the same degree as this is given at Kirksville to graduates from its full 4 years' course who have subsequently taught successfully for 2 years.

The statistics of attendance and graduation at these schools, as far as can be gathered from reports and returns, were for 1878-'79 as follows: At Kirksville, including 11 who came in for a graduate diploma after teaching 2 years, 468 attendants, 80 graduates; at Warrensburg, 349 attendants, 62 graduates; at Cape Girardeau, 219 normal school attendants, 42 preparatory, 15 graduates; at the university, 60 students in normal courses (besides 79 attending the vacation normal institute), 18 graduates; at the Lincoln Institute, 36 normal students, 103 preparatory, with 3 graduates from the full normal course and 11 from the 2 years' course.

OTHER NORMAL TRAINING.

The St. Louis City Normal School, intended mainly to train teachers for the city schools, has a 4 years' course in which were 225 students, all young women, in 1878-'79; graduates of that year, 49. The city high school seems to serve to some extent as a place of preparation for male teachers.

Normal classes or courses are found also at La Grange College, La Grange; Drury College, Springfield; Central Wesleyan College, Warrenton; Sedalia Collegiate Institute, Sedalia; Northwest Normal School, Oregon; and the Female Orphan School of the Christian Church of Missouri; which last, from a note accompanying the catalogue of 1879-'80, appears to aim especially to prepare its students to be teachers.—(Catalogues and returns.)

TEACHERS' INSTITUTES.

The law requiring attendance at county institutes was abolished in 1874, and although repeated attempts to organize and maintain these meetings have since been made they are now voluntary associations except in Jasper County. In 1879, however, there were institutes held in 72 out of the 114 counties in the State. In these 72 counties 98 institutes were held; 16 counties made no report, and 23 counties reported that no institutes were held. The whole number of teachers attending was 2,441; the average attendance, based on figures given, was 24.9; the sum of \$443.50 was paid to conductors; three institutes continued 1 week, two 2 weeks, one 3 weeks, seven 4 weeks, and one 6 weeks. Reports from the different counties show that these meetings were generally successful; in some counties the teachers were so alive to the work that extra institutes were to be held during the year. One at the State university, taught by its professors, enrolled 79 teachers.

Monthly institutes of the teachers of Kansas City were held on the last Saturday of the month to discuss matters pertaining to their profession. No teachers were to be excused from these meetings.—(State and city reports.)

EDUCATIONAL JOURNAL.

The American Journal of Education, published at St. Louis, continued to give valuable information in regard to the advancement of educational methods in 1879.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only provision in the State laws of 1879 relating to this class of schools is one that requires the school board of a village, town, or city to establish, as soon as its means will permit, an adequate number of primary schools, and also a suitable number of schools of higher grade in which other studies may be pursued not provided for in the primary schools. Of the number of such schools there is no official information beyond the statement in the report for 1878 that in the State there were not more than 100 schools with anything above an elementary course, and perhaps 20 to 30 with full high school courses.

The chief high school in the State, that at St. Louis, has a course which covers 4 years, with general and classical divisions. German is optional from the first class on; Greek, from the second; while in the third and fourth classes there are several optional studies. The first year after leaving the grammar schools is spent by pupils in the branch high schools; the remaining 3 in the central school. The enrolment in 1878-'79 was 349, the greater part of them, as in former years, children of parents with comparatively slender means, who without such a school would, in most cases, never pass beyond the studies of the grammar schools. The graduating class of 1879 numbered 65. In the central school of Kansas City, which has a general course and a classical course, each of 2 years, the enrolment for 1878-'79 was 217; the average daily attendance, 160; graduates, 12. St. Joseph reported 1 high school, with 5 teachers and 177 pupils; Chillicothe, 1 school, with apparently 32 pupils; Moberly, 1 school, with 55 pupils; Springfield, 1 school, with 106 pupils and an average attendance of 82.

OTHER SECONDARY SCHOOLS.

For titles, location, and statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII,

and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Missouri University, Columbia, reported 596 students and 69 graduates in 1879. Of its alumni, 4 received the degree of A. M. and 1 the degree of LL. D. The departments of instruction consist of the academic schools of language and science and the professional schools of agriculture, pedagogies, engineering, art, law, medicine, and the school of mines and metallurgy. These schools are open to both sexes. The curators report the advancement for 1878-79 marked and satisfactory, as well in the increased number of students in attendance as in the improvement in discipline, the course of studies prescribed, and the strengthening and enlargement of a number of the departments of the institution. In 1879, through the liberality of Dr. Laws, president of the university, a spacious observatory was erected and a fine telescope purchased. The number of students increases so from year to year that even now the buildings are not sufficient for the demand, and an enlargement is to be made as soon as feasible. (Catalogue.)

St. Louis University, St. Louis, had in 1879, in its preparatory department, 64 students; in its commercial course, which includes the branches of a good English education, 140; and in its full classical course 158—a total of 362. Its class of graduates numbered 30.

Washington University, St. Louis, reported a total of 1,037 in its 4 distinct departments, the academy, the Mary Institute, the college, the polytechnic and law schools. Boys under 11 years of age are admitted to the primary, which is a part of the preparatory department, and the commercial classes are open to those desiring to pursue English and book-keeping only. Much attention has recently been attracted to the manual training school attached to this university, which during the year notably extended its work and improved its facilities. A building fitted up with suitable appliances, containing machine shop, blacksmith shop, shops for wood turning and wood working, has been placed at the disposal of the school through the liberality of several citizens. The students of the polytechnic are required to devote to the work of these shops two afternoons of each week, and a class, constantly increasing, attend the school and pursue the regular course. It is anticipated that a more desirable building, with new and larger shops, soon to be completed, will cause the school to be soon established as the St. Louis Manual Training School. This is designed to meet the demands of a large class of students who possess unusual aptitude for handicrafts; and, as no theoretical study is omitted and the standard of thoroughness in all is not lowered, the students have equal advantages in both practical and theoretical knowledge of various crafts. Before receiving diplomas from this school, students are required to construct, in a satisfactory manner, some machine, accompanied by a set of the drawings from which the machine was made. This scheme of manual education includes a full 3 years' course of English studies and shop work, including every branch of industry in which skill, taste, and knowledge of technical details are demanded.

Drury College, Springfield, under Congregational control, reported, for 1879, in its preparatory, collegiate, and fine arts departments and its conservatory of music 194 students. Ladies in these departments enjoy advantages equal to those of the young men, often in the same class and competing for and attaining the same honors and degrees. There is a teachers' course of 3 years in the conservatory of elocution and music. The standard of scholarship was in 1879 advanced in all departments. Hereafter 3 years of careful drill in Latin will be exacted of all entering the freshman class scientific course and 2 years for the literary course.

La Grange College, La Grange, has a complete classical course, a Latin-scientific course, and a teachers' normal course. Business routine is here taught, and for the benefit of theological students Hebrew and exegesis are allowed to displace Greek or Latin a portion of the time. Its graduates numbered 8 in 1879.

Stewartsville College, Stewartsville, non-sectarian, which sends its first annual catalogue for 1878-79, had 53 students, 20 of them females. A 3 years' primary course and a 2 years' preparatory course lead to the collegiate department. There are also commercial and normal departments.

In addition to the 5 colleges whose courses have been defined there are 10 others whose courses and departments are nearly as varied and as full. Central College, Christian University, Lincoln and Lewis Colleges, Pritchett's School Institute, St. Vincent's College, Central Wesleyan College, and William Jewell College each gave some preparatory instruction. All had full collegiate or classical courses of 4 or 6 years' duration. In all, branches of science are taught; in the majority, a full scientific course. In 6 of the 15 colleges reporting there is a theological course or opportunity for biblical instruction, and in 5 there were normal departments or classes.

Some departments of the fine arts are taught in most of the colleges, and Drury College contains a flourishing conservatory of music and elocution. In all but 5 of these colleges both sexes are admitted to equal advantages.

Pritchett's Institute, Glasgow, had in 1879 a summer school of science, including in its studies geology, natural history, astronomy, chemistry, and physics.

Information for 1879 is lacking from Grand River College, Edinburg; Westminster College, Fulton; Thayer College, Kidder; Baptist College, Louisiana, and Christian Brothers' College, St. Louis.

COLLEGES FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the institutions of this class reporting for 1878-79 Stephens Female College, Columbia; Howard College, Fayette; Fulton Synodical Female College, Fulton; Independence Female College, Independence; St. Louis Seminary, Jennings (a suburb of St. Louis); Lindenwood Female College, St. Charles, and St. Joseph Female College, St. Joseph, had collegiate courses of 4 years each, with preparatory departments.

St. Theresa's Academy, Kansas City, had a 7 years' course; Baptist Female College, Lexington, a 5 years' course; Elizabeth Aull Female Seminary, Lexington, no definite course, as all depended on the student; the Academy of the Visitation, St. Louis, a 7 years' course; and the Ursuline Academy Day School, St. Louis, a 10 years' course. These longer courses begin with elementary studies.—(Reports for 1878-79 and returns.)

For titles, location, and statistics of these institutions, see Table VIII of the appendix following. For summaries of their statistics, see the corresponding tables of the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural and Mechanical College*, one of the professional colleges incorporated in the University of Missouri, offers a 4 years' course in agriculture and cognate studies entitling to diploma and degree of bachelor of agriculture; also a course in horticulture of two years' duration, at the end of which a certificate is given; and a graduate course of one year, entitling the student to the degree of master of agriculture. Ladies are admitted to the horticultural course, with choice among the principal studies: botany, chemistry, meteorology, and similar studies. A student pursuing a particular study or branch of studies is also permitted to enter any of the classes of the agricultural college, and he receives a testimonial of his standing in the study or studies chosen.

The *School of Mines and Metallurgy*, also attached to the university, and situated at Rolla, receives one-fourth of the income of the university derived from congressional land grants. It offers a business course, with preparatory and "regular" courses in technology and an optional course. The purpose of the college is to provide thorough instruction in the industrial arts; it is properly a school of technology, with civil and mining engineering and metallurgy as specialties, possessing necessary apparatus and appliances for practical instruction and demonstration. The students in this department numbered 71 in 1879.

The *Polytechnic School of Washington University*, St. Louis, offers six courses, viz, civil engineering, mechanical engineering, chemistry, mining and metallurgy, building and architecture, science and literature. Each of these courses has its corresponding degree. The school offers and has for the past three years given free instruction in an evening class in drawing and design, with lectures on art, history, and kindred subjects. The institution possesses a lecture endowment fund amounting to \$27,000, created by an early friend of the university, Mr. W. H. Smith, of Alton, Ill., and a gymnasium. In 1879 the whole number of its classified students was 47.

PROFESSIONAL.

Theological instruction continued to be given in 1878-79 in the Jeremiah Vardeman School of Theology, connected with William Jewell College, Liberty (Baptist). It reported for 1879 its undergraduate students as 48 in number, with 4 graduates.

Concordia College (or Seminary), St. Louis (Evangelical Lutheran), reported 93 students in 1879 and 24 graduates at its commencement of that year. This institution is sustained by the German Evangelical Lutheran synods of Missouri, Ohio, and other States, and offers tuition free to its students, whose board is partly paid by congregations of the church. St. Vincent's College, Cape Girardeau, had in its 4 classes of Christian doctrine and the catechism 4 students in 1879. Lewis College, Glasgow, which in 1878 reported a brief theological course, with 5 students, continued that course in 1878-79, but makes no note of the number of students in that year. La Grange College, La Grange, offers Hebrew and exegesis in place of either Greek or Latin to theological students. Central Wesleyan College, Warrenton, has a 4 years' theological course. There were 11 students pursuing this branch of study in 1879.

Legal instruction is given in the law department of the State University. In the session of 1878-'79 the students numbered 17; instruction is by examinations, lectures, and moot court. The St. Louis Law School, the law department of Washington University, reported 77 students in 1879. Of these 27 had received degrees in science or letters, and the graduates, 26 in number, received the degree LL. B. The year's receipts for tuition amounted to \$5,280. Candidates for the junior class are examined by a professor of the university upon requirements in English only, and candidates for the senior class are compelled to undergo a severe written examination on the law studies of the junior year and are graduated only after full examination by a special examining board. The St. Joseph Law School, St. Joseph, in its first annual announcement, advertises the usual advantages. Students must be 18 years of age at time of matriculation; the tuition fee is \$50 a year.

Medical instruction is given in the following "regular" schools: the medical department of the State University, in which a graded course, with 2 terms of 9 months each, was found quite advantageous, 36 students pursuing this in 1878-'79 and 6 graduating therefrom; the Kansas City College of Physicians and Surgeons, which had a 2 years' course, with 31 students in 1878-'79 and 9 graduates; the St. Joseph Hospital Medical College, which reports a 3 years' graded course, 19 students, and 9 graduates; the Missouri Medical College, St. Louis, and the St. Louis Medical College, each having the ordinary 3 years' course, the former reporting 295 students, the latter 168 students and 56 graduates.—(Catalogues and returns.)

Of the other medical schools reporting, all of which are in St. Louis, the American Medical College, an eclectic institution open to both sexes, reports a 2 years' course, 64 students, and 35 graduates; the Homeopathic Medical College of Missouri, 54 matriculates in 1877-'78 and 21 graduates from a 3 years' graded course; and the Missouri School of Midwifery and Diseases of Women and Children, a 1 year's course, 18 students, and 14 graduates.—(Catalogues and returns.)

The Missouri Dental College, also at St. Louis, has adopted a 3 years' graded course, the former course of 2 years being too short to complete the studies pursued. Students are examined at the end of each term.

The St. Louis College of Pharmacy, which in 1879 had 4 resident instructors and 94 students, requires 4 years' study and attendance on 2 courses of lectures, and obliges the student desiring to enter the senior class to do chemical laboratory work. A knowledge of botany is requisite to obtain a diploma.

No examination for admission to the junior class is required in any of these schools.

For statistics of scientific and professional schools, see Tables X, XI, XII, and XIII in the appendix following, and summaries of these in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton, reported 10 instructors, 2 of them semi-mutes, and 249 pupils in 1879; a 6½ years' course; the ordinary elementary English studies, moral and natural philosophy, and physiology taught, and cabinet making, shoemaking, and printing as well as systematic gardening practised. The legislature in the winter of 1878 amended the laws respecting the institution so as to admit no deaf-mute less than 9 nor more than 21 years of age.

The *Missouri School for the Blind*, St. Louis, reports 20 instructors, 3 of them blind, with 101 pupils in 1879, engaged in the usual industries and studies.—(Return.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The following account of the State Teachers' Association is taken from the *New-England Journal of Education*, July 10, 1879:

The eighteenth annual session was held at Washington University, St. Louis, June 24-27, 1879. Although the executive committee had secured reduced rates over the railroads and at the hotels, the attendance was small and the meeting characterized by lack of enthusiasm. Mr. C. H. Dutcher, principal of Cape Girardeau Normal School, was president of the association, and to his energy and tact was due whatever of enthusiasm was manifested. Some of the papers showed a lack of careful preparation, displaying neither original research nor familiarity with established principles. The exceptions to this rule were the papers of Superintendent Harris, Mr. O. C. Hill, Mr. J. M. Greenwood, and Professor Henry Cohn. The paper of Superintendent Harris was an able defence of the classics. The great event of the week was a visit to the Kindergarten exercises conducted by Miss Blow, who had kindly consented to show the association what a Kindergarten is. The children were taken from different schools in the city, and without rehearsal or preparation were almost for the first time put to work in the presence of a large assemblage. The ordeal would have caused many a high school class to wince, but not a child in her charge seemed conscious of the pres-

ence of outsiders, and the attention of the class seemed to be held without effort. The proficiency of the classes was truly remarkable. The meeting for the next year was appointed to be held at Columbia.

INTER STATE TEACHERS' ASSOCIATION.

The convention held in St. Louis in the latter part of June or first of July, 1879, was said to be very successful. Many prominent educators were present, in addition to a number of the leading teachers of both private and public schools in different States. The following papers were read: "The aims and ends of education," by Mr. J. Wyman Jones; "What should be the limit of public education?" by Prof. N. B. Henry, of the Cape Girardeau Normal School; "Should the State support high schools?" by Mr. O. C. Hill. In these papers many good points were made on the necessity of vigorously sustaining the public school, high school, and university.—(American Journal of Education.)

AUXILIARY ASSOCIATIONS.

Meetings of these bodies, organized in different parts of the State, 4 in number, were held on December 29, 30, and 31, at Charleston, Mexico, St. Joseph, and Springfield. They were all well attended, and subjects of unusual interest were ably discussed.—(State report.)

COLORED TEACHERS' ASSOCIATION.

This association held its annual meeting for 1879 in Jefferson City. Although it was not as well attended as in years past, the proceedings were interesting and profitable. Superintendent Shannon says the colored teachers deserve high praise for the efforts made and the results accomplished.

CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

[Second term, January 13, 1879, to January 8, 1883.]

NEBRASKA.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	104,030	123,411	19,381	.....
Enrolled in public schools.....	62,785	76,956	14,171	.....
Percent. of enrolment to whole number	60	62	2	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts.....	2,690	2,776	86	.....
Public school-houses.....	2,231	.....	.....	.....
Number of graded schools.....	60	60	.....	.....
Number of ungraded schools.....	2,630	2,716	86	.....
Number with more than six months' school.	1,168	1,242	74	.....
Average time of school in days.....	92	167	15	.....
Valuation of school property.....	\$1,806,467	\$1,810,088	\$3,621	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	1,609	1,607	.....	2
Women teaching in the public schools.	2,121	2,211	90	.....
Whole number of teachers employed..	3,730	3,818	88	.....
Average monthly pay of men.....	\$34 65	\$33 25	.....	\$1 40
Average monthly pay of women.....	25 75	29 55	\$3 80	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$849,300	\$881,308	\$32,008	.....
Whole expenditure for public schools.	933,932	948,729	11,797	.....
STATE SCHOOL FUND.				
Permanent productive fund available.	\$2,120,183	\$2,325,624	\$205,441	.....

(From report for 1878 of Hon. S. R. Thompson, State superintendent of public instruction, and written return from same for 1879.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a State superintendent of public instruction elected by the people every 2 years; for each county, a superintendent of public schools also elected every 2 years; for each ordinary school district, boards of 3 members (a director, a moderator, and a treasurer) elected for 3 years; while for each district having more than 150 children boards of 6 trustees may be elected. There are also 6 regents of the State University, all elected for 6 years; a normal school board, and a board of public lands and buildings.

OTHER FEATURES OF THE SYSTEM.

To draw public money schools must be kept open 3 months, if there are less than 75 pupils; 6 months, if less than 200 pupils; and 9 months, if more than 200 pupils. They are sustained (1) by a local tax, which in cities may not exceed 10 mills on the dollar, and in other districts 25 mills on the dollar; (2) by a State tax of 1 mill on the grand assessment of the State, to be used only for teachers' wages; (3) by the interest on the permanent school fund; (4) by moneys received for lease of school lands and interest on unpaid principal of school lands sold; and (5) by certain fines and licenses. The State tax and the income from the school fund and school lands are divided among the counties in proportion to the number of children 5 to 21 years of age. The county superintendent adds to the amount apportioned to each county the proceeds of fines

and licenses in the county and divides one-fourth of this amount equally among the districts and three-fourths pro rata according to children of school age. Teachers, to receive their wages, must hold certificates from the county or State superintendent, or a graduate's diploma from the State normal school, and must send in monthly reports to the proper officers. No sectarian instruction is allowed in the schools. Provision is also made for graded or high schools.—(School laws, 1879.)

GENERAL CONDITION.

A comparison of the statistics for 1877-'78 and 1878-'79 indicates a gradual improvement in nearly all matters pertaining to the schools of the State. There was an increase of 19,381 children between 5 and 21 years of age and of 14,171 in school, of 86 school districts, of 86 ungraded schools (graded schools remaining the same), of 74 schools taught more than 6 months, of 15 school days taught, of \$3,621 in value of school property, of \$32,008 in receipts for school purposes, of \$11,797 in expenditures, and of \$205,441 in the available fund; although there were 2 fewer male teachers, 90 more women were employed, the salary of the latter being advanced \$3.80 a month, while that of the former decreased \$1.40. A written return (the only source of official information for the year) presents 2,721 school rooms used for both study and recitation and 36 used exclusively for recitation. While 3,818 different teachers were employed, only 2,905 were necessary to supply the public schools. Of the 123,411 youth of school age, 64,179 were boys. The average daily attendance is not given. The expenditure for those who did attend—\$7.68 per capita of school population and \$12.34 on each pupil enrolled—was a liberal one for a new State; while the permanent school fund in the treasury, increased by \$205,441, gives fair promise of continued ability to treat the schools liberally.

CITY SCHOOL SYSTEMS.

OFFICERS.

Omaha places its schools in charge of a city superintendent and of a board of education of 12 members, 2 from each ward, holding office 2 years, one-half the number being changed annually. Nebraska City also has a superintendent.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Nebraska City .....	.....	1,850	757	651	14	\$6,923
Omaha	27,000	6,468	3,025	1,950	47	64,379

ADDITIONAL PARTICULARS.

Nebraska City reports 3 different school buildings, with 1,000 sittings for study. The schools are classed as primary, grammar, and high. School property was valued at \$37,700. Schools were taught 175 days. Six private and parochial schools enrolled 200 pupils.—(Return.)

Omaha had 9 school buildings, 47 school rooms, with an average of over 52 sittings to each, making 2,466 in all. The schools were in 4 divisions, with 1,974 primary, 545 intermediate, 444 grammar, and 70 high school pupils, under the charge of 3 male and 44 female teachers. There are 8 grades below the high school, the promotions being based on mid-term and term examinations. Singing, drawing, and instruction in morals and manners are daily exercises throughout. The length of school term was 199 days in 1878-'79. The estimated enrolment in private and parochial schools was 446.—(New-England Journal of Education and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *State Normal School*, Peru, reports at the end of its twelfth year 232 normal students, 9 resident instructors, 50 graduates (16 of them from the higher course), and a 5 years' course of study divided into elementary and higher courses, the latter aiming in its 3 years' course to include professional instruction in the laws of mental development, with their application in teaching; also school gradation, supervision, and management.—(Return and report.)

The *Central Normal School*, Genoa, organized in 1878, reports at date of July 12, 1879, a total of 70 normal students, 4 resident instructors and 1 non-resident, a 5 years' course of study in the normal school proper, a common school and a classical course additional, drawing and music taught, a chemical laboratory, museum of natural history, gymnasium, and model school, diplomas given to the graduates, but further

examination necessary before the pupils can be licensed to teach in the State.—(Return and report.)

TEACHERS' INSTITUTES.

Information received from different sources indicates that many of these meetings were held throughout the State, but owing to the lack of a State report for 1879 the number and statistics cannot be given. At one of these institutes held in Hamilton County, March 5-7, 1879, it was resolved that the attendance of teachers should be made compulsory for at least 4 days each year and that non-attendance should meet with censure.

EDUCATIONAL JOURNAL.

A paper entitled Literary and Educational Notes, published at Kearney, continues to give educational items for the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The report of the State superintendent for 1877-'78 presented high school statistics for 19 cities of the State. There were then 1,026 pupils and 173 teachers in this high grade. For 1878-'79 such statistics are lacking, the only high schools officially reported being 2 in Nebraska City, with 100 pupils, and 1 in Omaha, with 70 pupils, 2 teachers, and a course covering 4 years.

OTHER SECONDARY SCHOOLS.

For titles, location, and statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

Brownell Hall, Omaha, the chief academic institution for young ladies in the State, reports for 1879 as follows: officers and teachers, 13; pupils, 72; library, 5,000 volumes.—(Literary and Educational Notes.)

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The colleges reporting or reported are, for 1879, the University of Nebraska, Lincoln; Doane College, Crete; Nebraska College, Nebraska City; Creighton College, Omaha; and Nebraska Wesleyan University, Osceola.

The *University of Nebraska* (non-sectarian), admitting both sexes of any race, still had in 1879 a preparatory course of 2 years for its literary department (the college of science, literature, and the arts), in which were 5 courses of study, each of 5 years. For those in its industrial college, see Scientific and Professional Instruction, further on.—(Register and catalogue, 1879.)

Doane College (Congregational), open to both sexes, presented in 1879 a preparatory course of 3 years for its classical collegiate course, which covered the usual 4 years, while an English course of 3 years offered opportunity for instruction to such as could not take a classical course. For scientific course, see Scientific and Professional Instruction, following.—(Catalogue of 1878-'79, with course for 1879-'80.)

Nebraska College (Protestant Episcopal), in the latest catalogue received, presented a grammar school course of 6 years and a collegiate course of 4 years.

Creighton College (Roman Catholic), hereafter to be known as Creighton University, makes no direct report, but in the Omaha High School Journal of July, 1879, it is credited with 200 students, a large part of them probably in preparatory studies, as the institution is still new.

Nebraska Wesleyan University was opened at Osceola September 10, 1879, with 5 professors and instructors, according to the educational paper of the State (Literary and Educational Notes) for that month.

For full statistics of such colleges as report them to this Bureau for 1879, see Table IX of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As before mentioned, Doane College and the State University offer young women equal educational advantages with young men. The new Nebraska Wesleyan University will probably do the same, as that has been the general custom of the Methodist colleges throughout the West. No institution devoted exclusively to the superior instruction of young women is known to have existed in the State in 1879.

¹Literary and Educational Notes says that the common schools of the district were, in the spring of 1879, put under the direction of this normal school, thus affording the normal pupils full opportunities for practice teaching.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Nebraska, in its Industrial College, furnishes the chief means of scientific training for this State: (1) in scientific, Latin-scientific, engineering, and agricultural courses of 4 years each, the first 3 having also preparatory courses of 2 years, the last of 1 year; (2) in a shorter agricultural course of 1 year additional to the preparatory year. Military science and tactics enter into the instruction of at least the first 3 collegiate classes for all male students.—(Catalogue, 1879.)

Doane College and Nebraska College also present scientific courses of 4 years.

For statistics of students in these lines, see Tables IX and X of the appendix to this volume.

PROFESSIONAL.

Theological instruction, under Protestant Episcopal auspices, continued in 1879 to be given in the Nebraska Divinity School connected with Nebraska College, the bishop of the diocese with one assistant attending personally to the work. A German theological seminary, at Crete, is mentioned in the educational paper of the State (Literary and Educational Notes) as being in its second year in 1879. As in the case of the Protestant Episcopal Seminary, provision is made for both academic and theological training. A return shows it to be Congregational, with a 4 years' academic and 3 years' theological course, 1 professor, and 4 students.

The schools of *law* and *medicine* which enter into the scheme of the instruction to be given at the State University were still unorganized in 1879.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, Omaha, reported 68 inmates December 31, 1879, and 111 since the opening of the institution in 1869. The majority remain 5 years, and during that time they receive instruction in the common school branches, articulation being taught them by Bell's system of visible speech, while instruction is given in printing, carpentry, sewing, and housework.—(Return.)

EDUCATION OF THE BLIND.

The Nebraska Institute for the Blind, Nebraska City, reported 9 instructors and employes and 22 pupils in December, 1879. The course of study is identical with that of the best graded schools. Musical instruction upon piano, organ, flute, and violin is given, while opportunity for learning brush making, cane seating of chairs, sewing, knitting, and fancy work is found in the industrial department.—(Return.)

EDUCATIONAL CONVENTIONS.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

One of these meetings was held at Hastings the last week in March, 1879. The attendance was fair and some good work was done. The leading topics were "The ways and means of making summer normal institutes more profitable" and "The feasibility of a graded course of study for country schools." Committees were appointed to prepare courses of study for normal institutes and for country schools, and one on uniformity in text books reported in favor of action by school boards, assisted by the county superintendent.—(American Journal of Education and Literary and Educational Notes.)

STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held at Hastings March 25-27, 1879, many of the prominent educators of the State being present. Papers were presented by Hon. J. M. McKenzie, on "The high school question;" by Prof. H. M. Blake, on "The three nesses," neatness, politeness, and truthfulness; by Prof. F. L. Snodgrass, on "What ails grammar?" The programme also contained papers or addresses from some of the chief teachers on "Normal training," "Kindergarten methods," "Natural history in the common school," "Practical education," and "The spelling reform," with lectures on "Berlin and its schools," by Prof. George E. Church, of the State University, and on "The metric system," by acting president D. B. Perry, of Doane College.—(Educational Weekly, New-England Journal of Education, and Literary and Educational Notes.)

CHIEF STATE SCHOOL OFFICER.

Hon. SAMUEL R. THOMPSON, *State superintendent of public instruction, Lincoln.*

[Second term, January 7, 1879, to January 4, 1881.]

[Mr. W. W. Jones is to succeed Superintendent Thompson on the expiration of his term.]

NEVADA.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18).....	9,922	10,592	670	.....
Enrolled in public schools	7,612	7,590	.....	22
Average number belonging	5,127	.....	.....	.....
Average daily attendance	4,666	5,108	442	.....
Attendance of those under school age.....	216	.....	.....	.....
Attendance in private or church schools.....	1,061	.....	.....	.....
Not attending any school	1,976	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts reported ..	82	.....	.....	.....
Districts using the State text books ..	87	.....	.....	.....
Districts levying a school tax	6	.....	.....	.....
Whole number of public schools	155	.....	.....	.....
Number of these primary schools.....	97	.....	.....	.....
Number of intermediate schools.....	11	.....	.....	.....
Number of grammar schools	18	.....	.....	.....
Number of high schools.....	5	.....	.....	.....
Number of schools unclassified	54	.....	.....	.....
Schools taught less than 3 months.....	5	.....	.....	.....
Schools taught only 3 months	9	.....	.....	.....
Schools taught between 3 and 6 months ..	25	.....	.....	.....
Schools taught between 6 and 9 months ..	31	.....	.....	.....
Schools taught 9 months and more	65	.....	.....	.....
Average time of schools in days	152	.....	.....	.....
Schools maintained without rate bills.....	94	.....	.....	.....
New school-houses built	10	.....	.....	.....
Valuation of school property.....	\$233,338	.....	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	45	49	4	.....
Women teaching in public schools.....	124	135	11	.....
Whole number of teachers employed.....	169	184	15	.....
Number given first grade certificates ..	49	.....	.....	.....
Number that made legal returns	146	.....	.....	.....
Average monthly pay of men	\$106 00	\$84 46	.....	\$21 54
Average monthly pay of women.....	84 00	83 09	.....	91
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$236,491	.....	.....	.....
Whole expenditure for public schools.....	205,147	\$204,159	.....	\$933

(From the biennial report of Hon. Samuel P. Kelly, late superintendent of public instruction, and from a written return for 1879 of Hon. D. R. Sessions, present superintendent.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public instruction, chosen by the people every fourth year, and a board of education; for each county, a superintendent of public schools and a county board of examiners; for each school district, a board of trustees of 3 or 5 members, according to population.—(Laws, 1879.)

OTHER FEATURES OF THE SYSTEM.

The sources of support for the public schools are (1) the income from a small State school fund; (2) an annual State tax of half a mill on the dollar, used only for payment of teachers' wages; (3) an annual county tax of 15 to 50 cents on the \$100, which may be used, at the discretion of local officers, for purchasing sites and building, hiring school-houses, establishing school libraries, or necessary contingent expenses; and (4) a district tax, of whatever amount the people may choose, the purpose of the tax being indicated at the time of raising it. These moneys are apportioned to the districts according to the number of children of school age enumerated annually, and the number of teachers, the distribution to the schools in districts having more than one being in proportion to the number of pupils in average attendance. In order to receive such school funds the text books ordered by the State board of education must be used, the schools taught at least three months in the preceding year by a teacher who has been duly certified and examined, and no sectarian books or papers admitted or sectarian doctrines taught; to receive pay, teachers must make full reports as required by law. Provision is made for Kindergarten, primary, grammar, and high school departments.—(Laws, 1879.)

GENERAL CONDITION.

As this State only sends out reports biennially, the information received for 1878-79 is meagre. According to the written return received there was an increase over the previous year of 670 youth of school age; of 442 in enrolment; of 4 male and 11 female teachers, the former receiving on an average \$21.54 less salary a month, the latter 91 cents less. The whole expenditure for public schools was \$988 less than in 1877-78. Beyond this there was no information for 1879.

The schools throughout the State were in 1877-78 in a generally good condition, several new school-houses having been built and various new districts formed. There was also an increase in the youth of school age and in enrolment. The Kindergarten became a part of the school system. Two new high schools were reported, making 5 in all. The State University had between 15 and 35 students preparing for the collegiate course. A school for young women, established in Reno by Bishop Whitaker in 1876, had 40 pupils pursuing its 4 years' course. The deaf and blind were making progress in an institution at Oakland, Cal., no schools for these unfortunates being found in the State. The State Orphans' Home contained 69 pupils, who were receiving instruction in the common branches and in some industries. A State teachers' institute (the State board of education empowering such to be convened for a 5 to 10 days' session) was in operation at Carson City April 22-26, 1878, and, after successful meetings, arrangements for a permanent organization were made.

CITY SCHOOL SYSTEM.

GOLD HILL.

Although this town had in 1879 a population estimated at only about 7,000, a general abstract will be given in order to show the endeavors made to establish schools and to promote education in this part of the State. The schools are under the control of a board of education of 4 members, one of whom is the school principal. The board has standing committees for regulating the course of study, attending to buildings, repairs, &c. In 1878-79, the number of children of school age was 1,422, a gain of 6 over the preceding year; the enrolment, 1,154; the average daily attendance, 785; teachers, 16; school buildings, 6; the valuation of these, \$62,850. The grading of the schools, commenced in 1877-78, was continued the following year, with a marked improvement in each room. The grades now are, primary 4, grammar 4, and high school 3, junior, middle, and senior. Several new studies were introduced into the high school course during the year. In the primary grades most of the teaching was by oral lessons.—(Report, 1878-79.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

As mentioned under the head of General Condition, 5 high schools were reported as connected with the public school system in 1878. The only one of these from which any information comes for 1879 is that at Gold Hill, where the studies of the high school proper cover 3 years beyond 4 primary and as many grammar grades, with a ninth preparatory year. No foreign or ancient languages enter into the course. Attendance in the preparatory department, 31 in 1878-79; in the high school proper, 31.

OTHER SECONDARY SCHOOLS.

For statistics of any private institution of this class reported for 1879, see Tables IV, VI, and VII of the appendix to this volume.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

A letter from W. C. Dorey, principal of this institution in place of D. R. Sessions, chosen to be superintendent of public instruction, states that there are almost insurmountable difficulties to be overcome in relation to higher education in Nevada. The population, probably less than 60,000, is scattered over an immense area of 104,100 square miles; consequently, it is no easy matter to build up a college in the heart of a desert, where a mere handful of people are found, who, instead of seeking permanent homes, are generally searching for gold with which to move elsewhere. He says that the university, at Elko, is a preparatory school, receiving an appropriation from the legislature every 2 years. Its first term began in 1873, and, although it has not yet advanced beyond the preparatory department, 20 boys and 22 girls were in some part of 1879 studying therein. The principal is, in himself, the whole faculty.—(Return and letter.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

STATE UNIVERSITY.

Of the 42 students above mentioned in the preparatory department of the State University, 11 were preparing for a scientific course. No professional schools are yet established.

CHIEF STATE SCHOOL OFFICER.

Hon. D. R. SESSIONS, *State superintendent of public instruction, Carson City.*

[Term, January 1, 1879, to January 1, 1883.]

NEW HAMPSHIRE.
SUMMARY OF STATISTICS.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Estimated population between 5 and 21.	73,785	72,102	-----	1,683
Enrolled in public schools.....	66,023	65,048	-----	975
Average daily attendance.....	48,410	48,910	500	-----
Average for each school.....	19.10	18.76	-----	0.34
Number between 5 and 15 not in school.	3,980	3,988	8	-----
Number of scholars between 6 and 16.	53,645	52,870	-----	775
Number of scholars under 6 years of age.	5,872	5,304	-----	568
Number of scholars over 16 years of age.	6,506	6,844	338	-----
Number attending private schools	3,782	3,066	-----	716
SCHOOL DISTRICTS AND SCHOOLS.				
Number of organized districts.....	2,049	2,007	-----	42
Districts under special acts.....	43	39	-----	4
Fractional districts	193	216	23	-----
Number of public schools	2,560	2,535	-----	25
Number of these graded.....	485	474	-----	11
Town and district high schools.....	49	44	-----	5
Schools averaging 12 scholars or less..	715	653	-----	62
Schools averaging 6 scholars or less...	278	238	-----	40
Number of public school-houses.....	2,261	2,256	-----	5
School-houses reported unfit for use ..	300	291	-----	9
School-houses built within the year ..	28	26	-----	2
School-houses with globes or outline maps.	852	921	69	-----
Valuation of school property.....	\$2,336,548	\$2,311,660	-----	\$24,888
Average length of schools in days	96.65	101.50	4.85	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools	600	628	28	-----
Women teaching in public schools.....	3,026	2,954	-----	72
Whole number of teachers	3,626	3,582	-----	44
Average monthly pay of men.....	\$37 12	\$34 09	-----	\$3 03
Average monthly pay of women.....	24 26	22 83	-----	1 43
Number teaching the first time.....	603	580	-----	23
Number teaching consecutive terms ..	1,279	1,220	-----	59
Teachers from normal schools	396	376	-----	20
Towns employing some teachers with normal school training.	153	151	-----	2
INCOME AND EXPENDITURE.				
Whole income for public schools	\$583,441	\$587,411	\$3,970	-----
Whole expenditure for public schools.	631,913	609,588	-----	\$22,325

(From reports for 1877-'78 and 1878-'79 of Hon. Charles A. Downs, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction is appointed by the governor and council for a term of two years.

The board of trustees of the State Normal School is composed of the governor, the State superintendent, and 5 persons appointed by the governor to serve two years.

For towns, school committees are elected by ballot or appointed by the selectmen, of such number and term and with such powers as the electors may determine.

Any town or city may elect a superintendent of schools, in whom may be vested such of the powers and duties of the school committee and prudential committee as may be provided for.

The officers of an ordinary school district are a moderator, a clerk, and a prudential committee not exceeding 3, chosen by ballot, and either male or female. For a school district comprising a whole town and for others of certain specified qualifications, a board of education must be elected at the annual town meeting or be appointed by the selectmen. These boards consist of 3, 6, or 9 persons, with the powers of a school and prudential committee, and are subject to annual change of one-third of their membership.

Women may vote in the elections for school officers and may also be elected to serve upon committees and boards.

OTHER FEATURES OF THE SYSTEM.

The public schools of the State are sustained out of the proceeds of a State literary fund and of a town tax assessed on polls and ratable estate. The State board of equalization assigns to towns the amounts they are obliged to raise in each \$1,000 of State taxes voted; for each dollar so assigned, towns must raise \$350 for school purposes, though they may exceed this amount. The apportionment of the literary fund is made in accordance with the number of scholars not less than 5 years old who have attended the public schools, the fund realized by the town tax being distributed with reference to the valuation of the district for the year or in any manner desired by the voters of the town, among whom, in meetings for school business, there is no discrimination in regard to sex. It is legal in any district, by vote or by order of the committee, to make a division of the children, assigning them to different schools in accordance with age, acquirements, and residence. The people of a district containing less than 12 scholars may authorize their prudential committee to provide for the attendance of these scholars at the schools of adjacent districts, the selection of such schools to be approved by the school committee of the town. Towns not divided into school districts, or in which the school districts have been united into one, may use part of the school money, not to exceed 10 per cent., for the conveyance to school of pupils living a mile and a half away from it. No teachers may be employed who cannot exhibit certificates signed by school committees in proof of satisfactory examination. Any town, or any district with not less than 100 children between the ages of 6 and 16, may by vote establish a high school and become a high school district; and two or more districts, in the same or in different towns, may unite, by a two-thirds vote, in the support of a high school and form a high school district.¹ In the latter case, however, each district must retain its separate organization for the support of the lower schools. Any town or district may make by-laws relative to truancy and non-attendance of children not legally employed in other ways, between the ages of 6 and 16, and compel their attendance. Children under 15 years of age may not be employed in any manufacturing establishment unless, by testimony of the school committee, they have attended some school under competent teachers at least 12 weeks of the year preceding, and none under 12 may be so employed unless they produce evidence of having attended the district school the whole time it was taught the preceding year or some other school at least 6 months. None under 10 may be employed at all. These laws are enforced by appropriate penalties, reaching in the last case from \$20 to \$100. Since 1871 it has also been the law that children 8 to 14 years of age residing within reach of a public school in their district shall attend such school 12 weeks of every year unless excused by the school authorities.

GENERAL CONDITION.

A considerable decrease (1,633) is noted in the number of children reported as of school age. The decrease of 975 in the public school enrolment is partly attributed by the superintendent to the fact that former returns have been inaccurate and that the present ones are incomplete, though he still fears "that there is a steady decrease in the number of children in the State." An increase of 500, however, is reported in the average daily attendance. The improved attendance is ascribed to reduction in the number of school districts and consequent reduction in the number of poor small

¹Arrangements with academies for securing high school instruction in them are also allowed.

schools. This much needed reform, long urged, appears to have been auspiciously begun, the schools with less than 12 scholars having been reduced in number by 62 and those with less than 6 scholars by 40. Punctual attendance has been increased, too, partly by special efforts of school committees to secure it and partly by one "roll of honor" containing the names of pupils not absent and another the names of those not tardy during a term.

The number of women teaching was smaller by 72 and the number of men teaching was greater by 28, making the actual reduction in the number of teachers 44. The average length of the schools was increased nearly a week, being 20.30 school weeks in 1879 against 19.33 in 1878, a gain of 4.85 days. The increase in the returns of scholars remaining in school when over 16 years of age, notwithstanding the diminution in the whole number, was 338. That the number of children not attending any school did not vary from former reports, while the number of pupils in private schools fell off in 1879 by 716, indicates that the number of children of school age in the State is decreasing.

LEGISLATION IN THE YEAR.

The legislative acts bearing on educational matters were in 1879 as follows: (1) An act permitting probate judges to put neglected or abandoned children under 14 years of age under the guardianship of the New Hampshire Society for the Prevention of Cruelty to Children; (2) an act prohibiting the employment of children under 10 years of age by manufacturing corporations; (3) an act reducing the number of appointed trustees of the State Normal School from 15 to 5 and appropriating \$5,000 annually for the maintenance of the school; (4) an act permitting school officers to expend one-fifth of their share of the literary fund in the purchase or repair of needful apparatus for the schools; (5) a regulation that teachers who are also school officers must obtain certificates from another school board; and (6) a joint resolution to establish in the State Reform School such means of industrial training as will prepare the inmates for self support.

KINDERGÄRTEN.

For information of these institutions, see Table V of the appendix, and the summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

A town or city may annually elect a school committee or board of education, of such numbers as may be desired by the voters, and of either sex. A town or city may also elect (a town by ballot, a city by ordinance) a superintendent of schools, vested with the powers and charged with the duties of school and prudential committees and receiving the salary assigned to them when serving in their place. Manchester has a committee comprising the mayor, the president of the common council, and one member for each ward. The board of education of Nashua consists of 12 members, 4 of whom are annually chosen for 3 years, the board or committee appointing a chairman and clerk from their own number. Portsmouth has a board composed of 12 members.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Concord	13,000	.....	1,614	1,262	36	\$21,674
Dover	10,360	3,000	1,615	1,456	44	21,488
Manchester.....	28,000	.....	3,798	2,648	74	47,878
Nashua.....	12,162	.....	2,224	1,584	51	28,479
Portsmouth.....	10,000	2,105	1,905	1,323	37	23,035

ADDITIONAL PARTICULARS.

Concord reports a decrease in enrolment, attendance, number of teachers, and expenditures for school purposes. The schools are divided into primary, intermediate, grammar, high, and mixed schools. A new school-house was erected in 1878-'79.—(City report.)

Dover reports 21 different school buildings, with 2,000 sittings for study; 27 graded schools; 2 evening schools, with 3 teachers and 90 pupils; a special teacher of music in the public schools; school taught 178 days; \$140,150 in school property; 187 official visits made by members of the board of instruction; and 200 children not attending any school and 50 in private schools.—(City report, 1878-'79, and return.)

Manchester had in 1846 (the date of its incorporation as a city) 11 schools, with less than 400 pupils and costing about \$4,500 a year. In 1879 there were 74 schools, with

nearly 4,000 pupils and an expenditure approaching \$48,000. With an increase of about 300 in the number of pupils in the schools in 1879, the total cost per pupil was \$2.14 less than in 1878. The schools consist of primary, 3 years; middle, 2 years; grammar and high, each 4 years. There are also 9 ungraded suburban schools. The evening schools had an average attendance of 125 pupils and were said to resemble mixed winter schools. The cost of these schools was \$1,200 in 1879. There was such a lack of accommodation for children desiring to become common school pupils that at least 3 new schools will have to be opened. Drawing and music were taught in the different grades, and the suggestion to introduce sewing is also made.—(City report, 1879.)

Nashua reports a gradual increase in attendance in its schools since 1877; the year 1879 one of great educational activity; great improvement in the art of reading, in primary and ungraded schools, through the introduction of Monroe's Primer Charts; the largest attendance on record at the high school, 150 pupils; the evening schools entirely successful, the attendance being well maintained throughout the 11 weeks' session; the day schools divided into suburban and primary, middle, grammar, and high; 50 pupils attending a private school; 16 public school-houses, worth, with their sites, \$227,891; a special music teacher employed; and 25 graduates from its high school in 1879.—(City report, 1879.)

Portsmouth reports 13 different school buildings, valued, with sites and apparatus, at \$81,400; a special teacher of penmanship; the full 200 school days taught; 150 pupils in private or parochial schools; the schools subdivided into primary, intermediate, grammar, and high; the suburban schools in a generally satisfactory condition; and 153 pupils in the high school, who have the choice between a classical and a strictly English course.—(Return and city report for 1879.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PLYMOUTH.

This school has a 1 year's course, which gives to graduates a license for 3 years as teachers, and a 2 years' course, with a license of 5 years for those desiring to teach the higher branches. There were 30 students, 5 instructors, and 21 graduates in 1879. Two model schools, representing primary and grammar grades, are connected with the school. In 1878 the State so reduced its appropriation as to place the school under great disadvantages. On May 6, 1879, the trustees resolved that the work could not be properly carried on with less than \$5,000 as an annual appropriation from the State. A written return for 1879 and a copy of the laws of that year both indicate that this amount was given, \$1,200 also being received from the town.—(State report for 1879 and return.)

TEACHERS' INSTITUTES.

Public school teachers seem to hold few meetings to compare views in regard to mutual improvement in their profession; the law does not require the holding of institutes.

EDUCATIONAL JOURNAL.

The State has no regular journal of this character. Items regarding the schools of New Hampshire are found in the *New-England Journal of Education*.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

A table in the State report for 1879 presents a list of 33 schools of this class, 16 less than in the preceding year. Of the 33 only 19 report statistics, of which the following are the totals: Male teachers, 19; female, 38—total, 57; male students, 781; female, 1,125—total, 1,906. Of these students 1,895 were resident in the State, 1,309 of them were engaged in actual high school studies, and 742 were in ancient and 295 in modern languages. Twelve of the 18 reporting schools had libraries ranging from 20 to 900 volumes, the aggregate number being 3,900. The value of the grounds, buildings, and apparatus belonging to 18 of the schools was set at \$421,300. These figures show a considerable falling off from those of 1878—from what causes is not indicated.—(State report, 1879.)

OTHER SECONDARY SCHOOLS.

As usual in the reports from this State, a table of academic private or church schools follows that relating to high schools. Of 52 such schools, 32 make report as follows: Male teachers, 75; female, 65—total of teachers, 140; male students, 1,779; female, 1,183—total of students, 2,962. Of the students, 2,106 are said to be resident in the State, 1,544 were pursuing higher branches, and 982 were studying ancient languages and 426 modern languages. Of the 32 reporting schools, 21 had libraries of 100 to 4,000 volumes, the total of volumes reaching 20,388. The value of grounds, buildings, and apparatus was given by 29 institutions as \$538,000. Prominent among these in-

stitutions stand Phillips Exeter Academy, Exeter, with 6 instructors, 224 students, and property valued at \$95,000, and St. Paul's School, Concord, with 16 instructors, 200 students, and property set at \$120,000.—(State report, 1879.)

For statistics of business colleges, private academic schools, and preparatory schools reporting to this Bureau, see Tables IV, VI, and VII of the appendix to this volume, and for a summary of these, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Dartmouth College, Hanover, as was stated in the Report of the Commissioner of Education for 1878, admitted students from approved preparatory schools with at least 3 years' courses on the certificate of the principals that they had completed the course of the senior year in their respective schools and had regularly graduated. It set, however, on this concession the important guards: (1) that such students should have the proper moral qualifications, (2) that they must have mastered the entire requisites for admission to the college or their equivalents, and (3) that the first three months of the freshman year must be regarded as probationary. The same system appears in the catalogue for the following year. In the catalogue for 1879-'80 it is stated that a Latin-scientific course has been arranged, differing from the classical course only in the omission of Greek and the substitution of an additional amount of mathematics, science, and modern languages. The Winkley professorship of Anglo-Saxon and English language and literature, generously endowed in 1878 by Mr. Henry Winkley, of Philadelphia, Pa., had not been filled at the opening of the session of 1879-'80. The attendance in the fall and winter of that session differed considerably in some departments from that of the previous year, with a fair increase on the whole, there being in the college proper 228 against 215 the year before; in the Chandler Scientific School, 49 against 53; in the agricultural college, 31 against 14; in the medical school, 84 against 100; in the Thayer School of Civil Engineering, 4 against 2. This, with 1 resident graduate in each year, makes a total of 397 in the latter part of 1879 against 385 in the same part of 1878.—(Catalogues and returns.)

The *New England University of Arts and Sciences*, Manchester, was chartered in 1875, but the charter was soon afterwards revoked, the true character of the "university" as an agent in the sale of fraudulent medical diplomas having been disclosed. No university work was ever done.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *New Hampshire College of Agriculture and the Mechanic Arts*, Hanover, is the regular State institution for the instruction which its name implies. Connected with Dartmouth, it offers students the English portion of a regular collegiate course, with such other studies as may prepare them to become intelligent and scientific tillers of the soil. With 14 students in 1878-'79, it graduated 5 at the close of that year, and entered on the next with 31.—(Catalogue and return.)

The *Chandler Scientific Department of Dartmouth College* had 49 students in 1879 pursuing the 4 years' course, which leads to the degree of B. S. A thorough preparation must be made in the common school branches preparatory to examination for admission. The course embodies instruction in the practical and useful arts, such as mechanics, civil engineering, the invention and manufacture of machinery, carpentry, architecture and drawing, book-keeping, modern languages, and English literature.

The *Thayer School of Civil Engineering*, also at Hanover, aims to give an exclusively professional training in its 2 years' course, which is meant to be supplementary to a collegiate course. The curriculum embraces surveying, general principles of mechanics and of engineering, courses in hydraulics, in sanitary engineering, &c. Graduates from the full course receive C. E. A rigid examination in common and high branches is required for admission. There were 4 students pursuing in 1879 what is really a graduate course.

For more detailed statistics, reference is made to Table X of the appendix.

PROFESSIONAL.

No schools of *theology* or *law* existed in this State in 1879.

Medical instruction was given in the New Hampshire Medical Institution, a department of Dartmouth College. A return states that no material change took place in the year 1879. Students entering must be already matriculates of this institution or graduates of a college, academy, or high school, or else pass an examination for admission. To graduate, two full courses of lectures and 3 years of professional study are required. There were 84 students in 1879.—(College catalogue and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

In 1878-'79 there was 1 student from this State in the Clarke Institution for Deaf-Mutes, Northampton, Mass.; 27 in the American Asylum for Deaf-Mutes, Hartford, Conn.; and the sum of \$2,875 was paid by New Hampshire to the Perkins Institution and Massachusetts School for the Blind, Boston, which, at the rate of tuition charged there, would give about 9 blind pupils from this State.—(Catalogues.)

REFORMATORY AND INDUSTRIAL TRAINING.

The State Reform School, Manchester, reports 117 inmates in May, 1878. During the 13 months previous, more boys had been discharged on probation than at any time since the war, and most of them were doing well. The common school branches were taught, and instruction in chair seating, shoemaking, farm work, and printing was given to the boys, and in sewing and housework to the girls.—(Report for 1878-'79.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-sixth annual meeting of the State Teachers' Association was held at Keene, October 16-17, 1879. About 400 teachers were present, as also prominent educators from the different New England States. At the opening session State Superintendent Charles A. Downs read a paper on the "Discipline of knowledge," and Miss Susan C. Eastman one in regard to "Superintendents and school committees." "Visible speech" was also presented and illustrated by Professor and Mrs. L. A. Butterfield, of Boston. At the evening session Hon. B. G. Northrop, of New Haven, treated the subject of "High schools." He gave the many arguments urged against this higher grade of school, but showed wherein the economy and efficiency of the school system are increased by these schools, how they are essential to the training of teachers, and how they discover and develop latent talent. The following morning's session was opened by a discussion of the best methods of pronouncing Latin. The advantages of the "Metric system" were illustrated by C. P. Hall, principal of the high school at Hinsdale. Mr. George L. Chandler, of Auburndale, Mass., in a paper on "Natural science," argued that one-fourth of a pupil's time in school should be devoted to this study. At the evening session Hiram Orcutt, principal of Tilden Ladies' Seminary, West Lebanon, took for his subject "The educational tramp, and how to get rid of him;" H. P. Warren pleaded earnestly for the State Normal School; Hon. J. W. Patterson spoke in favor of the common schools; and Col. F. W. Parker, superintendent of the Quincy schools, opposed the old methods of instruction and favored a new departure in education: burning the spelling book, the grammar, and the primary geography; ceasing the efforts to keep order in school; and putting really live teachers at work in such natural and attractive ways as should spur attention, awaken interest, and bring good order and sure advancement out of these. After the selection of officers, the meeting adjourned.—(New-England Journal of Education.)

OBITUARY RECORD.

DR. GIDEON SOULE, LL. D.

This veteran educator was born at Freeport, Me., in 1796, and died at Exeter, N. H., in the spring of 1879. In 1813 he entered Phillips Exeter Academy as a student; in 1818 he graduated from Bowdoin College and returned to the academy as an instructor under Dr. Benjamin Abbott. He continued in this position until 1833, when, upon Dr. Abbott's retirement, he succeeded him as principal, serving for 35 years as such, and in this period fitted upwards of 2,000 boys for college. He gave up his position in 1873, when, by his efforts, the academy was in a very flourishing condition.—(New-England Journal of Education.)

PROF. JOHN C. PROCTOR.

Professor Proctor, born at Manchester, N. H., October 25, 1840, died November 3, 1879. He was fitted for college at the Lowell (Mass.) High School and entered Dartmouth College in 1860, graduating in 1864. He taught for a year at Castleton, Vt., and for another in the Phillips Academy at Andover. In 1863 he became a tutor at Dartmouth, teaching Greek, Latin, and mathematics the first year, and Greek alone the second year. In 1870 he accepted the Greek professorship, which position he held until his death.—(New-England Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES A. DOWNS, *State superintendent of public instruction, Concord.*

[Second term, July 7, 1878, to July 7, 1880.]¹

¹ News comes that at the latter date Mr. Downs was succeeded by Hon. James W. Patterson.

NEW JERSEY.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-18).....	324, 071	327, 818	3, 747	.....
Enrolled in public schools.....	202, 634	203, 568	934	.....
Average monthly enrolment.....	145, 837	123, 710	.....	22, 127
Average daily attendance.....	113, 604	112, 070	.....	1, 534
Enrolled in private or church schools.....	42, 017	40, 701	.....	1, 316
Whole enrolment in schools.....	244, 651	244, 269	.....	382
Children apparently in no school.....	79, 420	83, 549	4, 129	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of townships and cities	265	268	3	.....
Number of school districts	1, 367	1, 370	3	.....
Number of public school buildings....	1, 551	1, 558	7	.....
Number of departments in these.....	3, 182	3, 259	77	.....
Number of unsectarian private schools	227	218	.....	9
Number of church schools	93	102	4	.....
Districts in which school-houses are poor.	166	148	.....	18
Districts in which they are passable..	274	287	13	.....
Districts in which they are good.....	451	433	.....	18
Districts in which they are very good..	469	497	28	.....
Number of new school-houses	24	34	10	.....
Schools refurnished or remodelled	39	40	1	.....
Average value of school-houses	\$4, 967	\$4, 960	.....	\$7
Valuation of all public school property	6, 300, 393	6, 401, 603	\$101, 205	.....
Districts with less than 6 months' school	11	14	3	.....
Districts with 6 to 9 months' school ..	84	81	.....	3
Districts with 9 months' school or more	1, 272	1, 275	3	.....
Average time of school in days.....	194	194	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	993	977	.....	16
Female teachers in public schools	2, 436	2, 355	.....	81
Whole number of teachers in public schools.	3, 429	3, 332	.....	97
Average monthly pay of men.....	\$60 50	\$56 94	.....	\$3 56
Average monthly pay of women	36 14	33 73	.....	2 41
Teachers in private or church schools.....	333	540	207	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$2, 004, 049	\$1, 889, 475	.....	\$114, 574
Whole expenditure for public schools.....	2, 004, 049	1, 889, 475	.....	114, 574
STATE SCHOOL FUND.				
Permanent school fund	\$1, 365, 284	^a \$2, 425, 172	\$1, 059, 888	.....

^a This includes portions not now available. The actual fund is put in the printed report at \$1,660,502.

(From the report of Hon. Ellis A. Apgar, State superintendent of public instruction, for 1878-'79, containing also statistics of 1877-'78, and from returns from the same for both these years.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there are a board of education, a board of trustees of the normal school, a superintendent of public instruction (who is appointed for 3 years' terms by the State board and is ex officio a member of the latter board¹), a board of examiners for teachers who desire State certificates, and a board of "trustees for the support of public schools," these last having charge of the State school fund.

For each county there is a superintendent of public schools, appointed by the State board of education for a 3 years' term, subject to the approval of the county board of freeholders, with a board of examiners, composed of the superintendent and 1 to 3 teachers, chosen by him from among those who hold first grade county certificates or a State certificate.

For each city there is a board of education elected by the people, a superintendent of schools chosen by this board, and a board of examiners, composed of the superintendent and such other members as the city board of education may appoint.

For each school district a board of 3 trustees is chosen by the voters of the district at the first annual meeting after its establishment, for terms of 1, 2, and 3 years; and at each subsequent annual meeting 1 is elected for 3 years to replace the outgoing one. In these district meetings resident women may vote and may also be elected trustees.

The district trustees of each township together constitute a township board of trustees, and as such meet the county superintendent semiannually to hear from him suggestions and submit to him questions as to the management of the schools.—(School law, edition of 1878.)

OTHER FEATURES OF THE SYSTEM.

The income for the public schools is derived from the proceeds of a State school fund, of a State tax of 2 mills on the dollar, of the surplus revenue fund of each county, and of township, district, and city taxes. The State funds are apportioned on the basis of the reported number of youth of school age. To obtain its share of the apportioned funds, each district must have a suitable school building and outhouses and must have maintained a public free school for at least 9 months of the preceding school year. Teachers for such schools must hold certificates of qualification and must present to the proper officer a duly kept school register for the time for which pay is asked before it can be obtained. They may present disorderly scholars for suspension or expulsion, but are not allowed to inflict corporal punishment. They are required to attend the annual institute held for their improvement in the county in which they teach unless excused by the county superintendent, and they do not forfeit their pay for the time of such attendance. Children from 5 to 18 years of age may claim free instruction in the public school of their district, and those from 8 to 14 years of age are required to be sent by their parents or guardians to some school at least 12 weeks in each year unless instructed at home or excused because of bad mental or physical condition. The formation of libraries for the schools is encouraged by the offer of \$20 from the State for a like sum raised in a school district to establish a library, and a further sum of \$10 annually for another \$10 raised to increase and improve the library established. Instruction in the metric system is also encouraged, and every public school applying for it may receive from the State a simple set of apparatus for illustrating and aiding such instruction.—(School law, edition of 1878.)

GENERAL CONDITION.

This State is now so fully populated and so generally supplied with schools that no great annual variations in its educational condition can be looked for. Most of the changes that may come will probably result from alterations in the character or methods of instruction or from an increase or decrease of money for the schools. From this last source have seemed to come the principal changes in 1878-'79. A decrease of more than \$100,000 in receipts for school purposes led to a corresponding decrease in the apportionment for teachers' wages for the year. Hence came a cutting down of their average pay throughout the State, with consequent discouragement on the part of very many and probably less zeal in underpaid work. This may explain the small additional enrolment of only 934 in the public schools out of an increase in the school population of 3,747, the decrease of 22,127 in the average monthly enrolment, and the falling off of 1,534 in the average daily attendance. Still, even in this comparatively bad year, there was improvement. Three new school districts were organized; 34 new school buildings were erected; 40 existing ones were either remodelled or refurbished, and the general quality of school accommodations was raised; fuller grading of the schools was indicated by the addition of 77 new departments, and, though the number of teachers was lessened by 97, this may only mean that there were fewer changes, greater permanency, and hence in some cases more effective work.

¹ He is also ex officio secretary of the State board of education, president of the State Association of School Superintendents, and member of the State, county and city boards of examiners.

HISTORY OF THE SCHOOL SYSTEM.

A very useful history of the rise and progress of the school system of the State, with special sketches of all its prominent features, may be found in the report of State Superintendent Appgar for 1879. As a like history appeared in the Report of the Commissioner of Education for 1876 no summary of the superintendent's account is called for here; but persons interested in school history will find it well worthy of preservation and reference.

KINDERGÄRTEN.

For any schools of this class reporting from this State for 1879, see Table V of the appendix to this volume.

CITY SCHOOL SYSTEMS.

OFFICERS.

A board of education, elected by the people, usually giving an equal representation to each ward, and to be changed in a part of its material each year, has in each city general charge of the free schools. This board elects a superintendent for executive work and supervision, and associates with him one or more of its members to form a board of examiners, who may test the qualifications of candidates for teachers' places in the schools.

STATISTICS. *a*

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bridgeton	7,953	2,160	1,723	1,110	29	.....
Camden	33,852	11,978	7,644	4,263	115	.....
Elizabeth	25,923	7,180	3,135	2,084	49	\$26,523
Hoboken	24,766	9,387	5,121	3,060	90	72,005
Jersey City	109,227	39,202	20,256	12,369	314	277,689
Newark	123,310	41,323	18,465	11,763	272	207,868
New Brunswick	16,660	6,089	2,554	1,866	47	49,498
Orange	19,813	3,945	1,363	1,013	32	23,927
Paterson	38,814	13,906	8,722	3,948	101	73,946
Trenton	25,031	7,377	3,629	2,294	66	54,908

a These statistics, except for population and expenditure, are from the State report for 1878-79. The population given is in each case from the State census of 1875; the expenditure, from returns and printed reports.

b From printed report for 1879.

ADDITIONAL PARTICULARS.

Camden had 14 buildings, with 114 departments and accommodations sufficient for the average enrolment but not for all entitled to attend in 1878-79; private and church schools enrolled 1,473 children, and 3,394 were not in school. Some training for industrial occupations was introduced into the school course. Evening schools enrolled 200 pupils.

Elizabeth, with 6 public school buildings, had 46 departments, accommodating 2,500 children. A return shows a division of the city system into 5 primary, 4 grammar, and 3 high school sections, besides a city normal school and 2 evening schools, affording, by use at different times, sittings for 3,050 pupils. In the evening schools 278 pupils were enrolled, with an average attendance of 90. Twenty private and church schools enrolled about 2,000 pupils, leaving 2,045 children not in school.

Hoboken reported 4 school buildings, with 68 departments and sittings for 3,650 pupils. Evening schools had 327 pupils, and 79 were enrolled in a city normal school. The day schools were divided into primary, intermediate, grammar, and high school sections, and, as an evidence of the growing favor which the schools find, the board reports that, although there were fewer youth of school age in the city than in the previous year, the attendance on the public schools in 1878-79 was increased by more than 300. At the same time private and church schools enrolled 1,475, leaving 2,166 children not in school.

Jersey City had 21 public school buildings, 286 departments, and sittings for 13,180 pupils. The primary departments are said in the city report to have been greatly overcrowded, as in previous years, there being in them at the close of the school year 9,846 pupils, while there were suitable seats for only 3,850. The existing buildings accommodated 22 primary schools, 12 grammar, and 1 high, with a training school for teachers attached to the high school and a Saturday normal school. No evening schools appear to have been held. Industrial drawing was taught by one lady in the primary and grammar schools till December, 1878, and then such instruction appears to have ceased. A public school free library had in it at the close of the year 3,707

volumes, an increase of 781 on 1877-'78. In 16 private and church schools were 8,946 children, and about 10,000 in no school.

Newark reported to the State superintendent 29 schools, with 244 departments and sittings for 15,047 pupils. The sittings were in excess of the average attendance, but not sufficient to prevent much crowding in the lower grades. The schools under the care of the city board included 24 primary, 2 intermediate, 11 grammar, 1 high, 1 normal, and 3 evening schools, with 2 industrial, in which for a part of the day some household industries are taught, and 1 of mixed grade for colored children. The *Kindergärten* (classed as primary), formerly connected with three city schools, do not appear in the report for 1878-'79, though there is no note of their discontinuance. In the day schools, industrial drawing enters into the course of study throughout, and during the year especial prominence was given to it by the employment of a teacher for all the schools, the results from which are said to have been highly gratifying. The normal school, previously held only for four hours on Saturday, was this year enlarged in scope and made to cover daily exercises in the science and art of teaching, with steady practice in a training school. The 3 city evening schools enrolled 955 pupils and had an average attendance of 505; but they do not seem to have been thoroughly effective. Better grading, with separation of the older pupils from the younger ones, it is hoped, may make them more serviceable to the laboring classes for which they are designed. In 19 private or church schools were about 7,000 children.

In *New Brunswick*, where were 6 public school buildings, with 45 departments, there was, as in Newark, a school for colored youth, besides 4 primary, 1 intermediate, 1 grammar, and 1 high school, with evening schools kept open for 3 months. These last, according to the State report for 1879, enrolled 147 pupils and had an average attendance of 80. In the day schools the average attendance amounted to 96 per cent. of the average enrolment, and out of 372 pupils that were present every day during the school year one young lady completed her tenth year of continuous attendance without a day of absence. The condition of the schools as to discipline and zeal appears to have been exceptionally good; and yet 5 private and church schools enrolled 1,205 pupils, while 2,330 children are said to have been in no school. During the year specimens of what was done in drawing in every department were exhibited on the walls of the high school rooms with a good effect on pupils and teachers. A link of connection between the city high school and Rutgers College was also formed this year by the graduation from the high school of pupils prepared for the full course of collegiate study, including Latin and Greek, which are optional studies in the high school.

Orange had 4 school buildings, with 28 departments; primary, grammar, and high schools; the teachers of the primary and grammar grades were generally selected from the graduates of the high school. There appear to have been no evening schools. Industrial drawing was made this year a part of the course of study, and a special teacher was employed to instruct teachers and pupils in the elements of the new work, which seems to have been zealously engaged in. Reported enrolment in 5 private and church schools, 1,000; attending no school, 1,582.

Paterson, with 10 school buildings and 101 departments, had in them 3 primary schools, 7 primary and grammar under the same roof, and a high school, besides 9 evening schools, 1 of which was a high school with a course especially adapted to the needs of an operative class. These evening schools had 32 teachers, enrolled 1,767 pupils, and reported an average attendance of 528. The average attendance, very good at the beginning of the sessions, is said to have been lessened toward the close by a press of work in the mills. In 17 private and church schools were 1,400 children; in no school, 3,784.

Trenton reported 10 school buildings, with 63 departments, and in the schools a course of study covering 10 years, the first 2 given to primary and Kindergarten work, the second 2 to what is called a "department for the introduction of study," the third 2 to a grammar department, and the last 4 to what is designated as a high school course, though the first 2 of these 4 are devoted to studies that ordinarily are supposed to belong to the higher grammar grades. No additional particulars for 1879 have been received, except that in the State report 15 private and church schools are said to have had in them about 3,000 pupils, and that there were 545 children in no school.

TRAINING OF TEACHERS.

NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

Begun October 1, 1855, this school in 1879 reached its twenty-fifth year, having, according to the State superintendent's report for 1879, enrolled in that time 2,331 students¹ and graduated 763. The whole number enrolled in the normal classes in 1878-'79, according to the report of the principal, was 217; average attendance in these classes, 165. In the model school connected with the institution there was an average attendance of 260.

¹The principal says "more than 5,000," but probably includes pupils of the model school.

There are 2 normal courses, an elementary and an advanced, the former of 2 years, the latter of 3. The graduates from the elementary were 11 in 1879; from the advanced, 17.—(Report.)

FARNUM PREPARATORY SCHOOL, BEVERLY.

Founded about the same time as the normal school and in the hope that it would be accepted by the State as such, this institution has been made preparatory to the other, and thus receives an appropriation from the legislature. It serves also as a public school for Beverly, and from its classes many go out as teachers. Below its preparatory department are primary and intermediate ones. Average attendance, 126 for 1878-'79.—(Normal school report.)

OTHER NORMAL TRAINING.

Normal classes for the preparation of teachers for the city schools, or for improvement of the younger ones, were continued in 1878-'79 at Hoboken, Jersey City, Newark, and Paterson. The one formerly at Camden was discontinued, and that at Jersey City appears to have closed with the year, the high and training school being depended on for future preparation of teachers. Newark made her Saturday normal school a daily one, and attached to it one of the city schools as a practice school.

Teachers' associations for study and mutual improvement are reported in Atlantic, Bergen, Burlington, Camden, Gloucester, and Union Counties. That in Burlington County, meeting monthly in two divisions, appears still to take the lead.

TEACHERS' INSTITUTES.

In 1854 these schools for fuller training of teachers were first established by law. They have been kept up with steadily increasing usefulness, being held as a rule in every county annually under the direction of the county and city superintendents. The attendance of teachers on them is required, and school boards are not to deduct their pay for the time of such attendance. In 1878-'79 institutes were held in all but 3 of the 21 counties in the State, the aggregate enrolment in them reaching 1,835. In several counties every teacher was present, and in others the absences were nearly all accounted for by sickness. The time was almost wholly devoted to instruction in industrial drawing, with a view to the improvement of the mechanical and manufacturing industries of the State through training youth in this study. An eminent teacher of drawing was engaged, the public school teachers attending the institutes were supplied with drawing books and other necessary material, and then each one at his seat followed the instructor by drawing in his book the figures presented on the blackboard. Much valuable practice was thus secured to supplement and impress the instruction given, and a good beginning was made in an effort to make instruction in this art general throughout the State.—(State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The statistics of this class of schools have not been hitherto presented in the tables of the State report, partly because of the difficulty of determining what schools were entitled to that rank. Such schools appear in 1879 at Elizabeth, Hoboken, Jersey City, Newark, New Brunswick, Orange, Paterson, Phillipsburg, Rahway, and Trenton. At Trenton and at Beverly some high school studies are also pursued in the higher classes under preparation for the State Normal School. An evening high school for artisans was maintained for some months at Paterson, in addition to the day school. The superintendents at Atlantic City and Passaic disclaim for their higher classes the title high school. The full number of students and graduates of such schools cannot be given for 1878-'79.

OTHER SECONDARY SCHOOLS.

For the titles, location, and statistics of business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the appendix to this volume, and for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN.

The *College of New Jersey*, Princeton (non-sectarian), retained in 1879 its classical, scientific, elective, and graduate courses, with the high standards of preceding years, and with a total attendance of 430 undergraduates, 58 graduates, and 10 fellows. Of the undergraduates, the great majority (459 out of 498) were in the academical department, or in the special courses which are allowed, and in which were 14 students. Of the graduates enrolled, some were engaged in the study of philosophy, others in Anglo-

Saxon, early English, and Sanskrit; others still in geodesy and physics. Ten fellows pursued studies, under some superintendence from the faculty, either at Princeton, in some foreign university, or in approved institutions in the United States, making, in the two latter cases, regular written reports of study and progress.

The museums and apparatus of the college, already large, were much increased during the year: the museums, by purchases and liberal donations, as well as by the arrangement of the fossils, vertebrates, and plants collected in Colorado and Wyoming in 1877 and 1878 by exploring parties from the college; the apparatus, by the erection of new laboratory buildings and lecture rooms, with their appropriate material for work and illustration, as well as by the full equipment of an astronomical observatory.—(Catalogue of 1878-'79.)

Rutgers College, New Brunswick (Protestant Reformed), had essentially the same arrangements as Princeton in respect to classical, scientific, special, and graduate courses, with high standards of admission and graduation. Its students for the year numbered 159, of whom 129 were in the classical department, 37 in the scientific, and 3 graduates.

The other two institutions designed to furnish collegiate instruction are *St. Benedict's College*, Newark, and *Seton Hall College*, South Orange, both Roman Catholic. While collegiate in name, the courses of study in these institutions scarcely entitle them to rank with Princeton and Rutgers, especially in the case of the former.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the titles, location, and statistics of the five or six schools in the State claiming this rank, see Table VIII of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The collegiate institutions of this character in the State in 1878-'79 were *Rutgers Scientific School*, New Brunswick, the *John C. Green School of Science*, Princeton, and the *Stevens Institute of Technology*, Hoboken.

The first named forms the scientific department of Rutgers College and is the State College of Agriculture and the Mechanic Arts. The second forms the scientific department of the College of New Jersey, Princeton. The third stands by itself, without other collegiate connection. All have 4 years' courses of full collegiate standard; Rutgers and the John C. Green School, arrangements for graduate study also. Ample instructive force and ample means of illustrating the instruction given are possessed by each. The speciality of the Rutgers School is agriculture and the mechanic arts; of the Stevens School, mechanical engineering and mechanical drawing. The John C. Green School embraces a broad scientific field.—(Catalogues and announcements for 1879.)

For statistics of all these scientific schools, see Table X of the appendix to this volume.

PROFESSIONAL.

The only professional schools in 1879 were *theological*, viz, the German Theological School of Newark, N. J., Bloomfield (Presbyterian); Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church in America, New Brunswick; the Theological Seminary of the Presbyterian Church, Princeton, and the Ecclesiastical Seminary of Seton Hall, South Orange (Roman Catholic). The course in this last covers one year in philosophy and four in theology; that in all the others is of three seminary years, supposed to follow a collegiate or academic course, in failure of which there is an examination for admission. Drew and Princeton Seminaries received large gifts during 1878-'79.—(Catalogues and returns.)

For statistics of theological schools, see Table XI of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES AND OF THE BLIND.

Preferring to train her youth of these classes at well proven schools in other States rather than establish one herself, New Jersey had in 1878-'79 an average of 131 deaf-mute pupils at different institutions in Connecticut, Massachusetts, New York, and Pennsylvania, for whose board and schooling she paid \$33,975.26. At other schools in New York City and Philadelphia were on an average 38 of her blind, for whom there were paid \$10,658.62.—(Letter from State superintendent.)

EDUCATION OF THE FEEBLE-MINDED.

In the Pennsylvania Training School for Feeble-Minded Children, Media, there were, in 1878-'79, 40 pupils from New Jersey, for whose training in studies that improve the

mind and in occupations promotive of domestic usefulness the State paid \$12,434.47.— (Letter from State superintendent.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School*, for boys, Jamesburg, continued in 1878-'79 its work of training juvenile delinquents in the elements of a good English education in its school rooms; in farming, gardening, and other useful work on its farm and in its shops; and in the principles of morality through Sunday school and chapel services. The boys are divided into families of about 50 each, for the better exertion of good influences, and numbered 380 for the year, the average being 270.6.— (Report for 1878-'79.)

The *State Industrial School for Girls*, Trenton, had 31 white and 9 colored inmates at the date of its return for 1879, who were instructed in the common English branches of study as well as in household work and plain sewing. Ten of the girls were reported as having learned to read and 7 as having learned to write since their commitment. The endeavor of the managers is to secure for them good homes in the country when they leave the school.

In one church protectory, at Denville, and in three orphanages, under the care of benevolent associations, at Camden, Newark, and Paterson, there was reported for 1879 an aggregate of 179 inmates receiving such instruction in morals, in ordinary studies, and in industries as might fit them to be useful members of society.— (Reports and return.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

Of meetings of the State Teachers' Association and the State Association of School Superintendents no account is contained in the State report for 1879. The only other accounts that have reached the Bureau are a programme¹ in the *New-England Journal of Education* for June 26 of that year and an article in that journal, July 10, in which a sketch is given of an address before the former association by President McCosh, of Princeton. In this address Dr. McCosh took strong ground in favor of a continuous system of State education, from the elementary school to the universities, holding that the great need of the time is good secondary schools to prepare the promising youth of the country for the higher training that awaits them in the colleges, if they can first be fitted for it. He alluded to Michigan as the one State that now had a continuous system carrying out this idea,² and thought that with proper inspection and examination of schools and teachers such a system might be made to work well in all sections of the country. Examinations, however, he would have not absurdly frequent, as at present, keeping teachers forever in a fever of anxiety, but thorough at the outset for a given grade, and not to be renewed, if there is good behavior and good work, till another and higher grade of certificate is sought. He favored also obligatory educational laws, expressing the hope that the day was near when the benefits of culture such as all American citizens should be possessed of would be insisted on by the State governments as the right of every child.

CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Fifth term, February 28, 1879, to March 1, 1882.]

¹This programme indicated an attractive list of exercises, with papers on "Teaching as a profession," "Primary work," "School work outside the regular course," "Means of interesting pupils in local natural history," "Museum education abroad," &c.

²Michigan did not stand alone in this in 1879. It originated the system, but Indiana soon followed in the use of it, and by 1879 it had been adopted and was in use in Illinois, Iowa, Kansas, Minnesota, Missouri, and Wisconsin also.

NEW YORK.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	1,615,256	1,628,727	13,471	.....
Enrolled in common schools	1,032,052	1,030,041	.....	2,011
Average daily attendance	577,606	570,382	.....	7,224
Percentage of average daily attendance on school population	35.75	35.02	.....	0.73
Percentage of average daily attendance on enrolment	55.96	55.37	.....	0.59
Pupils attending normal schools	5,522	5,616	94	.....
Pupils attending private schools	113,864	114,460	596	.....
Pupils attending academies	30,072	30,377	305	.....
Pupils attending colleges	3,089	3,468	379	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	11,270	11,280	10	.....
Length of school term in days	179	179	.....	.....
Number of public school-houses	11,824	11,862	38	.....
Log school-houses	84	90	6	.....
Frame school-houses	10,021	10,050	29	.....
Brick or stone school-houses	1,719	1,722	3	.....
Volumes in district school libraries	751,534	755,380	3,846	.....
Valuation of public school property	\$30,147,589	\$30,012,579	.....	\$135,010
TEACHERS AND THEIR PAY.				
Men teaching in public schools	7,978	8,164	186	.....
Women teaching in public schools	22,589	22,505	.....	84
Whole number of public school teachers	30,567	30,669	102	.....
Teachers licensed by normal schools	835	863	28	.....
Teachers licensed by the State superintendent	1,108	1,043	.....	65
Teachers licensed by local officers	28,218	28,661	443	.....
Teachers employed for the full term	19,948	20,297	349	.....
Teachers' institutes held	73	78	5	.....
Number of teachers attending institutes	13,354	14,569	1,215	.....
Average attendance at each institute	230	251	21	.....
Average annual pay of teachers	\$389 00	\$374 00	.....	\$15 00
Average monthly pay of teachers	43 44	41 80	.....	1 64
INCOME AND EXPENDITURE.				
Who receives for public schools	\$11,793,628	\$10,254,499	.....	\$1,539,129
Who expends for public schools	10,626,506	10,464,010	.....	162,496
STATE SCHOOL FUND.				
Permanent State school fund	\$3,156,063	\$3,226,285	\$70,222	.....

(Reports and returns from Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the general supervision of public educational interests there is a State superintendent of public instruction, elected by the legislature once in 3 years, who appoints a deputy and a number of clerks to assist him. A board, entitled The Board of Regents of the University of New York, has charge of collegiate and academic instruction in the State.

For the management of local school affairs there are district school commissioners, elected by the people for 3 years, and district trustees of 1 or 3 members, elected for 1 or 3 years; but in union school districts boards of education of from 3 to 9 members, elected for 3 years, take the place of trustees.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained by the proceeds of the permanent State school fund, by the interest on the United States deposit fund, and by State and district taxation. The State funds, after setting apart certain moneys for public libraries and other purposes, are apportioned to counties, one-half in proportion to the number of youth 5 to 21 years old; the remainder, according to the number of such youth in average daily attendance during the last preceding school year. Districts, however, may not receive their share of the State school money unless a school has been taught therein by a qualified teacher at least 28 weeks of the year preceding. District taxes are voted at district meetings, and are applied to the purposes of providing school-houses, sites, &c., and of paying any deficiency in teachers' wages. Schools are free to all resident youth 5 to 21 years old, but separate schools for Indian youth must be taught and separate schools for colored youth may be maintained. When the people desire it, districts may be consolidated for the purpose of establishing union free schools, in which academic departments may be provided when the demand for academic education warrants their establishment.

To receive pay from public school moneys, teachers must have certificates of qualification from the State superintendent or county commissioner or hold diplomas of a State normal school. A teachers' institute must be held annually in each county; and teachers are not to lose pay for the time spent in attending, but are allowed to make it up by teaching beyond the close of the term.

By law of 1874 all children of sound physical and mental condition 8 to 14 years old must attend some school at least 14 weeks in each year or be regularly instructed at home during a like term. No child under 14 may be employed during the school hours of school days in any business unless he has attended school or been otherwise properly taught during at least 14 weeks of the year preceding, and a penalty of \$50 for each offence is imposed on employers who violate the law.—(School laws, 1878.)

GENERAL CONDITION.

The statistics for 1879 show an increase in the number of youth of school age, in the number of public school-houses, of teachers employed in public schools, and of those teaching for the full term; also in the number of institutes held and of teachers attending them. There was, on the other hand, a decrease in the number of pupils enrolled in public schools and a much larger one in their average daily attendance; the average pay of teachers was less, and so also were the receipts and expenditures for public schools. The number attending normal and private schools, academies, and colleges was greater than in 1878.

Superintendent Gilmour thinks the results on the whole satisfactory, and that the schools are in the main fulfilling well the object for which they are sustained, the preparation of youth to become good citizens. The fact is noted, as an evidence of increasing interest in educational work as well as an encouragement to teachers, that during the past 12 years there has been an increase each year in the number of teachers employed for the full legal term of school. Teachers' institutes, too, are growing in favor and were more popular in 1879 than ever before.

Since 1839 the population of the State has nearly doubled, and so has the number attending public schools and the average term attended by them. If the schools have not improved in efficiency in the same proportion, they are at least far better and far more useful than they were. This is particularly true in respect to cities and large villages, which embrace more than half the population of the State. In most of them the schools are thoroughly graded and have competent teachers and a thorough system of supervision. The schools of sparsely settled neighborhoods are not so good, and

¹ This law, however, has been little enforced, except in New York and Brooklyn.

cannot be greatly improved unless the means for their support be increased by State taxation sufficiently to permit the employment of professionally trained teachers.

Public free schools for Indian children were taught as usual on the reservations. Of the 1,620 youth within the legal school age, 1,260 attended some portion of the year, the average attendance being 693. The reports from reservation superintendents do not indicate a great degree of interest in these schools on the part of Indian parents. One superintendent says the Indians seem to act as if they think they do more than their part if they send their children tardily and irregularly to school. He thinks there is no question that the schools have done good, but that much more would result could the tribal relations be broken up.

TOWNSHIP SYSTEM.

The township system of schools continues to be discussed. Under a law of 1879, the schools of Grand Island, Erie County, have been organized on this plan. The superintendent is satisfied that educational interests would be promoted if this system prevailed throughout the State, but he considers that it would be unwise to make sudden radical changes, and suggests that the legislature pass an act conferring on legal voters in towns the right to change from the school district system to the township system, and thus bring about the result gradually.

SUPERVISION.

The school commissioners of the State have discussed in convention the question of school supervision, and have generally recognized the fact that, as in Pennsylvania, preliminary qualifications should be required to render persons eligible to the office of school commissioner. As indicating such qualifications, they would require a candidate for the office either to be the holder of a State certificate or to be a graduate of a normal school or higher institution of learning, besides having had several years' successful experience in teaching. The State superintendent regards the present plan of school commissioners' districts as better than any other the State has ever had and preferable to any yet proposed; but he suggests that action be taken by the legislature to divide some of the largest districts, which have more schools in them than can be properly supervised by one commissioner.

INDUSTRIAL DRAWING AND COMPULSORY EDUCATION.

The superintendent contrasts the manner in which the law relating to the teaching of industrial drawing has been received by the public with the reception of the act in reference to compulsory education. The latter, he says, is practically a dead letter, and if it is to be enforced must be materially amended, while the former is generally complied with and even some schools to which it does not apply give instruction in drawing. In a number of the schools special teachers are employed, while in others instruction is given by the regular teachers.—(State report, 1878-'79.)

KINDERGÄRTEN.

For information respecting any Kindergärten reporting in this State, see Table V of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The city public school officers are boards of education, elected in most cases by the people, and generally also a city superintendent of schools. In New York City a board of 21 school commissioners is appointed by the mayor, who also appoints 3 inspectors for each of the 8 school districts. These commissioners and inspectors serve for a term of 3 years, one-third being changed each year. The board of commissioners appoints 5 school trustees for each ward, and also, every 2 years, a city superintendent of schools with 7 assistants.

STATISTICS. a

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Albany	86, 013	38, 000	14, 632	9, 193	222	\$201, 467
Auburn	20, 200	5, 409	2, 864	2, 264	64	38, 572
Binghamton	16, 000	4, 400	3, 005	2, 102	57	39, 233
Brooklyn	482, 493	164, 250	94, 573	652, 858	1, 830	1, 193, 357
Buffalo	134, 557	55, 000	24, 716	14, 807	436	335, 395
Cohoes	17, 493	7, 283	3, 596	1, 765	42	85, 609
Elmira	23, 500	6, 033	4, 146	3, 080	81	58, 736
Hudson	8, 784	3, 500	1, 329	691	22	10, 554
Ithaca	10, 500	2, 591	1, 831	1, 269	32	27, 000
Kingston	7, 500	2, 872	1, 830	1, 221	32	33, 661
Lockport	13, 000	4, 185	2, 626	1, 639	44	33, 590
Long Island City	17, 500	5, 533	3, 644	2, 258	48	41, 223
Newburgh	17, 500	5, 874	2, 431	2, 240	56	40, 238
New York	1, 242, 000	375, 000	212, 000	121, 766	3, 406	3, 374, 966
Ogdensburg	12, 000	4, 096	1, 951	1, 112	30	16, 488
Oswego	22, 000	8, 739	4, 056	2, 831	68	39, 978
Poughkeepsie	20, 022	6, 000	3, 911	2, 186	68	39, 967
Rochester	88, 000	31, 452	12, 002	8, 144	230	168, 768
Rome	11, 000	2, 995	1, 759	1, 017	28	21, 674
Saratoga Springs	8, 267	2, 456	1, 755	1, 018	30	26, 722
Schenectady	12, 759	4, 450	2, 310	1, 608	40	24, 151
Syracuse	54, 807	17, 747	9, 310	7, 037	182	109, 478
Troy	48, 253	19, 190	8, 905	5, 659	151	110, 473
Utica	35, 000	10, 727	5, 245	3, 858	101	70, 091

a The statistics are from special returns to the Bureau, except those for Albany, Binghamton, and Troy, which are from reports printed by the city boards, and those for Buffalo, Cohoes, Hudson, and Schenectady, which are from the State report. The expenditures given for these last four at least are exclusive of balances on hand at the close of the fiscal year.

b Exclusive of evening schools held for six weeks only.

c Includes evening schools.

ADDITIONAL PARTICULARS.

In *Albany* the public school enrolment was 616 greater and the average attendance 117 greater in 1879 than in the previous year. There has been a steady gain in attendance since 1865. The report in respect to punctuality is not so favorable, there being 42,170 pupils tardy, or 2.3 per cent. of the whole. In the primary grades there was an improvement in reading, owing, it is believed, to the adoption of the combined word and phonic method. The alphabet is no longer taught directly. The course of study was reconstructed and a year added, so that it now comprises 9 years below the high school, but all who are able to complete it in less time are allowed to do so, while none will be permitted to advance till properly prepared. Among other changes, geography is begun six months earlier; language lessons lead to the study of grammar; six months have been added to the study of United States history; rhetorical exercises and compositions are commenced a year earlier, and the writing of script is substituted for print in the beginning of the course. Music and drawing are included in that course. Three evening schools were taught and had a total attendance of 852 pupils, with an average of 252, or only 30 per cent. It is thought that the results obtained in these schools were by no means commensurate with the labor and money expended on them. The day schools are classed as primary, grammar, and high, the last having an enrolment during 1879 of 581 pupils, with 549 in average attendance. The superintendent very strongly recommends the addition to the high school of a Saturday normal class for teachers, and submits opinions as to the working of such a plan, received by him from a large number of city superintendents in reply to inquiries, a majority of the opinions being in favor of Saturday normal schools.—(City report, 1878-'79.)

In *Auburn* the public schools are classed as primary, grammar, and high, the last having classical and academic departments. Seventeen pupils were graduated from the high school during 1879, of whom 13 were girls, the total number enrolled being 247 and average daily attendance 195. There was an increase of \$573.63 in the expenditures for public schools, the number of teachers being one more than the previous year. An evening school was taught four evenings in the week for 60 sessions, opening with 111 pupils and closing with 23. Six teachers were employed most of the time, and no effort was spared to make the school pleasant and profitable; but the result was a disappointment. Besides the public school attendance, there was an estimated enrolment in private schools of 1,200, making a total of 4,064 under instruction.—(City report, 1878-'79.)

Binghamton reports an estimate of 1,442 youth of school age who are not in public or private schools. The compulsory school law has not secured the result desired, and

the superintendent thinks that such a law can only be successfully enforced when special schools or reformatories shall be established to which youth may be sent who cannot be kept in the public schools. The course of study was revised and rearranged in 1878, so that in 1879 it was for the first time uniform and definite. It includes drawing and vocal music. The schools are classed as primary, intermediate, grammar, and high, the course comprising 12 grades or years. In the high school 4 courses are offered, viz, English, scientific, Latin-scientific, and classical, each, except the English, extending over 4 years. The usefulness of the union school library is increasing; there were 22,450 books circulated during 1879.—(City report, 1878-'79.)

The *Brooklyn* board of education during 1878-'79 had under its care 53 public school organizations, conducted in 59 buildings, under the supervision of 53 local committees, besides having the supervision of the courses of study in the schools of several benevolent institutions. Only 3 of these last receive any portion of the public funds. It is the duty of the superintendent to inspect them and decide whether they may participate in the distribution of 10 per cent. of the excise fees for selling alcoholic beverages. In 11 institutions 1,410 pupils were taught during 1879, who, without their aid, would have been destitute of instruction. The first care of the teachers in these is to see that the children have shoes; next, a breakfast is furnished those who have had none; the children are washed and supplied with at least one comfortable garment and at noon are furnished with a dinner. Besides these 11 industrial schools, 6 of the orphan asylums of the city provide instruction in the common school branches, the total number taught in both classes of schools being 3,530. It is estimated that 20,000 children attended private and parochial schools, which, added to the public school enrolment, would make a grand total of 118,103 pupils under instruction. The entire public school term covered 41 weeks. Of the 1,244 teachers, 107 were principals who did not give class instruction, 13 were special teachers of music and drawing, and 2 were lecturers. The enrolment was increased over the number of 1877-'78 by 3,066, and the average attendance by 1,497, notwithstanding a large falling away during a portion of the term, owing to contagious diseases. There was also an increase of 4,444 in the number of seats provided by the board. Good order was maintained without recourse to corporal punishment. The per capita cost for education was \$14.81. There were 7,201 pupils enrolled in the evening schools, including 894 in the high school; average attendance, 3,934. Eleven of these schools were taught, the sessions extending over 6 weeks, and, although the enrolment was nearly 2,000 less, there was a marked improvement in the regularity of attendance—a result which was obtained by making the sessions shorter, by deferring the time of meeting till half past seven, and by exercising greater care in the enrolment. The "attendance schools," or ungraded schools to which pupils are sent who in the graded schools are habitually irregular in attendance, have proved very useful. Many whose truancy and ill deportment were in the graded schools serious causes of complaint not only attended the ungraded schools regularly, but showed a corresponding improvement in deportment and scholarship. This is ascribed to the fact that the arrangement of the studies and the general plan in the ungraded schools were better suited to their intellectual and moral development.—(City report, 1878-'79.)

Elmira reports an improvement during 1879 in number attending and in punctuality. Industrial drawing received a new impulse through extra attention given it by teachers; and an exhibition held at the close of the winter term showed fair improvement. In the matter of discipline there was a tendency to appeal more to the higher natures of pupils, and all cases of corporal punishment which occurred during 1878-'79 were reported.—(Proceedings of board of education.)

In *Ithaca* there was an increase of 19 in the number of pupils registered during 1879 and of 1 in the average daily attendance, which last would have been greater but for the prevalence of measles. A marked improvement was made in regularity of attendance. The public schools are classed as primary, intermediate, grammar, and high, the entire course covering 12 years, of which 4 are devoted to the high school studies. In this, after the first year, 4 courses are marked out, viz, English, scientific, Latin-scientific, and classical. There were 203 pupils registered and 124 in average attendance. Only 9 of the senior class remained to graduate, a number having passed the university examination without completing the high school course.—(Report of board of education, 1879.)

The public schools of *Kingston* below the academy are classed as primary, junior, and senior, each comprising three years. The enrolment and average attendance were slightly less in 1878-'79 than in the previous year. The cost of education for each pupil, based on average daily attendance, was \$16.93, a decrease of 93 cents during the year. There were 102 pupils attending the Kingston Free Academy, besides 99 in a high school department. Besides the attendance on public schools, it is estimated that 200 pupils were taught in private and parochial schools.—(City school report, 1878-'79.)

In *New York* the system comprises 113 primary schools and departments and 104 grammar schools, besides 5 grammar and primary schools for colored children; 32

evening schools for the common branches, 2 of them for colored children, and 1 evening high school for boys and men; a normal college for girls, with Saturday sessions for teachers; a training department of the college, and 1 nautical school, making a total of 259 schools and departments under the management of the board of education, besides 15 corporate schools which participate in the school fund. The enrolment in grammar and primary schools, including 1,763 in those exclusively for colored children, was 217,884; in evening schools it was 19,385; in the normal college, Saturday sessions, and training department, 4,474; in the nautical school, 175; in corporate schools, 22,245; making a grand total of 264,163 pupils under the board of education during 1878-79, against 264,173 in 1877-78. Thirteen more teachers were employed. Of the 3,288 teaching in day schools, 360 were men and 2,928 women; while 297 were teachers of special subjects, as music, drawing, and the French and German languages. The cost for salaries was \$2,311,000 in 1879, against \$2,253,376 in 1878, an increase of \$57,624. The discipline of the schools is reported to be commendable. Corporal punishment is forbidden by law; hence the necessity of controlling by a more intelligent and continuous appeal to the higher and better faculties of the children, by keeping them constantly employed and by securing their earnestness and undivided attention. Incurable pupils are suspended, and, if necessary, expelled, but the number of suspensions is diminishing, there having been 189 cases during the year 1879 against 198 the previous year. Certain changes in the course of study were urged by members of the board; among others was the introduction of plain sewing as a part of the regular course of instruction in the girls' schools, but this was not agreed to by the board, because they did not believe the demand for such teaching to be yet general enough to justify the step. The principals of primary schools for girls, however, are permitted to teach sewing for 2 hours a week, substituting it for any of the regular studies, at their option. Commendable progress is made in vocal music, and during the year a graded course was for the first time adopted. German and French continue to be elective studies in the 3 higher grades of the grammar departments, and the demand for these studies is increasing. One or the other of these languages is now taught in all the grammar departments except 21. The number attending colored schools is steadily decreasing, and the board is considering the advisability of discontinuing these schools. Colored children are readily admitted into the schools for whites, which are preferred by their parents on account of their superiority to the schools provided for the colored. The evening schools, judging by the number in attendance, are not growing in strength or usefulness. Of the 18,325 pupils enrolled, 6,330 attended less than a month, and only 6,327 attended the whole term, the average attendance being 7,662. The evening high school was taught 120 nights and had an average attendance of 1,060 pupils, most of them being adults, representing all classes of society and all vocations in the city. Since its foundation in 1866, it has steadily increased in favor. The nautical school entered its fifth year under favorable circumstances, there being 85 boys in attendance at the beginning of the year, who gave promise of great usefulness in the profession. This number was increased to 145 before the ship left on its summer cruise. Great pains are taken to instruct the boys in navigation and seamanship, and they are generally zealous to learn. Some of the graduates of the school are becoming officers of ships and are highly esteemed in the service. The College of the City of New York, an institution sustained by city taxation and offering tuition free, had an attendance of 1,260, of whom 439 were collegiate students and 298 commercial. The demand for admission to the girls' normal college continues and threatens overcrowding. The increase of the standard for admission in 1878 from 70 to 80 per cent. has not sufficiently reduced the number.—(City school report, 1878-79.)

The *Oswego* public schools comprise primary, junior, senior, and high departments, the first 3 extending over 3 years, the last over 4. There were 171 pupils registered during the year in the high school and 140 in average daily attendance. The cost of education in the public schools, estimated on the basis of average daily attendance, was \$13.73 for each scholar. Besides 4,056 pupils enrolled in public schools there were 1,332 under instruction in private and parochial schools, making a total of 5,378 in some school.—(City school report and return.)

Rochester, besides 12,002 pupils enrolled in public schools, reports an estimated number of 3,500 attending private and parochial schools, making a total of 15,502 under instruction. The public school system includes a high school, the Rochester Free Academy, with 331 pupils enrolled and 289 in average attendance.—(Return.)

In *Saratoga Springs* the public schools are classed as primary, junior, grammar, and academic. Music is taught. There was also an evening school, with an enrolment of 80. The academic department numbered 103 pupils, of whom 8 were graduated.

The public schools of *Syracuse* were taught by 177 instructors, all but 8 of them women, in 19 school buildings. The number of pupils enrolled was 9,310 and the average attendance 7,037, the former being slightly less and the latter slightly more than the numbers of the preceding year. The day schools are classed as primary, junior, senior, high, and ungraded, each of the first 3 extending over 3 years. Certain changes

in the methods of teaching adopted during the year resulted favorably. More life and energy were shown in the classes, and there was greater diligence on the part of pupils, because of greater variety in the work. In reading, in the study of numbers, and in the written and oral expression of thoughts, great advancement was made, particularly in the primary departments. Drawing is a part of the course. Sewing was taught in connection with the schools, under the supervision of a ladies' employment society. The ungraded day schools have largely decreased in attendance; so, also, has the evening school. The enrolment in the latter was 176; average attendance, 32. Its discontinuance is recommended. The high school had an enrolment of 414, with 282 in average attendance, the graduating class numbering 41.—(City school report, 1879.)

In *Troy* the public schools are classed as primary, intermediate, grammar, and high. The number of pupils attending during 1879 was greater by 636 than that of 1878 and exceeded any previous year in the history of the schools. The percentage of daily attendance on the average number belonging was 92.92. Among other evidences of advance in recent years great progress is reported in oral teaching, independent of text book recitation, although without rejecting the latter. There is a larger number of blackboards in the schools, and instruction in writing is given in some form from the very beginning of the course. Drawing and vocal music are regular branches, and their value has been demonstrated. Evening schools were taught in 6 wards, the total attendance being 731, the average number belonging 358, and the average attendance 216. Regularity of attendance in these schools was quite exceptional, and the general results were not commensurate with the cost of the schools and the efforts of the teachers. There were 153 pupils enrolled in the high school and 135 in average attendance. The graduating class numbered 17, of whom 11 were young women.—(City school report, 1878-79.)

Utica reports an increased enrolment of 114 in public schools during 1879. The annual increase for the last five years has averaged 109. The average per cent. of attendance on enrolment was 76. The year was one of unusual prosperity for the schools. The houses are in better condition than ever before and the sanitary condition of the schools is good. The day schools are classed as primary, intermediate, advanced, and academic, the first 3 comprising 3 years each. The academic department includes a normal course of 2 years and an academic of 4, the studies in the first 2 years being the same as those of the normal. Vocal music and drawing form a part of the course of study in the public schools, there being special teachers for these branches and for penmanship. An evening school for the special benefit of factory operatives was taught and had 107 pupils enrolled, all of them boys and young men; average daily attendance, 65.—(City school report, 1878-79.)

From *Buffalo*, *Cohoes*, *Hudson*, and *Schenectady* there was no information beyond the statistics given in the table.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 8 State normal schools, named from the towns at which they are established, viz, Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, had, during 1878-79, a total attendance in normal departments of 2,604 pupils, of whom 249 were graduated. Tuition is free in these departments to students who pledge themselves to teach in the public schools; they have the use of text books also without charge, and mileage equal to the fare necessarily paid in coming to the school by public conveyance is paid to those who remain a full term. All appointments for admission are made by the State superintendent of public instruction, subject to a required examination in reading, spelling, geography, grammar, and arithmetic. Each county is entitled to furnish twice as many pupils as it has representatives in the assembly. Three courses of study are marked out, an elementary English, an advanced English, and a classical, comprising, respectively, two, three, and four years of 40 weeks each. The school at Albany has students only in the elementary English course; the others have them in the 3 courses. Students who are graduated in either receive corresponding diplomas, which serve as licenses to teach in the public schools.

There are now no academic departments, properly so called, in any of the schools, except the two at Brockport and Fredonia. At the Buffalo, Cortland, Potsdam, and Geneseo schools there are pupils who have not promised to teach but who pay tuition instead. These are called academic pupils, but no separate classes are formed for them, except that at Geneseo there is one separate recitation daily. Each school has connected with it a training or practice department. This is graded, the divisions being called primary and intermediate in some, and primary, junior, and senior in others.

The State superintendent, in his report for 1879, referring to the fact that the normal school question has for several years been much discussed, says that the report of the special legislative committee on normal schools submitted to the last legislature,

as well as the weight of public opinion, was decidedly in favor of the continued maintenance of the schools, and that he thinks their loss would be a serious blow to the cause of popular education.

OTHER NORMAL SCHOOLS.

The *Normal College of the City of New York*, for the training of young women as teachers, is sustained by city taxes and offers tuition free. It had in 1879 an enrolment of 1,438 students in the college proper, 930 in the training department, and 812 in the Saturday sessions, making a total of 3,230, the number in average attendance being 2,673, and that of graduates 313. The great demand for admission threatens overcrowding, notwithstanding that the average percentage to be reached in the examination for admission was increased in 1878 from 70 to 80 for the purpose of reducing the number of students to the capacity of the building. The course of study has been extended from 3 years to 4. During the year the appliances for instruction in drawing have been largely increased; the department of physics has been enriched by the introduction of scientific apparatus, and the nucleus of a reference library was formed.—(City school report for 1879.)

A *Normal Training School for Kindergarten Teachers* is taught in New York City by Prof. John Kraus and Mrs. Maria Kraus-Bøelte. The course of study covers 2 years. There were 27 pupils attending in 1879, of whom 21 were graduated and 16 engaged in teaching.—(Return.)

TEACHERS' CLASSES IN ACADEMIES AND COLLEGES.

The regents of the university in 1879 designated 120 academies and academic departments of union schools to give instruction in the science of common school teaching. The attendance during the year 1878-'79 was 2,260, of whom 771 were young men and 1,489 young women. In Alfred University, Alfred, and Hamilton College, Clinton, instruction is given toward the close of the summer term in methods of teaching, school discipline, &c., to such students as propose to engage in teaching.—(State report and catalogues.)

TEACHERS' INSTITUTES.

Institutes were held as usual during 1879 in 58 counties, besides one at Versailles for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations, the sessions lasting a week, and in 19 counties additional institutes of a week were held. The number of counties holding two sessions instead of one is gradually increasing, and experience has proved that much greater benefit results from this plan than from one session of two weeks, as formerly. The attendance of teachers has been gradually increasing, and in 1878-'79 it was greater by 1,215 than the previous year, the total enrolment being 14,569, 5,016 men and 9,553 women. The whole cost of this work in 1879 was only a little more than in 1878, making the average for each teacher very much less. The instruction given was of a practical character, and testimony is freely given that those teachers who attended received many valuable hints in reference to teaching and therefore taught better schools.—(State report, 1878-'79.)

EDUCATIONAL PAPERS.

The newspapers devoted to educational topics in this State included in 1879, as before, the *School Bulletin*, a sprightly monthly published at Syracuse, the recognized organ of the State Teachers' Association; *Barnes' Educational Monthly*, issued simultaneously at New York City and Chicago; and the *New York School Journal*, a weekly published in New York City from the same office which publishes every month the *Teachers' Institute*, first issued in 1878 and mentioned in the report of that year. The first of these four is devoted almost wholly to news and questions relating to the school interests of the State; the second, to general educational discussions, with bits of criticism, scientific notes, and history; the last two are largely for the benefit of teachers.

To these was added the *American Kindergarten Messenger* in May, 1878. It is issued monthly in New York City in the interest of what its editor considers an improvement in the methods of Kindergarten training.

Several of the large secular and religious newspapers also now devote considerable space to educational news.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There were 30,377 pupils in academies and academic departments of union schools during 1878-'79, as reported by the State superintendent. The number of such academies in operation during the year is not given, but from the regents' report for 1877-'78 it appears that there were during that year 246, of which 225 reported sta-

tistics. Of these, 205 had a total of 6,301 pupils in classical studies, of whom 1,883 were preparing for college.

All the cities embraced in the list under city school systems as having at least 7,500 inhabitants, besides many smaller towns, include in their public school system high schools or academic departments. These are generally reported to be doing an important work, which is gradually overcoming opposition and becoming more and more appreciated by the people. The New York City evening high school, composed mostly of adult students representing all classes of society and all vocations, has been in successful operation since 1866 and has steadily increased in favor. The attendance was somewhat smaller in 1878-'79 than in the previous year, owing to severe weather; the largest number present on any night was 1,690; the average for the term, 1,060. The Brooklyn evening high school was attended by a large number of earnest and attentive pupils. The total enrolment was 894; average attendance, 465.—(Reports of State, cities, and regents.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and for summaries of these, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN, YOUNG WOMEN, OR BOTH SEXES.

For statistics, see Table IX of the appendix; for a summary of statistics, see a corresponding table in the report of the Commissioner preceding.

The greater part of these institutions, with the medical and legal departments attached to them, and some separate medical schools, form the University of the State of New York, under the general supervision of its board of regents. These regents consist of the governor, lieutenant governor, secretary of state, and superintendent of public instruction, with 19 other eminent citizens as appointed members. The literary colleges that have been accepted by the regents as parts of the university and that make report to them are, in the order of their acceptance, as follows: Columbia College, New York (Protestant Episcopal); Union College, Schenectady (Union Church); Hamilton College, Clinton (Presbyterian); Hobart College, Geneva (Protestant Episcopal); University of the City of New York, New York (non-sectarian); Madison University, Hamilton (Baptist); St. John's College, Fordham (Roman Catholic); University of Rochester, Rochester (Baptist); University of Buffalo, Buffalo (only existing in its medical department thus far); Genesee College, Lima (Methodist), commonly known as the Genesee Wesleyan Seminary; University of Albany (organized only in its department of law, which, with a medical school and observatory in the same place, has been associated with Union University, near by, till the Albany organization shall be completed); Elmira College (for women), Elmira (Presbyterian); St. Lawrence University, Canton (Universalist); Alfred University, Alfred (Seventh Day Baptist); Ingham University (for women), Le Roy (Presbyterian); St. Stephen's College, Annandale (Protestant Episcopal); College of St. Francis Xavier, New York City (Roman Catholic); Vassar College (for women), Poughkeepsie (non-sectarian); Manhattan College, New York City (Roman Catholic); Cornell University, Ithaca (non-sectarian); College of the City of New York (non-sectarian); Rutgers Female College, New York City (non-sectarian); Syracuse University, Syracuse (Methodist Episcopal); Wells College (for women), Aurora (Presbyterian); Union University, which is only another title for Union College, before mentioned, under a new charter that associates with it the Albany schools, also before mentioned; St. Bonaventure's College, Allegany (Roman Catholic); and finally, Cooper Union for the Advancement of Science and Art, New York City, received under visitation April 11, 1879.

All these, except the last, have classical collegiate courses, usually of 4 years, though some come below this standard, and others reckon in 2 or 3 really preparatory years of study as parts of a 6 years' collegiate course. Eleven of them have also scientific collegiate courses, generally of 4 years, Madison University, however, cutting its course down to 2 years, while Hobart College and the University of the City of New York make theirs 3 years. Several have special, eclectic, or partial courses of lower requirements and usually shorter time. Alfred University has a course in industrial mechanics, which may be of 1, 2, or 3 years, according to the needs of students. St. John's College, Cornell University, College of St. Francis Xavier, College of the City of New York, Columbia College, Rutgers Female College, and the University of Rochester report graduate courses. Syracuse University has a college of fine arts, with a 4 years' course and arrangements for graduate study. Ten others have arrangements for instruction in art to some extent, the Cooper Union, last of those accepted by the regents, giving training in industrial drawing to large classes, and Vassar College, without a separate art course, encouraging as much attention to painting, drawing, modelling,

and music as is consistent with due subordination of these studies to those of the college course.

Besides the colleges approved by and reporting to the regents, several institutions bearing collegiate names or claiming collegiate rank present themselves, 6 of them Roman Catholic: St. Francis and St. John's Colleges, Brooklyn; Canisius and St. Joseph's Colleges, Buffalo; St. Louis College, New York City, and the Seminary of Our Lady of Angels, Suspension Bridge. The standard in these appears to be lower than in the others, their courses, as far as given in their catalogues, rarely indicating more than about 3 years of studies generally reckoned as collegiate. Martin Luther College, Buffalo (German Lutheran), although incorporated in 1853, according to a letter of its president in 1878, had only 11 students, 3 of them in its highest class and 3 others in English and German studies.—(Regents' lists in their reports of 1874 and 1879, with catalogues and circulars from the colleges.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Five chartered colleges for women—Wells, Elmira, Ingham, Rutgers, and Vassar—are on the regents' list above given. Eighteen other similar institutions present statistics which may be found in full in Table VIII of the appendix to this volume and in a summary in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Among the scientific institutions in this State, although not of it, is the *United States Military Academy*, West Point, the course in which covers 4 years and embraces all the scientific elements necessary to make an accomplished officer, with instruction in topographical drawing, the French and Spanish languages, and international, constitutional, and military law.—(Official register, 1879.)

Cornell University, Ithaca, is the State college of agriculture and the mechanic arts. Besides courses in science and letters, which are partly scientific, there are several more strictly such, as 4 years' courses in general science, in mathematics, in natural history, in agriculture, in architecture, in chemistry and physics, in civil engineering, and in mechanic arts; the first three and the fifth leading to the degree of S. B., the agricultural to that of AGR. B., that in architecture to the degree of ARCH. B., that in civil engineering to C. E. B., that in mechanic arts to B. M. E. Another engineering course, of five years, leads to the full degree of C. E. Then there are shorter courses leading to no degree: (1) a 3 years' course in agriculture, (2) one of two years preparatory to the study of medicine, and (3) a 2 years' course in history and political science. (University register.)

The *School of Mines of Columbia College*, New York, presents 5 parallel 4 years' scientific courses: (1) in civil engineering, (2) in mining engineering, (3) in metallurgy, (4) in geology and palæontology, and (5) in analytical and applied chemistry. Complete and satisfactory work in these leads to the degree of C. E., M. E., or PH. B. One year more of approved and systematic higher study under direction of the faculty brings the further degree of PH. D.

The school of civil engineering in the *University of the City of New York*, like its course in science, required in 1878 only 3 years of study; that in Union College, Schenectady, and the course in the Rensselaer Polytechnic Institute, Troy, 4 years; the completion of the course in each case secures the degree of civil engineer, which is given at Cornell only on the completion of a 5 years' course.

The *Free Night School of Science* sustained by the Cooper Union for the Advancement of Science and Art, New York, imparts instruction in a variety of scientific subjects to classes which in 1878-'79 numbered 1,381 pupils, of whom 674 remained at the close of the term; while in its auxiliary free schools of art, of wood engraving, and of telegraphy there were at least 1,439 more, of whom 792 remained at the close. Yet even these large numbers do not seem to represent the full sum of attendance on the instruction given.

Then in 14 of the colleges named under the head of Superior Instruction there were scientific courses usually of 4 years, but in 2 instances of 3 and in another of only 2 years. At Hamilton College, Hobart College, Vassar College, University of Rochester, and Union University, these advantages were supplemented by opportunities for practical study of astronomy in well equipped observatories; in Columbia College, by liberty of access to a specially selected scientific library of 7,000 or 8,000 volumes.—(Catalogues and circulars.)

For statistics of the specially scientific schools, see Table X of the appendix to this volume; for a summary of those statistics, see a corresponding table in the report of the Commissioner preceding. The number of students in the general scientific courses in the colleges may be found in Table IX.

THEOLOGICAL.

In 12 schools of theology, instruction preparatory to ministerial work continued to be given in 1879, as previously, one at Newburgh (United Presbyterian), included in the report for 1878, having been temporarily suspended. The courses in all cases were of 3 years in theological studies proper, with some preceding preparatory studies in the German theological department of the Rochester Theological Seminary; with some further philosophical and logical studies following in 2 others, the Seminary of Our Lady of Angels, Suspension Bridge, and St. Joseph's Seminary, Troy (Roman Catholic), and with an optional graduate year in a fourth (Canton Theological School, St. Lawrence University). In all cases the courses were constructed on the supposition of a previous collegiate or academic training, and in at least 3 schools (Auburn Theological Seminary, Auburn, and Union Theological Seminary, New York, both Presbyterian, and the General Seminary of the Protestant Episcopal Church, New York) a preliminary examination was required of candidates for entrance who presented no evidence of such a training. Three of these seminaries were the recipients of generous gifts in 1879: the Auburn Theological Seminary getting from various friends \$9,690 for its endowment, library, and scholarship funds; Union Theological Seminary, New York, receiving from Ex-Governor Morgan \$100,000 for its library fund, and from five others \$9,000 towards a fund for instruction in elocution; while the Rochester Theological Seminary (Baptist) had \$155,000 bestowed on it for a new building, a professorship of elocution, a professorship of Hebrew, endowment fund, and library fund.—(Catalogues and returns.)

Besides these schools for the preparation of ministers, one, the *Brooklyn Lay College*, gave instruction to lay workers in Sunday schools and city benevolent organizations. Its full course, mainly through lectures, covers 2 years.—(Circular and return.)

For statistics of these schools, see Table XI in the appendix to this volume; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

LEGAL.

The 4 law schools reported in 1878 appear to have been still in 1879 the only ones in the State. Two of them—the Albany Law School of Union University and the law school of Hamilton College, Clinton—had, as before, courses of only 1 year, the Albany school requiring, however, a preliminary year of study in a lawyer's office and that at Clinton a third of a year of subsequent attendance on its lectures and other exercises for all who were not college graduates. The other 2—the law school of the University of the City of New York and the Columbia College Law School—continued their 2 years' courses, the former requiring no preliminary examination, the latter having a searching and extensive one for all candidates for admission who are not graduates of literary colleges.—(Catalogues, circulars, and return.)

For statistics of these schools, see Table XII of the appendix; for the State rules as to admission to the bar, see page 180 of the Report of the Commissioner of Education for 1878.

MEDICAL.

For statistics of the medical schools of the State, see Table XIII in the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

Of the 9 "regular" schools, only 3 required in 1879 a preliminary examination, in the absence of other evidence of literary qualification for medical study. These 3 were the Albany Medical College (a department of Union University, Schenectady), the Woman's Medical College of the New York Infirmary, and the College of Medicine of Syracuse University, Syracuse. Such an examination was offered by 2 others—the Bellevue Hospital Medical College, New York, and the medical department of the University of the City of New York—to students who desired that their diplomas, after graduation, should be recognized by the Royal College of Surgeons, England; but it was not required. The last 2 of the 3 that required the preliminary examination required for graduation attendance on a 3 years' graded course of study, and the remaining 1 announced that such a course would be instituted and such a requirement made from the opening of the session of 1880-'81. The others all had the usual requirements of the past: 3 years of study under a recognized "regular" physician or surgeon, 2 of these years to be spent in attendance on the medical lecture course of the institution in ordinary cases, though 1 year of certified attendance on like courses elsewhere would be accepted in place of the first year's attendance. The presentation of an approved thesis, the payment of the college fees, the possession of a good character, and the attainment of 21 years of age were also conditions precedent to graduation in all cases.

These were the requirements of the eclectic and homœopathic colleges also, though 1 of them, the New York Homœopathic Medical College, New York City, recommended to its students a 3 years' graded course. All its students, too, in order to graduate,

must stand an examination by a board of censors not of the faculty, in addition to the examinations by the professors.

Besides the schools previously reported, another was chartered in 1879 as the Homœopathic College of Physicians and Surgeons, Buffalo, a title subsequently changed with permission of the supreme court by dropping the word "Homœopathic," as "the faculty are not confined to any system, creed, or dogma, but instruct in everything that experience has taught to be good." Two other schools, incorporated in 1875, have not heretofore come upon the lists of this Bureau; nor have they made reports to it. These are the American Veterinary College and the Electro-Medical College of the State of New York, both in New York City.

The *New York College of Dentistry*, New York City, had the 2 years' course before reported, but offered to its students greatly increased accommodations and facilities for work and study.

The *College of Pharmacy of the City of New York* entered in 1878-'79 on an improved 2 years' graded course, under which the students, instead of going twice over the same ground in successive years, have the advantage of completing their elementary studies in the first year and of having entirely fresh instruction on the more advanced studies of the second year.—(Catalogues and returns.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The 6 institutions which are authorized by law to receive and instruct deaf-mutes under appointments from the superintendent of public instruction or by certain local officers report as follows for 1878-'79: The *New York Institution for the Instruction of the Deaf and Dumb*, 578 pupils, 312 of them supported by the State; the *Institution for the Improved Instruction of Deaf-Mutes*, New York, 120 pupils, 58 of them State pupils, and no industries taught in the school proper, although the pupils are encouraged to learn lithography, engraving, and carving in wood or metal; the *Le Couvent St. Mary's Institution for the Instruction of Deaf-Mutes*, Buffalo, 131 inmates; the *St. Joseph's Institute for the Improved Instruction of Deaf-Mutes*, Fordham, 216 inmates, 42 of them supported by the State; the *Western New York Institution for Deaf-Mutes*, Rochester, reporting 50 State pupils, 112 inmates in all, a Kindergarten organized in the winter of 1878-'79, and an academic course of study for a small class of advanced pupils; and the *Central New York Institution for Deaf-Mutes*, Rome, which had 147 pupils and had already established its primary department in the new building referred to in the Report of the Commissioner of Education for 1878. All of these institutions give instruction in the common English branches, several teach drawing, the majority pay particular attention to lip reading and articulation, and all, with the exception noted above, teach various industrial employments. The New York Institution for the Instruction of the Deaf and Dumb, in addition to the common branches, gives instruction in philosophic grammar, rhetoric and logic, mental and moral philosophy, physics, astronomy and chemistry, animal and vegetable physiology, and physical geography to a high class which has its term extended by special provisions of the law. The family system for boys under 12 years of age, referred to in the Report of the Commissioner of Education for 1878, is continued, 100 boys being divided into two families, one of them located at the house in Tarrytown, which was opened October 14, 1879.—(From reports to the superintendent of public instruction and returns to this Bureau.)

EDUCATION OF THE BLIND.

The *New York State Institution for the Blind*, Batavia, reports a superintendent; 12 teachers in the literary, musical, and industrial departments; 163 pupils attending at date of the report, 26 of them newly enrolled; the tuning class making considerable progress; instruction given in harmony, musical composition, and upon the organ; and 32 pupils in the broom department. The girls are taught hand sewing, knitting, crocheting, fancy work, and beadwork.—(Eleventh annual report.)

The *New York Institution for the Blind*, New York City, reports a superintendent and 17 teachers in the academic, musical, and industrial departments, with 200 pupils, in September, 1879, who were taught the common and higher English branches and vocal and instrumental music, many of them receiving instruction in piano tuning, mattress making, cane seating, sewing, knitting, and fancy work.—(Forty-fourth annual report and return.)

EDUCATION OF FEEBLE-MINDED CHILDREN.

The *New York Asylum for Idiots*, Syracuse, reports 7 teachers and 304 pupils, with an average attendance of 265. The custodial home for adult imbeciles, which was established in 1878 for 2 years as an experimental measure, reports instruction given in certain industries.—(New York Year-Book of Education.)

EDUCATION IN MUSIC.

The New York College of Music reports 134 pupils in 1879, many of them coming from neighboring towns and cities.—(Philadelphia Evening Telegraph.)

TRAINING SCHOOLS FOR NURSES.

The school connected with Bellevue Hospital, New York City, has graduated 90 nurses since its organization in 1874, all of whom received a thorough course of instruction and practice and 20 of whom are now matrons of hospitals or heads of training schools. The number of pupils in the school in 1879 was 64, and there were 30 graduates at the end of the school year. In order to enter upon the course of instruction, a preliminary examination is required in reading, writing, simple arithmetic, and English dictation; a second examination, on the practical and theoretical duties of a nurse, at the close of the first year; and a third examination, at the close of the second year, by the examining board, composed of physicians and surgeons.

There is also a training school for nurses connected with the New York Hospital, West 15th street, New York City. The course of instruction extends over 18 months. Applicants must have a good common school education and be between 25 and 35 years of age. Graduates are entitled to a diploma under seal of the hospital.—(Letter and circular.)

A free training school for nurses and governesses was opened in the winter of 1879 in connection with the free Kindergarten of Rev. R. Heber Newton, of the Anthon Memorial Church, New York City. The intention is to give applicants "practice in the Kindergarten methods as assistants in the school, instruction in a training class, and some general knowledge concerning the physical, mental, and moral care of infants and little children. This instruction is to be given in the form of simple practical talks by competent persons."—(Kindergarten Messenger and the New Education.)

TRAINING SCHOOLS OF COOKERY.

The New York Cooking School, which was first begun in 1874, reported an attendance of 6,560 persons at public and private lectures and lessons in the winter of 1878-79. From January to April, 1879, there were 24 lessons given to children of working people, 426 children attending; 24 lessons to mission school teachers, 96 teachers; and many lessons to ladies and to cooks; in all, 204 lessons to 1,210 persons. Miss Juliet Corson, who has charge of this school, also gave instruction to a class of children from the New York Home for Soldiers' Families. This year ten of these children have done almost the entire cooking for the 150 inmates of that institution. A cookery school was also held at the Chautauqua Literary and Scientific Circle and National Sunday School Assembly in August, 1879, six lessons being given to a class of about 90 pupils.—(Circular of Information of the Bureau of Education for 1879 No. 4, and West Virginia Journal of Education.)

ART EDUCATION.

In New York City within the last few years additional opportunities for obtaining elementary training in industrial and decorative art have been furnished by the various classes under the direction of the *Society of Decorative Art*.

The *Ladies' Art Association* continues its classes, which are of a similar nature and include a large number of subjects. In high art the *Art Students' League* offers exceptional facilities. Tuition is charged by each of these institutions. There are various classes connected with *Cooper Union*, in which drawing in all its branches is taught and instruction is given in many of the industries into which a knowledge of art enters, such as wood engraving, painting of photographs, &c. There is also a normal class in industrial drawing for the training of teachers, with classes in oil and water color painting. There are no tuition fees in these classes. Opportunities, however, are furnished students who pay, to avail themselves of the studios, &c., of the art school at hours not interfering with the regular classes. In the free school of the *National Academy of Design* instruction is given in high art. These classes, as well as all the free art classes of the Cooper Union, are crowded to their utmost capacity with eager students. In Brooklyn the evening art classes of the Art Association also afford instruction in high art. *Vassar College* has an art collection and an art department under the charge of Mr. Henry Van Ingen, an experienced artist. The *College of the Fine Arts* in Syracuse University, under charge of Professor Comfort, gives instruction in the history, theory, and practice of the fine arts. *Cornell University* has a thorough course in architecture.

INDUSTRIAL AND REFORMATORY TRAINING.

Information for 1878-79 was received from 23 orphan asylums, industrial schools, and miscellaneous charities, 11 of them in New York City, the others scattered throughout the States. In these institutions 5,724 children received school and industrial training, and many of them were placed in good homes during the year. Besides

these institutions, the Children's Aid Society of Brooklyn reported 481 children in their industrial schools, 257 of them taught to operate sewing machines, and a total of 4,842 children brought under their influence in 1879; the Roman Catholic Orphan Asylum Society, also in Brooklyn, a total of 1,524 children cared for; and the Children's Aid Society, New York City, 32 industrial schools (21 day and 11 night schools), with 9,098 children on the rolls. Under charge of this society there are 30 different institutions, each doing more or less to educate poor children.

The reformatory institutions reporting for the year were the House of Shelter, Albany; the New York State Reformatory, Elmira; the Association for Befriending Children and Young Girls (House of the Holy Family), New York City; the Society for the Reformation of Juvenile Delinquents in the City of New York; the House of Refuge, Randall's Island; the Western House of Refuge for Juvenile Delinquents, Rochester; and the Protectorate and Reformatory for Destitute Children from Oneida and adjacent counties, Utica, representing an aggregate of 3,610 inmates. School training is given and some industrial employments are taught in all these institutions.—(Reports and returns.)

EDUCATIONAL CONVENTIONS.

ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

The twenty-fourth annual meeting of this association was held at Ithaca, February 19-21, 1879. The address of welcome, made by William L. Bostwick, regent of the university, was responded to by Superintendent Gilmour, in which response the excellent influence of Cornell University on the common schools was referred to. Among the leading topics presented were the "Township system," "Teachers' institutes," "Compulsory education," "Commissioners' qualifications," "Our English language," "The examination of teachers for public schools," and "Instruction in political and social science." The following recommendations were made: The State board of education (to consist of nine members nominated by the governor of the State, approved by the senate, and serving without compensation) should constitute the board of management of the department of public instruction in place of the superintendent of public instruction, assume all the responsibilities, discharge all the duties, and have all the powers which now devolve on the superintendent and also on the regents of the university; the members to serve nine years, with annual change of one; the board to appoint a secretary as its chief executive, to be subject to such regulations as may be prescribed. All commissioners after 1881 should be elected for six years, hold a college or normal school diploma of the advanced course, or a New York State certificate, and have had the training derived from three years of successful teaching or of educational supervision. Each town should vote as to the adoption of a township system, and, if adopted, elect five men to hold office for five years, to have charge of all the schools of the town.—(New-England Journal of Education and New York School Journal.)

STATE TEACHERS' ASSOCIATION.

The meetings of this association were held July 15-17, 1879, at Penn Yan, many prominent teachers and educators being present. The attention of those interested in school matters was called to the need of improvement in rural district schools. Normal school matters were discussed, and county normal schools, with power to confer diplomas for one year, were advocated. Debate was opened on the subject of supervision, but no distinct affirmation was made. The unification of the whole system of public schools and higher education was also introduced for discussion. The encouraging condition of education was said to be indicated by increased attention to higher culture and more general appreciation of it, by a higher standard of scholarship in the colleges and universities, by the success of institutions for professional training, and by the improvements in the institutions for secondary instruction, while the defects in the system of education had become so apparent that they could be removed by prompt and harmonious action. Other topics treated were: "Industrial education;" "Art, and art culture;" "Primary instruction;" "The relation of education to crime," in which it was held that frequent lectures on physical science would discourage a tendency to crime; "The duty of public schools to the commonwealth;" "Graded schools;" and "Physical science in the public schools." The committee on resolutions reported resolutions advocating the support of secondary schools, and insisting that the strict work of normal schools should be the training of pupils for the teacher's profession, so that each graduate shall be a genuine addition to the teaching force of the State; also urging the increase of means for preparing trained teachers for the 12,000 schools of the State, either by teachers' institutes or by additional normal schools, and advocating a well defined and uniform grade of attainments for school commissioner.—(New York School Journal.)

UNIVERSITY CONVOCATION.

The sessions were held in Albany July 8-10, 1879. The commencement address was to be delivered by Dr. Barnard, president of Columbia College. It was further pro-

posed that one member of each of the graduating classes of some of the colleges of the State should redeliver his commencement oration. A number of professors and principals of schools announced their intention to be present, but no further information as to the proceedings is obtainable.—(School Bulletin, June, July, and August, 1879.)

OBITUARY RECORD.

PROFESSOR ISAAC EDWARDS.

This gentleman, dean of the Albany Law School, died in his sixtieth year at Albany, March 26, 1879, apparently from the effects of overwork, after long and faithful service in his chair as well as in the city board of education. He was the author of two standard legal works, and is said to have been a man of singular dignity, courtesy, and integrity.—(School Bulletin, April, 1879, and Philadelphia Evening Telegraph.)

THOMAS W. VALENTINE.

Mr. Valentine merits special mention, not only as a successful and respected teacher, but also as the originator of the New York State Teachers' Association, and, through it, of the other like associations in various States. While serving as the president of the New York association, he made, in 1857, the first movement towards the establishment of the National Educational Association of the United States.¹ Born at Northton, Mass., February 16, 1818, he died in Brooklyn, New York, April 4, 1879. He began his career as a teacher in 1836, in what is now the village of Clinton, in his native State; taught subsequently two years in his native town; then in Pennsylvania for a year; again for another year in Massachusetts; from 1842 to 1853 was principal of a public school in Albany; superintended then the Albany Orphan Asylum, and edited the New York Teacher; and finally, in 1855, removed to Brooklyn, and became principal of public school No. 19 there, a position in which he continued till his death. A modest but most meritorious man, he did much towards giving shape and efficiency to the present school system of New York, and, through the national association, towards elevating school standards in the whole United States.—(School Bulletin.)

JAMES ORTON WOODRUFF.

To Mr. Woodruff educators are indebted for the conception of a novel enterprise intended to extend the field of higher instruction. Being struck with the great cost of foreign travel to American students and its comparatively meagre returns, he conceived the idea of reducing these expenses and at the same time applying the methods of object teaching to a larger class of subjects than had ever previously been attempted, by chartering a steamer, securing as passengers and pupils enough persons to meet expenses, and, with a corps of experienced teachers, making a voyage of circumnavigation of the globe, to study the climates, scenery, productions, political and natural history, and social condition of the various countries and peoples included in the survey. Embarking his large means in the enterprise and at first failing, he afterwards renewed his attempt, but he died (June 4, 1879) before its accomplishment.

FREDERICK A. CAIRNS.

In the death of this promising teacher, June 18, 1879, at New York, the interests of science in that city are said to have suffered serious loss. Born in New York in 1820 and graduated at Columbia College there, Mr. Cairns devoted his matured powers to scientific study; he became an elucidator of chemical quantitative analysis under Professor Chandler in the School of Mines connected with his alma mater, and secured the high appreciation of the professor with whom he was associated. At the time of his death—which came suddenly from too great application to his work—he was engaged in preparing a text book on his specialty, which is said to have been well-nigh completed.—(School Bulletin, July, 1879.)

REV. ENOCH C. WINES, D. D., LL. D.

This noble follower of John Howard and Mrs. Fry in efforts to make prison discipline humane was also an earnest teacher and an educational writer of no mean mark. Born in Hanover, N. J., February 17, 1806, he studied at Middlebury College, Vermont, received its diploma in 1827, and then taught for more than twenty years in important positions and with steadily increasing reputation. In 1849 he entered the Congregational ministry, but after five years' service as a pastor returned to teaching, as professor of ancient languages, in Washington College, Pennsylvania, where he continued from 1854 to 1859, working faithfully both as minister and teacher. In the latter year he accepted the presidency of the City University of St. Louis, Mo., a new

¹ This was done by first shaping a scheme for an association "to elevate the character and advance the interests of the profession of teaching," and then, by correspondence, bringing together a number of the chief teachers of the country to organize it. The meeting was held at Philadelphia, August 26, 1857, was called to order by Mr. Valentine, and originated the National Teachers' Association, now the National Educational Association.

institution founded by the Presbyterians and meant to be their chief school for the great West. When the university went down during the rebellion, Dr. Wines, removing to New York, became the secretary of the Prison Association of that State in 1862, and through it the parent of the National Prison Reform Association, in connection with which much of his later work was done. Dr. Wines brought about two international prison congresses, one at London in 1872 and one at Stockholm in 1878, which did more than all preceding ones to formulate a science of prison reform on a basis at once humane, industrial, educational, moral, and religious.¹ His last work in this direction was the preparation of an admirable book on the State of Prisons and Child-Saving Institutions in the Civilized World, which must have given him a world wide reputation if he had never written anything besides. It was while this was passing through the press, and within three days after he had written an excellent preface for it, that death came to him at his home in Irvington, December 9, 1879.

All through maturer life it may be seen that he was essentially a teacher, and in his later work a teacher of the nations. Among many books prepared and published by him most bore that impress, and had, though in different lines, that aim. Three of them were especially designed to improve the schools: (1) *Hints on a System of Popular Education*, published in Philadelphia, 1838, when Pennsylvania and New Jersey were agitating the question of reorganizing their school systems, and so approved as to be circulated largely by the legislatures of those States; (2) *How shall I govern my School?* meant to aid young teachers in the maintenance of discipline without severity, and commended in the *North American Review* as one of the best books of its kind in the literature of education; (3) *Letters to School Children*, an incentive to faithful study and coöperation with teachers in all things looking to improvement.—(Allibone's Dictionary of Authors, Johnson's Cyclopædia, Barnard's Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[Third term, April 6, 1880, to April 3, 1883.]

ADDISON A. KEYES, *deputy superintendent, State House, Albany.*

¹This was very much the result of papers drawn up largely by Dr. Wines and presented by the American commissioners. Professor Wayland, in view of this and of his last published work, said at the meeting of the American Social Science Association, September, 1879: "It is probably quite safe to declare that no man in this or any other country has done so much in the last two decades to elevate penology into a real and recognized science as this distinguished philanthropist."—(*Journal of Social Science*, May, 1880.)

NORTH CAROLINA.

SUMMARY OF SCHOOL STATISTICS.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White children of school age (6-21)...	273,767	271,348	.....	2,419
Colored children of school age.....	148,613	154,841	6,228	.....
Total number of school age.....	422,380	426,189	3,809	.....
White children enrolled.....	146,681	153,534	6,853	.....
Colored children enrolled.....	81,411	85,215	3,804	.....
Total enrolment.....	228,092	238,749	10,657	.....
Average attendance of white youth...	82,054	93,951	11,897	.....
Average attendance of colored youth.	50,499	56,837	6,338	.....
Total average attendance.....	132,553	150,788	18,235	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts.....	6,218	.....	.....	.....
Public school-houses.....	3,342	.....	.....	.....
Schools for white children.....	3,388	3,605	217	.....
Schools for colored children.....	1,761	1,898	137	.....
Total of schools taught.....	5,149	5,503	354	.....
Average length of term in days.....	46	46	.....	.....
Estimated value of school property...	\$157,921	\$192,793	\$34,872	.....
TEACHERS AND THEIR PAY.				
White men teaching.....	1,844	1,771	.....	73
White women teaching.....	642	652	10	.....
Colored men teaching.....	875	627	.....	248
Colored women teaching.....	361	321	.....	40
Total number of teachers.....	3,722	3,371	.....	351
Average monthly pay.....	\$23 18	\$22 14	.....	\$1 04
RECEIPTS AND EXPENDITURE.				
Receipts for public schools.....	\$452,516	\$493,381	\$40,865	.....
Expenditure for public schools.....	324,287	337,541	13,254	.....
STATE SCHOOL FUND.				
Amount of available school fund.....	\$112,000	\$204,500	\$92,500	.....

(From report and return of Hon. John C. Scarborough, State superintendent of public instruction, for the year 1877-'78, and from a return for 1878-'79 from the same.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public instruction and a board of public education; for counties, a county examiner and a board of education composed of the county commissioners; for school districts, school committees of 3 persons elected biennially by the county boards.—(State constitution and laws.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by State and local funds,¹ the latter to be levied (if the qualified electors so vote) when the former are insufficient to maintain one or more

¹In addition to the State and county capitation taxes and other revenues for the support of public schools, 8½ cents on every \$100 of property and credits and 25 cents on every poll are to be levied annually for the maintenance of public schools.

schools in each district for 4 months. The money is apportioned to each county according to the number of children between 6 and 21 years of age enumerated by annual census. To receive the benefits of the school fund the schools are to be free to all of school age without distinction of race, although colored and whites are to be taught separately and the school funds for them are to be kept apart; no sectarian or political text books or influences are to be used; the text books and course of study are to be recommended by the State board of education. Teachers must be licensed, with first, second, or third grade certificates, must be of good moral character, and must make the required report at the end of each term, the payment of their wages depending on the fulfilment of the legal requirements. Provision is made for graded schools and normal schools.—(Laws, 1877.)

GENERAL CONDITION.

A comparison of the statistics for the years 1877-78 and 1878-79 indicates general improvement in school matters. There was an increase of 3,800 in youth of school age; of 10,657 in enrolment; of 18,235 in average attendance; and of 354 schools taught, 217 of them for white and 137 for colored children. School property increased in value \$34,872; the receipts increased \$40,865; the expenditures, \$13,254; and the amount of available school fund, \$92,500. The average monthly salary of teachers was diminished \$1.04, and notwithstanding the increase of 354 schools there were 351 fewer teachers employed. As the State superintendent says that 5,944 teachers would be required to supply the public schools, if there were one for each school district, it is probable that many of the 3,371 teachers were employed in different districts. In some cases they may have taken their pupils with them, thereby giving them the benefit of a longer term than the 46 days mentioned as the average. The amount of the permanent school fund is said to be \$652,500, with 2,500,000 acres of swamp land yet to be sold to add to it.—(Return of State superintendent.)

AID FROM THE PEABODY FUND.

In the year 1878-79 the sum of \$6,700 was sent to this State by the agent of the fund. Of this amount \$2,000 went to the agency, \$1,100 to normal schools, \$1,050 to Fayetteville, \$1,000 to Wilmington, \$700 to Raleigh, \$450 to Greensborough, and \$200 each to Morehead City and Dysartville, to foster the graded school systems at those places.—(Report of trustees of the Peabody fund.)

CITY SCHOOL SYSTEM.

LEGAL PROVISIONS.

The laws of 1876-77 provide that townships with cities of 5,000 or more inhabitants may levy an annual tax for the support of graded public schools. Such tax, which may not exceed one-tenth of 1 per cent. on the value of property and 30 cents on the poll, is to be levied if the majority of qualified voters favor it. This act does not apply to the townships in which the cities of New Berne, Wilmington, Goldsborough, and Charlotte are situated.—(Laws ratified in 1877.)

WILMINGTON.

Wilmington, with an estimated population of 17,600, reports 236 white and 580 colored children in its public schools in 1878-79, or only 866 out of a school population of 4,921. The public schools were taught on 144 days during the year. The school buildings and sites for the white schools were worth \$5,200, those for the colored youth \$3,000. A school building was also leased and \$1,400 expended on it during the year. The tax for school purposes was 8½ cents on the \$100; the total expenditure for the year, \$11,489. In private or parochial schools 387 males and 549 females were reported. Thus the grand total of children in schools during 1878-79 was 1,802. The number of teachers was not given, but \$8,999.79 represented the amount paid for teaching.—(Return.)

From Charlotte, New Berne, and Raleigh there was no information.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL COURSES.

Information was received in 1878-79 from the University Normal School, Chapel Hill; the North Carolina Colored Normal School, Fayetteville; Ray's Normal Institute, Kernersville; the Lumberton Normal School, Lumberton; and Trinity College Normal School, Trinity.

The *University Normal School* is a summer school, lasting six weeks, which was attended in 1879 by 290 students, 135 of them women. In addition to this enrolment, many teachers and persons interested in education attended the course, so that there were at least 325 observing the work. English philology, chemistry, Latin, and alge-

bra were added to the course, and instruction was given in the Kindergarten system.— (Report and return for 1879.)

The *State Colored Normal School* reported 93 students in 1879, 38 of them women, with 3 resident instructors. There were 15 graduates, 12 of whom were soon engaged in teaching. The full course of study occupies 3 years,¹ at the end of which a certificate is given. Drawing and vocal music are taught, and the school possesses apparatus for illustrating physics.— (Return.)

Ray's Normal Institute, organized in 1873, in 1879 had 2 resident instructors, 52 students, and a 2 years' course of study. It is proposed to open a model school in 1880.— (Return.)

The *Lumberton Normal School*, intended to train teachers for the colored schools, had 26 normal students and 25 other students in the year ending July 1, 1879. All pupils teach after one session; 20 were teaching, but none had completed the 4 years' course of 6 months each year.— (Return and circular.)

Trinity College Normal School, organized in the summer of 1878, reported on July 19, 1879, 14 instructors, 10 resident and 4 non-resident; 205 normal students; 114 other students; 10 graduates in the last scholastic year, 5 of them engaged in teaching, and 9 having already received some degree; and a 4 years' course of study. Graduates are authorized to teach without further examination.— (Return.)

Bennett Seminary, Greensborough, reported 25 students in its 4 years' normal course.— (Return.)

Shaw University, Raleigh, had 192 normal students in its 3 years' normal course.— (College catalogue, 1878-79.)

TEACHERS' INSTITUTES.

The law does not provide for the holding of these meetings, and the normal institutes just mentioned seem, in a measure, to be substituted for the usual teachers' institutes.

EDUCATIONAL JOURNAL.

No educational journal was published in the State in 1879, nor could information be derived from periodicals outside of the State as to the schools of North Carolina.²

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND PRIVATE ACADEMIC SCHOOLS.

Information respecting public schools of this grade is wanting. For statistics of private academic schools, see Table VI of the appendix, and a summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Information for 1878-79 was received from 8 colleges or universities. Of these 2 were Presbyterian, 2 Baptist, 1 each Evangelical Lutheran and Methodist Episcopal South, the others non-sectarian in influence. All had classical courses; 6, some department of scientific study; 4, preparatory and theological courses; 3, instruction in book-keeping; 2, normal courses; 3, departments of law, while 2 (Rutherford and Shaw Universities) were open to both sexes.

The *University of North Carolina*, Chapel Hill, included in the above summary, reports, in addition to classical and scientific departments and a legal course of 2 years, a 4 years' philosophical course, a 3 years' course in civil engineering, a 2 years' medical course, and a summer normal of 6 weeks. There were 202 students present in 1878-79.— (Catalogue and return.)

Biddle University, Charlotte, received \$8,420 from the United Presbyterian Church of Scotland in 1879, the interest of which is to be used exclusively to prepare students for missionary work in Africa.— (Return.)

Wake Forest University added \$4,000 to its endowment fund during the year ending June 30, 1879, and received \$12,000 for the erection of Wingate Memorial Hall.— (Return.)

For titles, location, and statistics, see Table IX of the appendix; for summaries of the statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of such colleges, see Table VIII of the appendix; for a statistical summary, see a corresponding table in the report of the Commissioner preceding.

¹In 1880 a preparatory department was added to the school, increasing the course to 6 years.

²The North Carolina Journal of Education has since been established.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and mechanical department of the State University reported 53 students in 1878-'79 in the regular 4 years' scientific course and 71 in a partial course. A theoretical and practical knowledge of all departments of agriculture and considerable instruction in mathematics, German, and French are given to the students. The schools of chemistry and physics and the college of natural history also prepare for scientific pursuits. The agricultural experiment station reports the successful prosecution of its work and 900 analyses made since the establishment of the station in March, 1877.—(College catalogue and return.)

Several of the colleges reporting have either regular scientific courses or schools of natural science.

For statistics, see Table X of the appendix; for summaries of the statistics, a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in 3 years' courses in Biddle University, Charlotte (Presbyterian), and Bennett Seminary, Greensborough (Methodist Episcopal), and in 4 years' courses in Shaw University, Raleigh (Baptist), and Trinity College (Methodist Episcopal South), Shaw alone requiring an examination for admission. The school of the Bible connected with Wake Forest College (Missionary Baptist) also furnishes instruction to young men desiring to enter the ministry, but gives neither degree nor certificate of proficiency.—(Catalogue and returns of Wake Forest College.)

Legal instruction is given in 2 years' courses in the State University and in Trinity College. Applicants for admission are not required to pass an examination. The former had 7 students in 1878-'79, the latter 14. Rutherford College has also opened a department of law, which will prepare students to obtain a license to practise. The length of the course is not yet decided.—(Returns and circulars.)

The *medical* course in the University of North Carolina covers 2 years and embraces instruction in chemistry, botany, physiology, anatomy, materia medica, and the practice of medicine. Laboratory work is not included in the course, but operations in surgery are permitted to students sufficiently advanced in anatomy.—(College catalogue, 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Deaf and Dumb and the Blind, Raleigh, sent in a biennial report under date of January 1, 1879, and no later information has been received. A principal, 7 teachers for the deaf and dumb, 5 teachers for the blind, and 2 of music formed the list of officers of the institution. The domestic and mechanical departments were under the charge of 6 and 3 persons, respectively. Although the overcrowding of the institution necessitated an enlargement of the buildings and other outlay, the net balance in the treasury at the beginning of 1879 was \$7,489.57. A library of 500 volumes is in use. Much attention is paid to the instruction of the colored deaf-mutes and blind. The common school branches and broom, mattress, and shoe making, cane seating, sewing, knitting, and bead and fancy work are taught.

EDUCATIONAL CONVENTION.

The State report of 1878 indicated that a North Carolina Teachers' Association was organized by the teachers in attendance at the summer normal connected with the State University. They were also to form county associations throughout the State. No information has reached the Bureau as to whether these meetings took place in 1879.

CHIEF STATE SCHOOL OFFICER.

HON. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Second term, January 1, 1877, to January 1, 1881.]

OHIO.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21)	1, 018, 789	1, 018, 795	6	.....
Colored youth of school age (6-21).....	23, 174	24, 525	1, 351	.....
Whole number of school age.....	1, 041, 963	1, 043, 320	1, 357	.....
Whites in public schools	730, 365	725, 210	.....	5, 155
Colored in public schools.....	9, 829	9, 441	.....	388
Whole number enrolled	740, 194	734, 651	.....	5, 543
Average daily attendance	465, 372	459, 990	.....	5, 382
Pupils in private schools	23, 121	28, 861	5, 740	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Township districts.....	1, 347	1, 346	.....	1
Subdistricts in these	10, 769	10, 842	73	.....
City, village, and special districts	651	666	15	.....
District divisions in these	743	759	16	.....
School-houses in township districts.....	10, 791	10, 874	83	.....
School-houses in city, village, and special districts.	1, 188	1, 269	81	.....
Whole number of public school-houses.	11, 979	12, 143	164	.....
Whole number of public school rooms..	15, 671	16, 045	374	.....
Number of public school rooms used for elementary schools.	15, 139	15, 515	376	.....
Number of public school rooms used for high schools.	532	530	.....	2
School-houses built	481	437	.....	44
Cost of school-houses built	\$843, 822	\$580, 801	.....	\$263, 021
Value of public school-houses and grounds.	21, 329, 864	21, 103, 255	.....	226, 609
Average time of school in days	155	150	.....	5
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	11, 099	11, 456	357	.....
Female teachers in public schools	12, 292	12, 031	.....	261
Whole number employed	23, 391	23, 487	96	.....
Number of teachers permanently employed.	8, 525	9, 028	503	.....
Teachers in primary and grammar schools.	22, 680	22, 781	101	.....
Teachers in high schools.....	711	706	.....	5
Teachers in schools for colored youth.	262	238	.....	24
Teachers in private schools.....	225	272	47	.....
Average monthly pay of men	\$59	\$56	.....	\$3
Average monthly pay of women	41	41	.....	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$7, 841, 911	\$7, 747, 485	.....	\$94, 426
Whole expenditure for them.....	7, 995, 125	7, 711, 325	.....	283, 800

(From the report of Hon. James J. Burns, State commissioner of common schools, for the year ending August 31, 1879, the report containing most of the statistics of the previous year. The receipts and expenditures are from a written return.)

STATE SCHOOL SYSTEM.

OFFICERS.

These consist of a State commissioner of common schools; State, county, city, and village boards of examiners; and boards of education for city, township, village, and special districts, with 3 directors for each subdistrict, 1 of them elected each year after the first.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by a State tax of 1 mill on each dollar of taxable property, by the income from the common school fund, and by local taxation, the amount in each district to be designated by the boards of education, but not to exceed 7 mills on the dollar. A semiannual apportionment of common school money is made to the counties in proportion to the youth of school age enumerated, any failure to report such number causing forfeiture of school moneys. The law makes provision for enough free schools (to be kept open from 24 to 44 weeks) for all youth of school age; also, for schools of a high grade, evening schools, schools in homes for children and county infirmaries, and separate schools (if desired) for colored children. The German language is to be taught in the public schools when 75 of the resident freeholders, representing not less than 40 pupils, demand it. Children between 8 and 14 must attend school at least 12 weeks in each school year unless specially excused. County examiners now grant certificates to teachers for six, twelve, eighteen, twenty-four, and thirty-six months from the day of examination. These certificates are valid within the county, except in city and village districts, where they must be indorsed by the president and secretary of the board of examiners. The law provides for school libraries in districts, through an appropriation from the contingent fund; in cities, by a tax of one-tenth of a mill for each dollar of the valuation of taxable property.—(School law.)

GENERAL CONDITION.

The statistics of 1878-79 compared with those of 1877-78 show an increase of youth of school age, of pupils in private schools, of subdistricts in the townships, and in city, village, and special districts and their divisions, of school-houses and school rooms (especially those used for the elementary branches), and of teachers in both public and private schools. On the other hand there was a decrease in enrolment and attendance of both white and colored children in township districts, in the number of new school-houses erected during the year, in high school buildings, in the average time of school in days, in women teaching, in teachers employed in high and colored schools, in the monthly pay of men, in the cost of new school-houses, in the value of public school-houses and grounds, and in the receipts and expenditures for the year. Of the 39,265 applicants for teachers' positions in 1878-79 some 25,013 received certificates. In order to hold out inducements for higher attainments in scholarship and to recognize actual success in teaching, a fifth grade of certificate is now given by county examiners. There are 5 more colleges for young men and 5 more seminaries or colleges for women reported in 1879 than in 1878; also, an additional normal college. There was a marked increase in the number of pupils studying English grammar, composition, rhetoric, Latin, Greek, German, chemistry, geology, United States history, book-keeping, oral lessons, drawing, vocal music, and map drawing, and a decrease in the students of general history, natural philosophy, botany, natural history, and French. The reports from the different counties indicate a generally prosperous condition in the schools notwithstanding the decrease in enrolment and average attendance reported. The character of the school-houses is also said to be slowly improving, although there is yet much to be done.—(State report, 1879.)

OTHER TOPICS TREATED.

Superintendent Burns advocates a judicious system of supervision for the township schools in order that the school system may be more efficiently administered; urges consolidation, instead of division of territory, which last involves limited means, unfit school-houses, small wages, inferior teachers, short terms, and poor schools; wants a better line of demarcation between the high schools and the grammar and intermediate grades; desires a more symmetrical course of study in properly conducted schools, the work to be well begun among the fundamentals and then continued in a way to inculcate correct principles and to build up good characters; thinks less stress should be laid on the upper grades, so as not to have colleges spoiled in trying to be universities, high schools spoiled in trying to be colleges, primary schools spoiled in the effort to be high schools, and normal schools spoiled in attempting the impossible feat of being all at once. He would also have a better management of teachers' institutes, so as to do better work without increase of cost.—(State report, 1879.)

KINDERGARTEN TRAINING.

For the statistics of Kindergärten which send returns to this Bureau, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

These consist of boards of education, boards of examiners, and city superintendents who supervise the schools.

STATISTICS. *a*

Cities and large towns.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Akron	17,000	4,465	2,826	2,197	56	\$43,394
Bellaire	7,665	2,694	1,600	920	22	16,311
Canton	12,500	3,761	2,142	1,557	41	36,955
Chillicothe	15,000	3,277	1,798	1,433	45	29,815
Cincinnati	300,000	87,618	30,906	24,997	600	741,274
Cleveland	145,545	46,145	22,741	15,695	409	370,727
Columbus	51,881	14,178	7,409	5,707	137	135,857
Dayton	35,000	11,660	5,696	4,435	123	132,346
Fremont	7,500	2,358	1,042	706	19	13,396
Hamilton	15,000	5,168	1,907	1,421	33	38,127
Ironton	9,900	2,720	1,607	1,176	29	16,531
Mansfield	10,000	2,866	1,777	1,350	36	31,030
Marietta	8,500	1,940	1,313	1,058	23	15,840
Massillon	9,000	2,401	1,132	789	23	49,798
Newark	11,000	3,715	1,854	1,349	39	22,836
Pomeroy	8,000	2,021	1,279	860	26	13,858
Portsmouth	15,000	3,485	2,131	1,644	41	35,102
Sandusky	17,500	6,113	2,414	1,862	49	38,120
Springfield	20,000	5,683	2,683	2,066	52	48,364
Staubenville	16,000	5,346	2,397	1,832	39	29,082
Tiffin	10,000	2,916	1,117	875	27	23,846
Toledo	55,000	14,898	7,618	4,739	128	139,131
Youngstown	18,000	5,006	2,102	624	38	34,604
Zanesville	20,000	5,571	3,103	2,201	69	51,735

a The statistics are from the State report, except the figures for population, which are from other authentic sources.

ADDITIONAL PARTICULARS.

Akron reports 12 school-houses, with 42 rooms, exclusive of rooms used only in recitation; school property valued at \$120,000; and an increase in youth of school age, in enrolment, and in attendance over the previous year. The schools were primary, grammar, and high. A revised course, adopted in the preceding year, was followed with advantage.—(State and city reports.)

Bellaire reports 5 school-houses, with 26 rooms used for both study and recitation, and school property valued at \$45,000.—(State report, 1879.)

Canton reports for 1878-'79 a slight decrease in youth of school age, an increase in enrolment and attendance in the public schools, 8 school-houses, and \$75,000 of school property; also, 4 night schools, with 150 students.—(State report and Ohio Educational Monthly, March, 1879.)

Chillicothe reports fewer pupils enrolled and attending school in 1878-'79 than in 1877-'78; 4 school-houses, with 51 rooms for both study and recitation; and 431 pupils studying German in the high school.—(State report.)

Cincinnati reports 41 schools, divided into 32 district, 6 intermediate, and 3 high. Of this number, 6 of the district, 1 of the high, and 2 of the intermediate grades were for colored pupils. A normal school and one for deaf-mutes reported respectively 107 and 34 pupils. There were 49 school buildings, with 585 rooms in use, and in addition to the pupils enrolled in the public schools some 3,193 youth were studying in the 13 night schools, 3 of which were for colored pupils, while 18,723 children were in no school whatever. Much improvement was noticed during 1878-'79 in pronunciation and reading, the pupils being examined as to the meaning of words and sentences; in composition, the object lesson being the basis in the lower grades; and in penmanship; while in drawing a remarkable uniformity in all the grades of the district and intermediate schools was observable. The plan (introduced two years ago in the fourth intermediate school) of having the pupils give biographical and historical sketches before the classes, besides the regular United States history lessons, is now adopted by nearly all teachers. The public library reports 120,474 books and pamphlets (9,880 of them added during the year), a gain of 110 a day in the use of books, and a branch established June, 1879, which already circulates 1,100 volumes a month.—(City report, 1879-'80.)

Cleveland had in 1878-'79 special teachers in the public schools for music, drawing, penmanship, book-keeping, and German; no evening schools; 40 different school buildings, with 20,062 sittings for study; 10,535 pupils in private or parochial schools; a

normal school, with 65 girl students under 4 teachers; and an increase of youth of school age and of pupils enrolled.—(Return and State report.)

Columbus reports 1 high, a Saturday normal, 45 grammar, and 74 primary schools; 25 school buildings, with 7,037 sittings for study; 3 school-houses building; school property valued at \$603,968; the condition of the schools eminently satisfactory and a substantial and decided advance throughout the different grades made during 1878-'79; a larger attendance in the high school than ever before, with the good character of the school fully maintained; the popularity of the study of German increasing from year to year; and special teachers in music and drawing, considerable progress being made in both branches. The public library, which is growing steadily, has at present belonging to the school board some 4,807 volumes, 490 of them in German.—(City report, 1878-'79, and return.)

Dayton in 1878-'79 had 13 school-houses, with 116 rooms for both study and recitation; school property valued at \$341,100; an increase in youth of school age, in enrolment, and attendance, and in the number of teachers employed; an enrolment of 245 pupils between 16 and 21 years of age; 1,582 students in German, 203 in United States history, 158 in Latin, and 6 in Greek. The results of the free hand and industrial drawing introduced into evening classes in 1877-'78 are reported to have been remarkable for excellence in 1879.—(State report.)

Fremont had \$50,000 in school property; 7 school-houses, with 14 rooms for both study and recitation; and an average monthly enrolment of 754 in the primary and of 76 in the high grade; and 150 pupils studying German.—(State report.)

Hamilton reports a slight decrease in youth of school age, in enrolment, and in attendance; 5 school buildings, with 1,300 sittings; a special music teacher for all the grades; and 9 private or parochial schools, containing 950 sittings.—(State report and return.)

Ironton for 1878-'79 reports 10 school-houses and 28 rooms for both study and recitation, school property valued at \$37,000, and an average monthly enrolment of 1,318.—(State report.)

Mansfield reports an increase in youth of school age, in enrolment and attendance, and in the number of teachers employed. There were 6 school-houses, with 30 rooms for both study and recitation. The school property was estimated at \$150,000.—(State report.)

Marietta had 8 school buildings and 20 rooms, exclusive of those used for recitation only; school property valued at \$44,000; and an average monthly enrolment of 1,100 pupils in the lower grades and of 71 in the high school.—(State report.)

Massillon reports school property valued at \$100,000; 4 school-houses, with 22 rooms for both study and recitation; 108 students of German, 34 of Latin, and 77 in natural philosophy in the higher grades.—(State report.)

Newark reports special teachers for German and penmanship; 6 school buildings, with 1,990 sittings, 40 of them in the 1 evening school; an increase in youth of school age, in enrolment, in attendance, and in teachers; and 2 private or parochial schools, having 230 students.—(State report and return.)

Pomeroy had 5 school-houses, containing 24 rooms for both study and recitation; school property valued at \$20,000; 163 pupils studying German, 61 Latin, and 11 Greek in the high school; and 300 pupils in private or parochial schools.—(State report and return.)

Portsmouth reports 7 different school buildings, containing 2,020 sittings; a continued increase in attendance at school and in youth of school age, but a slight decrease in enrolment; a special teacher of German; and 200 pupils in private or parochial schools.—(State report and return.)

Sandusky reports a decrease in youth of school age and in enrolment, but more regular attendance; 12 school-houses, with 40 rooms for both study and recitation; and \$174,000 in school property.—(State report.)

Springfield had 8 school buildings, containing 49 rooms for both study and recitation; school property valued at \$202,500; and an average monthly enrolment of 2,147 in the primary grades and 130 in the high school. It was also said that a normal department was opened in September, 1878, in connection with the high school, 10 young ladies, graduates of that school, entering it.—(State report and Ohio Educational Monthly for March, 1879.)

Steuubenville reports a course of study of 11 years, three of which are passed in the high school. Pupils who have advanced as far as the third year of school are admitted to a class in German. The enrolment and attendance for 1878-'79 were twice as great as in 1870-'71. The 6 school buildings contained 2,032 sittings, and the 1 evening school, which was open 4 months, had 61 pupils, with an average attendance of 22. There were 400 scholars in private or parochial schools.—(City report and return.)

Tiffin in 1878-'79 had 27 school rooms for both study and recitation, in 5 school buildings, worth, with their sites, \$75,000.—(State report.)

Toledo reports a decrease in youth of school age, in enrolment, and in attendance; 113 rooms for both study and recitation, in 27 buildings, worth, with their sites,

\$500,000. There were 1,209 students of German, 26 of French, and 43 of Latin.—(State report.)

Youngstown had in 1878-79 an average monthly enrolment of 1,569 in the primary grades and of 58 in the high school. There was an increase in youth of school age and in enrolment.—(State report.)

Zanesville had 19 buildings for school purposes, with 65 rooms, exclusive of those for recitation only; school property valued at \$171,500; in high school branches, 191 studying German, 61 Latin, 23 trigonometry, 37 geometry, 83 algebra, 42 natural philosophy, 52 philosophy, and 58 United States history.—(State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The schools reporting to this Bureau are the Northwestern Ohio Normal School, Ada; the Geneva Normal School, Geneva; the National Normal School, Lebanon; the Mansfield Normal College, Mansfield; the Western Reserve Normal School, Milan; the Millersburg Normal School, Millersburg; the Ohio Central Normal School, Worthington; the Ohio Free Normal School, Yellow Springs; and the normals connected with the public school systems of Cincinnati, Cleveland, Columbus, and Dayton. The number of normal students attending 11 of these schools was 2,289. The Western Reserve, the one exception, reported courses but not pupils. The changes in courses of study reported during the year were the substitution of a 3 years' classical course in the Northwestern Ohio Normal for the former 4 years' course and the addition of 1 year to the course in the Cincinnati Normal for those who are not graduates of high schools or of other institutions having equal requirements. The school at Cleveland gives either a 1 or 2 years' course of study, that at Dayton finishes in 1 year, and the Columbus Normal has a 2 years' course. The Millersburg Normal School, not before reported, had on August 10, 1879, courses of study of 1, 2, and 3 years; 13 resident instructors; 91 normal students; 5 graduates, 4 of them engaged in teaching; and diplomas granted on completion of the course.—(Catalogues, returns, and State report.)

NORMAL COURSES IN COLLEGES.

Teachers' or normal courses are found in Buchtel College, Akron; Ohio University, Athens; Baldwin University, Berea; Farmers' College, College Hill; Ohio Wesleyan University, Delaware; Hiram College, Hiram; Mt. Union College, Mt. Union; Franklin College, New Athens; Muskingum College, New Concord; Rio Grande College, Rio Grande; Scio College, Scio, which has a special course of training in studies for teaching, but not in methods; Heidelberg College, Tiffin, which gives a course of lectures on the practice of teaching; Geneva College, West Geneva, a scientific and normal course; Wilberforce University, Xenia; and Antioch College, Yellow Springs.—(College catalogues.)

SPECIAL NORMAL INSTRUCTION.

The summer institute of the Ohio Central Normal School, Worthington, was advertised for July 7 to August 15, 1879. In addition to the regular recitations and reviews, lecture courses were announced on psychology as applied to teaching, on language lessons and grammar, on mathematical geography and map drawing, on school organization and methods, on experimental physics and chemistry, and on practical anatomy and physiology. The teachers' class to continue the study and practice of principles and methods, the Kindergarten for children, and the training class for ladies who desire to understand the system were to continue during the entire session. Later information is that the school is doing better and more thorough work than ever before. There were 12 regular teachers graduated and 4 Kindergärtner.

A 5 weeks' summer normal school, beginning June 23, 1879, was advertised to be held at St. Paris, but no further notice of it has been received.

Other summer normals were the school to prepare teachers of industrial art (including drawing, oil and water color painting, and wood carving), which held its third annual session in Columbus, July 7, and a six weeks' session, beginning July 8, of the Mansfield Normal College.—(Ohio Educational Monthly and Educational Weekly.)

TEACHERS' INSTITUTES.

There were 91 of these meetings held in 86 counties in 1878-79 and 3 in cities, with 468 instructors and lecturers and 12,605 members in attendance. The expenditures were \$20,496, being \$2,039 less than in 1877-78. Superintendent Burns thinks that if the State were divided into four or five institute districts and placed under the general management of a board of instructors commissioned by the State and paid from the institute fund, the meetings would accomplish more and be more economically managed. He would also have two weeks' sessions when practicable.—(State report.)

EDUCATIONAL JOURNALS.

The Ohio Educational Monthly and Notes and Queries, published at Salem, and The Library and The School, published at Columbus, continued in 1879 to furnish valuable information as to the progress of educational matters in the State and elsewhere, and also had many excellent articles on methods of teaching.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The 530 "high" schools reporting in 1878-'79 had an enrolment of 29,686 pupils and an average attendance of 20,734. They employed 706 teachers at an average salary in township districts of \$37 a month for women teachers and \$56 for men, and in separate districts of \$63 for women and \$72 for men. During the year 5 buildings for this grade of school were erected, at a cost of \$72,086. Superintendent Burns, referring to the exaggerated accounts of the number and cost of high schools, says that many schools are reported as high schools when they have no claim to such a title, as for instance one teaching only the six primary branches, or a school of five or six rooms, the only one in the village. The entire cost of many similar schools and buildings is charged to the high school account, so that, according to the returns made by petty school officers, there are only high schools in certain localities. In order to show the number of buildings throughout the State used exclusively for the highest grade of public schools and the class of people getting the benefit of such instruction, a table on this basis is appended to the State report. According to this there are only 9 buildings and 257 rooms used exclusively for high school purposes, with 105 principal teachers and 8,682 pupils. Of the scholars 2,903 were children of mechanics and laborers, 824 of professional men, 992 of merchants, 669 of small tradesmen, 100 of farmers, and of 3,194 the parents' occupations were unknown.—(State report.)

OTHER SECONDARY SCHOOLS.

For statistics of secondary institutions reporting to this Bureau, such as business colleges, private academic schools, preparatory schools, or preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The 35 colleges from which information was received either in 1879 or in the years preceding report classical courses of 4 years, and all, except the University of Cincinnati, have preparatory departments. Six (Capital University and Antioch, Farmers', Kenyon, Western Reserve, and St. Xavier Colleges) do not seem to have scientific courses; 14 report normal courses; 10 have commercial departments; 5 have philosophical and 2 have literary courses of 4 years; 12 show regular theological courses or biblical studies pursued from 1 to 4 years; 3, courses in medicine; and 1, a law department, all coming under professional instruction, while special, elective, English, and ladies' courses are mentioned. Instruction in German, French, music, drawing, and painting is very generally given. Twenty-eight colleges admit women, and in 31 there were 5,891 students in 1878-'79 and 330 graduates. The statistics for the other four are wanting.—(Catalogues and returns.)

The *University of Cincinnati* has no preparatory course, but in addition to the regular collegiate courses there were literary and special courses extending through 4 years, with 4 years' courses in civil engineering and in the school of design. The students have also opportunity for graduate study.—(Catalogue, 1878-'79, and return.)

The *Ohio State University*, which is not included in the summary, as it belongs mainly to the scientific schools, has, however, a preparatory course of 2 years and a classical collegiate and a philosophical course of 4 years each.—(Circular.)

The *Ohio Wesleyan University*, Delaware, offers a preparatory course in medicine, for which, see Scientific and Professional Instruction.—(Catalogue, 1878-'79.)

Mt. Union College, Mt. Union, besides the preparatory, classical, and scientific courses, has a regular business college, a school of design, a conservatory of music, a course of liberal literature and arts, a 4 years' philosophical course, and a one year's graduate course.—(Catalogue, 1878-'79.)

For the names, locations, religious denominations, and statistics of the institutions reporting, see Table IX of the appendix, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In addition to the opportunities for the higher education of this sex found in 28 of the colleges for men, there are 12 institutions for women, 3 of them conferring colle-

giate degrees. All have classical courses, 2 commence with the Kindergarten system, and 3 have normal classes or departments. Besides the usual instruction in French, German, Italian, music, drawing, and painting, Greek and Hebrew enter into the collegiate course in one or more cases. Of these institutions, 3 are non-sectarian, 4 Presbyterian, 2 Episcopal, and 1 each Baptist, Methodist Episcopal, and Methodist.—(Catalogues and returns.)

For names, location, and statistics, see Table VIII of the appendix, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific courses are found in 29 colleges, and more special scientific instruction is given in the Ohio State University, which reports a preparatory course of 2 years that includes preparation at once for classical, philosophical, scientific, and agricultural collegiate courses of 4 years each and for 3 years' courses in civil, mining, and mechanical engineering. Degrees corresponding to each course are given. Military drill was made optional in 1878, and about half of the male students took part therein; the number taking part in 1879 is not given. There were 294 students in the university in 1878-'79.—(Circular and return.) For statistics, see Table X, and a summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

Courses in *theology* were found in 12 of the colleges reported under Superior Instruction, running sometimes for four years along with the collegiate course and in others going 2 years beyond it. There were also separate institutions for theological students, 5 of which—St. Charles Borromeo Theological Seminary, Carthagenia; St. Mary's Theological Seminary, Cleveland; Union Biblical Seminary, Dayton; Oberlin Theological Seminary; and the United Presbyterian Theological Seminary of Xenia—report for 1878-'79. The courses range from 2 to 5 years—the latter including many preparatory studies—and an examination for admission of persons who are not college graduates is generally required for the theological course proper. A seeming exception is made in the Seminary of St. Charles Borromeo, which has an 8 to 10 years' course, beginning with the elements, and a real one in the theological department of German Wallace College, Berea, neither of these schools requiring applicants to be examined. The Bexley Hall Theological School, at Gambier (Protestant Episcopal), with a 3 years' course, is included among those above, and at it there appears to be a specially careful examination of all candidates for admission who are not college graduates.—(Catalogues and returns.)

Legal training is given in the Law School of the Cincinnati College, which has a 2 years' course, with a third year allowed, but no examination for admission, and in the law department of Wilberforce University, which requires a fair English education and recommends a classical or scientific course.—(Catalogues.)

The "regular" *medical* schools reporting for 1878-'79 were the Medical College of Ohio, the Cincinnati College of Medicine and Surgery, the Miami Medical College, all in Cincinnati; the Cleveland Medical College; the Columbus Medical College; the Starling Medical College, Columbus; and the medical departments of Wooster University, of the Western Reserve College, and of the Ohio Wesleyan College, Delaware. In this last a preparatory course in medicine was commenced in 1878-'79. It is intended to give a systematic preliminary training to students in medicine who cannot complete a full classical or scientific course. This training consists of a daily exercise in biology, comparative anatomy, and botany, extending through three terms, followed by a full course of human physiology and medical zoölogy; also, a daily exercise in general chemistry and chemical philosophy through two terms. The other schools named above have the ordinary 3 years' course of study under a physician, which includes 2 lecture courses in the schools. Except in the Cleveland Medical College, there is apparently no examination for admission. The Eclectic Medical Institute, Cincinnati, and the Pulte Medical College, Cincinnati, also have a 3 years' course, and the latter requires candidates for admission to be examined; it also announces the admission of women to the clinics, &c., from 1879-'80 on. The Homœopathic Hospital College, Cleveland, has both a 2 years' regular and a 3 years' graded course, the latter recommended but not required. It does not report as to previous examination, but urges physicians not to accept students who lack due preparation for medical study. The Ohio College of Dental Surgery, Cincinnati, and the Cincinnati College of Pharmacy have 2 years' courses; the former requires an examination for admission and the latter 4 years' experience in pharmacy.—(Catalogues and returns.)

For statistics of all the professional schools, see Tables XI, XII, and XIII of the appendix, and summaries of them in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus, reports 429 pupils in November, 1879, with an average of 433 for the year. The three departments, primary, grammar, and academic, were continued. One-tenth of the pupils were taught articulation and lip reading in successive half hours. In all the classes the greater part of the day was given to English composition. The branches taught were the same as in the public schools; the employments, shoemaking, printing, and book binding.—(Report for 1879 and return.)

The *Cincinnati Day School for the Deaf and Dumb* gave a common school education to 34 pupils in 1878-79. The increase in enrolment at the beginning of the year necessitated the employment of an additional teacher, and it became evident that only the poverty of their parents prevented still other children from entering the school. Consequently an appeal for funds was made. The legislature appropriated \$1,400 in June, 1879, to pay teachers and to support other children for one year in schools for the education of deaf-mutes.—(Return and Cincinnati report for 1879.)

The *Ohio Institution for the Education of the Blind*, Columbus, reports an enrolment of 243 pupils for 1879, with an average attendance of 173; the Kindergarten in successful operation, with 38 pupils; a tuning department, organized during the last term of the year, fitting young men to support themselves; a large number of pupils studying the common school branches; 17 studying mental science, 6 Latin, 5 geometry, 26 natural philosophy, 30 United States history, and 11 general history. The blind are also taught various industrial employments.—(Report for 1879.)

EDUCATION OF THE FEEBLE-MINDED.

The Ohio Institution for the Education of Idiomatic and Imbecile Youth, Columbus, reported 512 inmates in 1877-78. Information for 1878-79 is wanting.

INDUSTRIAL AND REFORMATORY TRAINING.

Returns for 1878-79 were received from 12 orphan asylums and homes in different parts of the State, containing an aggregate of 1,207 children. Reading, writing, and arithmetic were taught in all these institutions, drawing and vocal music in some. In 7 there were certain employments.

The *Industrial School and Home*, Cleveland, reported 132 children cared for in 1879 and 60 placed in homes. All the children attend school and perform more or less physical labor.—(Report for 1879.)

St. Luke's Sewing School, at Marietta, has trained 300 children in the five years ending April 1, 1879, and had 38 girls under care in 1878-79. The school is open on Saturdays from 2 to 4 o'clock from November to March.—(Return.)

The *Warren Street Mission Sewing School*, also at Marietta, admits girls from 6 to 14 years of age, teaching them sewing and Bible lessons. There were 54 girls in attendance in 1878-79.—(Return.)

The *House of Refuge*, Cincinnati, reported 221 inmates on December 31, 1879, to whom were taught the ordinary branches and music, also shoe and brush making, wirework, &c.—(Return.)

The *Ohio Reform School*, near Lancaster, had 314 inmates in November, 1879. They received instruction in the common school branches and in farming, blacksmithing, cookery, making gas, tailoring, brush and shoe making, carpenter's work, telegraphy, and music.—(Return.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Ohio State Teachers' Association met at Cleveland July 1-3, 1879. The president of the superintendents' section, Mr. W. Richardson, of Chillicothe, delivered the inaugural address before that section. Prof. A. H. Tuttle, of the State university, argued in his paper on "Science in the public schools" that the disciplinary value of such study is great enough to entitle certain sciences—he names nine, placing them in three groups—to a place in the different grades. Superintendent J. P. Patterson, continuing the same line of argument, said that the scientific branches teach children to observe and to generalize; that they train the inductive powers, lead to habits of close and accurate thought, and mature the judgment. Both of these gentlemen would have botany, physics, and physiology studied till the close of the grammar grades. Discussions on "The minimum of school age" and "Our school system" followed, this last being based on the papers presented by Professor Hinsdale, of Hiram College, in 1876, and by Superintendent A. J. Rickoff, of Cleveland, in 1877. In the main section the inaugural address by Superintendent H. M. Parker, of Elyria, set forth the need of training the hands as well as the mind and of causing manual

labor to be respected. A resolution was adopted permitting the forming of a section called the "Science section," the incorporation of elementary science instruction in the common schools being given to be reported on at the next meeting. A paper on "Character culture in the schools," read by Superintendent J. W. Dowd, of Troy, led to considerable discussion. Other topics treated were "Professional discourtesy;" "Classics in the public schools," in which the benefits gained in clearness of expression and thought and in propriety and force of style by a knowledge of the classics were shown; and "The American common school teacher," who, said Rev. D. H. Moore, of Cincinnati, should be safely conservative as well as safely progressive. Dr. Alston Ellis, of Columbus, advocated the teaching of German in the public schools. He was followed by Prof. L. R. Klemm, of Cleveland, and Dr. Peaslee, of Cincinnati, on the same subject. In a paper on "The true legal basis of our public school system," Professor D. F. De Wolf, of the Western Reserve College, Hudson, indicated that the governing powers in past times realized that in order to preserve the well being of the country the people must be educated; also, that the state is as absolutely bound to educate its citizens as it is bound to secure the orderly and safe enjoyment of life and liberty in the pursuit of happiness. A letter on "Education in Japan," from Dr. T. C. Mendenhall, professor in the University of Tokio, Japan, was next read. He said that within ten or twelve years enough reforms in educational matters alone have been made to render the Japanese nation famous. He mentioned the establishment of a national bureau of education; the opening of public schools modelled after the best features of those in America and Europe; the erection of a large educational museum, which is filled with articles bearing on primary education; the establishment of well equipped and well managed normal and training schools; the special schools, hardly excelled in any other country; the schools for higher instruction maintained in various parts of the empire; and the imperial university. A report as to the work of the ungraded school section, which was formed in 1878, was made by Hon. J. J. Burns; and one on "Juvenile literature," by the committee appointed for that purpose in 1878.—(Ohio Educational Monthly.)

OTHER TEACHERS' ASSOCIATIONS.

Sessions of the Central, the Northeastern, the Northwestern, the Southwestern, the Eastern Ohio, and the Tri State Teachers' Associations were held once or oftener during 1878-'79. There were also county associations held in various portions of the State during the year.—(Ohio Educational Monthly.)

OBITUARY RECORD.

PROFESSOR HENRY SMITH, D. D., LL. D.

Dr. Smith was born at Milton, Vt., December 16, 1805, and graduated at Middlebury College in 1827. He taught until 1830, when he entered the Theological Seminary at Andover, during his senior year teaching in the Marietta high school. After the incorporation of the Marietta College Institute in 1832, he was elected the first professor, and in 1846 became president. In 1855 he accepted the professorship of sacred rhetoric and pastoral theology at Lane Seminary. He moved, later, to Cincinnati; and in 1861 he accepted a call to the North Presbyterian Church in Buffalo, N. Y., where he remained about three years. He then resumed his teaching at Lane Seminary, where, for more than 20 years, he was professor and for full 45 years a teacher. As a minister, he displayed remarkable power; as a successful teacher, he became noted for decision of character and strength of will. He died in Cincinnati January 14, 1879.—(Address of Rev. I. W. Andrews, D. D., president of Marietta College, and Ohio Educational Monthly.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES J. BURNS, *State commissioner of common schools, Columbus.*

[Term, January 14, 1878, to January 10, 1881.]

[Hon. D. F. De Wolf, long superintendent of schools in Toledo, and, subsequently, professor of modern languages in Western Reserve College, was elected, in the autumn of 1880, to succeed Commissioner Burns.]

OREGON.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20)	53,462	56,464	3,002	.....
Enrolled in public schools	26,992	32,718	5,726	.....
Average daily attendance	21,464	20,840	.....	624
Attending private schools	3,287	4,669	1,382	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts	904	.....	.....	.....
Districts reporting	865	.....	.....	.....
Districts having no school	39	.....	.....	.....
Public schools of ordinary grade	768	.....	.....	.....
Public schools of advanced grade	22	.....	.....	.....
Average length of term in days	93.6	88	.....	5.6
Private schools and colleges	105	.....	.....	.....
Value of public school property	\$483,058	\$520,963	\$37,905	.....
TEACHERS AND THEIR PAY.				
Men teaching	539	.....	.....	.....
Women teaching	460	.....	.....	.....
Total number of teachers	999	.....	.....	.....
Number of teachers necessary for public schools. ....	.....	978	.....	.....
Teachers in private schools .....	.....	189	.....	.....
Average monthly pay of men in pub- lic schools.	\$45 25	\$43 90	.....	\$1 35
Average monthly pay of women in public schools.	34 33	33 80	.....	53
RECEIPTS AND EXPENDITURE.				
Total receipts for public schools	\$258,786	\$351,673	\$92,887	.....
Total expenditures for public schools	275,107	323,834	48,727	.....
STATE SCHOOL FUND.				
Amount of available school fund .....	.....	\$562,830	.....	.....
Whole permanent school fund	a\$509,000	.....	.....	.....

a In 1877; a written return of 1878-'79 states that over 1,000,000 acres of good but unproductive land belong to this fund but are yet unsold.

(From biennial report for 1877 and 1878 of Hon. L. L. Rowland, superintendent of public instruction, and from written return for 1879 of Hon. L. J. Powell, present superintendent.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public instruction and a board of education; for each county, a superintendent of common schools; for each district, 3 directors. The State superintendent is elected every 4 years; the county officer, biennially; the directors, one annually to hold office 3 years.—(Laws, 1878.)

OTHER FEATURES OF THE SYSTEM.

The school moneys consist of an irreducible school fund, the interest of which is divided among the counties in proportion to the number of children between 4 and 20

years of age; a tax of 3 mills on the dollar on all taxable property in each county; and a district tax on real and personal property (widows having taxable property and children to educate being allowed to vote as to this tax), the district schools thus supported being free to youth between 6 and 21 years of age. To be entitled to their proportion of the school fund, the schools must be taught 12 school weeks, except that in the case of a new district 3 years from date of organization shall be allowed to elapse before the enforcement of the rule. To receive their wages, teachers must have certificates from either the county or State superintendent. Provision is made for the support of a high school 6 months at least in districts having 1,000 children of school age; also, for the teaching of one or more schools in the German language in districts where not less than 100 qualified electors ask for it.—(Laws for 1878.)

GENERAL CONDITION.

The statistics received for 1878-'79, compared with those of 1877-'78, indicate an increase of 3,002 in youth of school age, of 5,726 enrolled in public schools, and of 1,382 attending private schools. The school property increased in value \$37,905. The total receipts for public schools were larger by \$92,887, while the expenditures were \$43,727 more. There was a diminution of 624 in average daily attendance, of 5.6 days in the length of school term, of \$1.35 in the monthly pay of men, and of 53 cents in that of women. The available school fund amounted to \$562,830. Authentic information shows that, since September 1, 1878, the superintendent of public instruction has visited and addressed over 200 schools and delivered upwards of 50 educational addresses. He has also changed the school books to an independent series, which, he says, will save thousands of dollars annually to the State. The State board of education in 1878-'79 granted life diplomas to 4 persons and also gave one State diploma (good for 6 years) and 8 first grade State certificates.—(Return and The Oregonian.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Portland and Salem have city superintendents of schools and boards of directors of 3 members.

PORTLAND.

Statistics.—Estimated population, 20,000; youth of school age, including Chinese, 4,223; enrolment in public schools, 2,447; average daily attendance, 1,649; teachers, 40; expenditure for school purposes, \$39,072.

Additional particulars.—The superintendent reports an unusual gain in school population, a thorough census having been taken in February, 1879. Children under 6 years of age are now excluded from school. This brings the percentage of enrolment down from 70.5 in 1877-'78 to 57.9 in 1878-'79. There was, however, a gain of three-tenths of 1 per cent. in the attendance, and tardiness has been gradually decreasing since 1875. The grading of the schools on a system of 4 years each in primary, grammar, and high schools was successfully inaugurated and a general improvement in discipline secured, there being fewer cases of corporal punishment than in the previous year and only 17 cases of suspension. Elementary drawing is taught in the primary grades, freehand and outline drawing in the grammar schools, and geometrical drawing, model and object drawing in outline, and half tint in the high school.—(City report, 1878-'79.)

SALEM.

This next largest city in the State reported 5 grades of school in 1878, with an enrolment of 643 pupils under the instruction of 11 teachers. No later information is received.—(Report for 1877-'78.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Ashland College and Normal School, Ashland, was organized in 1878. It reports 5 instructors, 35 normal students, and 104 other students on June 9, 1879; also, a 3 years' course of study for normal pupils. Drawing and vocal and instrumental music are taught. The school possesses a chemical laboratory and apparatus for illustrating physics. On completion of the course, students receive diplomas which do not as yet allow them to teach without further examination.—(Return.)

Christian College and Oregon Normal School, Monmouth (the normal department being organized in 1879), reports 4 resident instructors, 19 normal and 74 other students, and a 4 years' course of study.—(Return.)

NORMAL COURSES OR DEPARTMENTS.

The *State University*, Eugene, has a normal department which seems to extend through 3 years.—(Catalogue, 1878-'79.)

Blue Mountain University, La Grande, intends to form a normal class each year. All subjects taught in the common schools of the State are to be examined with reference to methods of teaching, and the principles of school government and methods of school organization are to receive due attention.—(Catalogue, 1879-'80.)

McMinnville College, McMinnville, offers a normal course to those desiring to become teachers.—(Catalogue, 1878-'79.)

TEACHERS' INSTITUTES.

The law requires the holding in each judicial district of one institute annually and one also for the State at large. Eleven of these meetings were reported in 1879, but no statistics are given.—(The Oregonian.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The legislature in 1878 legalized high schools as a part of the public school system, and 22 schools of an advanced grade were reported in that year. No further information as to their courses or number of students has reached this Bureau. The Portland High School reported 120 pupils, 71 girls and 49 boys; the percentage of daily attendance 95.7; the percentage of promotion on the number examined 96; the number of teachers as 5; and the results of the year such as to cause the board of education to extend the time required for either language course to 4 years and to make Latin, French, and German optional.—(City report for 1878-'79.)

OTHER SECONDARY SCHOOLS.

For names, location, and statistics of private academic schools, business colleges, schools preparatory to college, and preparatory departments of colleges, reference is made to Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see a corresponding table in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Reports or returns for 1878-'79 were received from 8 colleges and universities, 7 of them giving equal privileges to both sexes. All had preparatory, classical, and scientific courses, 3 gave primary instruction, 2 had normal and 2 ladies' courses, 1 a theological and 1 a commercial course. The denominations represented were: Methodist Episcopal, 2; Baptist, Christian, and United Brethren, 1 each, while 3 were non-sectarian.

The *University of Oregon*, Eugene, reports itself prepared to enter on a wider range of work; in the departments of chemistry, physics, and higher mathematics new apparatus costing \$5,000 has been secured, and 2 professors have been added to the faculty; the one in the chair of English literature and belles-lettres, the other in the chair of chemistry, physics, and metallurgy. These changes indicate that practical study of chemistry and mineralogy and practical assaying will enter into the line of study. To students pursuing a 2 years' course of study, after completing the classical course, the degree of doctor of philosophy will be given.—(Catalogue, 1878-'79.)

Blue Mountain University, La Grande, by catalogue for 1879-'80, reports the college of liberal arts and that of fine arts already organized and in operation, also that colleges of medicine, law, and theology are to be added as soon as advisable. In addition to the preparatory and classical departments, there are 2 scientific courses, a Latin-scientific and a Greek-scientific of 4 years each, a 4 years' course of modern literature and art, and opportunity for normal training.—(Catalogue, 1879-'80.)

For the titles, location, and statistics of all these institutions, see Table IX of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Opportunity for the higher education of this sex is given in all the colleges and universities reporting. For statistics of institutions exclusively for young ladies, see Table VIII of the appendix; for a summary, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

All the colleges and universities of this State reporting statistics in Table IX have scientific courses of 3 or 4 years.

The State Agricultural College, a department of Corvallis College, aims to give a

more extended course of scientific study in its classes of chemical and analytical physics and in its school of agriculture. Botany, fruit culture, geology, mineralogy, and stock breeding are taught in the 5 to 6 years' course. There were 150 students present in 1878-79 and 60 State scholarships are reported.—(Circular and return.)

PROFESSIONAL.

McMinnville College, McMinnville (Baptist), reports a *theological* course of 1 to 5 years for students desiring to prepare for the ministry; but whether any theological students were connected with the college in 1878-79 is not stated.—(Catalogue, 1878-79.)

There are no schools of *law* reporting in this State.

Medical instruction is given in the medical department of Willamette University, which is the only professional school of the Pacific coast north of San Francisco. The first course of lectures was given in March, 1867, and the school has been in successful operation ever since. The college possesses a chemical laboratory, a supply of physiological charts, and a set of anatomical models. In 1877-78 the term of lectures was extended from 4 months to 6 months. There were 33 students in 1878-79 preparing for a profession which requires, in this college, an attendance on two full courses of lectures, with 3 years of study.—(Announcement for 1877-78 and catalogue for 1879-80.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes, Salem, is only partially organized, not yet having suitable buildings for those desiring to obtain instruction. It is, however, a State institution, under the supervision and direction of the State board of education, and receives appropriations semiannually from the State treasury. The biennial report for 1877 and 1878 referred to the need of a hearing teacher, a teacher of lip language, an industrial department, and a more permanent organization in buildings of their own. A return for 1879 presented a corps of instructors consisting of 2 teachers and 15 pupils. There was no settled system of industries. The common school branches are taught.

EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, Salem, was closed during 1879.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The law requires the holding of a State teachers' institute once every year. The meeting for 1879 was held August 26-28, in Portland, with State Superintendent L. J. Powell in the chair. Many prominent teachers were present, and the attendance was said to be larger than at any previous meeting. The different topics discussed were "School law," by Superintendent Gregg, of Marion; the "Spelling reform," by L. F. Henderson, of the Portland public schools; "The object method of conducting recitations;" "Demands for normal school work and how to secure it," by Prof. D. T. Stanley; "Fruits of our schools," in which paper Rev. M. May paid a high tribute to American civil and political institutions. He said also that education fits a man for intelligent labor rather than for a hatred of it. The other papers were "The educational value of object teaching," by Ledru Royal, of Corvallis; the "Metric system of weights and measures," by A. H. McDonald, of Sacramento; "Outside the text book" and "Prizes and rewards," by two lady members of the association. Hon. H. Y. Thompson, of Portland, gave an able address on the teachers' legal relations, and Rev. William Roberts, of Olympia, a lecture on elocution. Committees were appointed to report amendments to the school laws and to prepare an address to the people of the State on the interests of the common school system. The institute then adjourned.—(Pacific School and Home Journal.)

CHIEF STATE SCHOOL OFFICER.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

[Term, September 1, 1878, to September 13, 1882.]

PENNSYLVANIA.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) in 1873	1,200,000	1,200,000	.....	.....
Enrolled in public schools.....	936,780	935,740	.....	1,040
Average attendance in public schools.....	603,825	587,672	.....	16,153
Per cent. of average attendance on enrollment.....	64	62	.....	2
Pupils in private or church schools <i>a</i>	33,709	24,066	.....	9,643
Children in no school (estimated).....	40,695	36,414	.....	4,281
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts	2,187	2,169	.....	18
Districts reporting libraries <i>a</i>	323	696	.....	.....
Public schools reported	18,067	18,386	.....	319
Graded public schools.....	6,432	6,805	.....	373
Schools with uniform text books <i>a</i>	13,217	12,768	.....	449
Schools in which the Bible is read <i>a</i> ..	12,756	13,802	.....	1,046
Schools in which drawing is taught <i>a</i> ..	3,302	3,232	.....	70
Schools in which singing is taught <i>a</i> ..	3,760	4,225	.....	465
Schools in which higher branches are taught. <i>a</i>	1,956	2,100	.....	144
Separate schools for colored youth <i>a</i> ..	65	69	.....	4
Average time of public school in days.....	145	149	.....	4
Private ungraded schools <i>a</i>	473	700	.....	227
Private academies and seminaries <i>a</i> ..	187	213	.....	26
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	9,319	9,605	.....	286
Female teachers in public schools	11,572	11,618	.....	46
Whole number of teachers.....	20,891	21,210	.....	319
Average monthly pay of men.....	\$35 58	\$33 62	.....	\$1 96
Average monthly pay of women	31 32	29 69	.....	1 63
Teachers in private or church schools <i>a</i> ..	1,241	947	.....	294
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$8,180,000	\$8,210,084	.....	.....
Whole expenditure for them	8,187,977	7,747,787	.....	\$440,190
Expenditure, including State orphan schools and State normal schools.....	8,710,725	.....	.....	.....
PUBLIC SCHOOL PROPERTY.				
Reported valuation of school property.....	\$24,839,821	\$24,063,138	.....	\$776,683

a Not including Philadelphia.

b Indiana County, which reported 240 districts with libraries in 1877-'78, makes no return in this item for 1878-'79.

c Includes receipts in Philadelphia in 1879.

(From reports for 1878 and 1879 of Hon. J. P. Wickersham, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction holding office 4 years is appointed by the governor and confirmed by the senate. He is assisted in his public school work by 2 deputy superintendents and 4 clerks chosen by himself.

A county superintendent for each county is appointed every 3 years by the school directors of the county. He must be of known literary and scientific attainments, as well as experienced in the art of teaching.

Boards of school directors are elected in each district for 3 years, with provision for change of one member annually, each township, borough, and city constituting a school district.

Consolidated districts in certain cities or boroughs have also boards of controllers who perform the duties of boards of directors in single districts.

City or borough superintendents may be appointed, for a 3 years' term, by the school directors when said city or borough has over 7,000 inhabitants. The prerequisites for such officers are the same as for county superintendents.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

The lack of a permanent school fund in this State is made up by an annual appropriation of at least \$1,000,000 for the support of public schools. In each school district a yearly levy on all taxable property is authorized by law, this amount not to be greater than that of State and county tax. The apportionment of the \$1,000,000 is according to the number of taxables in each district, provided the district raises its share of funds, keeps its schools open at least 5 months, has duly licensed teachers employed in instructing the children of school age in the common branches of English study, and in higher studies if a sufficient number of pupils need them; no money, however, is to be used to support any sectarian school. The school officers and teachers of each district may select the text books used in their district, with opportunity for change every 3 years. Provision is made for the establishment of separate colored schools (if 20 or more pupils are found), for night schools, for graded schools, normal schools, teachers' institutes, and district libraries.—(School laws, 1879.)

GENERAL CONDITION.

The financial troubles in which the public school system was involved in 1877-'78 seem to have continued in 1878-'79. This is shown by a decrease of \$440,190 in the expenditures for public schools, of \$776,683 in the valuation of school property, of 1,040 in the enrolment and of 16,153 in the attendance, of 18 public school districts, of 449 schools with uniform text books and of 70 in which drawing was taught, of \$1.96 in the monthly pay of men and of \$1.63 in that of women. There were, too, 9,643 fewer children, with 294 fewer teachers, in private or church schools. On the other hand, there was an increase of 319 public schools and of 319 teachers, of 373 graded schools, of 1,046 schools in which the Bible was read,¹ of 465 schools in which singing was taught and 144 schools in which the higher branches were taught,¹ of 4 separate schools for colored youth,¹ and of 4 school days. The private ungraded schools were increased by 227 and the private academies and seminaries by 26. The superintendent of public instruction remarks that for two years past the State has been unable to pay promptly the appropriation to the schools. It was believed, however, that this condition of things would be improved in the future. Two women were acting as county superintendents in this State. The one in Tioga County was serving her second term; the other, in Lackawanna County, was elected in May, 1879, when that county was first organized.—(State report and Pennsylvania School Journal.)

KINDERGÄRTEN.

For statistics of any reporting Kindergärten, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The majority of cities and boroughs have school boards of 3 directors for each ward chosen by the people for a 3 years' term, with change of one each year. These ward directors form a board of controllers for the whole place except in Allentown, Philadelphia, and Pittsburgh, where there are separate central boards.—(School laws, 1879.)

¹ Exclusive of the city of Philadelphia.

STATISTICS. a

Cities and boroughs.	Estimated population.	No. of public schools.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Allegheny	73,000	201	9,704	8,237	203	\$243,784
Allentown	19,000	52	3,319	2,432	52	42,156
Altoona	16,000	42	2,505	2,164	43	25,356
Carbondale	9,500	22	1,998	1,026	22	9,930
Chester	13,000	43	2,997	1,970	44	50,201
Columbia	10,000	23	1,295	.....	25	14,432
Danville	8,436	25	1,555	1,060	26	8,993
Easton	17,000	43	2,348	1,710	51	39,564
Erie	26,000	87	4,063	.....	87	61,725
Harrisburg	30,000	83	5,491	3,414	101	90,931
Honesdale	9,000	11	624	.....	11	6,245
Johnstown	20,000	25	1,473	.....	26	13,113
Lancaster	23,000	65	3,184	.....	65	43,838
Lebanon	8,929	30	1,542	.....	30	50,457
Lock Haven	8,500	55	1,316	.....	22	13,037
Meadville	10,000	31	1,633	.....	31	27,592
New Castle	10,000	24	1,305	1,133	27	11,519
Norristown	15,000	42	2,223	1,561	42	45,454
Philadelphia	817,448	b2,057	103,567	92,381	c2,070	c1,418,075
Pittsburgh	155,000	439	23,197	15,887	455	487,789
Pottsville	14,500	46	2,639	.....	46	46,643
Reading	45,000	137	7,531	6,357	137	62,306
Scranton	50,000	81	8,828	.....	151	89,106
Shenandoah	9,000	22	1,904	1,162	22	19,337
Titusville	8,639	28	1,490	.....	31	30,167
Wilkes-Barre	23,000	30	1,677	.....	32	22,370
Williamsport	18,000	64	3,338	2,144	64	42,967
York	13,000	45	2,308	.....	45	32,295

a The figures for public schools (that is, school rooms for both study and recitation), enrolment, teachers, and expenditure are taken, for the sake of uniformity, from the State report; the youth of school age and average daily attendance, not being found in that report, from written returns or city reports; the estimated population, except in Philadelphia and Pittsburgh, from Rowell's Newspaper Directory.

b For 1878.

c From written return.

ADDITIONAL PARTICULARS.

Allegheny reports for 1878-79 a total of 21 different school buildings, with 11,000 sittings for study; 11,610 pupils enrolled in the schools (although the State report gives 9,704); marked improvement in the character of the work in all grades; no change in either the course of study or plan of graduation in 1878-79 (although a new course of study for the school year 1879-80 was adopted by the board of controllers August 5, 1879); an average enrolment of 183.5 a month in the colored schools; 69 private schools and academies, with 3,458 pupils; and 7,361 books in the public library in June, 1879, with a circulation of 57,608 for the year.—(City report and return.)

Allentown had 8 different school-houses, with 3,500 sittings for study. These buildings were of brick or stone, fitted with the proper furniture, the grounds around them suitably improved, their value estimated at \$400,000, and they held 52 well classified and graded rooms, in 8 of which the higher branches were taught. The full session of 180 school days was held. The estimated enrolment in private and parochial schools was 500 for the year.—(State report and return.)

Altoona reported in its 15 school-houses (9 of them frame and 6 brick or stone) 42 well classified rooms, with 2,725 sittings for study; drawing taught throughout the schools; in 3 rooms, or schools, instruction given in the higher branches; 7 of the teachers formerly students of a State normal school and 1 a graduate therefrom; the school property valued at \$73,800; and 800 pupils enrolled in 14 private or parochial school rooms.—(State report and return.)

Carbondale had 8 frame school buildings (1 of them built during 1878-79 and 3 of them reckoned as first class). They held 22 graded schools (reckoning each room used for both study and recitation as a school), 2 of them graded during the year, and 3 more graded ones were needed. A uniform series of text books was used, and 2 of the teachers were graduates of a State normal school. The school buildings, with their sites and furnishings, were valued at \$54,000.—(State report and return.)

Chester values her 8 brick or stone school-houses (6 of them suitably furnished) at \$97,000, and all were on properly improved grounds. There were 2,100 sittings for study reported; 37 graded schools, 3 of them so arranged in 1878-79, and 3 others requiring to be graded; 3 separate schools for colored children; 6 evening school rooms presided over by women teachers, at \$1 an evening; and 9 private or parochial schools enrolling 250 pupils.—(State report and return.)

Columbia reported uniform text books and both drawing and singing taught in the 22 graded schools located in 3 brick or stone buildings, surrounded by suitably im-

proved grounds. Ten of the teachers had taught more than 5 years, 6 had attended normal schools and 3 graduated therefrom. The 2 private ungraded schools employed 8 teachers for the 300 pupils enrolled.—(State report.)

Danville reported school property worth \$60,000, an average monthly salary of \$57.79 to male and \$27.73 to female teachers, 57 cents a month as the cost of each scholar, \$9,218 received for school purposes in 1878-79, and the schools taught an average of 7 months.—(State report.)

Easton reported 7 school-houses of brick or stone and 2 frame buildings, all well furnished. Of these, 6 had grounds of sufficient size and 4 grounds suitably improved. There were 44 well graded and classified schools; in all a uniform series of text books was used, the Bible read, and drawing taught; in 2 instruction was given in the higher branches. There were 31 teachers who had taught more than 5 years and 1 normal graduate connected with the public school system. The school property was valued at \$255,200.—(State report.)

Erie reported an average of 220 school days taught; \$74,115 received for school purposes; 2 normal school graduates among its teachers and 65 persons who intend to make teaching their profession; 15 school buildings of brick or stone and 4 frame ones, 12 of them supplied with apparatus, and in 10 the apparatus increased during the year. There were 87 well classified school rooms (42 reckoned as graded), in all of which drawing and vocal music were taught. German is an optional study in every grade, and about 60 per cent. of the pupils study the language. In 4 rooms instruction was given in the higher branches. There is also a deaf-mute school, in which the articulation method is used.—(State report, letter, and return.)

Harrisburg reported 21 different school-houses, 5 of them frame and 16 brick or stone, these holding 5,376 sittings for study; 83 graded schools, 5 being graded during the year and 5 more needing to be graded; 6 separate schools for colored children; instruction in music given by a special teacher in all of the schools; a special teacher for drawing in 70 rooms; and school property valued at \$418,221. Of the teachers, 70 had been employed over 5 years, 4 had attended a State normal school, and 1 was a graduate therefrom. The private and parochial schools enrolled 450 pupils.—(State report and return.)

Honesdale averaged 8½ months of schooling during the year, and although in the midst of a mining region, where most of the children are obliged to work, the average number attending school was 421. The male teachers received on an average \$80.97 a month, the women \$42.22. The receipts for school purposes were \$6,664. The cost of school-houses, rent, &c., was \$450.14.—(State report.)

Johnstown reported a State appropriation for the year of \$1,177; the receipts for school purposes, \$15,254; the average percentage of attendance, 93; and the average salary of male teachers per month, \$72; that of female teachers, \$36.—(State report.)

Lancaster kept her 65 schools open on an average 10 months. The 8 men teaching averaged \$74.93 monthly salary; the 57 women, \$36.31. Fifteen per cent. of her population attended school. The school property was valued at \$144,650.—(State report.)

Lebanon reported 30 well classified and graded schools in 8 brick or stone buildings, supplied with suitable furniture, and worth, with their sites, \$75,000. The books are uniform throughout the schools, the Bible is universally read, drawing is taught in 10 schools, and the higher branches are taught in 2. The 2 private ungraded schools report 5 teachers and 240 pupils.—(State report.)

Lock Haven had 2 first class school-houses of brick or stone and 3 frame ones, valued, with their furnishings and grounds, at \$40,000. They held 21 graded and well classified schools, taught by 22 teachers, 2 of them normal graduates and 11 having been normal students. Drawing is taught throughout the course, vocal music in 2 schools, and the higher branches in 1.—(State report.)

Meadville had suitably improved grounds of good size around the 3 brick or stone school-houses which, with 1 frame building, held 31 well classified and graded schools and a school for colored children. Higher branches were taught in 4 rooms, drawing in 29, and there were 3 normal graduates teaching in the public schools. The school property was worth \$20,614.—(State report.)

New Castle reported 1 private ungraded school, with 2 teachers and 35 pupils. The total receipts for public schools in 1878-79 were \$11,118. The 25 graded schools (3 of them used for high school purposes) occupied 4 brick or stone buildings, with improved grounds, and 1 frame house. Fourteen of the teachers had been employed more than 5 years.—(State report.)

Norristown divides her schools into high, grammar, secondary, and primary departments. There is also a colored department, and special teachers for drawing and music were employed. The grades are so arranged that through regular promotions the course can be finished in 11 years. There was an increase in both enrolment and attendance over the previous year; this required more rooms, which were being rapidly provided. The number of sittings in 1878-79 was 2,060; value of school property, \$100,579.—(City report and return.)

Philadelphia reported 472 schools, viz, 238 primary, with 52,980 pupils; 137 second-

ary, with 26,309 pupils; 30 consolidated, with 7,420 pupils; 64 grammar, with 15,081 enrolled; a normal and practice school, enrolling 1,282 scholars; and a high school, with 495. During the year the revised course of study, noticed in the Report of the Commissioner of Education for 1877, was in use throughout the schools and marked improvement in the progress of the pupils was apparent. In order to accommodate the increasing school population, 3 school buildings, with seating capacity for 1,350 pupils, were completed in 1879, and 4 others, with 2,900 sittings, were to be finished in 1880. The high school¹ resumed its system of semiannual admissions in February, 1879. The normal school¹ was more thoroughly organized, and, under a rule recently adopted, the graduating class began a fourth year, to be devoted to instruction in methods and theory of teaching and to practice in teaching under competent supervision. The most important change of the year was the adoption of a new basis on which to pay the salaries of teachers. The old system was to pay according to the grade of studies taught; the new involves the term of service and efficiency, and secures the retention of teachers, with an advance of salary when they show themselves sufficiently qualified. School was taught 196 of the 197 days in the school year. School property was valued at \$6,363,100.—(City report and return.)

Pittsburgh had 1 high, 1 normal, and 52 subdistrict school buildings in 1878-79, valued, with their furniture, at \$1,900,000. During the year \$3,509 were paid for sites and \$15,564 for buildings. The high school had academical, commercial, normal, industrial, and graduate departments. The regular evening schools were open 65 evenings, with 70 teachers and 3,721 pupils present, and 1,500 in average attendance. The industrial evening schools, also open 65 evenings, reported 5 teachers and 253 pupils, with an average attendance of 125. The private and parochial schools enrolled 12,000 pupils who were taught by 200 teachers.—(City report and return.)

The *Pottsville* school system embraces 46 well classified and graded schools in 12 well furnished buildings, 9 of them of brick or stone and 3 frame structures. Ten of these school-houses have ample grounds, and 5 of them are considered first class in every respect. Drawing is taught in all the schools, vocal music in 12 rooms, and the higher branches in 1 school. All the teachers employed intend to remain teachers, and 25 have taught more than 5 years. The 6 private schools had 10 teachers and 250 pupils.—(State report.)

Reading reported 1 frame and 22 brick or stone school-houses, containing 131 graded schools, with 7,150 sittings for study. Twenty of these buildings were well supplied with furniture and had improved grounds. The school property was estimated to be worth \$273,510. The number of school days for the year was 195. There were 8 private schools reported, with 950 sittings and an enrolment of 800 pupils; also, 1,000 children not in school.—(State report and return.)

Scranton had among her teachers 59 employed more than 5 years, 75 adopting teaching as a profession, 3 formerly students of a State normal school, and 1 a graduate therefrom. The 15 frame and 13 brick or stone school-houses contain 81 well classified and graded rooms, in all of which drawing is taught, and in 4 the higher branches. There were 12 private ungraded schools and 4 academies and seminaries reported; also, 1,000 pupils attending such schools, while 1,500 children were not in any school.—(State report.)

Shenandoah intends to increase the efficiency of the primary schools by establishing another grade in 1879-'80. There has been a general increase in the daily attendance of pupils since the inauguration of the present system of schools in 1876. The schools are divided into primary (in the first and second grades of which there are semiannual examinations), grammar, and high departments, 4 buildings in all, valued, with their sites, at \$50,500. For the first time a class completed the course required for graduation in the high school, 9 out of 10 members receiving diplomas.—(City report and return.)

Titusville estimates the 2 frame and 2 brick or stone school-houses as worth, with their grounds and furnishings, \$80,000. Instruction in drawing and vocal music is given throughout the course and the higher branches are taught in 1 school. Five hundred youth between 16 and 21 years are represented as attending no school, and 400 are students in the 1 private ungraded school or in the 1 seminary. The school year averaged 10 months.—(State report.)

Wilkes-Barre averaged 10 months' instruction in her 30 schools. The estimated value of school property was \$59,000; total receipts for school purposes, \$33,644; average cost of each scholar, \$1.03 a month; average monthly salary of the 7 male teachers, \$74.50; of the 25 women teaching, \$45.60. The percentage of population attending school was 16, the average percentage of attendance 92.—(State report.)

Williamsport had 1 high school, 4 grammar, and 7 primary buildings, the whole containing 3,210 sittings for study in 64 graded and well classified rooms, 5 of them belonging to the high school. These buildings, 10 of them first class brick ones, are worth \$105,960. Of the teachers 28 have taught more than 5 years, 2 had been normal stu-

¹For fuller details of the high and normal schools, see Training of Teachers and Secondary Instruction.

dents, and 1 a normal graduate. Three private ungraded schools and 1 academy had 640 pupils.—(State report and return.)

York had only 100 children not attending school; 250 attending private schools; 1 ungraded and 38 graded schools (in all of which drawing and vocal music were taught), in 9 brick and stone buildings, valued, with furniture and sites, at \$125,000. All the teachers have adopted teaching as a profession; 1 had been studying at a State normal school and 1 was a graduate therefrom. The school year averaged 9 months in the different schools during 1878-'79.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Information for 1878-'79 from the 10 State normal schools indicated that there were 2,725 students in the normal and 954 in the model departments thereof. The graduates numbered 227, and 193 of these were established as teachers. The normal school law provides that meetings of the principals of the several normal schools shall be held from time to time to arrange a general course of study. The revision for 1878, which is fully described in the last report, includes an elementary department for the practice of teaching and a scientific course for the philosophy of teaching. Another revision for 1880 will be described in the next report.—(Returns and reports.)

OTHER NORMAL TRAINING.

The 8 other normal schools or departments reporting had 1,742 normal and 468 other students in 1878-'79, with 215 graduates, 176 of them already engaged in teaching. The course of study in these schools ranges from 1 to 4 years.

The Girls' Normal School, connected with the public school system of Philadelphia, created a new grammar department in 1879. It also reports the department of methods, established in 1878, as rapidly growing in favor, and scores of children waiting for admission to the school of practice.—(City report.)

Two training schools for Kindergärtner also report in Philadelphia.

The normal department of the Pittsburgh public schools had in 1878-'79 a training school of 2 rooms, with about 50 primary pupils in each. Before graduating, every student is required to teach at least 2 weeks.—(City report.)

A 2 years' normal course is given in the Riverview Normal and Commercial Institute, Pittsburgh.

A normal academy was also reported at Sheakleyville, particular attention being paid not only to the common branches but also to the practice of teaching.

Two county normal schools, in Lycoming and Snyder Counties, train teachers especially for the county schools. The former gives diplomas and permanent certificates; the latter does not graduate students. Five colleges also gave normal instruction.

For further information, see Table III of the appendix to this volume; for a summary of normal school statistics, a corresponding table in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

Thirteen out of 25 cities and boroughs report district institutes held in 1878-'79. Teachers' institutes were held in sessions of 4 to 10 days (the average being 5) in all the counties of the State. The whole number of members present was 13,508; average number, 9,417; members employed in county schools, 10,351; school directors present, 2,001; honorary members, 1,744; instructors and lecturers, 442; number of essays read, 224. The instructors and lecturers were paid \$13,186 and other expenses reached \$6,591, making a total for institutes in 1878-'79 of \$19,777. The amount received was such as to leave a balance on hand of \$2,976.—(State report.)

EDUCATIONAL JOURNALS.

This State had several educational journals in 1879: The old and excellent Pennsylvania School Journal, published at Lancaster by the State superintendent of public instruction; the Educational Voice, Pittsburgh, organ of the Pittsburgh Teachers' Institute; the Teachers' Journal, Wilkes-Barre; The Teacher, Philadelphia; The Teachers' Advocate, begun at Mercer in October, 1879; and The Home and School, which was published for two months at Allegheny. The intention is to make this paper in 1879-'80 the official organ of the Allegheny Teachers' Institute, their connection with the Educational Voice having been severed. The Allegheny Teacher comes for the first time, although apparently begun in 1878.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The higher branches were taught in 2,100 schools outside of Philadelphia, 62 of these schools being in boroughs and cities. The 7 schools of advanced grade in Allegheny

include 10 branches in the 2 years' course of study. The Erie high school fits for the classical course in college. There are also English and eclectic courses, German and French being included in the studies.—(Letter from Superintendent Jones.) The girls' and boys' high schools in Harrisburg have 4 years' courses. The Norristown high school reports Latin, Greek, and German as optional studies in the 2 years' English course. The central high school of Philadelphia had 495 pupils; the girls' normal school (reckoned as a high school), 975 students. The former resumed the system of semiannual admissions in February, 1879. The Pittsburgh high school is divided into academical, commercial, normal, and industrial departments, with a total of 584 pupils for the year. A large laboratory was fitted up for the practical study of zoölogy, botany, and geology, and a smaller chemical laboratory for the students of chemistry. Shenandoah graduated her first class from the high school, 9 out of 10 scholars receiving diplomas; revised the course of study so as to prepare pupils for college and to enter the senior class at either of the normal schools, and erected a building for her high school.—(State and city reports.)

OTHER SECONDARY SCHOOLS.

There were 213 academies or seminaries reported in the State (Philadelphia not included) and 700 private ungraded schools. The number of pupils attending such schools was 24,066; teachers, 947. The statistics for the seminaries and private schools are not given separately.

For titles, location, and statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for their summaries, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Information for 1878-'79 was received from 23 colleges, 7 of them admitting women. Preparatory courses were reported in 18; classical, in 21; scientific, in 16 (military science being also found in 4 of these and a Latin-scientific course in 1); normal courses or summer institutes, in 5; commercial courses, in 4; theological courses or biblical instruction, in 8 (while 1 had an ecclesiastical department); civil engineering, in 5; chemical courses of 4 years, in 2; graduate courses, in 4; departments of law, in 2; also a professor of law in Dickinson College, and law lectures, opened in 1878-'79, in Lehigh University. There were ladies' courses and English courses in 2 colleges; courses in dentistry and medicine in 1 other; 4 possess or have the use of an observatory; Anglo-Saxon enters into the courses of 6; Hebrew, into the courses of 10; Spanish, into those of 3; Italian and Bohemian each, into those of 1; French, into 15; and German, into 21. Six teach music and 7 give lessons in drawing, while in Lebanon Valley College oil painting and voice culture are added.

From 6 institutions (Lincoln University and Ursinus, Palatinate, La Salle, St. Francis, and Waynesburg Colleges) information was lacking for 1878-'79. When these colleges last reported the following courses were represented: preparatory, 5; classical, 6; scientific and theological, 3 each; commercial and normal, 1 each.

For statistics of colleges, see Table IX of the appendix. For a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

The *University of Pennsylvania*, Philadelphia, reports 135 students in the department of arts, 132 in the Towne Scientific School, and 12 in the department of music. Women are admitted to the lectures on the science of music and to the lectures on modern history, general chemistry, and physics; also, to the instruction in analytical chemistry in the Towne Scientific School. Information regarding the courses in law, medicine, and dentistry will be found further on.

Lafayette College, Easton, had 272 students in 1878-'79, 5 of them graduates. In addition to the classical and general scientific courses there are several special courses in science, which may be found detailed further on; also, graduate and law departments. Biblical instruction is given once a week throughout the year, and the students have also opportunity for philological study of Anglo-Saxon, English, German, and French, with Italian and Spanish optional.—(Catalogue, 1878-'79.)

Franklin and Marshall College, Lancaster, also maintains a high position in regard to liberal culture, its course providing for the departments of mathematics, ancient languages, natural sciences, English literature, history and archæology, the German language and literature, and a course in philosophy which embraces mental and moral science and æsthetics.—(Catalogue, 1878-'79.)

New Castle College makes no report as to courses and students for 1878-'79.—(Return.)

St. Joseph's College, Philadelphia, has not yet opened a collegiate course. There were 300 male and 330 female students in the preparatory course.—(Return.)

Lehigh University, South Bethlehem, is so abundantly endowed that it gives free tui-

tion in all its branches and classes. There are classical and general scientific courses; also, schools of civil and mechanical engineering, of mining and metallurgy, and of chemistry. The first year and a half in these technical courses is the same; after that the student selects the course of study he desires to pursue. Law lectures and a 2 years' course in astronomy are among the advantages of this college.—(Catalogue, 1878-'79.)

Swarthmore College, which admits both sexes, reports numerous elective studies throughout the classical course and several in the junior and senior years of the scientific course. The 4 years' chemical course also allows a selection of studies for those desiring to study medicine and pharmacy after graduation. Courses in civil engineering and in the theory and practice of teaching are also reported. During the 10 years since the opening of the college 1,335 students have been in attendance, 554 of them girls.

The amounts given to the different colleges in 1878-'79 were \$4,000 to Pennsylvania College, Gettysburg, for the endowment of scholarships; \$8,500 to Haverford College, \$5,000 of it for a professors' fund; \$15,000 to Westminster College, the purpose of the bequest not being stated; \$10,000 to Swarthmore, for a meeting-house and barn; and \$21,000 to Washington and Jefferson College, \$20,000 being to endow the chair of applied mathematics and \$1,000 for outfit.—(Returns.)

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In 7 of the above colleges equal facilities were given to young women.¹ There are also many collegiate institutions for this sex alone; their statistics may be found in Table VIII of the appendix and in a summary in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Pennsylvania State College*, Centre County, reports 66 students, under 4 instructors, in the preparatory department; 58 students and 10 instructors in the scientific department; and 13 students pursuing a partial course. The courses of instruction, open to both sexes, include agriculture, natural science, chemistry, mathematics, physics, political, moral, and mental science, English literature, and ancient and modern languages. Military science and tactics are also taught, and in the preparatory course systematic instruction in music is given. There is opportunity for graduate instruction.—(Catalogue and return.)

Sixteen colleges mentioned under Superior Instruction have general scientific courses and several report technical courses.

The *Towne Scientific School*, connected with the University of Pennsylvania, teaches analytical and applied chemistry, mineralogy, geology and mining, civil and mechanical engineering, drawing, and architecture in 4 years' courses, and has 2 years' graduate courses.

The *Pardee Scientific Department*, Lafayette College, has a general scientific course of 4 years; courses in civil and mining engineering and metallurgy and in chemistry; also, graduate courses.

Lehigh University and *Swarthmore College* give more than the ordinary scientific instruction, the former in several special schools besides its general scientific course.

The *Polytechnic College of Pennsylvania*, at Philadelphia, comprises a scientific and 5 technical schools.

Franklin Institute and *Wagner's Institute*, Philadelphia, provide lectures on scientific subjects.

For more specific details of the different scientific schools, see Table X of the appendix, and a summary thereof in the report of the Commissioner preceding.

THEOLOGICAL.

Ten theological schools made reports for 1878-'79, of which the following 6 had 3 years' courses, with examinations for admission of students who were not college graduates or had no evidence of similar preparation: *Western Theological Seminary*, Allegheny City (Presbyterian); *Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States*, Gettysburg; *Theological Seminary of Franklin and Marshall College*, Lancaster (Reformed Church); *Meadville Theological School* (Unitarian); *Divinity School of the Protestant Episcopal Church*, and *Theological Seminary of the Evangelical Lutheran Church*, both in Philadelphia. *Crozer Theological Seminary*, Upland, had also a 3 years' course "adapted to graduates of colleges and those of like attainments," but allowed others to enter and take a partial course. The *Moravian Theological Seminary*, Bethlehem (United Brethren), the *Theological Seminary of St. Charles Borromeo*, Philadelphia, and the *Augustinian College*, of Villanova, near the same

¹These were Lebanon Valley College, Annville; Thiel College, Greenville; Monongahela College, Jefferson; Allegheny College, Meadville; New Castle College, New Castle; Westminster College, New Wilmington, and Swarthmore College, Swarthmore. Waynesburg College, Waynesburg, not reporting for 1879, also admitted women when last heard from.

city (both Roman Catholic), reported theological or ecclesiastical courses of 6, 9, and 7 years, respectively, which included much training usually considered preparatory. The entrance to the first 2, however, was guarded by a preliminary examination.

Biblical instruction was given in 6 of the colleges reporting for 1878-79, and 10 of these colleges offered instruction in Hebrew to students looking forward to a theological course.

For statistics of the theological schools reporting, see Table XI of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

LEGAL.

The only school of law in this State reporting for 1878-79 is the law department of the *University of Pennsylvania*, Philadelphia, which had 126 students attending the 2 years' course. Students desiring to use their diplomas in gaining admission to the bar of the courts of common pleas and orphans' court of Philadelphia pass an examination before entering; otherwise none is required.—(Catalogue and return.)

A law department was opened in 1874 in *Lafayette College*, Easton. It reported in 1877-78 a 2 years' course and no examination for admission required.

Law lectures were commenced in 1878-79 at *Lehigh University*, South Bethlehem, and 24 law students matriculated. The course was reported to be a very successful one, but it appears to have closed in February, 1879.

A professor of law is announced among the faculty of *Dickinson College*, Carlisle, but no course is mentioned.

MEDICAL.

The 3 "regular" medical schools of this State are in Philadelphia. Each reports a 3 years' course.

The *Jefferson Medical College* requires no examination for admission. In order to obtain a diploma the student must have a moderate knowledge of medical botany.

The medical department of the *University of Pennsylvania* reports a 3 years' graded course, with examinations at the close of each year; chemical work necessary to obtain a diploma; and a preliminary examination to be required after 1880-'81 of every candidate who has not previously received a collegiate degree or who does not present the matriculation certificate of a recognized college or normal or high school covering the required branches. The auxiliary department of medicine connected with this school is essentially a graduate course. It confers the degree of doctor of philosophy on graduates attending 2 full courses of lectures in this department if they pass a satisfactory examination and present a thesis.

The *Woman's Medical College*, the third regular school, requires a preliminary examination of beneficiaries or of those desiring scholarships.

The *Hahnemann Medical College*, also in Philadelphia, admits students to its 3 years' graded course, on the certificate of the preceptor. This homeopathic school has also a graduate course, and, although it does not oblige the students to work in the chemical laboratory, most of them do so. Medical botany is also taught in the spring course.—(Catalogue and return.)

The *Pennsylvania College of Dental Surgery*, the *Philadelphia Dental College*, and the department of dentistry connected with the *University of Pennsylvania*, all in Philadelphia, report courses of 2 years, although in the first mentioned 3 years are recommended. The department of dentistry obliges its students to do chemical laboratory work before being awarded diplomas, and will require a preliminary examination after October, 1880.

The *Philadelphia College of Pharmacy* requires no examination for admission to its graded lecture course of 2 years, but expects every one entering on this course to have had 2 years' service with an apothecary. A moderate knowledge of medical botany is essential to obtain a diploma.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

A report for 1879 from the *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia, indicates that through an inadvertence the bill providing for the education of the indigent deaf-mute children of the State failed to become a law. However, rather than dismiss these children with their education unfinished, the directors assumed the responsibility of continuing the school during the year. Intellectual training is the chief aim of the institution, the teaching of trades being considered of secondary importance; nevertheless, out of the 357 pupils in 1878-79, there were 32 boys engaged in shoemaking, and a class in lithography promised well. The girls were instructed in plain sewing. The articulation method receives increased attention from year to year, 70 pupils being now under instruction. The diminution in numbers from the previous

year was occasioned by the decision of the board of directors which limits the number of boys admitted to 175.—(Report and return.)

The *Western Pennsylvania Institution for the Instruction of the Deaf and Dumb*, Turtle Creek, reports a large increase in attendance and \$21,800 subscribed towards erecting suitable buildings to accommodate all desiring admission. Six classes are reported, with an average of 14 pupils to each. There were 57 male and 32 female pupils in 1878-'79, all of them learning the English branches and drawing. Encouraging results in the teaching of vocal utterance are noticed.

In connection with the public school system of Erie is a deaf-mute school, which was organized under the authority of the school board in 1875, the whole expenses being met by the board since that time. The articulation method has always been used for the 10 or 12 pupils belonging to the school. Visible speech was in vogue one year; the German or natural method has since been adopted. The usual studies, music excepted, are pursued by the students.—(Letter.)

EDUCATION OF THE BLIND.

The Pennsylvania Institution for the Instruction of the Blind, Philadelphia, also suffered from the failure of the State appropriation, yet the directors continued the work and admitted pupils the same as usual. There were 244 pupils in the institution during 1879, and 202 remained in December. The common and higher English branches are taught; also, pin-type printing, Braille point writing, calisthenics, and the usual employments. Much prominence is given to the manufacturing department in this institution. Some of the pupils have secured a competence through their musical abilities or in tuning pianos, others have done the same by following one or more of the various industries taught here.—(Report and return.)

EDUCATION OF THE FEEBLE-MINDED.

The Institute for Feeble-Minded Children, Media, which had 316 inmates in 1878-'79, is reported to have made additional improvements with a view to better care of the children and to still greater success in the training of the habits of the pupils. Training in common school studies and industrial employments is afforded the inmates.

EDUCATION OF ORPHANS.

The requirements for admission to the soldiers' orphans' homes have been changed since the original law, which permitted none but the children of deceased soldiers, born prior to January 1, 1866, to enter. The conditions at present are that children must be under 16 and in destitute circumstances and their fathers victims of the war or dying of disease contracted therein, or if living unable through disease contracted in the war to support their families or themselves. Fully two-thirds of the children now in these homes are orphans. The number of the homes reported in 1878-'79 is 21, a reduction of 23 since 1871. The number of orphans under State charge September 1, 1879, was 2,462, of whom 616 were admitted to the homes between May 31, 1878, and September 1, 1879, while 419 applications were on file. The cost for the year was \$367,934; cost since opening of homes to May 31, 1879, \$5,962,095.—(Pennsylvania School Journal.)

The Girard College for Orphans, Philadelphia, has had 2,531 inmates under instruction since its foundation in 1848. Children are admitted between 6 and 10 years of age, and they quit the institution, being bound out to trades and occupations of all kinds, between 14 and 18 years of age. There were 870 boys in the college in December, 1879, pursuing the 8 years' course of study, and 550 were taught drawing and vocal music. The admissions during the year amounted to 82, and 389 applications were on file. General good behavior and fair progress in the schools were reported; 304 pupils received premiums for exemplary conduct, and 74 were promoted from the primary to the principal department. The handicrafts taught are shoemaking, carpentry, gardening, and baking.—(Report of board of city trusts for 1879 and return.)

TRAINING OF INDIANS.

The Training School for Indians, at Carlisle Barracks, which is under the superintendence of Capt. R. H. Pratt, U. S. A., reports 158 pupils in December, 1879. They are to be taught the rudiments of an English course and the practical use of tools. Further information will be found under "Indian Territory."

TRAINING OF NURSES.

The Training School for Nurses, connected with the Woman's Hospital in Philadelphia, reports a 2 years' course, one year to be spent in the outside practice of the hospital. Statistics for 1878-'79 are wanting.

ART EDUCATION IN PHILADELPHIA.

The *Academy of Fine Arts*, Philadelphia, has large classes for instruction in drawing, painting, modelling, and sculpture, and affords unusual advantages.

The *Schools of Industrial Art* connected with the Pennsylvania Museum are reported to be in a prosperous condition and to be growing in favor. During the fall term there were 33 students at the day school and 74 in the night school. Since the removal of these schools to the Franklin Institute the rooms have been open daily for the use of the scholars.—(Daily Evening Telegraph.)

The *School of Design for Women* has grown year by year until it now occupies fine apartments, possesses a large museum of copies of masterpieces of art, casts, drawings, engravings, books, &c., and is attended by several hundred students. It aims to give a systematic training in the principles and practice of the art of design and in the connected branches of study. A standard of admission is required for the various technical courses, and a preparatory course is established for those who do not meet the requirements. At the end of the prescribed course certificates are given to those who pass the regular examinations.—(Pennsylvania School Journal, July, 1879.)

The *Spring Garden Institute*, an evening school for young men, opened a department, in the winter of 1879, for the teaching of mechanical handiwork. Instruction is given in the 7 evening classes in the use of the hammer, chisel, file, reamer, &c., on brass, wrought and cast iron, and steel. The charge for the course, including use of tools and material and admission to lectures, is fixed at \$5.—(New York School Institute.)

TRAINING IN ORATORY.

The National School of Elocution and Oratory, Philadelphia, reported 89 ladies and 105 gentlemen, in 1879, pursuing either the literary course or the course in elocution. The graduating class of the same year contained 26 ladies and 21 gentlemen. Among the elective courses are post junior and post senior courses, summer, evening, and afternoon courses, and a Saturday graduating course, adapted to the wants of teachers, which, like the regular course, requires 2 years for its completion.—(Catalogue, 1879-'80.)

INDUSTRIAL AND REFORMATORY TRAINING.

There were 14 orphan asylums and homes for children reported in 1878-'79, 5 of them in Philadelphia, the others in different parts of the State. In these institutions were 930 children receiving instruction in reading, writing, and arithmetic. In 7 of them certain industrial employments were given.—(Returns.)

The *West Philadelphia Industrial School of the Immaculate Conception*, the only industrial school thus far reporting, had 110 girls under its care in 1879. They were given school training, instruction in dressmaking, machine operating, embroidery, and domestic work.—(Return.)

The *House of Refuge*, Philadelphia, reported, June 26, 1879, a total of 548 inmates, 350 of them white and 198 colored. All are taught the ordinary English branches. The girls learn household work, sewing, running a sewing machine, tailoring, and how to knit stockings. The brush, hosiery, wickerwork, chair seating, and pocket book shops employ 248 boys, 10 cents on every dollar being allowed as an incentive to industry. The colored department is also well conducted.—(Report of public charities, 1879.)

The *Pennsylvania Reform School*, Morganza, reports a number of improvements made during the year for the convenience of the school and considerable progress towards perfecting the "family plan" in the institution. This plan consists in dividing the children, as in New Jersey, into families of 50, each occupying a separate house, with special officers, and each house to have a dormitory, school room, dining room, and playground. There are 4 such establishments for boys and 1 for girls, with a central administrative building. The 451 inmates (154 received in 1878-'79) were successfully studying the common branches, and one class of girls had lessons in crayon drawing of line maps and charts. The intention is to introduce drawing in the male department in 1880. The boys are employed on the farm, and some 8 or 10 of them in the tailoring and shoe shops. The girls learn bead, braid, and worsted work, fine needle work, tailoring, and common sewing.—(Report of public charities and report of the institution.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

It was decided by an almost unanimous vote of the members of this association to postpone the meeting appointed for 1879 until 1880. This action was taken on account of the meeting of the Convention of Superintendents in the spring and of the National Association at Philadelphia in August.—(Pennsylvania School Journal.)

SCHUYLKILL COUNTY TEACHERS' INSTITUTE.

As there was no meeting of the State association, the questions submitted at the seventh annual session of the Schuylkill County Teachers' Institute, held at Pottsville, December 29, 1879, are given, for the practical character of these questions may

perhaps serve as a model for other institutes. They are as follows: "What mental faculties are first developed in primary pupils and how should primary methods of instruction differ from those in higher grades? Why should primary instruction deal largely with concrete knowledge? Why should we teach little children things before names, ideas before words that represent them, and processes before rules? Why should oral instruction be made prominent in teaching young pupils? Can children under 8 years of age study with advantage any book lessons? What should be taught with the first and second readers? Should oral exercises be made prominent with this class of pupils? What slate exercises should be daily provided for? Should the child's first lessons in geography be oral rather than from books? Why?" Certain persons were selected to answer questions as to the objects and methods of government; as to special preparation on the part of the teacher for each recitation, the use of text books in hearing a recitation, and assisting pupils to prepare their lessons; as to the advantages and disadvantages of conducting recitations by topics, the reciting of pupils consecutively; and as to the practice of promotion in the class. Still other persons were to answer as to the frequency of reviewing, and the manner of conducting such reviews; as to the incentives to study to be used; as to the advantages of a programme of daily exercises, and the amount of time to be allowed for each exercise in the different grades of classes; as to the daily merit mark or monthly examination record giving the best knowledge to parents of their children's standing; as to the duty of teachers in instructing pupils in their duties and obligations as citizens, and how such knowledge is best imparted; as to the best manner of imparting a greater reverence for law and rightful authority, and as to the best manner of instruction in local and national government and in knowledge of American history.

OBITUARY RECORD.

PROF. JOHN H. M'QUILLEN, M. D., D. D. S.

Professor McQuillen was born in Philadelphia, February 12, 1826; was trained in the Friends' schools of that city, and prepared for his profession as a dentist at the Jefferson Medical College there, from which he graduated as M. D. in 1852, receiving subsequently the degree of D. D. S. in recognition of his services in the cause of dentistry in the United States. Almost from the beginning of his dental practice he was a contributor to the literature of that branch of surgery, and for a quarter of a century took an active interest in the education of young men for it. Only 5 years after his graduation his reputation was such as to secure him the chair of operative dentistry and dental physiology in the Pennsylvania College of Dental Surgery, at Philadelphia, which he occupied from 1857 till 1862. In that year he withdrew, to work with other eminent dentists of the city for the organization of a new school, the Philadelphia Dental College, which was chartered and organized in 1863. To the success of this institution for the better education and more thorough qualification of the dental practitioner, he gave his time, talent, energy, and experience to the last day of his life, serving as dean of the faculty and professor of physiology, and dying suddenly in the school March 3, 1879. Besides aiding largely in building up this school, which now numbers graduates from all quarters of the globe, he first suggested the formation of the American Dental Association, and from 1859 was one of the editors of the *Dental Cosmos*, many of his articles in which were translated into foreign languages and republished in leading European magazines. No one man probably ever did more to elevate the standard of dental surgery.—(From a memorial paper kindly furnished by Dr. Charles A. Kingsbury, of Philadelphia, an associate of Dr. McQuillen in the Dental College.)

PROF. G. B. WOOD, M. D.

This well known author and professor was born at Greenwich, N. J., March 13, 1797; graduated in 1818 from the University of Pennsylvania; was appointed in 1822 professor of chemistry in the Philadelphia College of Pharmacy, afterwards to the chair of *materia medica*, which he filled until 1835; from 1835 to 1850 was professor of *materia medica* in the University of Pennsylvania; and from that date until 1860 professor of the theory and practice of medicine in the same institution, acquiring a high name for learning and skill. He died in Philadelphia, March 30, 1879. Prof. Wood's medical works gained him a world wide reputation, and he also wrote on historical subjects.—(The Pharmacist, May, 1879.)

PROF. C. J. HEMPEL, M. D.

Charles Julius Hempel, M. D., who filled the chair of *materia medica* and therapeutics in the Homœopathic Medical College of Pennsylvania, Philadelphia, died September 7, 1879. A native of Prussia, he studied for five years in Paris. Emigrating to the United States in 1835, he graduated at the University of New York, and practised medicine in that city for several years prior to his appointment in the Homœopathic College.

He was a prolific writer on homœopathy, having published 13 books or manuals connected with this subject; also, a German grammar. He was noted for earnestness of purpose, professional enthusiasm, and fervency of spirit. His labors in spreading the principles and literature of homœopathy were recognized in appropriate resolutions drawn up by the members of the college with which he was connected.—(Allibone's Dictionary of Authors and United States Medical Investigator, October 15, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. J. P. WICKERSHAM, *State superintendent of public instruction, Harrisburg.*

[Fourth term, May 23, 1876, to May —, 1880.]

HENRY HOUCK, *deputy superintendent, Harrisburg.*

RHODE ISLAND.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-15 inclusive) ..	a53, 316	b49, 562	.....	3, 754
Different pupils enrolled	41, 093	41, 810	717	.....
Average number belonging	30, 117	30, 001	.....	116
Average daily attendance	26, 644	26, 939	295	.....
Percentage of average belonging to enrolment in graded schools.	73	71	.....	2
Percentage of average belonging to enrolment in ungraded schools.	70	69	.....	1
Percentage of average attendance to enrolment in graded schools.	65	64	.....	1
Percentage of average attendance to enrolment in ungraded schools.	60	60	.....	.....
Enrolled in evening schools	4, 536	3, 890	.....	646
SCHOOL DISTRICTS AND SCHOOLS.				
Towns in the State .....	.....	36	.....	.....
School districts	431	431	.....	.....
Public school buildings	443	446	3	.....
Graded schools	506	525	19	.....
Ungraded schools	295	294	.....	1
Public day schools	801	819	18	.....
Schools visited by school committee ..	422	397	.....	25
Schools visited by school trustees	210	245	35	.....
Average time of school in days	182	182	.....	.....
Evening schools	36	33	.....	3
Valuation of public school property ..	\$2, 634, 941	\$2, 654, 148	\$19, 207	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	217	212	.....	5
Women teaching in public schools	897	885	.....	12
Total of teachers in day schools	1, 114	1, 097	.....	17
Total of teachers in evening schools ..	193	166	.....	32
Teachers trained in normal schools ..	161	155	.....	6
Teachers without experience	63	.....	.....	.....
Average monthly pay of men	\$75 00	\$73 84	.....	\$1 16
Average monthly pay of women	45 85	42 37	.....	3 48
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$709, 444	\$600, 208	.....	\$109, 236
Total expenditure for them	679, 771	597, 747	.....	82, 024
SCHOOL FUND.				
Available State school fund	\$240, 376	\$240, 376	.....	.....

a State census of 1875.

b Special school census of 1879.

(From reports of Hon. T. B. Stockwell, State commissioner of public schools, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are (1) a State board of education of 8 members, including the governor and lieutenant governor, ex officio, and (2) a State commissioner of public schools, elected annually by the board as its secretary and executive officer.

For towns, there are school committees of 3 or more members elected for 3 years, with change of one annually. Women are eligible to this position. In 8 cases the committee entirely controls the schools, choosing a superintendent when the town may have failed to elect such officer.

For districts, there are from 1 to 3 trustees elected by the district.—(School manual, 1873.)

OTHER FEATURES OF THE SYSTEM.

The school expenses, excepting teachers' wages, are met by taxes in towns and districts, the taxes in towns to be as much as the State apportionment. The State aid for teachers' wages (\$90,000 annually) is from an invested fund, with money added from the State treasury when necessary. Of this sum, \$63,000 are apportioned to the towns according to the number of children under 15 years of age, each town making its distribution in this manner: one-half of the amount is divided equally among the districts, the other half in proportion to the average daily attendance in the district schools during the preceding year. The remaining \$27,000, apportioned to each town according to the number of school districts therein, are divided equally among the districts of the town. To obtain such aid from the State, the schools must admit all children between 5 and 15 years of age residing in the town or district (no person over 15, however, to be excluded); the teachers must hold certificates of qualification from the proper officers or from the trustees of the normal school; the schools must be kept open at least 6 months, and the towns must raise the sum required by law. Teachers' institutes are to be held under the direction of the commissioner of public schools. Towns and districts are authorized to maintain school libraries, and may have aid from the State in doing so.—(School manual for 1873.)

GENERAL CONDITION.

The State commissioner of public schools reports the general condition of the educational interests of the State to be steadily improving; the school property to have more than held its own in amount, despite the shrinkage of values during the past five years; the schools never so well provided with suitable buildings as at present, and with a disposition on the part of the people to continue to supply the necessary accommodations; the teachers awaking to a realization of the demands of their profession, and the pupils responding with great vigor and spirit to the impulse of new life in the schools. The general improvement was marked by an increased enrolment of 717 and a gain of 295 regularly attending public schools; an increase also of 3 school-houses, 19 graded schools, 18 public day schools, of 35 schools visited by school trustees, and of \$19,207 in valuation of school property, while the average school year, 9 months and 2 days, remained the same. The number of teachers regularly employed was increased by 11, although the number of different persons teaching was diminished by 17, which leads the school commissioner to state that, if this ratio continues for a few years, the frequent change in the teachers' position—one of the main obstacles to success in school work—will be done away with. The number of changes in teachers during the year was 368. With the increase in enrolment and attendance mentioned above, a decrease of 3,754 in youth of school age was shown by the school census of 1879, of \$1.16 in the monthly pay of men teaching and of \$3.48 in that of women, of \$109,236 in school receipts, and of \$82,024 in school expenditures. Notwithstanding the increase in enrolment and attendance over the previous year, there were still over 10,000 children, or more than 20 per cent. of those of school age, not attending any school. That at least one-seventh of the children of school age are habitual absentees from school, and are for the most part growing up in ignorance, is a fact which is much deplored by the commissioner. He still favors the enactment of a law which will do away with this and other evils connected with the public school system.

EVENING SCHOOLS.

There were 33 evening schools reported in 1878-'79, with an average of 154 teachers employed, an enrolment of 3,890 different pupils, and an average attendance of 1,796. The average number of weeks these schools were open was $14\frac{1}{2}$, with 5 evenings in a week. In 12 towns, out of the 15 reporting such schools, day scholars were not admitted. The total expenditures were \$16,831.—(State report.)

FREE LIBRARIES.

During 1878-'79 the sum of \$1,475 was expended in aid of 16 libraries, the amount to each varying from \$50 to \$150. Of the 36 towns in the State two-thirds report "no

school libraries," and the valuation of those reported averages less than \$408 for each town. The commissioner of public schools advises the establishment of one free library in each town, with three or four subdepositories, where the people can secure books. This he considers a better plan than that of the small local libraries now belonging to the schools which receive library funds from the State.—(State report.)

OTHER TOPICS TREATED.

Commissioner Stockwell refers to the evils which arise from the changing of one-third of the teachers in the State during the year, such a course weakening the character of the schools and impairing their value. In several towns the cause of such change was that the diminished appropriation made a diminution of salaries unavoidable. This drove away the best teachers and rendered those who remained so dissatisfied as to largely destroy the value of their services. He therefore disapproves of any further reduction of expenditure, falling as it does upon the teachers, because the deficiency created by the resignation of experienced and successful teachers cannot be made up. Under "Primary schools" he advocates, as a first progressive step, the elevation of the primary school to an equality with the other schools, for in that grade is laid the foundation for all subsequent study. He would have fewer pupils to a teacher, with teachers selected for their natural aptitude. Among the "qualifications for teaching" he places love for children, self control, a positive character, faithfulness, and the ability to impart knowledge, which is of even more importance than the amount of knowledge possessed. He urges, too, the need of better school apparatus, as an aid to both teacher and scholar. In treating the subject of reading, he finds that there is too close attention paid to fixed forms and courses; consequently he advises an increase in the amount and range of reading, the allowing of two series of reading books, and the introduction of selections from current periodical literature. He deprecates the dying out of moral culture in the schools, and would have more attention paid to this matter both in school and at home.

CITY SCHOOL SYSTEMS.

OFFICERS.

Each city has a superintendent of schools, and makes, in most cases, an annual change of one-third of the members of its boards. Providence has a committee of 6 members for each ward. Newport has 12 members, 2 for each ward and 2 at large.

STATISTICS. *a*

Cities and towns.	Estimated population.	No. of public schools.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure. <i>b</i>
Newport	14,028	37	2,843	2,044	1,261	43	\$42,736
Pawtucket	18,500	45	3,539	2,779	1,949	55	44,143
Providence.....	103,500	242	17,684	14,211	9,415	284	278,454
Warwick	11,700	28	2,087	1,923	1,049	34	11,814
Woonsocket.....	16,010	32	3,279	2,060	1,466	45	c36,838

a These statistics are from the report of the State commissioner; the additional particulars following, partly from the same and partly from special reports and returns.

b The expenditure includes sums spent for evening schools.

c The town report gives \$21,826.

ADDITIONAL PARTICULARS.

Newport reports 8 public school buildings, with 2,294 sittings for study; 10 grades of school, viz: 1 high, 4 grammar, 2 intermediate, and 3 primary schools; an extra grammar and an ungraded school opened in 1878-79; a change in the course of study, which eliminates the mechanical part of geography, extends grammar through composition, and omits one text book for reading; drawing and music taught throughout the schools, and book-keeping in the ungraded school; 366 pupils and 12 teachers in the evening schools; 670 pupils in private and parochial schools; and school property valued at \$203,007.—(City and State reports and return.)

Pawtucket reports 18 school-houses, with from 1 to 6 schools in each; in all, 2,700 sittings for study; the schools classed as primary, intermediate, grammar, high, and ungraded; 2 school-houses built during the year, with 2 rooms in each; the 2 evening schools a decided success; drawing and penmanship taught by the regular teachers, and music by a special teacher; school taught all the 200 school days; 315 pupils enrolled in private and parochial schools; and school property worth \$175,281.—(City report and return.)

In *Providence* the 47 school buildings¹ contain 1 high, 11 grammar, 34 intermediate, and 38 primary schools, the full course occupying 9 years. A gradual improvement

in methods of teaching was reported in many of the schools, ideas and principles being taught instead of dry rules and abstract technicalities. Drawing was taught even in the primary grades, and in many of the schools of this grade the younger scholars were encouraged to use the pencil on slate or paper. Instruction in sewing is given in some departments, the older girls cutting as well as sewing plain garments. There were 9 evening schools in successful operation, with 108 teachers, an enrolment of 2,250 pupils, and an average attendance of 1,048. The evening high school was not opened, but the entire cost of the others amounted to \$11,899. Vacation schools were not held from want of appropriation. A special teacher of music was employed throughout the day schools. The estimated value of school property is \$1,500,000.—(State and city reports and return.)

Warwick reports 18 school buildings, worth, with their sites and apparatus, \$24,300; the 18 graded and 10 ungraded schools successfully taught by the same number of teachers as in 1878; the receipts for public schools \$12,014, and the expenditures \$24,300.—(State report.)

Woonsocket reports 15 school buildings, worth, with their sites, \$131,500; the schools classified as high, grammar, and primary; the punctuality of attendance constantly improving, and a uniform thoroughness of scholarship secured. Since the policy of purchasing text books for the free use of pupils was adopted better school attendance and more efficient management have been reported. There were 4 school-houses built during the year—8 rooms, with a seating capacity of 458 pupils, being added to the school accommodations of the town—and this was not considered sufficient.—(City and State reports.)

TRAINING OF TEACHERS.

RHODE ISLAND STATE NORMAL SCHOOL, PROVIDENCE.

The school moved into new quarters during 1878-79, and it is said that the new building (formerly occupied by the high school) more than fulfils the expectations entertained in regard to its adaptability to the wants of the school and its general advantages. There were 155 pupils during the year, 42 having entered the first term and 22 the second; 14 had been teachers. The aggregate attendance for the year was unusually large and the regular work of the several departments was prosecuted with more than usual energy. A well appointed room was fitted up for the classes in drawing, and the laboratory was so arranged as to be of great aid to the classes in elementary chemistry and in physics. Four Saturday classes were formed to aid graduates and teachers in continuing their studies, special attention being paid to the elements of natural science; lessons were also given in determinative mineralogy, American history, and German. The course of study occupies 2 years, but there is an advanced course of 2 years additional. Graduates receive diplomas, and it is optional with school committees whether graduates shall be re-examined before teaching in the public schools. The school graduates 2 classes a year, and, as a proof of the success of this plan of semiannual examinations, it is stated that within the last three years the graduates, almost without exception, have been continuously employed.—(State report and return.)

TEACHERS' INSTITUTES.

Four institutes were held during the year. The attendance of school officers and teachers aggregated 200, and a very decided impulse was given to the work of education in every community where these meetings were held. Special attention was paid to the subject of botany, and the work of primary schools received full and thorough treatment. The subjects discussed at the different institutes were the metric system, penmanship, stocks, reading, language, arithmetic, music, and relation of our public schools to citizenship. Dr. J. C. Stockbridge, of Providence, gave a lecture on "Foreign travel," and Prof. W. H. Niles, of the Massachusetts Institute of Technology, one on "The origin of mountain scenery." The testimony of those in attendance at these meetings was that no series of institutes had ever seemed to meet the wants of the teachers as well as this, and that they were productive of great good in many ways.—(State report.)

EDUCATIONAL MEETINGS.

Teachers' meetings for the discussion of educational matters were held from time to time, most frequently during the winter, in several of the towns of the State. Johnston reported 6 of these meetings; at most of them the committee took part. Little Compton, New Shoreham, and Portsmouth reported very good results. The teachers of Warren had the aid of their superintendent of public schools. The meetings were said to be valuable in various ways: in giving the teachers an insight into one another's methods, in affording an opportunity for considering new means of in-

¹The city report for 1878-79 gives 84 schools. The State report has 242 graded schools, and there were 50 school buildings reported in 1878. The varied signification of the word school probably causes these different figures.

creasing their efficiency as teachers, and in deepening the consciousness that they are all workers in the same general plan, where the work of one is constantly passing to the hands of another to be carried forward.—(State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of schools of this higher grade in the State is not reported by the school commissioner, but the reports from different towns and cities indicate good work and a general tendency towards improvement. In Bristol only was the high school reported in rather an unsatisfactory condition. The cause of this was the resignation of the principal and frequent changes in the teachers. The attendance, always small, fell below the average. The Rogers high school, Newport, reported an enrolment of 125 pupils and well sustained attendance. Graduates and other adults were admitted to special courses, and in the lecture course, inaugurated in 1878, 14 lectures were given. In this course, which was intended more particularly for the senior class, but to which other persons are invited, prominent lecturers took the subjects "Goethe," "Life and writings of Wordsworth," "The origin of language," "The morning stars of English literature," "Our relations to the lower forms of animal and vegetable life," &c. New Shoreham established lyceums, under the auspices of the high school, and the students taking part in the debates showed much improvement. Pawtucket rearranged the course of study so as to include an English course and an English classical course. Providence opened the new high school building, and registered 309 in the girls' department and 209 in the boys'. There were 125 boys preparing for college in the English course and 84 boys and 14 girls in the classical course. Warren reports that increased attention was given in the high school to the practical bearing of the studies on the needs of the pupils in actual life. Business forms were introduced as a writing exercise, and book-keeping is now one of the studies of the regular course. Special attention is also paid to elocution. The pupils are allowed to take a purely English course, which, without languages, entitles to a diploma of graduation, or they can have an elective classical course which also admits of a diploma. Woonsocket reports constant improvement in the high school, the character of the work more and more satisfactory, the progress of the school steady and assured, and the enrolment greater than for several years.—(State and city reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix. For a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

The report of the president for 1879 indicates that there were 243 students in the college, 14 of them graduates. The course of study is gradually undergoing a change, and it is thought that by another year a full table of required and elective studies will be ready. The intention is to have 3 courses of study, one leading to A. B., with a limited curriculum of required studies and a certain number of electives, and 2 alternative courses for PH. B., one including Latin or Greek, with a certain amount of mathematics and a variety of electives, the other omitting those languages, but requiring a wider range of electives and a certain knowledge of Latin and French as conditions to pursuing them. Since the fourth year has been added to the courses leading to PH. B., there has been a marked improvement in the quality of the men striving for that degree. During the year the industry and spirit of the students were remarkable and there was a larger number of instances of superior scholarship than usual. Lectures on the more difficult and controverted questions in metaphysics and ethics were given during the winter to graduate students, and it is thought that regular and systematic courses of graduate instruction will ere long be organized. There were 2 new scholarships founded during the year. The library was increased by 1,431 volumes, several valuable works on natural science being among the number. There are now 50,200 bound volumes and 16,000 pamphlets in the library. For more detailed statistics, see Table IX of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC AND PROFESSIONAL.

In the scientific department of Brown University, Providence, there is a 3 years' course in civil engineering, although a longer or shorter course may be pursued. Lectures are also given in botany, geology, and zoölogy. The departments of chemistry and

physics have laboratories open to students showing special aptitude for either of these branches. The course of instruction in agriculture includes the above studies and special lectures on agriculture. The students are taught in this course taxidermy and the preserving of specimens. Students entering any of these departments of practical science are subject to the same conditions of admission as for any select course, and they are entitled, upon finishing the course, to a certificate. If, however, they connect these branches with the regular scientific and classical studies of the university and fulfil all requirements, they are entitled to the degree of PH. B. or A. B.

There are no schools for theological, legal, or medical instruction reported in this State.

SPECIAL INSTRUCTION.

SCHOOL FOR THE DEAF, PROVIDENCE.

This school is under the special charge of a subcommittee of the board of education, who report that its range of usefulness is constantly widening and that 13 pupils are now under instruction. Deaf children over 4 years of age residing in the State are admitted free of charge, provided there is no mental or physical disqualification; for children from without the State \$100 a year are paid. The school work is divided into five grades, the lower grades being mostly devoted to the Kindergarten methods. Drawing is taught, and the more advanced pupils have instruction in the higher branches of education, although the actual use of the English language is considered of the first importance, and every opportunity is taken to induce the pupils to use articulate speech.—(State report.)

EDUCATION OF THE BLIND.

This State in 1878-'79 paid \$3,000 to the Perkins Institution and Massachusetts School for the Blind, South Boston, for the care of blind children sent there from Rhode Island.

ART EDUCATION.

The Rhode Island School of Design, Providence, instructs artisans in drawing, painting, modelling, and designing; trains students systematically in the practice of art, and advances art education generally. There are both day and evening schools in the 2 years' course. Drawing is taught to children over nine years of age one hour a week. The intention is to establish a school of embroidery; also, a course of instruction for public school teachers, at the termination of which certificates will be awarded to those successfully passing the examination.—(Circular for 1879-'80.)

TEACHING IN MUSIC.

A musical institute, established in connection with Greenwich Academy, East Greenwich, has its courses arranged with a view to graduation in piano, organ, and vocal music. The completion of one of these courses entitles to a diploma. Those pursuing partial courses receive a certificate. This institute is said to have been very successful in the past, and the spring term of 1879 opened with "unprecedented prospects of success." There is also opportunity for instruction in painting, crayons, drawing, and waxwork for those who desire to become teachers of these branches in addition to that of music.—(Circular.)

REFORMATORY AND INDUSTRIAL TRAINING.

The Providence Reform School,¹ which was under city control in 1879, reported 119 children under 18 years of age committed to the institution during the year and 126 discharged. The whole number of inmates was 231, viz, 191 males and 40 females. Of the youth committed, 13 were wholly illiterate, 215 could read but not write, and 44 could both read and write. The common school branches are taught and a certain amount of industrial training is afforded both sexes. The girls are trained in washing, cooking, and sewing; the boys are taught to cut and make clothing and to cane seat chairs. There have been 2,685 persons in the institution since its establishment in 1850, and 75 per cent. of these have become useful members of society.—(Return.)

EDUCATIONAL CONVENTION.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The annual meeting of this institute was held in Providence January 16-18, 1879, with the usual good attendance. The sessions of the primary and grammar departments were devoted to methods of teaching history and to what should be taught in arithmetic. Mr. J. S. Diller, of Cambridge, advocated the teaching of history by topics, these to be in groups as to time, place, causes, &c. Mr. George E. Walton, of

¹The reform school has since been put under the control of the Rhode Island board of State charities and corrections, and the name was changed to State Reform School.

Massachusetts, would have the first three years' study of arithmetic given, by object teaching, to the expression and combination of numbers only; the next three, to the fundamental rules. In short this branch should be taught with regard to the practical demand that may be made upon the pupil. In the high school department reform in methods of classical instruction was urged; more rational instruction in Latin and Greek to be required, with less dry study of the grammar and a more thorough knowledge of the language and literature, the aim of study to be the nourishment of the mind. Mr. G. H. Howison, of the Massachusetts Institute of Technology, discussed the functions of mathematics, showing how essential that science is to our condition; how it develops us to acquire a mastery over nature, and how it trains in precision and in the habit of demanding rigorous proof. The evening session was occupied with a lecture from Homer B. Sprague, on Shakespere's youth. During the second day, the following topics were discussed: "Defects in our education and their remedies," in which the preponderance of women teachers was deplored and an increased amount of English literature and of moral teaching was urged. Then followed "The most practical equipment for teaching," in which the speaker dwelt on the necessity of a knowledge of the science of mind in teaching, a knowledge of studies in their power as instruments of education, and on enthusiasm for work; and "English grammar in our public schools," by Mr. W. E. Eaton, of Boston, who proposed that English grammar should be excluded from the curriculum of schools below the high school, as it does not in any essential degree minister to the growth of the child's intellect, nor is it of any practical value to the average Yankee boy of grammar school age. This subject caused much discussion, the general opinion being that the study should be retained in the grammar schools, and even in the primary grades. In the evening addresses were made upon school discipline, education as a preparation for citizenship, the teacher's calling, and the need of more school learning for the security of the State, of an educated ballot, and of more personal enthusiasm and inspiration among educators. The committee on resolutions reported in favor of (1) the State Normal School, (2) hopefulness in school work, (3) the importance of history as a grammar school study, and (4) the high school as a necessary part of public education.—(New-England Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

[Annually reëlected since 1874.]

SOUTH CAROLINA.

SUMMARY OF SCHOOL STATISTICS.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-16) in 1877.	83,813	83,813	.....	.....
Colored youth of school age (6-16) in 1877.	144,315	144,315	.....	.....
Total school population (6-16) in 1877.	228,128	228,128	.....	.....
Whites enrolled in public schools.....	54,118	58,368	4,250	.....
Colored enrolled in public schools.....	62,121	64,095	1,974	.....
Total enrolment.....	116,239	122,463	6,224	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	437	445	8	.....
Free public schools.....	2,922	2,901	.....	21
Number of school-houses.....	2,552	2,675	123	.....
School-houses built during the year...	56	81	25	.....
School-houses owned by districts.....	589	618	29	.....
Cost of new school-houses.....	\$3,884	\$5,556	\$1,672	.....
Valuation of school-houses.....	340,615	357,602	16,987	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	1,844	1,934	90	.....
Women teaching in public schools.....	1,273	1,232	.....	41
Whole number of teachers.....	3,117	3,166	49	.....
Number of white teachers.....	2,091	2,090	.....	1
Number of colored teachers.....	1,026	1,076	50	.....
Average monthly pay of men.....	\$28 22	\$25 54	.....	\$2 68
Average monthly pay of women.....	25 42	23 84	.....	1 58
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$316,197	\$304,167	.....	\$12,030
Total expenditure for the same.....	319,030	319,320	\$290	.....

(From reports for the years indicated of Hon. Hugh S. Thompson, State superintendent of education.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are a State superintendent of education, elected by the people every two years; a State board of examiners, composed of the State superintendent and four persons appointed by the governor; a county school commissioner in each county, chosen by the people every two years; county boards of examiners, composed of the school commissioner and two other persons appointed by the State board; boards of trustees, of three members for each school district, appointed for two years' terms by the county boards of examiners.

OTHER FEATURES OF THE SYSTEM.

The State board of examiners has the main control of the school system, determining the course of study for the schools, the text books to be used, and the standard of proficiency for teachers. These teachers must have certificates of qualification, either from the State board or the county board of examiners; and, to draw their pay after having taught, must make full sworn reports to the clerk of the board by which they are employed. The studies of the schools are the common English branches,

principles of the Constitution and laws of the State and United States, morals, and good behavior.

The schools are sustained from the proceeds of a tax of not less than 2 mills on the dollar, with a poll tax of \$1 on each voter. The amount collected in this way in each county is apportioned among the several school districts in proportion to the respective number of pupils attending the free public schools in each district.—(School laws, 1878.)

GENERAL CONDITION.

The State superintendent reports the public school system of the State in a better condition than at any previous time, and that the public schools have taken a strong foothold and are gaining favor slowly, but none the less surely. The average attendance is not given, so that the most important element in determining improvement is wanting, but the general statistics certainly indicate advance. In stating that the condition of the public schools is improved, the superintendent does not rely wholly on the statistics given. He has during the year visited a large number of the counties, conferring with school officers and other citizens of influence, and although complaints of the working of the system have been made, he has been encouraged by the interest exhibited and the evidence of increased efficiency. The improvement in the schools for colored people has been specially marked. The negroes show a praiseworthy desire to avail themselves of the benefits of education—the whites encouraging them in this and giving them aid and counsel—while they have received from the officers intrusted with its disbursement their full share of the school fund. He admits that in the country districts there is much need for improvement, both in schools for white and colored pupils, but says that no discriminations have been made in favor of one or against the other race. In Charleston the colored schools show a very encouraging condition, the whole number of colored pupils attending these schools during 1878-'79 having been 3,563, under 39 teachers. Another evidence in the same direction is that Claffin University, devoted solely to the education of the colored race, receives from the State \$7,500 each year.¹—(State report.)

KINDERGÄRTEN.

For statistics of any such schools reporting from this State, see Table V of the appendix to this volume.

AID FROM THE PEABODY FUND.

The State superintendent says that \$4,250 for schools were received from this fund during the year 1878-'79; but that hereafter money apportioned to the State will probably be devoted to the training of teachers.—(State report.)

CITY SCHOOL SYSTEM.

CHARLESTON.

Officers.—These consist of school commissioners, 1 for each ward, elected by the people, who constitute a school board and may elect a chairman, a clerk, and a superintendent of city schools.

Statistics.—Estimated population, 54,000; youth of school age, 12,727; enrolled in public schools, 6,775; average attendance, not given; teachers employed, 90, of whom 81 were white and 9 colored; school-houses, 5, 4 of them brick and 1 frame, all reported in good condition, with grounds inclosed, and valued at \$125,000. The expenditures for 1878-'79 were reported to be \$65,676.

Additional particulars.—The assessment for city school purposes was 1 mill on the dollar, and the amount of local tax raised was \$28,915. The number of pupils in the several studies varied from 670 to 6,163 in ordinary branches, while 420 were reported in the higher branches. A special teacher of music was employed at a salary of \$900, and a "floating teacher" at a salary of \$400. School was taught 191 out of the 197 school days in the year. The colored schools did very well, one with primary, intermediate, and grammar departments having an enrolment of 1,404 pupils, several native white teachers, and the best school building in the city. Indeed, the State superintendent says that for thoroughness of school training, both in instruction and discipline, and for an efficient system of public schools, Charleston compares favorably with any city in the country.—(State report and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Avery Normal Institute*, Charleston, at date of June 30, 1879, reported 8 resident instructors; 18 normal students; 304 other students; 14 graduates, 4 of them already engaged as teachers; 7 years in the full course of study; drawing and vocal and in-

¹ The president of the university, in a letter, says "about \$5,000."

strumental music taught; and diplomas or certificates given on completion of the course, which, however, do not permit their possessors to be received as teachers in the public schools without another examination.—(Return.)

The *Normal Department of Claflin University*, Orangeburg, for the year ending in December, 1879, reported 3 resident instructors; 81 normal students; 1 graduate, who was already teaching; a 3 years' course of study; instruction given in drawing and in vocal and instrumental music; and that there was a model school attached to the institution.—(Return.)

The *Normal Department of Brainerd Institute*, Chester, had model classes from the primary department, the use of a museum of natural history and a chemical laboratory, and about 50 pupils who have taught or are preparing to teach.—(Return.)

The State superintendent urges the need of more normal schools, and the majority of teachers in the State admit the necessity. The agent of the Peabody fund has offered \$5,000 in case the legislature should establish a good normal school, and as Claflin University is shaping its course so as to offer normal training to those of the colored race who are preparing to become teachers, whatever appropriation might be made would only be needed to establish such a school for white teachers. The State normal school for these was not reopened in 1879.—(State report and letter of the State superintendent of education.)

TEACHERS' INSTITUTES.

During 1879, meetings of teachers' associations were held in 24 counties. The title "teachers' institutes" was given in many instances to these gatherings, although, with the exception of one county, the term convention or association was said to be the more correct. That county, Greenville, held its meeting through twelve days, with an attendance of 30 teachers. In some cases the addresses, essays, and discussions were limited to the teacher's work and the best methods of instruction and discipline; in other meetings the whole subject of public education was freely treated. One of these conventions, the Charleston Teachers' Union, was held in Charleston January 2-4, 1879. Essays were read on the art of teaching, the culture of the intellect, the duties of teachers, the common schools, the best methods of discipline, the use of schools, &c.—(State report and American Missionary.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of high schools in the State is not given by the State superintendent. There were, however, 3,467 pupils studying what are called the higher branches. This shows an increase of 239 over the number reported in 1878. The legislature provides only for elementary instruction, but Superintendent Thompson, among others, advocates the establishment of high schools, and, as he opposes further State taxation to raise school revenues, he sees no way to maintain such schools, supported even in part by the State, unless a system of local taxation be adopted. This taxation would enable the authorities to provide properly for both elementary and secondary instruction. Admitting that only a comparatively small number of pupils would attend high schools, he contends that they would be useful in furnishing teachers and would act powerfully in raising the standard of education in the elementary schools. Indeed, he affirms that no greater blessing than a good system of high schools could now be granted to South Carolina.—(State report.)

OTHER SECONDARY SCHOOLS.

Statistics of private academies and preparatory departments of colleges and universities may be found in Tables VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of South Carolina*, Columbia, remained closed in 1879, through the failure of any legislative appropriation for its support.—(Letter of State superintendent.) *Furman University*, Greenville, which reported 8 schools in 1877-'78, made no report of courses or statistics for 1878-'79.

The others in the State, all making some report for the latter year, were Charleston College, Charleston (non-sectarian); Erskine College, Due West (Associate Reformed Presbyterian); Newberry College, Newberry (Evangelical Lutheran); Claflin University, Orangeburg (Methodist Episcopal); Wofford College, Spartanburg (Methodist Episcopal South); and Adger College, Wallalla (Presbyterian). All but the first named had arrangements for preparatory training, with 4 years' classical collegiate courses; while 2, Claflin University and Wofford College, had also 4 years' scientific

courses. Newberry had arrangements for instruction in civil engineering to such as desired it, and for 1879-'80 offered the degree of PH. B. to students who should complete the ordinary collegiate course without the Greek. It and Wofford presented also select partial courses, with the offer of instruction in book-keeping. All had arrangements for instruction in French or German or both.—(Catalogues and returns.)

Clafin University, Orangeburg, reported a marked increase in the number of students and an advance of 50 per cent. in the standard of scholarship over that of preceding years. The 218 students, about one-third of them women, attending in March, 1879, represented 17 different counties of the State, so that the former local character of the institution is disappearing. One-half of the expenses of the college are paid by northern philanthropists, the other half by the State government. The departments of study are: grammar school, 2 years; normal school course, 3 years; college of liberal arts, 4 years; also, agricultural and theological courses, referred to under Scientific and Professional Instruction. The students have an opportunity to study French, German, and music, and particular attention is paid to classical instruction, as many studying here intend to become teachers or preachers.—(State report, catalogues, return, *New-England Journal of Education*, and the *Weekly News*, Charleston.)

For statistics of the colleges and universities reporting, see Table IX of the appendix. For summaries of these statistics, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the titles, location, and statistics of any such institutions reporting to this Bureau, see Table VIII of the appendix; for summaries of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The South Carolina Agricultural College and Mechanics' Institute, a part of Clafin University, continues its 4 years' scientific and agricultural course, which is especially adapted to the wants of those who desire a higher education for industrial pursuits. There are about 150 acres of land under cultivation; a carpenter's shop is open for practical instruction, and the intention is to have other mechanical departments. By means of the farm and the shop, from forty to fifty young men are paying the whole or a part of their bills in the college. The degree of PH. B. is given those finishing the scientific course. The requirements for admission are good moral character and the passing of a satisfactory examination in the studies of the preparatory course or their equivalents. About \$5,000 are appropriated annually from the agricultural land grant fund to sustain this institution. The whole income of the fund is \$11,508, about one-half of which the State gives to the college, retaining the rest for the purpose of establishing a similar institution for whites at Columbia, which had not, however, been established up to October 22, 1879.¹—(Catalogue and letter of President Cooke.)

PROFESSIONAL.

Theological instruction was given in 1878-'79 in the Theological Seminary of the General Assembly of the Presbyterian Church in the United States, Columbia, which reported 29 students,² and at Baker Theological Institute, a department of Clafin University, Orangeburg, reporting 23 students. Both had courses of three years' duration, and the first mentioned required applicants for admission to pass an examination unless they were college graduates.—(Returns.)

The law school of the *University of South Carolina* was not reopened at date of October 22, 1879.—(Letter.)

The *Medical College of the State of South Carolina*, Charleston, reports a nominal examination for admission; 3 years' study and 2 full courses of lectures required for graduation; 71 students in 1878-'79; and 25 graduates, of whom 23 received medical degrees and 2 degrees in pharmacy.—(Return and catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind, Cedar Spring, reported 56 pupils in October, 1879. Of this number, 20 were blind, the remainder deaf and dumb. The course of study was continued as hereto-

¹ A subsequent letter from the State superintendent indicates its establishment in 1880.

² Of this number, 23 were college graduates and the others had all received some collegiate instruction. The institution, however, was greatly embarrassed by the loss of funds and teachers, and was threatened with suspension.—(Report to general assembly.)

fore; broom and brush making, boot and shoe making, and printing were taught to the boys; the girls are to have instruction in the use of the sewing machine and in the manufacture of beadwork. The State appropriation for the year was \$6,800; the income from tuition fees, \$707; the expenditure for the year, \$6,841.—(Report and return for 1879.)

EDUCATION OF ORPHANS.

The Charleston Orphan House, Charleston, reported 235 inmates in 1879; the cost of maintaining and educating each child, \$34.15; sewing, laundry, and kitchen work attended to partly by the children; and the course of instruction in school embracing the common branches. The Kindergarten numbered 67 pupils, who were being prepared to enter the primary department. This institution is said to be largely endowed and also receives support from the city.—(Report and letter.)

CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[Second term, January 1, 1879, to January 1, 1881.]

TENNESSEE.

STATISTICAL SUMMARY

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age	a336, 817	b388, 355	.....	.....
Colored youth of school age	a112, 100	b126, 288	.....	.....
Whole number of school age	a448, 917	b514, 643	.....	.....
Whites in public schools	206, 810	208, 858	2, 048	.....
Colored in public schools	54, 342	55, 829	1, 487	.....
Whole public school enrolment	261, 152	264, 687	3, 535	.....
Average daily attendance	172, 193	186, 162	13, 964	.....
Per cent. of enrolment on youth of school age.	58	51	.....	.....
Per cent. of attendance on enrolment.	66	70	4	.....
Per cent. of attendance on youth of school age.	38	35	.....	.....
Enrolment in private schools	31, 730	35, 007	3, 277	.....
Average daily attendance in private schools.	22, 060	23, 789	1, 729	.....
Pupils in public and private schools..	292, 882	299, 694	6, 812	.....
Average daily attendance in both	194, 258	209, 951	15, 693	.....
Per cent. of all in school to youth of school age.	65	58	.....	.....
SCHOOLS AND SCHOOL PROPERTY.				
Public schools for white youth	4, 205	4, 385	180	.....
Public schools for colored youth	1, 141	1, 227	86	.....
Whole number of public schools	5, 346	5, 612	266	.....
Graded public schools	243	267	24	.....
Consolidated schools c	257	275	18	.....
Public school-houses	3, 575	3, 793	218	.....
Value of public school-houses, with sites, furniture, &c.	\$1, 051, 399	\$1, 162, 685	\$111, 286	.....
Average time of public schools in days.	77	69	.....	8
Private schools reported	988	1, 287	299	.....
Whole number of schools, private and public.	6, 334	6, 899	565	.....
TEACHERS AND THEIR PAY.				
White teachers in public schools	4, 457	4, 735	278	.....
Colored teachers in public schools	1, 135	1, 267	132	.....
Whole number in public schools	5, 592	6, 002	410	.....
Average monthly pay of teachers d ...	\$28 12	\$25 67	.....	\$2 45
Teachers in private schools	1, 162	1, 467	305	.....
Whole number of teachers in public and private schools.	6, 754	7, 469	715	.....
INCOME AND EXPENDITURE.				
Whole income for public schools	\$904, 423	\$785, 051	.....	\$119, 377
Whole expenditure for public schools..	794, 232	710, 652	.....	83, 580
STATE SCHOOL FUND.				
Amount of permanent fund	\$2, 512, 500	\$2, 512, 500	.....	.....

a Children from 6-18.

b Children from 6-21.

c Consolidated schools are private schools with public school pupils, to whom usually some high school instruction is to be given under the direction of the public school authorities.—(Law of 1873.)

d For like services of male and female teachers, like salaries shall be paid.—(Law of 1873.)

(From reports of Hon. Leon. Trousdale, State superintendent of public schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public schools, who must have literary and scientific attainments and skill and experience in the art of teaching, is nominated by the governor and confirmed by the senate biennially. He has the aid and counsel of a State board of education, composed of the governor and 6 civilians appointed by the governor, 2 of whom are subject to biennial change.

For each county the county court chooses a superintendent of public schools at its January session in every odd numbered year. He, too, is required to have literary and scientific attainments, and, if practicable, skill and experience in teaching.

For each school district 3 directors are chosen, by the voters of the district, on the first Thursday in August after the formation of it; and in every succeeding year one is to be chosen to replace an outgoing member.

OTHER FEATURES OF THE SYSTEM.

The schools of the State are free to all children 6-21 residing in the districts where they are held. They are sustained by the proceeds of a State school fund of \$2,512,500 bearing interest at 6 per cent., of a poll tax of \$1 annually on each male citizen, and of a county tax of 1 mill on the dollar, all distributed on the basis of the annually reported school population. No district tax for any school purpose is allowed to be levied; but, if necessary, the county courts, of their own motion or on a vote of the people to that effect, must levy such an addition to the 1 mill tax as will suffice to keep the schools open for 5 months or more. Public school children may be taught in private schools of any grade on contract with the school directors, provided that the studies prescribed for the public schools are taught free of charge to such children and that the county and district school officers have as full control of them as they have of the ordinary public schools. For studies beyond the prescribed ones, pay may be collected by the teachers. To be lawfully employed or to receive pay for services, all public school teachers must hold certificates of qualification from their county superintendent. Elementary principles of agriculture are henceforth to form a part of the instruction given in the State schools, and further provision for industrial training is urged. As in other Southern States, schools continue to be separate for whites and blacks.

GENERAL EDUCATIONAL CONDITION.

The figures of the statistical summary preceding show large gains on even the great gains of 1878, but not as full a proportion of gain in the public as in the private schools, and not as great proportionately in both together as in the public schools alone in 1878. Then the public schools enrolled 33,509 more and had 29,932 more in average daily attendance, the private schools gathering in also 3,439 more and holding 4,847 more in average attendance. In 1879 there was an apparent increase of 65,726 in children of school age, largely due to the fact that children were included between 6 and 21, instead of between 6 and 18; of this number only 3,535 pupils went into the public schools—the private schools, though less than one-fourth in number, enrolling an addition almost as great, 3,277. The average attendance in the public schools increased by 13,964, a very encouraging advance, but less than half that of the preceding year. The average attendance in the private schools was 1,729 greater, not quite reaching the same proportion. The increased average attendance of 15,693 in the public and private schools together was 8,881 more than the 6,812 increase of enrolment in them both, and shows that there must have been a large amount of really effective teaching. The schools, public and private, however, evidently still have a great work to do, for, with all the large increase of pupils in all schools, the proportion of enrolment to school population was only 58 per cent. in 1879, still leaving 42 per cent. without instruction in any school.

It may be seen that the school revenue was diminished nearly \$120,000. This was the result of the legislative action postponing the collection of the taxes. The school revenues thus fell off to such an extent as to compel a reduction of 8 days in the average school term, which before was only 77 days. Notwithstanding this, however, there were more schools taught, more teachers kept engaged, and, it is thought, a higher standard of teaching, with improvement in the details of school management. And as 11 more counties than in 1878 levied a property tax for schools to supplement the State tax, as 16 more levied a supplemental poll tax, and 5 more a supplemental privilege tax for the same purpose, it is probable that for 1880 there will be reported considerably larger revenue, a longer school term, better provision for the schools, and even some increase in the pay of teachers.

KINDERGÄRTEN.

For information respecting any institutions of this class in the school year 1878-79, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

OFFICERS.

Each of the chief cities has a board of education, the number and constitution of which are determined by special laws; the Knoxville board has 5 members; Nashville, 9; Memphis, 2 from each of its 10 wards. These boards elect a president and secretary (and sometimes other officers) of their own number, with a superintendent of schools, not of their number. The members of the boards are elected by the people and part are subject to change each year.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Chattanooga.....	11,488	2,807	1,687	1,105	27	\$15,384
Knoxville.....	12,000	2,540	1,509	930	26	13,242
Memphis.....	45,000	9,139	4,105	2,359	63	29,222
Nashville.....	28,000	69,046	4,122	3,191	81	658,111

a From 6 to 18; in the other cities the numbers given include all from 6 to 21.

b Besides this amount, which covered the whole expenses of the year, \$10,575 were paid on a deficit of the preceding year.

ADDITIONAL PARTICULARS.

Chattanooga included in its school population 1,799 white and 1,008 colored youth; reported 8 buildings, with 29 school rooms, the value of sites, buildings, and furniture estimated at \$22,100; teacher's average pay, \$49.65 a month; annual cost of each pupil enrolled, \$5.86; of each pupil belonging, \$7.85. The schools (primary, grammar, and high) were opened in September, 1878, with a full enrolment and bright prospects. But only a few days afterwards yellow fever appeared in the city, dispersed the population, and led to the disbanding of the schools. They were not reopened till January, 1879, when teachers and pupils entered vigorously on their work and made the short session of five and a half months an especially successful one. A much larger class than usual finished the course of study in the grammar schools and passed the required examinations for the high school, while for the first time a class in the high school completed its course and was graduated with appropriate exercises.—(State report and return.)

Knoxville had in 1878-79 a new superintendent, who reorganized and regraded the schools. The grades established (primary, grammar, and high) cover 9 years, the last 3 being devoted to high school studies. Vocal music and calisthenics, introduced as a part of the school course, were prosecuted under the superintendent and the regular teachers with good results. Writing and drawing, taught under the same direction, showed less improvement, and the employment of a special teacher for these branches is urged in the report. The city schools occupied 4 school buildings, with 26 rooms, valued, with sites and furniture, at \$28,200. The cost of tuition for each pupil enrolled was \$8.12; for each belonging, \$12.15; for each in average attendance, \$13.18. Meetings of the teachers for instruction in their work were held by the superintendent twice a month.—(State report and city report.)

Memphis, prematurely closing her schools in 1878 without examination, on account of the yellow fever, was also unable to reopen them before December 9. Three of the school buildings having been used for fever hospitals, there was naturally reluctance on the part of pupils to enter them at first, and thus the attendance in all the schools barely reached 500 on the opening day. By Christmas, however, it increased to 1,532, and afterwards rose rapidly to the ordinary figure. After the classification and regrading of the pupils, a course of study was arranged for the necessarily brief session. Of course, with a session only 6 months in extent, begun under the disadvantage of a change of superintendent (the former superintendent, Col. James T. Leath, having died), and with some new teachers replacing experienced ones who had died or gone away, the general average of scholarship was not high. Twenty-one pupils, however, attained an average of 95 per cent. in scholarship and 100 in attendance, while 30 completed the course of the graded schools and received certificates of admission to the high school. The graded course, primary and grammar, covers 8 years; that of the high school, 3 years more. The school buildings in 1878-79 were 10 in number, with 63 rooms and 3,780 sittings. Valuation of sites, buildings, and furniture, \$139,050.—(State and city reports, with written return.)

Nashville had 8 public school buildings in 1878-79, with 36 school rooms, 45 recitation rooms, and 3,825 sittings, all valued, with sites and furniture, at \$168,600. The schools were divided into primary, intermediate, grammar, and high school departments, the course in the first of which covers 3 years; in the second and third, 2 each;

and in the last, 3, making 10 years in all. Promotions from grade to grade are made, as a rule, only at the close of each school year and as the result of the examination at that time. The year reported is said by the superintendent to have compared well with any former one, as respected the work done by teachers and pupils; but as respected funds for paying teachers and meeting other expenses of the schools, there was great room for amendment. It seems that since 1870 the actual receipts for the city schools have fallen short of the sums appropriated for them by the city council nearly \$12,000 a year. Teachers have thus had to wait a long time for their pay, and their pay has been repeatedly reduced to make receipts and expenditures balance. Among other efforts to retrench, Latin, Greek, French, and German were dropped from the studies in the high school. This reduction of the course to a simple English one excited such a feeling among the citizens that the city council refused its assent to the change as far as Latin was concerned. That study was therefore restored in 1879, Greek and the modern languages being still omitted. This appears to have been the only important change during the year.—(City report for 1878-'79, with written return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State Normal College, occupying the buildings of the University of Nashville, continued in 1878-'79, through the help of that university and of the Peabody fund, its work of preparing teachers for the schools; it remained without assistance from the State, the county, or the city in which the work was carried on. According to a return from President Stearns, there were for the year 8 instructors, 135 normal students (93 of them males and 37 females), and 43 graduates. A printed report states that of the graduates 23 received the degree of licentiate of instruction, which implies the completion of the 3 years' undergraduate course, and 8 the degree of B. A., which is given to such as go through the advanced or baccalaureate course, involving an additional year of study. The students had the advantage of the Nashville University library of 10,000 volumes, with the use of the chemical laboratory, apparatus for illustrating physics, and museum of natural history also belonging to the university. Drawing and vocal music were taught, and the schools of Nashville were used for practice teaching and observation of methods of instruction.

Of the 11 others reporting in 1878, all but 3 report again in some form for 1879, the East Tennessee University, Athens, showing the same arrangements for normal instruction, but without note of any normal students; Knoxville College, Knoxville, having 11 in its normal department; Maryville College, Maryville, 24; Le Moyne Normal School, Memphis, 116; Central Tennessee College, Nashville, 116; Fisk University, Nashville, 120 lower normal and 11 higher; Nashville Institute, Nashville, 166 in its 3 years' normal course; and the Winchester Normal, Winchester, 31 in normal studies.

Besides these, 3 others presented themselves in 1879 as training pupils for the work of teaching: Humboldt Normal Institute, Humboldt, which had an elementary preparatory course of 5 grades, a scientific one of 2 years, and a classical of 1 year, with a teachers' training course of no specified duration; the Southern Union Normal School, Newbern, and the West Tennessee Normal School and Business Institute, Ripley, which had essentially the same arrangements as those at Humboldt, but with some indications of greater thoroughness. The Humboldt and West Tennessee schools gave no list of students and made no statistical return. The Southern Union gave a list and made a return, but without distinction of normal students from others. Instructors at Humboldt, 2; at the Southern Union, 7; at West Tennessee, not indicated. The Memphis Conference Female Institute forms, each spring, a normal class for such of its pupils as propose to teach, and Vanderbilt University, Nashville, offers free tuition in its non-professional schools to such prepared students as will engage to teach for as long a time as they receive this free instruction.—(Catalogues, &c.)

INSTITUTES FOR TEACHERS.

Superintendent Trousdale says in his report that 7 general institutes were held in the school year 1878-'79, three others which had been arranged for having been postponed till another year at the request of the local school authorities. Provision for the expenses of these meetings was made out of the Peabody education fund, through its general agent, Dr. Barnas Sears. Besides these general institutes there were 172 county institutes or meetings of teachers for conference and mutual improvement, with several normal institutes of 4 to 6 weeks each in East Tennessee. Mr. Trousdale ascribes much of the improvement in teaching noted under the head of General Condition to the influence of these meetings.

TEACHERS' DEPARTMENTS OF EDUCATIONAL JOURNALS.

In March, 1879, a "Tennessee department" was begun in the American Journal of Education, published at St. Louis, Mo., under the direction of Superintendent W. F.

Shropshire, of Rives, Obion County, Tenn. (since deceased), and was continued at intervals throughout the remainder of that year. The Tennessee department in the Eclectic Teacher, of Louisville, Ky., under the care of State Superintendent Trousdale and of Mr. W. W. Yarrell, of Clarksville, noticed in 1878, was continued in 1879. The former aimed mainly at the improvement of teachers' methods; the latter was devoted more to the communication of educational information.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Tennessee, Knoxville, presents in its schools of ancient languages, chemistry, history and philosophy, modern languages, English, and belles-lettres the equivalent of the classical course of many colleges, while its college of engineering and mechanic arts furnishes a like equivalent for the scientific course of such colleges. In its preparatory department it had 3 instructors and 118 students in 1878-'79; and in its collegiate, 13 professors and 1 assistant, with 125 students, 1 of these a graduate pursuing studies for a higher degree, 12 irregular, and 5 special.—(Catalogue for 1878-'79 and return for 1879-'80.)

Of 22 other institutions for collegiate instruction of young men or of both sexes (11 admitting both), the names, locations, prevailing influence, and statistics may be found in Table IX of the appendix following, all but 3 of them reporting for 1879 in some form, and the others appearing with the statistics of their last preceding report. All have arrangements for preparatory training and 11 begin that preparation so early as to have classes in primary studies, these being Beech Grove College, Beech Grove; King College, Bristol; Cumberland University, Lebanon; Manchester College, Manchester; Christian Brothers' College, Memphis; Mosheim Institute, Mosheim; Carson College, Mossy Creek, formerly Mossy Creek College; Central Tennessee College, Nashville; Burritt College, Spencer; Greeneville and Tusculum College, Tusculum; and Winchester Normal, Winchester. Some of these, as might naturally be inferred, are colleges of low standard, hardly entitled to collegiate rank. Others have good collegiate courses, but have to struggle, like those of lower grade, with the sharp competition of too many neighboring institutions bearing collegiate names. Graduate study is provided for by the University of Tennessee, Knoxville; Cumberland University, Lebanon; Vanderbilt University, Nashville, and the University of the South, Sewanee. Five, mentioned under Training of Teachers, have normal courses or classes for preparing students to teach; 7 give special instruction in modern languages, and as many in commercial courses of indefinite length; while 4 offer to teach music, 2 adding drawing or painting and other "ornamental work." In 7 the instruction is by schools instead of classes, under which system a student may graduate in a single school and a single line of study, but can only attain the regular collegiate degrees by passing successful examinations in a certain number of studies.—(Catalogues for 1878-'79 and 1879-'80.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The number of these for 1879 appears to be 20. For statistics, see Table VIII of the appendix, and for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding. All except St. Cecilia's Academy report charters from the State, giving authority to confer degrees, and of 9 that made full reports all had in 1879 collegiate courses of 3 to 5 years, with instruction in vocal and instrumental music, drawing, and painting and 1 to 3 modern languages; 4 had chemical laboratories and illustrative apparatus for physics; 3 had collections of specimens in natural history, and 4, art galleries, with some means for physical exercise.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

As before mentioned, 11 of the colleges for young men or for both sexes make more or less provision for scientific training of their students. The College of Agriculture and the College of Engineering and Mechanic Arts connected with the University of Tennessee, Knoxville, are, however, the especially authorized schools for such training, as to them the State has granted its allowance from the General Government for instruction in agriculture and the mechanic arts. In the College of Agriculture, instruction in English language and literature, rhetoric, history, the physical sciences, mathematics, German and French, gardening, and farming is given in 4 collegiate years by 7 professors. In the College of Engineering and Mechanic Arts the course is of less definite length, and the teaching is in a school of pure mathematics and in a school of mathematics as applied to surveying, road making, drainage, mechanism, and mechanical drawing, as well as to astronomical observations. For statistics, see Table X of the appendix following.—(Catalogue of 1878-'79.)

PROFESSIONAL.

Theological training, under Methodist control, is given as far as it can be in connection with the collegiate course at East Tennessee Wesleyan University, Athens; at Vanderbilt University, Nashville, in a biblical department which offers both a full course in Greek, Hebrew, &c., and a simple English course; and at Central Tennessee College, Nashville, in a 3 years' course especially designed for colored students. It is given, under the Baptists, at the Nashville Normal and Theological Institute, Nashville, in a 2 years' course; under Liberal Congregationalists, at Fisk University, Nashville, in a 3 years' course; under Cumberland Presbyterian, in the theological department of Cumberland University, Lebanon, where the 2 years' course includes Hebrew and Greek; under Protestant Episcopal, in the theological department of the University of the South, Sewanee, in a full 3 years' course; under Christian, in Burritt College, Spencer, where the instruction is apparently entirely biblical, largely oral, and indefinite as to time. The Southwestern Presbyterian University, Clarksville, gives also biblical instruction in 3 classes, aiming only at a mastery of the English scriptures and not embracing technical theology. It offers, too, instruction in Hebrew and in New Testament Greek, to prepare for theological study. The Southwestern Baptist University, Jackson, likewise affords instruction in Hebrew to theological students. For statistics of such of these schools as report them, see Table XI of the appendix; for a summary of these statistics, a like table in the report of the Commissioner preceding.

Legal instruction, in courses nominally of 2 years, is given at the law schools of Cumberland University, Lebanon, with 3 professors and 43 students, and of Vanderbilt University, Nashville, with 3 professors and 39 students. No examination for admission is required in either school.

Medical instruction, according to the "regular" school of practice, is given in the Nashville Medical College, a department of the University of Tennessee, Knoxville, and in the medical departments of the University of Nashville and of Vanderbilt University, all three having their lecture courses at Nashville; the last two are essentially the same as respects the composition of their faculties, their lists of graduates in 1879 also largely corresponding. All have the usual "regular" requirement for graduation of 3 years' medical study and attendance on 2 lecture courses. The last two have arranged, in addition, a graduated 3 years' course, which, though strongly recommended, is yet entirely optional.

The Meharry Medical Department of Central Tennessee College, Nashville, also "regular," is meant to open the way for medical practice to colored students, and hence at first required only 2 years of study and attendance on 2 courses of lectures; it now announces that ordinarily 3 years of study will be required. The preliminary studies are to be pursued either under the direction of the faculty or of some regular physician at home. Those of the first year at the school include recitations in anatomy, physiology, chemistry, and materia medica, with practical dissecting work, and at the close of the session a satisfactory written examination in all these branches must be passed before the second school year can be entered on. In that year, surgery, gynecology, obstetrics, surgical anatomy, and the theory and practice of medicine enter into the course, which is prosecuted both by lectures and recitations, with written monthly examinations.

The dental department of the University of Tennessee, Knoxville, has its exercises in Nashville and offers instruction in theoretical and practical dentistry in a course of 2 years under 16 instructors.

The Tennessee College of Pharmacy, Nashville, with 6 professors, at the latest date at which it was heard from offered the degree of doctor in pharmacy to those who should complete its full course, covering at least two years, and that of pharmaceutical chemist to those completing a more restricted course. No information came from it for 1879.¹

None of the above schools, except the Meharry, required at the last accounts any examination for admission, and in that one exception the examination was only in English studies, though students proposing to enter were earnestly advised to take, if possible, an academic or collegiate course before commencing the study of medicine.—(Catalogues and circulars.)

For statistics of all these schools, see Table XIII of the appendix; for a summary of these statistics, a like table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Tennessee School for the Deaf and Dumb, Knoxville, reports for 1879 a corps of 5 instructors, with 65 male and 45 female pupils; the school training is the same

¹Late information from Vanderbilt University shows that it had organized, for the session of 1880-'81, schools of dentistry and pharmacy distinct from the two above mentioned.

as in the common schools of the country, and the training in industrial occupations mainly in shoemaking and printing, as before, with some instruction in agriculture. Library, 175 volumes, an increase of 25 in the year; valuation of grounds and buildings, with furniture, \$125,000; State appropriation for the year, \$25,000.—(Return.)

EDUCATION OF THE BLIND.

The report of the Tennessee School for the Blind, Nashville, indicates considerable improvement in the building and grounds, 11 instructors, an average attendance of 51, instruction in the ordinary English branches and music, with cane seating, fancy work, sewing, mattress making, and piano tuning. Seven pupils appear to have also taken lessons in telegraphy.—(Printed report and return.)

EDUCATIONAL CONVENTIONS.

TENNESSEE STATE TEACHERS' ASSOCIATION.

No notice of a meeting of this body in 1879 has reached the Bureau; it is supposed that the prevalence of yellow fever prevented any gathering. A branch of it met in West Tennessee November 7 and 8, but the account of its proceedings contains nothing of general interest.

CHIEF STATE SCHOOL OFFICER.

HON. LEON. TROUSDALE, *State superintendent of public schools, Nashville.*

[Third term, March 25, 1879, to March 25, 1881.]

TEXAS.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of counties reported	137	145	12	.....
Youth of school age (8 to 14)	194, 353	208, 324	13, 971	.....
Whites of school age in public schools.....	111, 048	.....	.....	.....
Colored enrolled in public schools	35, 898	.....	.....	.....
Whole enrolment in public schools ...	146, 946	192, 616	45, 670	.....
White youth 8 to 14 not in school	16, 213	.....	.....	.....
Colored youth 8 to 14 not in school ...	7, 750	.....	.....	.....
Total not attending any school	23, 963	47, 248	23, 285	.....
Whites of school age that cannot read.....	30, 521	.....	.....	.....
Colored of school age that cannot read.....	30, 602	.....	.....	.....
Whole number of illiterates of school age.	61, 123	.....	.....	.....
SCHOOLS AND SCHOOL-HOUSES.				
School communities organized	4, 633	5, 804	1, 171	.....
Schools for colored pupils	905	1, 253	348	.....
Average time of school in days	80	80	.....	.....
School-houses built within the year ..	243	.....	.....	.....
Valuation of school-houses built during the year.	\$54, 267	.....	.....	.....
TEACHERS AND THEIR PAY.				
White male teachers in public schools.....	2, 895	.....	.....	.....
White female teachers in public schools.....	760	.....	.....	.....
Colored male teachers in public schools.....	562	.....	.....	.....
Colored female teachers in public schools.	113	.....	.....	.....
Whole number of teachers reported... ..	4, 330	.....	.....	.....
Average monthly pay of men, white and colored.	\$42	.....	.....	.....
Average monthly pay of women of both races.	\$33	.....	.....	.....
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$859, 484	\$972, 904	\$113, 420	.....
Whole expenditure for public schools	747, 534	837, 913	90, 379	.....
STATE SCHOOL FUND.				
Amount of permanent fund reported..	\$3, 385, 571	.....	.....	.....

(From reports of Hon. O. N. Hollingsworth, secretary of the State board of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State board of education has general control of public school interests, the secretary of the board acting as executive officer. For each county there is a board of three examiners appointed by the county judge, who also establishes school communities and appoints school trustees, three in number, for each community school.—(Amended school law, 1879.)

OTHER FEATURES OF THE SYSTEM.

The available school fund is composed of the proceeds of sales of land set apart for school purposes, the interest of the permanent school fund, an amount appropriated by the legislature from the general revenue (not to exceed one-fourth of it, however), and a poll tax of \$1 on each male citizen from 21 to 60 years of age. Added to this there are fines for violation of the liquor law. The apportionment to each county is in proportion to the number of children of school age in the organized school communities. Both races are to receive a just pro rata, but are to be taught in separate schools; any school mixing the races forfeits its share of the school moneys. The schools are to be non-sectarian in character, the pupils are entitled to free tuition in the common English branches, and the teachers are required to hold certificates of qualification from the county judge on the report of the board of examiners. Teachers receive their pay on the basis of scholastic population or on that of daily attendance. The full pay depends on an average daily attendance of 75 per cent. or more of children between 8 and 14 years of age; an attendance of 50 per cent. admits of 75 per cent. of the regular pay, while any attendance under 50 per cent. leads to the closing of the schools, if the trustees see fit, or to payment for actual daily attendance. Teachers are also authorized to charge private rates of tuition for pupils over or under the scholastic ages. The school year must not be less than 4 nor more than 10 months, estimating 20 school days to the month.—(Amended school law.)

GENERAL CONDITION.

The reports from this State being made biennially and this being the off year, the statistics are meagre. As far as can be ascertained there is a general tendency towards progress. There were 12 more counties reported. As nearly as may be gathered from conflicting official statements, it would appear that there were 13,971 more children of school age, 45,670 more enrolled in public schools, and 1,171 new schools organized, 348 of these latter for colored pupils. There was also an increase of \$113,420 in the income for public schools and of \$90,379 in the school expenditure. The number of children of school age not attending any school (including registered and non-registered pupils) was 23,285 more than in 1877-'78. In 1879 the sum of \$915,000 was appropriated by the State for the support of schools. This is the largest amount ever granted for school purposes, and the other revenues increase the sum annually to nearly a million dollars. The want of trained professional teachers has been felt as a serious drawback in the educational work of Texas. This defect has been remedied in part by the establishment in 1878-'79 of two normal schools, one at Huntsville, for the white population, another at Prairie View, for the colored race. Fuller details respecting them will be found under the heading Training of Teachers.

Governor Roberts, in his message to the legislature February 10, 1879, seems inclined to do away with the whole or a part of the amount appropriated from the general revenue for school purposes. He says that the sale of lands which are taxed before they are settled is becoming more rapid, and that the permanent school fund is thereby increased. Then a certain amount of money is appropriated to and received by each county which has heretofore been paid out to the teachers whether their scholars attended school or not. In view of these facts he wants the tax of one-fourth of the revenue diminished or done away with. Later advices indicate that the governor vetoed the school interest and sinking fund items in the general appropriation bill, as he held that the taxes belong first to the maintenance of the State government and after that to the schools. It is said that this will practically close the free schools. Still later information mentions the convening of an extra session of the legislature in which the law setting aside one-fourth of the revenue was repealed, and a bill was under consideration which, if passed, would practically limit the schools to a two months' session.

AID FROM THE PEABODY FUND.

The amount received from this fund in 1878-'79 was \$7,700. Of this sum \$2,000 were used at Houston; \$1,500 at San Antonio; \$1,000 each at Brenham, Denison, and New Braunfels, and \$1,200 for six scholarships. In February, 1879, the general agent of the Peabody fund offered to give \$6,000 for two years, and possibly longer, for the benefit of a first class normal school, provided the legislature saw fit to establish one and to give an equal amount. As will be seen further on, this offer was accepted.—(Report of trustees of Peabody fund and Governor Roberts's message.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Councils or boards of aldermen govern all the public free schools in cities that have assumed the control of their public schools. Such cities are to receive their pro rata of the distributable State school moneys, according to their scholastic population, and they may, on a two-thirds vote of the taxpayers, raise by taxation a sum not to exceed

one-half of 1 per cent. additional, to enable them to sustain the schools for 10 months in the year.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	No. of public schools.	Number of teachers.	Expenditure.
Houston	30,000	2,968	1,756	1,172	14	31	\$15,092
San Antonio....	22,500	2,130	1,424	756	6	17	20,273

ADDITIONAL PARTICULARS.

Houston reports 1 high, 3 grammar, and 10 primary schools, with 1,147 sittings for study; a city normal school, with 1 teacher, has 27 sittings for study. The white schools, which have an enrolment of 950 pupils, are said to be well managed. The colored schools, enrolling 776 pupils, generally taught by colored teachers, employ one white teacher. The pro rata from the State appropriation for school purposes enables this city to give eight months' instruction, school being taught 157 days out of 160 in 1878-79. The public school property was valued at \$21,100. The estimated enrolment in private or parochial schools was 360 for the year.—(Return and Barnes' Educational Monthly, July, 1879.)

San Antonio's public schools consist of a high school and five different graded schools, one of them for colored pupils. Below the high there are 7 grades, of one year each, 3 being primary and 4 grammar grades. The city is considered as one school district, and the schools are free to all between the ages of 6 and 18, inclusive. In other parts of the State the school age is 8 to 14. This city is said to be educationally the richest in the State, with ample means at command. Several large stone school buildings have been erected, each one capable of accommodating 300 pupils. The latest and most approved methods of instruction are found in the schools. In the primary grades the teaching is oral and objective; writing and drawing also enter into the course. Monthly written examinations are in use to test the scholarship of each pupil, while at the annual written examination grade cards show the standing of each pupil. The attendance on the schools so increased after October, 1878, that 5 additional rooms were opened, and they showed a greater average attendance in each than there had been previously in each of the 16 rooms. The superintendent reports that he made 800 visits to the schools in nine months. The total value of school property was \$45,000; total receipts, \$26,057; and the expenditures for school purposes left \$5,798 balance on hand. The sittings for study in the public schools were 850, and there was an enrolment of 1,000 pupils in private schools, 11 such schools being reported, 1 a German-English school and 1 a commercial and classical school.—(Report of the city superintendent, and return; also Barnes' Educational Monthly, July, 1879.)

Fragmentary statistics only were received from other cities in the State.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

In 1878 the agent of the Peabody fund offered \$6,000 annually for two years for the benefit of a good normal school, provided the legislature would establish one. The result of this offer was the organizing of the *Sam Houston Normal Institute*, Huntsville, which received \$14,000 from the school fund, in addition to the \$6,000 from the trustees of the Peabody fund, in all \$20,000. This school was first opened for instruction in October, 1879, with a corps of 5 instructors, the late Bernard Mallon, long the superintendent of the schools of Atlanta, Ga., being principal. There were 107 normal pupils in December, 1879, and 3 other students, the former intending to take the 2 years' course, which is free to all who expect to teach, a charge of \$35 a year being made to others. In the model school the normal students practise teaching daily. Vocal music is already taught, drawing is to be, and the school possesses apparatus for illustrating physics and a gymnasium. The graduates are to receive the title of masters or licentiates of instruction, and are to be permitted to teach in the common schools of the State without further examination.

The *State Normal School of Texas for Colored Students*, Prairie View, was opened October 6, 1879, with 12 State and 4 local students, which number was increased to 27 before the end of the month and to 60 during the winter, 39 of them State students. The instructors consisted of a principal and 2 assistants. There was a daily attendance of 49 pupils, not more than 6 of them advanced beyond arithmetic, grammar, and geography, yet all making commendable progress. This school receives an annual appropriation of \$6,000. The students are required to work one hour and a half each day in the garden or about the house. They are taught order, politeness, neatness, and morality; also, to discuss, compare, and explain their lessons, as well as to

hear recitations under the direction and in the presence of their instructors. Students are admitted to both of these schools upon a competitive examination, and their entire expenses are paid by the State; they are only required to furnish their clothes.—(Report of principal and of the secretary of the State board of education.)

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The *Tillotson Collegiate and Normal Institute*, Austin, reported a State appropriation of \$560 in 1878-'79, to be used for pupils of scholastic age (8-14) only. There were 3 resident instructors and 20 normal students in attendance during the year, with 138 other students. It is estimated that about 70 pupils have been sent out as teachers since 1867.—(Return.)

The *American Normal School*, Kellyville, which was first opened for instruction in 1878, reports, at date of December 19, 1879, a total of 4 instructors, 1 non-resident. There were 85 normal pupils in the school, which seems to be divided into primary and intermediate departments. The course of study is 4 years, at the end of which certificates are given, although these do not entitle their holders to teach in the common schools without further examination. Drawing and vocal and instrumental music are taught. There are also summer classes in normal methods for teachers and others, which were to commence on July 14, 1879, and to continue six weeks. These seem to be in connection with this school.—(Return, Educational Monthly of Kellyville, and circular.)

A normal school was chartered at Yorktown on August 23, 1878. The corps of instructors consisted of a director and 2 assistants. There were to be both English and German departments. The statistics of the school are wanting.—(Return.)

A normal department was also reported at Mansfield Male and Female College.—(Catalogue.)

TEACHERS' INSTITUTES.

Steps were taken in the year 1878 to obtain State authority for the establishment of meetings of this kind to aid in preparing teachers for their work. Whether such institutes were generally held is not known. However, in San Antonio, they were held nearly every Saturday morning, the endeavor being to give instruction in the theory and practice of teaching. It is said that most of the teachers undertook the work under the new law with ardor and seemed pleased at enlarging their power of usefulness. The methods and principles taught and practised in these institutes are permeating the work with more or less gratifying results.—(Daily Express.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The absence of a full report for 1879 leaves us without definite information as to the number and statistics of high schools in the State. In 1878 Brenham reported 48 pupils in 2 courses of study, covering 3 years each, the one classical, the other scientific; and Denison had a class of 10 in a higher grade. In 1879 Houston reports 1 high school building, with 70 sittings for study, 3 teachers, an enrolment of 57 pupils, and an average daily attendance of 53. San Antonio reports no high school established in 1878-'79, but there seems to have been one in existence in the winter of 1879, as a professor in charge is spoken of, also 17 pupils promoted to such a school from the lower grades.—(Returns and report of superintendent.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory schools and departments, see Tables IV, VI, and VII of the appendix. For a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Texas*, provided for in the constitution of the State and endowed with a large land grant, has not got beyond the Agricultural and Mechanical College, which is to be a department of the university when fully organized.

The other institutions of collegiate rank reporting for 1879 were the Texas Military Institute, Austin (since suspended); Southwestern University, Georgetown (Methodist Episcopal); Baylor University, Independence (Baptist); Mansfield Male and Female College, Mansfield (non-sectarian); Salado College, Salado (non-sectarian); Austin College, Sherman (Presbyterian); Trinity University, Technacana (Cumberland Presbyterian); Waco University, Waco (Baptist); and Marvin College, Waxahachie, which now has no denominational connection, having passed into private hands. All these, except the first, had preparatory departments, most of them beginning with primary elements, and either 4 years' classical courses or an equivalent

arrangement of studies in schools. The Military Institute, Mansfield, Austin, and Marvin Colleges, and Trinity and Waco Universities had scientific courses of 4 years. Several had arrangements for commercial training and for instruction in music, 3 including other art training, and nearly all offered to teach French or German or both, 2 adding Hebrew and 4 Spanish.—(Catalogues.)

The *Texas Military Academy*, Austin, which reported about 40 students in 1878-'79, was subsequently closed for want of patronage.—(Return.)

Austin College was removed from Huntsville to Sherman in 1878.—(Catalogue, 1878-'79.)

For statistics of the colleges reporting, see Table IX of the appendix; for a summary, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In 4 of the colleges reported above equal privileges are given to this sex. For statistics of other institutions for women, see Table VIII of the appendix; also, a summary of the same in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural and Mechanical College, College Station, Brazos County, reports 248 students in 1878-'79. The 8 departments into which this college is divided are thus summed up: Commercial department, department of modern and ancient languages, of English language and literature, of experimental philosophy and engineering, of mathematics, of mental and moral philosophy, and the regular agricultural and scientific course. Military tactics are also included in the required studies. Semi-annual examinations, which are partly oral and partly written, are held at the close of each semiannual term. Applicants for admission must be thoroughly prepared to enter on the subjects of study laid down for the lowest class, and they must be fifteen years of age. From the branch agricultural and mechanical college for colored youths, reported in 1877 by Mr. Burleson, of Waco, to have secured the needful lands and buildings, no account has been received, but of the absence of students in 1878. As stated under Superior Instruction, 5 collegiate institutions there mentioned had 4 years' scientific courses.—(Catalogues for 1878-'79 and messages of governor.)

PROFESSIONAL.

Theological instruction, under Baptist auspices, was given in a 3 years' course at Baylor University, Independence, which reported 11 students in 1878-'79, and under Cumberland Presbyterian influences in a theological course in Trinity College, Tehuacana, where there were 12 students in the same year.—(Return and college catalogue.)

The *law department of Trinity University* was suspended in 1878-'79.

Medical instruction is given in the Texas Medical College and Hospital, a "regular" medical school at Galveston. In order to graduate, students are expected to attend 2 full courses of lectures and to have studied medicine 3 years; also, to have dissected during 2 courses and to have passed a satisfactory examination.—(Circular.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Deaf and Dumb, Austin, closed its session of 1878-'79 with 48 pupils, many of them having a very limited knowledge of language at the opening of the term, but showing considerable progress in that and other branches before the end. The male pupils have practical lessons in farming and gardening; the female pupils, in sewing, housekeeping, and other domestic duties.—(Report.)

EDUCATION OF THE BLIND.

The Institution of Learning for the Blind, Austin, reported many improvements in studies, discipline, and in the mechanical department; a decided advance in music; piano tuning introduced during the year; etymology, English grammar, Green's Analysis, ancient and modern history, higher arithmetic, and algebra taught; also broom, mattress, and pillow making, cane seating of chairs, beadwork, and piano repairing. There were 84 pupils in December, 1879.—(Report and return.)

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

The teachers of the State met in convention at Austin January 28-31, 1879. Their object was to investigate the present school law and to suggest practicable improvements in the system of education. A committee was appointed to report the result of

their deliberations to the legislature. The recommendations were as follows: To establish a first class normal school by duplicating the \$6,000 given by the Peabody fund for that purpose; to establish a course of practical instruction in agriculture in the State Agricultural and Mechanical College by appropriating \$20,000 for that purpose; to form not more than two school committees in any village, town, or city not taking control of its own schools, one community to include all the white, the other all the colored children. The establishment of three grades of certificates was urged, the third grade, valid one year, to be given to those passing an examination in orthography, reading, writing, geography, and arithmetic as far as proportion, with a general average of 70 per cent. and not less than 50 per cent. in any branch; the second grade, valid for two years, requiring in addition an examination in grammar, composition, and United States history, with a general average of 80 and not less than 60 per cent. in any branch; the first grade, good for three years, necessitating a general average of 90 and not under 70 per cent. in the elements of algebra, geometry, physics, and the theory and practice of teaching additional to the branches for first and second grade certificates. They further recommend that teachers holding third grade certificates shall receive not more than \$1 a month for each pupil of scholastic age, those holding second grade certificates not more than \$1.50, and those holding a first grade certificate not more than \$2 a month. It is also advised that the State be divided by counties into 6 districts, each to have as superintendent of schools a practical teacher, holding office 3 years, his whole time to be devoted to the work of supervision, and his salary to be \$2,300, payable quarterly. These 6 district superintendents, with the secretary of the State board of education, would constitute a board of supervision for the State, with power to make regulations regarding the examination of teachers and the organization, gradation, and general management of schools, not being allowed to interfere, however, with the rules of the State board of education, a two-thirds vote of the members of this board of supervision being required to alter any regulation. These district superintendents are to appoint a school examiner in each county; also, a practical teacher, who shall examine persons desiring a teacher's position, hold county institutes, perform all the duties devolving on the county judge, and any other duties prescribed by the district superintendent. It is recommended further that the county treasurer be allowed one-half of 1 per cent. for receiving and disbursing the public school funds. It was estimated that there would be a clear saving to the public school fund of \$3,960 by the proposed plan of supervision.—(From report of committee to the governor.)

TEACHERS' ASSOCIATION OF THE SECOND CONGRESSIONAL DISTRICT.

This association was to hold a semiannual meeting, beginning July 9, 1879, at Pittsburg, the object of the association being to raise the standard of the teacher's calling and to promote pleasant social relations among the members of this profession. The following subjects were to be discussed: Teachers' institutes, teaching geography, school government, the relations of a good public school system to colleges and universities, and music and drawing in schools.—(Circular.)

OBITUARY RECORD.

HON. BERNARD MALLON.

For a brief notice of this noble teacher, the organizer of the school systems of Savannah and Atlanta, Ga., and at his death principal of the Sam Houston Normal School, at Huntsville, Tex., see Obituary Record under Georgia.

CHIEF STATE SCHOOL OFFICER.

Hon. O. N. HOLLINGSWORTH, *secretary of State board of education and its executive officer, Austin.*

VERMONT.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20) in 1878....	92,831	92,831	.....	.....
Youth of school age in common schools	71,366	74,269	2,903	.....
Whole enrolment in public schools ...	73,081	77,521	4,440	.....
Average daily attendance.....	48,638	49,231	593	.....
Per cent. of enrolment on youth of school age.	78	83	5	.....
Per cent. of average attendance on the youth of school age.	52	53	1	.....
Youth 5-20 in other than common schools.	4,796	5,078	282	.....
Youth 5-20 in all schools.....	76,162	79,347	3,185	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts .....	.....	2,350	.....	.....
Number of public schools .....	.....	2,573	.....	.....
Average time of school in days.....	124	125.5	1.5	.....
Towns using the town school system..	7	7	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools .....	.....	783	.....	.....
Women teaching in public schools....	.....	3,669	.....	.....
Whole number of public school teachers.	(b)	4,452	.....	.....
Number that have attended a Vermont normal school.	461	446	.....	15
Average monthly pay of men.....	\$30 44	\$29 12	.....	\$1 32
Average monthly pay of women.....	20 00	19 04	.....	96
INCOME AND EXPENDITURE. c				
Whole receipts for public schools.....	\$516,893	\$523,119	\$11,226	.....
Whole expenditure for them	511,101	496,169	.....	\$14,932
STATE SCHOOL FUND.				
Amount of State fund available.....	.....	\$669,087	.....	.....

a This is the number given in a written return. The printed report has 76,782.

b The number of teachers in 1877-'78 was not given; in 1876-'77 it was 4,328.

c Both income and expenditure are from written returns.

d This is the amount of the United States deposit funds, the interest of which goes to the State schools; some additional income is derived from the rent of school lands.

(From printed reports of Hon. Edward Conant, State superintendent of education, for the two years indicated, with written returns from him.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of education, elected by the joint assembly at each biennial session of the legislature.

The local school officers are, in towns, town superintendents of common schools, and, where the town system has been adopted, boards of school directors elected by the people; in each district, a moderator, a clerk, a collector of taxes, a treasurer, 1

or 3 auditors, and a prudential committee of 3 persons. Town superintendents at their annual meeting choose a county examining board, whose duty it is to examine teachers and grant certificates. Women are hereafter to have equal rights with men as to voting in school meetings and holding minor school offices.

OTHER FEATURES OF THE SYSTEM.

School funds are derived from district taxation and from the income of town school funds and the United States deposit funds. The interest on the funds last named is distributed to the several towns, organized and unorganized, and to the gores of land, in proportion to the number of inhabitants in each according to the latest United States census. One-half of the district and town school moneys is apportioned to school districts according to the number of children therein attending public schools; the other half, without regard to the school population; but, when the sum to be apportioned reaches \$1,200 or more, two-thirds of it are apportioned on the basis of attendance. The law provides that, if the selectmen of any town shall neglect or refuse to assess, collect, or appropriate the tax for the support of schools, such town shall forfeit to the county a sum equal to double the amount required to be raised by tax, with costs. Each town must sustain one or more schools in which orthography, reading, writing, English grammar, geography, arithmetic, drawing, history, the Constitution of the United States, and good behavior are taught; and any town is authorized, if a majority of voters so decide, to establish one or more central schools for the education of advanced pupils in the higher branches. Text books are supplied to pupils whose parents are unable to buy them. It is the duty of the State superintendent to hold teachers' institutes in the counties on the written application of a specified number of teachers, such institutes to continue not more than 3 days and the cost not to exceed \$30 for each day. Teachers of district schools must have certificates of qualification, but principals of graded and union schools need not. Records must be kept and statistics reported in order to draw pay.

Attendance on public schools of children between 8 and 14 is required for at least 3 months in the year unless they have been otherwise instructed. The employment in factories of children who have not complied with this law is forbidden, and a penalty of from \$10 to \$20 is imposed on parents, guardians, or employers who violate the law.

GENERAL CONDITION.

An increase is reported in the number of youth of school age attending common schools during 1878-79, in the total number attending school, and in the average daily attendance. The pay of teachers was slightly reduced: The number of teachers employed in 1877-78 was not reported, so that no comparison can be made in this item between the last two years; but the number teaching in 1878-79 was 124 more than that in 1876-77. There was an increase of \$11,226 in the receipts for public school purposes, with a decrease of \$14,932 in the expenditures. The statistics for the year 1878-79 are comparatively full, every organized town in the State having reported. The State superintendent during the two years for which he reports visited all parts of the State, reaching 178 towns (some of them more than once), and held 17 teachers' institutes, with 46 educational meetings of a day and an evening each. He says that the great hindrance to the usefulness of institutes continues to be reluctance on the part of teachers to suspend their schools and incur expense in attending, besides loss of pay for time spent, and that it would be not only just to teachers, but advantageous to districts and towns, to pay for time spent at institutes the same as though the schools were in session.

The law enacted in 1878 to prevent the too frequent change of text books in the common schools has been accepted in good faith by the people of the State, and meets with general though not universal favor. The introduction of the books recommended is believed to have been more complete than at any previous time, and the condition of the schools with respect to books better than ever before. The State is reaping the benefit of better classified and better instructed schools, cheaper books, and greater interest in school affairs on the part of the people, the last resulting from the discussion of this subject. In two-thirds of the towns a text book on good behavior has been recommended by text book committees; also, by joint resolution of the general assembly, a temperance lesson book for use as an optional study for the older pupils. The State superintendent, in response to a desire expressed by the town superintendents of Washington County that the elementary sciences should be added to the branches taught in public schools and that legislation be asked for to secure this, expresses the opinion that further legislation on the subject will not be necessary, advises that the present course of study be carefully followed, and recommends the introduction of the elements of science by oral methods; also, the development of the normal schools to their highest capacity in the direction they are now taking, and the cultivation of a public opinion that will demand teachers competent to give instruction in these branches.

TOPICS DISCUSSED AND CHANGES RECOMMENDED.

The superintendent's report discusses, among other topics, methods of examining and licensing teachers, the town system of schools, and the necessity for a State school tax. He disapproves of all methods of licensing teachers by public officers, and holds that such license should issue only from boards of teachers, themselves appointed by teachers and required to act in accordance with rules prescribed by teachers. Quotations are given from eminent educators to show the superiority of the town over the district system, and the superintendent gives it as his opinion that the latter system is a hindrance to the maintenance of good schools and to the improvement of all that helps to make them good. It has become burdensomely complex and incongruous. The last five legislatures passed twenty-nine acts in reference to the district system, while more than half of the other legislation on the subject of schools was required only by the existence of it. A State school tax is considered necessary in order to give unity and greater efficiency to the school system and to equalize school taxes. The superintendent recommends that such a tax be levied, to be collected and paid into the State treasury and divided among the towns; also, that larger appropriations be made to the normal schools and that their courses of study be equalized.—(State report, 1878-79.)

CITY SCHOOL SYSTEMS.

OFFICERS.

There appears to be no general provision in the law for officers of city school systems. In Burlington there is a board of school commissioners composed of one member from each ward; in Rutland, a board of school trustees of 9 members. Both have city superintendents of schools.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Number of teachers.	Expenditure.
Burlington	18,000	3,258	1,580	32	\$21,058
Rutland	10,000	3,432	2,124	61	18,187

a In 1877-78.

ADDITIONAL PARTICULARS.

Burlington had 31 public schools in operation during 1878-79, with 3 men and 29 women engaged in teaching, the men at an average of \$25.50 weekly; the women, at \$11.45.

In *Rutland*, 33 common schools were taught by 10 men and 51 women, the men being paid \$12.90 a week; the women, \$6. There were 508 children attending other than the common schools, making a total of 2,632 who received instruction in some school.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The three State normal schools, at Castleton, Randolph, and Johnson, had in 1878-79 a total attendance of 408 pupils in normal courses and graduated 80.

In the school at Randolph the standard for entrance and graduation has been advanced and the first course of study made to cover 2 years, giving additional study and work in the metrical system, geometrical forms, grammar, free hand drawing, reading, advanced physiology, mineralogy, double entry book-keeping, political economy, methods of teaching, and penmanship, and adding in the second course two quarters in rhetoric, two in general history and in theory and practice of teaching, with one in moral philosophy. Advanced botany has been made optional and chemistry obligatory. The result of thus strengthening the course of study has already been more regular attendance, better classification, and a more advanced and mature class of students.

At the Johnson school the second course of study has been increased by the addition of English literature and geometry, while to both courses methods of teaching were added and more attention was given to teaching how to teach than ever before. The three schools are nominally of one grade, the conditions of admission to them identical, and the legal value of graduation the same for all; but there is a noticeable inequality in their courses of study and in the time required to complete them. In the school at Castleton the first and second courses cover each one year; in that at Johnson, one year and a half; while in that at Randolph the first course now covers two years, and the second one and a half. It is thought desirable that the courses be

made equal in length and equivalent in value by bringing the shorter ones quite up to the longer, and to this end the State superintendent urges the need for larger State appropriations to them. He says that the teachers are able and experienced, and that through their influence, aided by judicious boards of trustees, the common schools are increasing in numbers and improving in quality.—(State report.)

TRAINING DEPARTMENTS.

A law of 1876 provides for the establishment of training departments in graded schools, and one was organized in connection with the Bennington graded school in 1877. Whether others have since been added does not appear from the report, and no information later than that for 1877 is given in respect to the department at Bennington.

TEACHERS' INSTITUTES AND EDUCATIONAL MEETINGS.

During the months of August, September, and October, 1878, there were 13 teachers' institutes of 3 days each held in as many counties, 711 teachers attending. In 1879 only 2 were held, educational meetings of one day and evening each being substituted for them in 12 of the counties. The work done by them was similar to that of institutes, including papers and addresses on educational subjects as well as practical lessons by experienced teachers on methods of instruction. A law of 1878 authorized the substitution of these meetings for institutes in counties where the latter are not called for previous to July 1 in any year. The plan was adopted in the hope that a larger number of the active friends of education would take part in them. The result justified this expectation, the attendance being about three times as large as that on the institutes held in the same counties during the previous year.—(Report, 1879.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high schools is not ascertainable from the State superintendent's report for 1879, but a table of graded schools is given, from which it appears that 19 cities and towns have such schools; that 5 of them are associated with private academies and 1 with a public high school. The total number attending graded schools was 6,044; average attendance, 3,717; the number in course of preparation for college, 130, while 23 were graduated from that course during the year, besides 64 from other courses.

OTHER SECONDARY SCHOOLS.

The State superintendent gives a list of 19 incorporated academies, which had in 1878-79 a total attendance of 2,545 students, under 105 instructors; 441 students in course of preparation for college, and 53 graduates during the year.

For schools of this class reporting to this Bureau, see Tables IV and VI of the appendix; for a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

In the University of Vermont and State Agricultural College, Burlington, 3 courses of study are offered, viz, in arts, applied science, and medicine. The first comprises the usual academical course in languages, mathematics, physical sciences, mental, moral, and political philosophy, rhetoric, literature, and history. The department of science is subdivided into courses in agriculture and related branches, chemistry, and engineering and mining. Both sexes are admitted.

Two other collegiate institutions report, Middlebury College, Middlebury, and Norwich University, Northfield. The former provides a classical course of study and had 55 students under instruction during 1878-79. Norwich University, although reported as a collegiate institution, appears to be a scientific and military school of high grade. The only degree conferred in course is bachelor of science, those of master of science and civil engineer being given to graduates of 3 years' standing who during that time have been engaged in the appropriate studies.—(Catalogues, 1879.)

For statistics, see Table IX of the appendix, and summary of this in the report of the Commissioner preceding.

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for instruction furnished to young women on equal terms with men at the State University, provision is made for women exclusively in the Vermont Methodist Seminary and Female College, Montpelier, an institution authorized by law to confer collegiate degrees. For statistics, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The institutions reporting scientific courses of study in this State are the State Agricultural College and Norwich University.

The *State Agricultural College* (the department of applied science of the State University) includes 4 courses, viz, agriculture and related branches, theoretical and applied chemistry, civil engineering, and metallurgy and mining engineering. In addition to these, a literary scientific course has been arranged which coincides substantially with the regular academic course, save that Greek is omitted and its place supplied by substitutions from the department of science. There is also a special course on agricultural subjects provided during the winter months for the benefit of young men who cannot leave the farm in the summer or autumn. The subjects embraced in this winter course are agricultural chemistry, botany, physics, entomology, stock breeding, dairying, fruit culture, road making, farm accounts, and bee culture.—(University catalogue, 1878-79.)

Norwich University, Northfield, presents a course of study embracing the usual scientific branches, civil engineering and military science being distinguishing features.—(Catalogue, 1879.)

For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

The *medical department* of the State University presents the usual 3 years' course of study in the 7 essential branches of medical science, viz, anatomy, physiology, materia medica, chemistry, surgery, obstetrics, and the theory and practice of medicine. No examination is required for admission. In order to be graduated the student must have attended 2 full courses of lectures, the latter in the college, and must have studied medicine 3 years under the direction of a regular physician or surgeon. Students who have attended 2 full courses of lectures, even if only one of them has been in this college, are admitted to a third course on paying the matriculation fee only.—(Catalogue and return, 1878-79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

Vermont has no institutions for the education of the deaf and dumb or of the blind, but makes provision for their instruction in the American Asylum for Deaf-Mutes, Hartford, Conn.; in the Clarke Institution for Deaf-Mutes, Northampton, Mass.; and in the Perkins Institution and Massachusetts School for the Blind, Boston.

REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, receives and trains boys and girls over 16 years of age who are committed to it by the courts or by parents or guardians. They are taught the common school branches of learning, besides a number of employments, including housework, sewing, seating of chairs, shoemaking, and farming.—(Report, 1877-78.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-ninth annual meeting of the State Teachers' Association appears to have been held at Woodstock in August, 1879, although the exact date cannot be given, nor any other particulars of the meeting, except as to an address delivered by State Superintendent Conant, of which an abstract is given in the *New-England Journal of Education* of September 4, 1879. Mr. Conant, in suggesting the adoption by the teachers of a platform by which to make known the principles they hold, urges (1) the adoption of the town system of schools, the value of which has been established by its successful use in Massachusetts, Pennsylvania, and other States; (2) the continued improvement of the State normal schools; and (3) better provisions for licensing teachers.—(*New-England Journal of Education*.)

OBITUARY RECORD.

PROFESSOR ALONZO JACKMAN, LL. D.

General Jackman, born at Thetford, Vt., March 20, 1809, died suddenly of heart disease at his home in Northfield, in the same State, February 24, 1879. He studied at Norwich University, and was the first graduate of the institution as well as one of its most honored sons. A year after his graduation he was chosen professor of mathematics in his alma mater, and continued such until his death, instructing also in

natural philosophy and civil engineering. He was thus one of the few instances of persons connected with a single institution from the beginning of its history to the close of their individual career.—(New-England Journal of Education, March 6, 1879.)

CHIEF STATE SCHOOL OFFICER.

Hon. EDWARD CONANT, *State superintendent of education, Randolph.*

[Third term, 1878-1880.]

{A successor to Mr. Conant, Hon. Justus Dartt, has been chosen for a term to extend from December, 1880, to December, 1882.]

VIRGINIA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 5 to 21	a280, 149	280, 849	700	.....
Colored youth 5 to 21	a202, 640	202, 852	212	.....
Whole number of school age	a482, 789	483, 701	912	.....
Whites in public schools	140, 472	72, 306	.....	68, 166
Colored in public schools	61, 772	35, 765	.....	26, 004
Whole reported enrolment	202, 244	108, 074	.....	94, 170
White pupils over the school age	326	148	.....	178
Colored pupils over the school age	209	92	.....	117
Whites in average daily attendance ..	82, 164	44, 540	.....	37, 624
Colored in average daily attendance ..	34, 300	21, 231	.....	13, 069
Whole average daily attendance	116, 464	65, 771	.....	50, 693
Per cent. of school population enrolled ..	b41. 8	22. 3	.....	.....
Per cent. in average daily attendance ..	b24. 1	13. 6	.....	.....
Per cent. of white attendance on average enrolment.	74. 08	78. 08	4. 00	.....
Per cent. of colored attendance on average enrolment.	75. 04	77. 89	2. 85	.....
Number of white pupils studying the higher branches.	7, 042	4, 237	.....	2, 805
Number of colored pupils studying the higher branches.	672	489	.....	183
Number of pupils supplied with text books at public expense.	3, 545	1, 856	.....	1, 689
SCHOOLS AND SCHOOL-HOUSES.				
Schools for white pupils	3, 399	1, 816	.....	1, 583
Schools for colored pupils	1, 146	675	.....	471
Whole number of public schools c	4, 545	2, 491	.....	2, 054
Number of public schools graded	177	128	.....	49
Average time of school in days	106. 6	107	0. 4	.....
School-houses used	4, 144	.....	.....	.....
School-houses owned by districts	1, 977	2, 032	55	.....
School-houses built during the year ...	250	126	.....	124
Valuation of all public school property.	\$1, 012, 503	\$1, 088, 957	\$76, 454	.....
TEACHERS AND THEIR PAY.				
White teachers in public schools	3, 930	2, 089	.....	1, 841
Colored teachers in public schools	673	415	.....	258
Whole number employed	4, 603	2, 504	.....	2, 099
Number of men teaching	2, 853	1, 410	.....	1, 443
Number of women teaching	1, 750	1, 094	.....	656
Average monthly pay of men	\$32 19	\$30 05	.....	\$2 14
Average monthly pay of women	27 14	24 73	.....	2 41
PRIVATE SCHOOL STATISTICS. d				
Number of pupils in high school grades .....	.....	4, 652	.....	.....
Number of pupils in lower grades .....	.....	18, 633	.....	.....
Whole number of pupils .....	.....	23, 285	.....	.....
Number of teachers in private schools of all grades.	.....	1, 319	.....	.....

a In 1875.

b Based on school population of 1875.

c Counting each grade of one teacher in a graded school as one school.

d According to report for 1875, no private school statistics having been taken since that year.

Statistical summary—Continued.

	1877-'78.	1878-'79.	Increase.	Decrease.
INCOME AND EXPENDITURE.				
Whole income for public schools	a\$938, 381	\$670, 706	.....	\$267, 675
Whole expenditure for public schools.	963, 895	570, 389	.....	393, 506
STATE SCHOOL FUND.				
Amount of permanent fund	\$1, 430, 645	\$1, 428, 245	.....	\$2, 400

aIncluding balance on hand at beginning of the year.

(From reports and written returns for the years indicated of Hon. W. H. Ruffner, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State school officers consist of a superintendent of public instruction, elected every four years by a joint vote of the general assembly, and a board of education, composed of the superintendent, the governor, and the attorney general.

Each county has a superintendent of schools, and may have two, appointed for four years by the State board of education; a school board, composed of the superintendent, or superintendents, and the district school trustees; and a "school trustee electoral board," composed of the superintendent, county judge, and county attorney. This electoral board appoints three trustees for each district, except in towns of 500 to 5,000 inhabitants, where, if the council so elect, a separate school district is constituted; then the council appoints the three trustees, with provision for yearly change of one member. For subdistricts, there are three directors, one chosen each year by the people.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

State, county, and district funds are used in carrying on the schools, which (taught 5 months at least) are free to all between 5 and 21 years of age, the white and colored races to be taught separately however. The State funds are formed from a capitation tax of not more than \$1 annually on male citizens over 21 years of age, from a property tax of 1 to 5 mills levied by order of the general assembly, and from the annual interest on the literary fund. The county funds are formed from fines, penalties, and donations, or the income arising therefrom, and from taxes levied by the board of supervisors. The district funds come from similar sources; but county and district taxation is limited to ten cents on the \$100 of taxable property. The school funds are apportioned on the basis of the number of youth between 5 and 21 years of age, but upon the prepayment of tuition fees persons between 21 and 25 years may attend the public schools; this privilege to cease, however, July, 1880. Graded schools are preferred wherever the number of children is sufficient to make it practicable to maintain them; in all the schools arithmetic, geography, grammar, orthography, reading, and writing are to be taught, the introduction of higher branches requiring the sanction of the county school board. Uniformity of text books and the furnishing of school-houses with libraries and suitable apparatus are to be provided for gradually. Teachers are not to receive pay unless they hold certificates of qualification from the superintendent of the county where they are employed. The different grades of ability, experience, attainment, and success are shown by the possession of a teacher's professional certificate or of a teacher's certificate, the former being given for two years, the latter for one year. The professional certificate implies tried ability and general professional spirit and knowledge, in addition to thorough mastery of the branches taught. The school month consists of four weeks of five school days each.—(School laws.)

GENERAL CONDITION.

Superintendent Ruffner states that the exhibit for 1878-'79 is melancholy enough—owing to the loss of funds—such debts having been allowed to accumulate in some counties that the local boards determined to open no schools and to use the income for paying off these debts; while the supervisors diminished the school levies just when they ought to have increased them to the full extent of the law. The moral effect of these troubles was, however, to develop a determination on the part of the people to

maintain the school system at all hazards, and it is asserted that the year 1879-'80 will show as many schools as ever before. The most notable effect of the lack of funds was shown in the decided decrease in enrolment and attendance of both white and colored pupils, in the number of pupils studying the higher branches, in schools both graded and ungraded, in teachers and teachers' salaries, in the income and expenditure for school purposes, and in the amount of the permanent fund. Per contra, a slight increase was noticeable in the percentage of attendance of both races on the average monthly enrolment and in the length of time the schools were taught; also, an increase of 55 school-houses owned by the districts and of \$76,454 in the valuation of school property. Reports received from the different counties of the State indicate that in most cases the diversion of the school funds caused decided dissatisfaction. The attempt to establish private schools or to charge a small tuition fee in the public schools, so as not to close them entirely, was also a failure. The demand for school privileges was increasing daily, public sentiment being in favor of a free system of public schools, as the more the people were deprived of the benefits and advantages of the schools the greater their appreciation of them became.—(State report.)

OTHER TOPICS TREATED.

The State superintendent of public instruction gives quite an extensive review of the State school system. He shows the powers of the local school boards, of the county boards, and of the trustee electoral boards to be such as to need the continued direction and guidance of county superintendents, especially as the official service of trustees and directors is not obligatory. Also, in a comparison between different States, he rates the incidental expenses of the Virginia system as among the lowest, and says that these expenses will hereafter be still lower, owing to a change made in the school law in the last winter, whereby the maximum of \$2 a school was placed on the pay of district clerks. He treats of the unification and supervision of county affairs and of the inadequacy of the pay of county superintendents compared with the duties they have to perform. He also argues in favor of higher female education, reference to which may be found under Superior Instruction of Women.—(State report.)

AID FROM THE PEABODY FUND.

Aid to the amount of \$9,850 was received by this State in 1878-79. Of this sum, \$1,500 were sent to Charlottesville, \$1,000 paid for scholarships (7 students being kept in the Nashville Normal College), \$1,000 for the holding of teachers' institutes, \$600 to Manchester, \$500 to the Hampton Normal School, \$200 to the Educational Journal, and the remainder in sums of \$300 each to eleven different towns and to Hamilton Institute.—(Report of the trustees of the Peabody education fund for 1878-79.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The school affairs of cities and towns are attended to by the public school boards, which are composed of not more than 3 trustees from each ward, or, in the absence of wards, 3 for each school district. A city superintendent of schools, appointed by the State board of education, is to be found in cities of 10,000 or more inhabitants.—(School laws.)

STATISTICS. *a*

Cities.	Estimated population.	Children of school age. ^b	Number of public schools.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure. ^c
Alexandria.....	15,570	4,447	20	1,096	821	18	\$9,561
Danville.....	10,200	1,233	13	955	654	14	4,843
Lynchburg.....	16,000	4,093	23	1,520	784	23	11,653
Norfolk.....	24,000	6,244	26	1,773	1,173	26	16,948
Petersburg.....	23,000	7,417	33	1,985	1,494	23	15,047
Portsmouth.....	13,840	3,399	14	982	571	14	8,833
Richmond.....	80,000	20,754	118	5,995	5,037	126	65,182

^a The statistics, except in the case of population and youth of school age, are taken from the State report.

^b Census of 1875.

^c These expenditures represent the whole cost of public education for the year ending July 31, 1879, including the amount paid and amount still due for the year.

ADDITIONAL PARTICULARS.

Alexandria reported very little opposition to the school system; the 8 colored and 12 white schools continued during the year; the male teachers paid \$53.95 monthly salary, the women \$39.09; the schools taught 196 days; school property valued at \$23,500; and 1,000 pupils in private or parochial schools.—(State report and return.)

Danville reported 7 colored schools and 6 white ones kept open during the year, with an average monthly enrolment of 532 colored and 294 white pupils. There were 17 pupils over 21 years of age in attendance on these schools.—(State report.)

Lynchburg reported about half as many colored schools as white, all taught by white teachers. As there were no scholars studying the higher branches, it is presumed that the opposition manifested in 1878 towards supporting a high school at the public expense must have closed this grade.¹ The schools were taught 193 days. The school property was valued at \$34,000. The private and parochial schools enrolled 300 pupils.—(Return and State report.)

Norfolk reported 7 different school buildings, containing 1,320 sittings for study, and the entire school property valued at \$57,000. The schools were kept open 10 months, and a decided improvement in attendance was noticed, the percentage of attendance on enrolment reaching as high as 98 in two schools. The desire to enter the public schools was so great that, in order to accommodate all, morning and afternoon sessions were opened in the primary department for a number of colored children, 240 children receiving instruction, half in the morning and half in the afternoon. There were 950 pupils in private and parochial schools.—(City report and return.)

Petersburg reports primary, grammar, and high grades in 5 different school buildings, containing 1,808 sittings for study; the colored schools, 15 in number, taught entirely by white teachers; a special teacher of penmanship employed; school property valued at \$59,500; and 1,000 pupils in private or parochial schools.—(State and city reports and return.)

Portsmouth had an average monthly enrolment of 501 white and 222 colored pupils in the 10 white and 4 colored schools, which were kept open an average of 10 months. The average monthly salary of teachers was, men \$72.50, women \$38.50. The percentage of school population in average daily attendance was, whites 16.7, colored 17.1.—(State report.)

Richmond reported the public sentiment in that city favorable to the free public schools and that there was not sufficient accommodation for all desiring to enter. The 16 different school buildings held 4,080 sittings in the primary grades, 1,100 in the grammar, and 378 in the high school. These, with the 3,000 sittings in the private and parochial schools, formed a total of 8,558 sittings. The percentage of school population on average daily attendance in the 74 white and 44 colored schools was as follows: whites, 26.7; colored, 21; the average monthly enrolment to each teacher, 40; average age of pupils, 11.3 years; number supplied with text books at the public expense, 94; average monthly salary of men, \$107.17; of women, \$38.47. Special teachers of German and of the natural sciences were employed. The schools were taught 206 days. The public school property was valued at \$248,656. The Richmond Colored Normal School reported no graduates in 1878-'79, but the same standard of promotion was maintained, although the course of study was extended an additional year. A session's work in natural science was also added.—(State and city reports and return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL INSTITUTES.

The State constitution provides for the creation of normal schools as necessary adjuncts of the public school system, and in order to promote the liberal culture of young women Superintendent Ruffner advocates the establishment of a State normal school, to be supported by public school funds and to be controlled by a special board or by the board of education. He would give this school a sufficient annuity (to be paid possibly out of the interest on the literary fund) to make it a free institution. Such a normal college might be rendered accessible to all girls desiring to pursue a liberal education, whether for a teacher's position or not. He admits, however, that owing to pecuniary embarrassments the State is not in a condition to act on the question of normal schools at present. He therefore urges the application of a portion of whatever money accrues to the State from the Peabody fund to the improvement of those already teaching,² and he considers it practicable to provide the means for having in each county a few thoroughly trained teachers who in turn might conduct schools which would serve as models for the study of other teachers.—(State report and report of trustees of Peabody fund, October, 1879.)

Information for 1878-'79 was received from the *Valley Normal School*, Bridgewater, which trains pupils from the primary branches to a thorough preparation for college;

¹ See, however, Secondary Instruction, p. 246.

² This recommendation was carried into effect in 1880.

from the *Hampton Normal and Agricultural Institute*, which had 218 normal students; and from the *St. Stephen's Normal School*, Petersburg, which reported 30 normal and 210 other students under instruction.—(Returns and circular.)

At the *Hampton Normal School* instruction is given to Indian students as well as colored, to fit them to teach among their race. A three weeks' institute is held at the close of the course in order to give the normal students especial preparation for teaching. It was also expected that Col. F. N. Parker, of Quincy, would conduct an institute for the graduating class, dating from May 26 to June 13, 1879. These graduates were to be taught how to make school apparatus, charts, &c., in case they might some time be without them. The normal course is of 3 years.

In the summer of 1879 normal institutes were to be held at Bridgewater; Hale's Ford, Franklin County; New Castle; Railroad Academy, Botetourt County; Warrenton; and a special institute for colored teachers or those desiring to teach, at Liberty.—(Catalogue of Hampton Normal School and Educational Journal of Virginia.)

COUNTY INSTITUTES.

The law requires county superintendents to hold at least one teachers' institute each year in their respective counties. All the public school teachers are expected to attend, and, if held while the schools are in operation and not over a week in duration, the teacher does not lose any salary. Power is also given to the board of education to invite and encourage meetings of teachers and to procure addresses to be made before such meetings upon school organization, discipline, and instruction. No public money is, however, to be expended for these institutes.

EDUCATIONAL JOURNAL.

The Educational Journal of Virginia, published monthly at Richmond, continues, as heretofore, to give important aid to the training of teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH AND GRADED SCHOOLS.

There were 4,237 white and 489 colored pupils studying the higher branches in this State in 1878-79. The number of graded schools was 128, a decrease of 49 on the previous year, and there were 621 grades reported. Lynchburg reported 14 grades, which indicates the existence of a high school; Staunton City, 11 grades; Petersburg, 2 high school rooms, with 159 sittings, and 102 pupils enrolled; Richmond City, 378 sittings for study in its high school department, and the school maintaining a high standard of excellence; and in Norfolk 205 white and 54 colored pupils studied the higher branches, although the curriculum does not seem to extend beyond the advanced grammar grades.—(State and city reports and returns.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN.

The University of Virginia (non-sectarian and supported by the State) has its studies arranged in 11 schools, viz: of Latin; of Greek, including a graduate department for those wishing to extend their course of reading and opportunity for the study of Hebrew; of modern languages, including French, German, Spanish, and Italian, Anglo-Saxon also coming under this head; of moral philosophy; history, general literature, and rhetoric; mathematics, pure and mixed; natural philosophy (including general and practical physics), mineralogy, and geology; general and applied chemistry; school of applied mathematics, including 2 years of civil and 2 years of mining engineering; analytical and agricultural chemistry; and natural history and experimental and practical agriculture. There are also professional schools, information of which will be found under the proper headings. In order to graduate, students must have attended at least three of these schools. Students from Virginia over 18 years of age passing successfully an examination are to be received free of tuition. The 11 scholarships to students from other States, noticed in the last report from this Bureau (5 in the academic department, the others in the professional and scientific), are renewed annually to that number of students who succeed in a competitive examination.—(Catalogue, 1878-79.)

There is a similar arrangement of schools in Randolph Macon and Richmond Colleges and in Washington and Lee University, the first mentioned including a school of biblical literature. Emory and Henry, Hampden Sidney, and Roanoke Colleges have an established course extending over the 4 collegiate years. All three have

preparatory and classical courses (for Hampden Sidney the Prince Edward Academy serving as a preparatory school). Emory and Henry has also a 3 years' scientific course, a 4 years' Latin-scientific course, a 1 year's course in civil engineering, a business course, and instruction in French, German, Italian, Spanish, and Hebrew. Hampden Sidney teaches civil engineering, if desired, and gives 2 years' courses in French and German. Roanoke admits students to partial courses, teaching book-keeping, and has also 2 years' courses in French and German.—(Catalogues for 1878-'79.)

For statistics of colleges and universities reporting, see Table IX of the appendix, and the summary of it in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF WOMEN.

Superintendent Ruffner, in a lengthy argument on the need of institutions for the higher education of women in Virginia, shows how little has been done there in the past for this sex. The law made no provision whatever for the liberal education of women, while all colleges for men, even private ones, were aided by the State. He thinks that it is high time something should be done to remedy the evil. He shows that the sexes have equal privileges in the public free schools, and that where public high schools exist the girls are now more favored than ever before, but such schools are intended to be preparatory to the superior institutions, and girls having access to these schools can go no further. He suggests that girls be either allowed to enter the colleges for men or that a thoroughly equipped female State college be founded—such an one to be designed for the liberal culture of women, without any special aims or technical attachments—or that normal schools be created. He further states that the private provision for the higher education of women in that State, which has heretofore been very meagre, is now doing valuable service, but, while it is deserving of both patronage and endowments, it is not all that is wanted. A step in advance in regard to more liberal culture for women was made by the senate of Virginia, which, on March 31, 1879, passed a resolution to the effect that the superintendent of public instruction be requested to furnish in his next annual report such information and views in regard to the higher education of women as would show the propriety and practicability of making some State provision therefor; also, as to the cost of education in female seminaries in other States which are assisted or supported at the public expense.—(State report, 1879.)

For statistics of any institutions for the higher education of women in this State, see Table VIII of the appendix, and for a summary thereof, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

There are 4 regular scientific schools reporting from this State. Besides these the University of Virginia gives ample opportunity for scientific study, the Washington and Lee University teaches civil and military engineering, and Emory and Henry College has a 3 years' scientific course, a 4 years' Latin-scientific course, and a 1 year's course in civil engineering.

The 4 schools are as follows: (1) The Virginia Agricultural and Mechanical College, Blacksburg, which affords instruction in the English language and literature, in German, French, Latin, moral philosophy, mathematics, natural philosophy, military tactics, chemistry and natural history, in agriculture, mechanics, and drawing, and technical mechanics, the course covering 3 years, with 1 preparatory year; (2) the Hampton Normal and Agricultural Institute, with preparatory and 3 years' courses; colored and Indian students are trained in teaching, in certain industrial employments, and in farm work; gifts to the amount of \$58,658 are reported for 1879; (3) the Virginia Military Institute, Lexington, which, in the 4 years' course, teaches architecture, civil engineering, machine work, mining, metallurgy, analytical and applied chemistry, and agriculture; and (4) the Polytechnic Institute, Newmarket, which has a 2 years' course, as also primary and preparatory courses.—(Catalogues and returns.)

The University of Virginia also offered 2 summer courses of instruction in 1879, one in pure mathematics, the other in applied mathematics.—(Circular.)

For statistics of institutions for scientific instruction, see Table X of the appendix, and for a summary of them, the report of the Commissioner preceding.

PROFESSIONAL.

The 4 *theological* institutions of this State report a total of 187 students in 1878-'79. The Union Theological Seminary, Hampden Sidney (Presbyterian), has a 3 years' course and requires an examination of students not having college diplomas. The Richmond Institute, Richmond (Baptist), has a theological course of 3 years, and gives preparatory and academic instruction through 6 preceding years. The Theological Seminary of the Evangelical Lutheran General Synod, Salem, and the Protestant

Episcopal Theological Seminary, in Fairfax County, have 3 years' courses, and these, with the Richmond Institute, require a preliminary examination.

Randolph Macon College, Ashland (Methodist Episcopal South), has also a school of biblical literature, the instruction in which runs parallel for 3 years with that of the other schools. In order to graduate, the student must complete certain English, Greek, and mathematical studies and be a graduate of the school of moral philosophy and metaphysics.—(Returns and catalogues.)

For statistics of these institutions, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

Legal instruction is given in the law department of the University of Virginia, of Washington and Lee University, and of Richmond College. The course in each is designed for 2 years, but students who are able to fit themselves for graduation in 1 year are allowed to do so. There is no examination for admission in either of these schools. There are summer courses of lectures in the two universities.—(Catalogues and returns.)

For statistics, see Table XII of the appendix, and summary of it in the report of the Commissioner preceding.

The students of *medicine* in this State find ample opportunity to pursue their studies in the Medical College of Virginia, Richmond, which gives "regular" instruction in a 2 years' course and requires no examination for admission "unless considered necessary," and in the medical department of the University of Virginia, which graduates many of its students after a nine months' session. This school is arranged on the same general plan as the other departments of the university, and satisfactory attainments lead to graduation. In this school two special courses of instruction are given by the professor of analytical chemistry, and pharmacy enters into the course.—(Catalogues and returns.)

For statistics, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Virginia Institution for the Education of the Deaf and Dumb and the Blind, Staunton, reports the usual branches of study given to the deaf and dumb and the blind, with drawing and painting for those capable of taking these studies; French, geometry, and natural science enter into the course for the blind. The boys are taught various industries; the girls are taught to sew, knit, crochet, and to make bead and worsted work. There were 83 pupils in 1878-'79. The fixed period of instruction is 7 years, but the matter is discretionary.

SCHOOLS GIVING INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute* trains both colored and Indian students in various industries, on the farm, in the knitting room, and at the Hampton Industrial Works, which in 1879 employed 10 young colored men and 5 Indians in the saw mill, their wages being saved to pay school bills when they enter the institute.—(Report.)

The *Miller Manual Labor School*, for orphan and outcast children of Albemarle County, reported 29 boys in March, 1879, who were taught arithmetic, geography, reading, and history. All are expected to work two hours a day either in the workshops or about the grounds. The intention is, with increase in numbers, to add mechanical drawing to the other studies.—(Report.)

Five orphan asylums send returns for 1878-'79. They aggregate 141 inmates, all of them taught the elementary branches. Domestic work, sewing, and knitting enter into the course. Of these homes or asylums 2 are at Norfolk and 2 at Richmond. The Portsmouth Orphan Asylum adds horticulture and agriculture to its training.—(Returns.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

The fourteenth annual meeting was held at Hampton July 8-10, 1879. The president in his annual address suggested the elevation of the professional standard by the establishment of training schools for teachers and by promoting greater concert of action in school matters, so as to form a compact scheme of education from the lowest to the highest grades. Rev. R. M. Saunders, in behalf of the committee appointed in 1878 to decide what should be done as to a reform in spelling, cited the opinions of prominent men in this country and in Europe on the subject and presented a resolution for the adoption of the association and a memorial to be sent to Congress to the effect that the representatives from Virginia use their influence to secure favorable action in Congress in behalf of the spelling reform, and that they also bring the matter before the State legislature. Reports were then read by different gentlemen in reference to the

method of teaching English in the Richmond public schools; in reference to methods and text books in chemistry; and in reference to what the primary teacher may do in geology, wherein the State superintendent suggests that teachers of this grade should make themselves sufficiently masters of the study to interest the children in the geological formations of their immediate neighborhood, thus cultivating the perceptive faculties of the children and furnishing them with practical knowledge which will be of daily use to them through life. The subject of the discipline and training of girls was read and discussed. Papers on the metric system were read by Prof. N. B. Webster and Mr. John P. McGuire, and resolutions were adopted that Congress be asked to cause the introduction of this system as the sole legal standard throughout the United States, and that the Virginia board of education consider the advisability of requiring the teachers of the State to study this method for the benefit of their pupils. A committee appointed in 1878 to draw up a plan for the organization of a Teachers' Life Assurance Society reported their plan and the rules and regulations to govern such a society, and three members were chosen to draw up a charter. The last evening's session was occupied by Capt. J. B. Hope, of Norfolk, with an address entitled "A study in comparative geography, with a commercial application." One of the most interesting features of the meeting was said to be an exhibition of Indian teaching conducted by graduates of the Normal and Agricultural Institute.—(Educational Journal of Virginia.)

OBITUARY RECORD.

A. F. BIGGERS.

Mr. A. F. Biggers, late superintendent of schools in Lynchburg, filled that position from the beginning of the school system of that city, and the introduction of improved methods of organization and instruction was due to his intelligence and zeal.

CHARLES D. M'COY.

Mr. McCoy was born in Fauquier County, Virginia, December 16, 1837. He graduated from several schools of the University of Virginia; taught in the Staunton (Va.) Male Academy in the session of 1860-'61; entered the confederate service in April, 1861, as a private in the infantry, soon rising to the rank of captain, and was a prisoner of war from May 12, 1864, to June 22, 1865. In the fall of 1865, returning to his place in the academy at Staunton, he, in October, 1866, received the appointment of principal of the Natchez (Miss.) Institute, filling that position with great credit until September, 1868, when he was elected a teacher in the blind department of the Institution for the Education of the Deaf and Dumb and the Blind, Staunton. In July, 1871, he was promoted to be principal, in which office he remained until his death, on the 11th of September, 1879.

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond.*

[Third term, March 15, 1878, to March 15, 1882.]

WEST VIRGINIA.
SUMMARY OF STATISTICS.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	201, 237	198, 844	.....	2, 393
Colored youth of school age (6-21).....	8, 295	7, 279	.....	1, 016
Whole number of school age.....	209, 532	206, 123	.....	3, 409
Whites enrolled in public schools.....	126, 233	132, 751	6, 518	.....
Colored enrolment in public schools ..	3, 951	3, 775	.....	176
Whole public school enrolment	130, 184	a135, 526	5, 342	.....
Average daily attendance, white	84, 005	87, 638	3, 633	.....
Average daily attendance, colored....	2, 628	2, 630	2	.....
Whole average daily attendance	b86, 633	90, 268	3, 635	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts (former townships)...	352	361	9	.....
Subdistricts in these	3, 227	3, 383	156	.....
Public high schools	9	8	.....	1
Public graded schools.....	82	105	23	.....
Public ungraded schools	3, 419	3, 612	193	.....
Whole number of public schools.....	3, 510	3, 725	215	.....
Average time of school in days	96.36	100.76	4.40	.....
Frame and log school-houses	3, 197	3, 377	180	.....
Brick and stone school-houses.....	100	96	.....	4
Whole number of public school-houses	3, 297	3, 473	176	.....
School-houses built during the year..	81	176	95	.....
Valuation of sites, buildings, furni- ture, and apparatus.	\$1, 688, 349	c\$1, 676, 872	.....	\$11, 477
TEACHERS AND THEIR PAY.				
Men teaching in public schools	2, 822	3, 142	320	.....
Women teaching in public schools....	925	989	64	.....
Whole number of teachers employed..	3, 747	4, 131	384	.....
Average monthly pay of white men...	\$29 54	\$28 21	.....	\$1 33
Average monthly pay of white women	26 19	27 92	\$1 73	.....
Average monthly pay of colored men..	26 85	28 11	1 26	.....
Average monthly pay of colored women	23 36	20 66	2 70	.....
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools.....	\$835, 175	\$757, 521	.....	\$47, 654
Whole expenditure for public schools ..	687, 275	709, 071	\$21, 796	.....
STATE SCHOOL FUND.				
Whole permanent fund reported.....	\$392, 232	\$400, 074	\$7, 842	.....

a This is elsewhere made 136,526.

b Elsewhere made 86,768.

c Elsewhere made \$1,415,222.

(From reports of Hon. W. K. Pendleton, State superintendent of free schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State at large there are (1) a superintendent of free schools, chosen by the people for a 4 years' term since 1872; (2) a State board of the school fund, embracing the superintendent and other chief executive officers; (3) a board to examine candidates for State teachers' certificates and license them if approved; (4) a board of regents of the normal schools; and (5) a board of regents of the State university.

For each county a superintendent of free schools is chosen by the people in the alternate years, beginning in 1877; and a county board of examiners is formed by associating with him annually 2 experienced teachers chosen by the presidents of district boards of education in the county.

For each school district — which here embraces what is elsewhere a township — there is a board of education of 3 members, chosen by the people of the district at the same time at which the county superintendent is elected.

For each subdistrict into which a district may be divided, the district board of education chooses at the outset a board of trustees of 3 members, and annually afterwards chooses one to replace the outgoing one.

For a high school formed by the concurrent action of two or more districts, the boards of education concerned may either elect directors removable at their discretion, or may delegate the care of the school to the board within whose territory it is situated. — (School law, edition of 1877.)

OTHER FEATURES OF THE SYSTEM.

The State schools are free to all youth between 6 and 21 years of age residing in the districts in which they are established. There are to be enough of them in each district for the primary instruction of all entitled to attend; for whites, however, there are to be separate schools. High schools, as well as graded schools leading up to them, are authorized in such districts as require them. For all there are to be duly certificated teachers, who must keep the prescribed registers of attendance and studies and make the prescribed monthly and term reports to the secretary of their board of education in order to draw their pay. Towards this pay the State contributes from the proceeds of a permanent school fund, and adds school taxes rated at 10 cents on the \$100, the fines and forfeitures of the previous year, and a capitation tax of \$1 on each voter; while districts are required to raise for the same purpose annual taxes not to exceed 50 cents on each \$100 and to maintain a primary school for at least 4 months each year or lose their share of the State apportionment, which is according to the number of youth of school age, as ascertained by an annual census. For graded schools beyond the primary, 15 cents more on the \$100 may be raised, and for a high school 30 cents. For school-houses and all expenses beyond teachers' salaries, 40 cents on the \$100 may be levied. Plans for school-houses must be approved by the county superintendent before the buildings can be erected.

The school month for teachers is 22 days, 20 of them to be devoted to teaching and 2 to be carried to the account of the institutes which teachers in the State schools are required to attend, not, however, more than 8 days annually. — (School laws, edition of 1877.)

GENERAL CONDITION.

Notwithstanding a considerable decrease in school population, 5,342 more pupils were enrolled in the State schools and there were 3,635 more in average daily attendance, 4.4 days were added to the average school term, 384 more teachers were employed (no more, according to the superintendent's information, than were necessary to supply the schools), and while the pay of white male teachers was diminished that of white women and that of both sexes of the colored teachers advanced. These gains in the numbers to be taught, in the length of time which the teaching had to cover, and in the increased pay of the greater part of the teaching force may, at first sight, have seemed difficult to meet, as the receipts for schools were nearly \$50,000 less than in 1877-78. But it appears that they were met, with very slight additional expenditure, partly through the reduction noted in the pay of some teachers and partly through putting off the repair and furnishing of school buildings. This showing as to general condition is certainly a good one on the whole, indicating both economical management of funds and considerable extension of the advantages of public school instruction.

PEABODY FUND.

The allowance to West Virginia by the agent of this fund was \$4,000 for 1879, of which \$1,000 were for teachers' institutes, the remainder going to enable the graded school systems in Martinsburg, Charleston, Clarksburg, Wellsburg, Moundsville, Fairmont, New Cumberland, Mason City, and Clifton to extend their terms and raise their course of study.

GRADUATING SYSTEM FOR COUNTRY SCHOOLS.

Superintendent A. L. Wade, of Monongalia County, continued in 1879 the system of graded studies, annual examinations, commencement exercises, and diplomas of graduation he originated, which was noticed in the report for 1878, and which, wherever tried, appears to have given new life to country schools. In an address delivered by him before the National Educational Association in Philadelphia, July 30, 1879, he stated that the system was initiated by him in 1873, improved in 1874, and brought to its first full development by the examination of a class for graduation in

the summer of 1876. Of this class, consisting of 261 pupils, 196 received diplomas showing the satisfactory completion of the prescribed State primary course. In 1877 there were 110 pupils graduated, 88 more in 1878, and in 1879 another class of 82, making 476 in 4 years. The interest of the pupils in their studies excited by these means, as well as that displayed by parents in the examinations and results, appears from various concurrent accounts to have equalled what was drawn out by the new phase of education in the schools of Quincy, Mass., under Superintendent Parker. President Thompson, of the University of West Virginia, says that the plan has produced in Monongalia County an educational revival.

CITY SCHOOL SYSTEM.

WHEELING.

The officers here are (1) a board of education of 3 members for each ward, who together have charge of the school system and are subject to change of one-third of their number each year; (2) a superintendent of the city school district, appointed by the board and required to have had, before his appointment, at least 3 years of practice in graded school work.—(Act creating the district and State school laws, edition of 1877.)

The schools are classed as primary and grammar, each having 4 primary divisions below the grammar grade. Whatever high school work is done appears to be attended to in the grammar schools. There are evening schools and separate schools for colored youth. The teachers for all the schools must hold certificates of qualification from an examining board composed of the superintendent and 2 competent persons appointed by the board of education.

No statistics have been received for 1878-79 except the statement that there were 93 teachers.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The West Virginia State Normal School, established under an act of 1867, in connection with Marshall College, Huntington, has branches at Fairmont, West Liberty, Glenville, and Shepherdstown, established in the order named. All are under the control of a board of regents, with local executive committees for the care and immediate management of the respective schools. The course in these schools covers 3 years and is meant to give students a full knowledge of the branches to be taught in the common schools as well as an acquaintance with the principles of education and the art of applying them in the school room. Graduates from the 3 years' course who desire to continue in the schools for further study may do so under appointment of the board of regents. All except the school at West Liberty report for 1878-79, showing a total of 16 instructors, 346 normal students (of whom 38 graduated), and 69 other students.

Besides these State normal schools, which are all for white students, friends of the colored race have established at Harper's Ferry another, intended at first to train colored teachers and afterwards to afford opportunities for higher education. This institution, Storer College, has preparatory, normal, and academic departments, in the first of which 62 pupils were reported in 1879; in the second, 155, of whom 10 graduated; in the third, 48.

TEACHERS' INSTITUTES.

The State school laws provide for the encouragement of these brief training schools for teachers through each county superintendent for his county, with union meetings for adjoining counties. Teachers of the State schools are required to attend the institutes of their county or district for an average of 2 days in each of the 4 months' school term, and are not to lose their pay for such attendance. Aid for such institutes has been kindly furnished from the Peabody fund, as before noted; but no provision for their expenses seems to have been made by the State. Those held under the Peabody fund allowance were meant to be at once means of direct improvement and instruction to teachers attending them and models for others which might be held under the State law. Fifty-four county institutes were announced by Superintendent Pendleton as to be held in the summer of 1879.

EDUCATIONAL JOURNAL.

The West Virginia Journal of Education, the establishment of which was alluded to in the report for 1878, appeared towards the close of that year, and was conducted with much vigor by the president of the University of West Virginia to the close of its first year, when it was merged in the New-England Journal of Education, the regents of the university having unofficially expressed their judgment that the whole time and energy of its president were required by the interests of the institution.

SECONDARY INSTRUCTION.

FREE PUBLIC HIGH SCHOOLS.

This class of schools is authorized by law for the higher instruction of the advanced pupils of either a single school district or of 2 or more districts uniting for the support of one. In 1878 there were 9 reported, and in 1879 there were 8.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools, see Tables IV and VI of the appendix to this volume; for statistics of preparatory departments of colleges, see Table IX; for full summaries of the statistics of each class of schools, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The institutions of this class in the State appear to be for 1879 only 3: Bethany College, Bethany (Christian); Shepherd College, Shepherdstown; and West Virginia University, Morgantown: the two latter non-sectarian. Two others with collegiate titles, West Virginia College, Flemington, and Storer College, Harper's Ferry, seem to have been thus far occupied mainly, if not wholly, with preparatory work.

West Virginia University, under the auspices of the State, does to a large extent the work of preparing students for its collegiate classes, reporting for the year 1878-'79 a total of 85 preparatory students against 44 collegiate. To these last it offered instruction in classical, scientific, and engineering courses of 4 years each and an agricultural course of 2 years. Opportunities for study of vocal music, telegraphy, and signalling were also afforded, with training in military drill, tactics, and the strategy and art of war throughout the course. For other studies, see Scientific and Professional Instruction.

Bethany College also offered some preparatory training, but makes for 1878-'79 no report of any students in that line. Its general courses are classical, scientific, and ministerial, each of 4 years, with the special course in engineering, the teachers' course in natural philosophy, and the graduate elective course mentioned in the report for 1878, to which 3 appears to have been added a special course in practical chemistry. The studies of the college, according to a common southern rule, are pursued in separate schools, the courses in 5 of which make up the 3 general courses before mentioned, those in chemistry and natural philosophy belonging to the one school of natural science. About a year in the collegiate schools, however, appears to be devoted to what are usually reckoned preparatory studies.

Shepherd College, Shepherdstown, has for its main work the training of teachers for the free schools of the State in the 3 years' course prescribed by the State board of regents of the normal schools. It adds to this, however, opportunities for a moderate collegiate education in a 4 years' course, in which, in 1878-'79, were 91 students against 33 in the normal course.—(Catalogues and returns.)

For full statistics of these 3 institutions, see Table IX of the appendix, including, for the normal department of Shepherd College, Table III also.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

West Virginia College, Shepherd College, and Storer College, above mentioned, admit young women as well as young men to the somewhat limited advantages for superior instruction they offer. Three others claiming to present such advantages¹ may be found in Table VIII of the appendix, and a summary of the statistics of such as report them may be seen in a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific, engineering, and military courses of the West Virginia University, all of 4 years, and the agricultural course in the same, covering 2 years, afford the youth of the State an opportunity for free instruction in these subjects at Morgantown; while in Bethany College, Bethany, as before mentioned, are a 4 years' course in science, an engineering course of indeterminate length, and a teachers' course in natural philosophy of 6 to 10 weeks, with an apparently new course in chemistry. Wheeling Female College presents also to its young lady students a scientific course of 4 years.—(Catalogues of 1878-'79.)

For statistics, see Tables VIII and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

¹Broadus Female College, Clarksburg (Baptist), Parkersburg Female Seminary, Parkersburg, and Wheeling Female College, Wheeling (both undenominational), with possibly Wheeling Female Academy, Mount de Chantal (Roman Catholic), near Wheeling.

PROFESSIONAL.

Theological training appears to be given in the State only in the 4 years' ministerial course of Bethany College (Christian), where it is pursued in connection with the collegiate course.

Legal instruction may now be had in the law department of West Virginia University, where a law course meant to cover 9 months has been established, embracing studies in common, statute, mercantile, and constitutional law, equity, and evidence.

Medical training, as far as relates to anatomy, physiology, and hygiene, is now given under 1 professor in the West Virginia University. It is hoped that this may eventually develop into a State medical school.—(Catalogues of 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The State institution for this purpose, at Romney, affords instruction in common English branches to all its pupils, with such training in sign language and visible speech as the needs of the deaf-mute pupils call for or their capacities encourage. The employments are carpentry, shoemaking, tailoring, and printing for such as can see, with mattress and broom making for the blind. Instructors in 1878-'79 for both classes of pupils, 14; pupils: 98 deaf, 40 blind; total, 138. Average number present during the year: 62 deaf, 19 blind; total, 81.—(Report of regents and principal.)

EDUCATIONAL CONVENTION.

WEST VIRGINIA EDUCATIONAL ASSOCIATION.

The session of this body for 1879 was held at Charleston, Kanawha County, August 26-28, and was opened under a call to order by the State superintendent of free schools, who was the president. The usual routine business occupied most of the first day, leaving time for only one paper, on "The model district school," by Preston R. Sherrard, of Summers County, and an address by Hon. Frank Hereford, United States Senator, on "Educational progress." On the second day the papers read were by T. M. Marshall, of the Glenville Normal School, on "Education from an æsthetic point of view;" by E. Bonar, on "Teachers' examinations," and by A. D. Chesterman, on "The true function of the normal school;" addresses being also delivered by Ex State Superintendent B. W. Byrne, on the "Means of giving influence and importance to the educational association," and by Hon. Charles J. Faulkner, on the "Effect of education." The third day's session was largely occupied with the report of the committee on resolutions, which embodied expressions of pride and congratulation on the good accomplished by the free schools of the State and of regret at the action of the legislature in withholding appropriations from the State normal schools, the association expressing its conviction that "normal training is an absolute necessity to the success of a teacher." The only paper read was one by F. H. Crago, on the "Relations and duties of the people to the public schools."—(West Virginia Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. W. K. PENDLETON, *State superintendent of free schools, Wheeling.*

[Term, March, 1877, to March, 1881.]

WISCONSIN.
STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20)	478,692	483,453	4,761	.....
Youth of school age in public schools.....	295,215	289,354	.....	5,861
Total pupils in public schools.....	297,502	293,286	.....	4,216
Youth in private schools.....	25,532	25,847	315	.....
Attending State normal schools.....	1,885	1,803	.....	82
Attending colleges and academies.....	1,781	1,550	.....	231
Instructed in benevolent and reform- atory institutions (estimated).	1,487	1,615	128	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Districts, exclusive of independent cities.	5,361	5,568	207	.....
Districts reporting	5,299	5,542	243	.....
Districts that purchased text books..	1,104	1,606	502	.....
Districts that lent books to pupils ...	427	437	10	.....
Districts that sold text books.....	681	1,070	389	.....
Schools with two departments.....	207	208	1	.....
Schools with three or more depart- ments.	225	225	.....	.....
Total of graded schools.....	432	433	1	.....
High schools aided by the State	85	88	3	.....
Average length of term in cities (days)	189	195.3	6.3	.....
Average length of term in counties (days).	161	153.7	.....	7.3
Public school-houses	5,561	5,626	65	.....
Seats in public school-houses	353,119	357,186	4,067	.....
School-houses of brick or stone	809	812	3	.....
School-houses with outhouses in good condition.	3,760	3,910	150	.....
Value of public school property.....	\$5,115,556	\$5,153,079	\$37,523	.....
TEACHERS AND THEIR PAY.				
Different teachers employed	9,808	9,875	67	.....
Average monthly pay of men in cities.	\$100 27	\$85 90	.....	\$14 37
Average monthly pay of women in cities.	34 70	35 03	\$0 33	.....
Average monthly pay of men in coun- ties.	38 45	37 75	.....	70
Average monthly pay of women in counties.	25 33	25 72	39	.....
INCOME AND EXPENDITURE.				
Total receipts for public schools	a\$2,749,956	\$2,756,881	\$6,925	.....
Total expenditure for public schools.	a2,148,330	b2,152,783	4,453	.....
EDUCATIONAL FUNDS.				
School fund.....	\$2,680,703	\$2,713,993	\$33,290	.....
University fund	226,934	224,892	.....	\$2,042
Agricultural college fund.....	256,602	264,719	8,117	.....
Normal school fund	1,038,199	1,053,877	15,678	.....
Total amount of these funds.....	4,202,438	4,257,481	55,043	.....
Income from school fund	185,368	188,702	3,334	.....
Income from university fund	64,116	66,751	2,635	.....
Income from agricultural college fund.	17,326	16,199	.....	1,127
Income from normal school fund	83,365	81,588	.....	1,777
Total income from the funds.....	350,175	353,241	3,066	.....

a A return from Superintendent Whitford for the same year, but of later date than the printed report, made the figures \$1,731,828 for income and \$2,117,535 for expenditures.

b With the salaries of superintendents, \$2,194,457.

(From reports of Hon. W. C. Whitford, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent elected for 2 years has general supervision of common schools. He may appoint an assistant. There are a board of regents of the State University, a board of regents of normal schools, and a board of commissioners for the sale of school and university lands.

The local officers are county superintendents, town boards of school directors, and district school boards. Women are eligible to election or appointment as district, county, or town school officers.

OTHER FEATURES OF THE SYSTEM.

The moneys for the support of public schools are derived from local taxation and from the public school fund, the income of which is apportioned according to the number of children between 4 and 20 years of age. In order to receive its share of public funds, each district must maintain a common school taught by a qualified teacher for 5 months during the year, unless some extraordinary cause prevent; each town, incorporated village, and city must have raised by taxation the preceding year for school purposes or else have transferred from its general fund to the school fund a sum equal to half its share of the school fund income; reports of school statistics must have been made to the school superintendent, and in cities a census of the school population must have been taken the previous year. Public schools are free to all residents of the district between 4 and 20 years of age. The branches to be taught are orthography, orthoepy, reading, writing, grammar, geography, arithmetic, and the Constitution of the United States and of Wisconsin, with such other branches as the district board may determine. No sectarian instruction is allowed. Teachers in the common schools must have certificates or diplomas authorizing them to teach. County certificates are issued by county superintendents, and are of 3 grades, the first, or highest, being valid in the county 2 years, the second and third, only 1 year. Each superintendent, under the advice and direction of the State superintendent, establishes for his county the standard of attainment which must be reached by each applicant before receiving a certificate of any grade. State certificates are granted by a board of examiners appointed by the State superintendent. These are of 2 grades, limited and unlimited, the former valid throughout the State for 5 years, the latter, during the life of the holder unless revoked for cause. Free high schools are a part of the system, and under certain conditions are aided by the State during the first 3 years after their establishment. All incorporated academies, seminaries, or collegiate institutions are required to make annual report to the State superintendent.—(School laws, 1878.)

GENERAL CONDITION.

The statistics show that the youth of school age increased during 1878-'79, while the number of such youth attending public schools fell off. There was an increase in the number attending private schools and in that instructed in benevolent and reformatory institutions, and a decrease in the number of students in State normal schools and in academies and colleges. One more public graded school was taught and 3 more high schools were aided by the State; an increase of 65 in the number of school-houses is reported and of 4,067 in the number of seats provided; public school property was valued at \$37,523 more, and 67 more teachers were employed, the pay of men being reduced and that of women slightly increased. The receipts and expenditures for public schools were greater than in 1877-'78, and there was an increase in the public school fund, the agricultural college fund, and the normal school fund, the only one of the four State educational funds which decreased during the year being the university fund.

Superintendent Whitford says the educational movements of the State have in the main been going forward steadily and satisfactorily, a result which he considers the more encouraging that it has been reached at the close of a period of severe financial distress. The progress mentioned is particularly observed in the following points: The greater care exercised by school officers in reporting school statistics; the growth of interest taken by officers and bodies having charge of schools; the increase in the number of school districts formed in the newer counties and of school rooms in cities; the gain in school population resulting from immigration; the law forbidding the employment of children under a given age in factories; the greater attention given to punctuality in graded and high schools; the tendency in many places to lengthen the school term; an improvement, though slight, in the tenure of the positions held by teachers; a less decrease in teachers' wages than has occurred in any of the last 5 years, except those for men in the independent cities; a larger number of students in high schools, normal schools, colleges, and universities who are qualifying themselves to become teachers; the superiority of teachers and of modes of instruction in graded schools, as also the increased attendance on them; the perfecting of the free high school law; the improvement of school buildings, furniture, and apparatus in

REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1879.

PART II.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1881.



rural districts; the reduction in the cost of text books used in the public schools, and the supply of these books by a larger number of districts; the increase in all the educational funds, except that of the State university; the direction of organized effort to remove defects in the management and teaching of ungraded schools, especially shown in providing a course of study for them; a fuller attendance on teachers' institutes, as well as improvement in the methods of instruction therein; an investigation by the State board of health of the sanitary condition of school buildings and grounds; an increased vigor in the management of charitable and reformatory schools, and an increase of the number instructed in them; the prosperity attending the normal schools and the State university, and the uniform and constant growth of confidence on the part of the people in all departments of the educational system.—(State report, 1878-'79.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Twenty-seven cities in this State maintain schools under special charters granted by the legislature. In accordance with these, each city chooses a board of education for the management of its public schools and in most cases a city superintendent.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Per cent. of attendance on enrolmt.	Number of teachers.	Expenditure.
Appleton	8,000	2,600	1,506	90.75	29	\$22,765
Fond du Lac	16,068	5,900	2,484	82	47	30,216
Green Bay	8,037	2,172	1,207	65	19	10,131
Janesville	11,000	3,558	1,696	71.9	39	17,721
La Crosse	12,000	4,179	2,318	96.4	39	28,518
Madison	18,145	4,011	1,902	89	36	25,518
Milwaukee	120,000	37,016	10,457	63	246	182,732
Oshkosh	18,000	5,696	2,184	92	50	28,182
Racine	15,000	5,456	2,397	70	45	31,706
Sheboygan	8,000	2,963	1,060	.....	18	9,209
Watertown	9,524	3,562	1,310	.....	23	11,378

ADDITIONAL PARTICULARS.

The public school system of *Appleton* is one of independent districts, each having its own local school board and managing its own affairs, yet nominally subject to the advisory jurisdiction of a board of education composed of the clerks and directors of the different districts. The schools are in as good condition as is possible with this system. There are 5 commodious brick school buildings and 3 frame, all well equipped with furniture, apparatus, and other needful appliances. The per capita cost of education in the common schools was \$3.05; in the high school it was \$16.23. The high school was established in 1866 by the school board of the second district and is free only to residents of that district.—(State report, 1878-'79.)

Fond du Lac reports primary, grammar, and high schools, taught in 17 buildings, with 42 rooms for study and 3 for recitation, furnishing 2,800 sittings. Besides the 2,484 children enrolled in public schools there were from 200 to 300 attending private and parochial schools.—(Return, 1878-'79.)

The public schools in *Green Bay* were taught in 5 school buildings having 20 rooms for study, besides 3 used only for recitation. The schools were classed as primary, grammar, and high, and had enrolled 1,207, besides which there was an estimated attendance of 610 pupils in private and parochial schools.—(Return, 1878-'79.)

The *Janesville* public schools are classed as primary, intermediate, grammar, and high, the entire course covering 12 years. They are taught in 10 buildings having 32 rooms exclusively for study. Besides the public school enrolment of 1,695, there were about 250 pupils in private and parochial schools under 5 teachers.—(Return, 1878-'79.)

The public schools of *La Crosse* are classed as primary, intermediate, grammar, and high, the course covering 11 years; of these the primary and intermediate grades cover each 2 years, the grammar 3, and the high school 4. The high school has 2 courses of study, an English and a classical, and enrolled 118 pupils in 1878-'79. The German language was introduced in 1878 in the grammar departments of the second, third, and fourth districts as an optional study. The result proved that the demand for this study is not confined to children of German parentage, as fully 50 per cent. of the pupils who engaged in it were Americans.—(City report, 1878-'79.)

Madison reports 9 school buildings, with 1,600 sittings for study, in which there were primary, grammar, and high school departments, each of which comprises 4 years, the high school adding to its 4 years' course a term for the graduate class. This school has 5 courses of study, viz: Ancient classical, modern classical, scientific, English, and

commercial. Graduates of one of the first 3 courses are admitted into the university without examination. The school enrolled 245 pupils in 1878-'79, the largest number since its reorganization in 1874. There was an estimated attendance of 500 in private and parochial schools.—(City report, 1878-'79, and return.)

The *Milwaukee* public schools were taught during 1878-'79 in 25 school buildings, including 223 rooms, 246 teachers being employed, of whom 51 were men and 195 women. They are classed as district, primary, branch, and high, the last having 193 pupils enrolled, besides 15 in a normal department connected with it. Music, drawing, German, and calisthenics form a part of the course of study in the public schools. German is taught by 13 special teachers, and music, drawing, and calisthenics have each a special teacher. During the year 1878-'79 the course of instruction was revised; certain grades were consolidated, so as to reduce the number from 10 to 8; a few changes were made in the text books, which were greatly reduced in cost; and the rules touching the examinations and qualifications of teachers were somewhat modified. The schools gained largely in the number of pupils attending, in educational appliances, and in school room accommodations; and the number of pupils who completed the course of common school studies was greater than ever before. There were 55 private schools in the city; with 8,927 pupils, taught by 222 teachers.—(City school report, 1878-'79.)

Oshkosh, with a school population about the same as in 1878, reported for 1879 a slight falling off in average attendance on public schools, particularly noticeable in the primary departments, due to the prevalence of scarlet fever and diphtheria. There were 9 public school buildings, all but one in good condition, which accommodated 25 different schools taught by 50 instructors, of whom all but 6 were women. The schools are classed as primary, intermediate, grammar, and high, the course extending over 12 years, of which the primary and intermediate grades occupy 6, the grammar 2, and the high 4.—(City report, 1878-'79.)

Racine had 8 public school buildings, with 36 rooms exclusively devoted to study, furnishing 2,240 sittings. There was an estimated enrolment of 951 in private and parochial schools, making a total of 3,348 attending all classes of schools. The high school furnished 156 sittings for study and had 145 students enrolled.—(Return, 1878-'79.)

The *Watertown* public schools, comprising primary, grammar, high, and evening schools, were taught in 5 school buildings, which furnished 21 rooms exclusively for study. Of these, 15 were for primary school pupils, 4 for those in grammar schools, and 2 for those in the high school. Besides the public school enrolment of 1,310, it is estimated that 500 pupils attended private and parochial schools, making a total of 1,800 in all schools.—(Return, 1878-'79.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

During 1878-'79 the 4 State normal schools—at Platteville, Whitewater, Oshkosh, and River Falls—had 973 students enrolled in normal departments, besides 145 in preparatory departments and 685 in model schools, the number in the model and preparatory departments having somewhat decreased, while that in the normal classes proper increased. Certificates of having completed the elementary course of 2 years were given to 73 students and diplomas to 31 graduates of the advanced course.

The quality of the instruction is said to be improving. Greater attention has been directed to the improvement of the training departments. The duties of their directors have been increased and made more specific, many of the students are required to spend more time in observation and practice work, and every normal pupil has the opportunity to test in actual practice such theories of teaching as may be deemed worthy. All the schools are well supplied with material for illustrating the natural sciences; and the buildings, grounds, libraries, furniture, apparatus, and other property are in good condition. The State normal schools are making a stronger impression on the public schools (and particularly on the country schools) through their undergraduates than through those who complete the courses, for the reason that a much larger number of the former are sent out to teach. The value of the 2 years' course of study has been called in question by some, but it is defended by President Albee, of the Oshkosh school, who maintains that it is an encouragement to people with low ideals regarding culture to rise higher than they otherwise would and that thus far it has accomplished its object.

The normal regents discussed the propriety of establishing a Kindergarten in connection with the Platteville school, and some preliminary arrangements were made looking towards the formation of such a school during 1879-'80. President McGregor, of the Platteville school, says that should the board decide to add to the school this new department, he is confident that the citizens and the school will give it a hearty support. President Parker, of the River Falls school, commends to the board the establishment of a Kindergarten in connection with that school. He thinks it essential

that the normal school should teach the practices of the Kindergarten to an extent that may be warranted by the actual relevance of Kindergarten to elementary education.—(Report of State superintendent, 1878-'79.)

NORMAL TRAINING IN COLLEGES.

There were normal courses in Galesville University, Milton College, Northwestern University, Watertown, and Fox Lake Academy (chartered as Wisconsin Female College). The first is of 3 years; the second, of 1, 2, or 3; the last, of 2 or 4; that at Northwestern University, indefinite.

TEACHERS' INSTITUTES.

There were 64 institutes held in 57 counties and superintendents' districts, 24 of which were each one week in duration, 1 was 4 weeks, and 39 were each 2 weeks, the total number of weeks being 106, an increase of 5 over the number for 1877-'78. There were 5,126 teachers enrolled (an increase of 182), 1,405 men and 3,721 women. All but 1,063 had taught school, and the average length of their terms was 2.77 years; 503 held first grade certificates, 201 second grade, and 2,947 third grade; 497 were instructed in colleges and universities, 413 in academies, 535 in the normal schools, 2,123 in the high schools, and 1,362 in the common schools.

The work of this year completed a 3 years' course of study which had been selected for the institutes. An outline of it was given in a pamphlet issued by the institute committee of the normal regents and furnished to the county superintendents. The results proved the wisdom of the plan: the work was well adapted to the needs of the district school teachers, was more concentrated on practical subjects, and enabled the force to be better organized and directed.—(State superintendent's report, 1878-'79.)

EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, a monthly published at Madison under the joint editorship of the State superintendent and his assistant, afforded in 1879, as in preceding years, valuable aid to the teachers of the State by publishing numerous papers intended to improve and systematize their work, as well as by giving much educational information. The journal ranks among the best of its kind in the country.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Eighty-eight free high schools reported to the State superintendent in 1878-'79. Two that were aided in 1878 by the free high school fund discontinued their operations; 5 new ones were organized, made the proper returns to the department, and received their share of the State appropriation; and 3 were established, but had not been in operation long enough to be entitled to State aid. There were 6,693 pupils enrolled in the schools reporting, the lowest number in a single school being 29, the highest 325; the average enrolment in all the schools was 115 and the average daily attendance 53. Of the 196 teachers employed, 106 were men and 90 women. The school at Madison had 12 teachers, the largest number; that at Oshkosh 9, the next largest. Twenty-eight schools had each only 1 teacher, 35 had 2 each, 9 had 3 each, 9 had 4 each, and 2 had 5 each. The average length of session was 8.9 months. The total expenditure for instruction was \$119,098, of which the State appropriated \$25,000, \$9,088 were received from tuition fees of non-resident pupils, and the remainder (\$85,010) was obtained largely by taxation on the property of citizens who organized the schools.

Since the report of Superintendent Whitford for 1877-'78, a number of amendments therein suggested by him have been made by the State legislature to the free high school law, making it more simple in terms, more complete in its provisions, and more satisfactory to the districts maintaining the schools. One of the superintendent's recommendations, however, was not adopted, and he again urges it on the attention of the legislature. This is the appointment of a committee to visit the high schools annually and to report on their condition and their compliance with the law. Besides the fact that the State at present has no adequate means of determining whether the schools among which it distributes the special fund of \$25,000 are conforming to the provisions of law, it is urged that a wholesome influence would be exerted over the schools by the supervision of a State board of visitors similar to that which exists and has proved acceptable in the case of the State normal schools and the State University.—(State superintendent's report, 1878-'79.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Wisconsin*, Madison, continued in 1878-'79 its subfreshman department to make sure of thorough preparation of young students for collegiate work, but appears to have depended more than previously on the system, initiated some years ago, of delegating part of this preparatory work to the graded schools and high schools of the State. More specific regulations for examining graded school students intending to enter the university are published in the catalogue, and now, besides the Madison High School, 3 others are mentioned as entitled to send their graduates into the freshman class on their diplomas.

The general arrangements for the year were largely as they had been for some years previously, the college of letters embracing departments of ancient classics, modern classics, and law; the college of arts including departments of general science, agriculture, civil engineering, mechanical engineering, mining and metallurgy, and military science. The courses in all these were of 4 years, except for students specially prepared for advanced standing, while beyond all was an optional graduate course of 2 years. The astronomical observatory, built through the liberality of Ex-Governor C. C. Washburn, was placed in the hands of the distinguished astronomer, Prof. James C. Watson, long connected with the University of Michigan. The new assembly hall, it was hoped, would be occupied for public exercises at the opening of the session of 1879-'80.

As to the lady students, it is said by the visitors appointed by the board of regents that the work of discipline seems to have been made easier by the presence of both sexes, and that, "so far as discovered, no disadvantages have arisen from this union in the class room, while many advantages have accrued." They say also that "the scholarship of the young ladies, as a whole, appears to be fully equal to that of the other sex."—(Catalogue and report of board of regents for 1878-'79.)

The list of other recognized collegiate institutions for young men or for both sexes remained the same as in 1877-'78, including Lawrence University, Appleton (Methodist Episcopal); Beloit College, Beloit (Congregational and Presbyterian); Galesville University, Galesville (Methodist Episcopal); Milton College, Milton (Seventh Day Baptist); Racine College, Racine (Protestant Episcopal); Ripon College, Ripon (Congregationalist); and Northwestern University, Watertown. These all had classical 4 years' courses beyond their preparatory departments, and all but the Northwestern had scientific 4 years' courses also. Lawrence and Ripon offered academic training to such as could not take a collegiate course, with instruction in music, drawing, and painting, which last were offered by Milton too. Galesville, Milton, and Northwestern had arrangements for training teachers; Lawrence, Galesville, and Milton, commercial courses; while the Northwestern offered its students instruction in Hebrew as well as in French. German entered into most of the scientific courses, and English literature seems to have had fair attention given it at Beloit and Racine. This last, which has many of the features of an English college, had the misfortune to lose by sudden death, March 19, 1879, its popular president, Dr. James De Koven, whose high culture, genial spirit, and large ability had gained for him an even more than national reputation, and whose power over his pupils had made him the Dr. Arnold of America.—(Catalogues and returns.)

During 1878-'79 the State University received from Ex-Governor C. C. Washburn \$25,000 to complete and equip the observatory he had built for it. The other institutions received in gifts or bequests as follows: Beloit College, \$4,200 for general purposes; Milton College, \$5,000 to pay debts; Ripon College, \$15,000 for its endowment fund.—(Returns.)

For detailed statistics of all these institutions, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Of the above mentioned collegiate establishments the State University, Lawrence, Galesville, and Northwestern Universities, and Milton and Ripon Colleges offer young women like collegiate training with young men, either as day or boarding pupils. In the latter case separate lodging houses and study halls are provided for them, the State University making especially large provision in this line.

Four other institutions especially devoted to the higher instruction of young women exist in the State: Fox Lake Seminary (chartered as Wisconsin Female College); Kemper Hall, Kenosha; Milwaukee College, Milwaukee; and Santa Clara Academy, Sinsinawa Mound. All present fair collegiate courses of 3 and 4 years. For statistics of such as report them, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *College of Arts of the University of Wisconsin*, by the law of its organization, embraces "courses of instruction in the mathematical, physical, and natural sciences, with their application to the industrial arts, such as agriculture, mechanics, and engineering, mining and metallurgy, manufactures, architecture, and commerce," with military tactics, and "such branches included in the college of letters as shall be necessary to a proper fitting of the pupils in the scientific and practical courses for their chosen pursuits."

The other institutions for the superior instruction of young men or of both sexes had, with the exception of Northwestern University, scientific courses in addition to the classical, with a larger proportion of mathematical studies, greater attention to the natural and physical sciences, and usually considerable substitution of German and French for Greek and Latin.—(Catalogues and circulars.)

For students in these scientific courses, see Table IX of the appendix.

PROFESSIONAL.

Instruction in *theology* was given in 1878-'79, as previously, at Nashotah House, Waukesha County (Protestant Episcopal), and at the Seminary of St. Francis de Sales, Milwaukee County (Roman Catholic). The former, which is strictly a theological school, reports a 3 years' course meant only for candidates for orders who have gone through their preparatory studies; the other, which provides for the whole preparation of its students from the beginning, reports a 10 years' course, including 3 years in theology. At Nashotah, 5 professors and instructors were reported, with 16 students; at St. Francis de Sales, 13 professors and instructors, with 200 students, of whom 25 were theological.—(Circulars and returns.)

Instruction in *law* continued to be given in the law department of the University of Wisconsin, which retained its 2 years' course of study, for which there is a preliminary examination in English branches, except in the case of bearers of degrees. Instructors, 8; students, 56; graduates at the commencement in 1879, 25.—(Return.)

No schools of *medicine* appear to have been in existence in the State in 1879.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Wisconsin Institution for the Deaf and Dumb*, Delavan, reporting for 1878-'79, gives 10 as the number of instructors, 2 of them semimutes; pupils for the year, 200, 116 males and 84 females. The branches of instruction were the same as in the common schools, with the addition of practical training in shoemaking, cabinet making, and printing. The school lost its main building by fire, September 16, 1879. Provision was at once made for the continuance of the school, and it is hoped that a new and better building may be erected by the State in place of the old one, which is said to have been ill adapted to the uses of such a school.—(Wisconsin Journal of Education.)

The *Wisconsin Phonological Institute*, Milwaukee, established in 1878 for the instruction of deaf-mutes in articulate speech, reported 2 instructors in 1879, with 21 pupils, 13 of them males, 8 females. The ordinary English branches formed part of the instruction given, but there was no training in industrial occupations.—(Circulars and returns.)

EDUCATION OF THE BLIND.

The thirteenth annual report of the Wisconsin Institution for the Education of the Blind showed the presence of 90 pupils under the tuition of 3 teachers of letters, 2 of music, and 2 of handicrafts, for the year 1878-'79. The usual literary branches were taught, the Kindergarten system being used for at least the younger pupils, while in music 3 choral classes and an orchestra met daily for instruction and practice. In the industrial department, broom making, cane seating of chairs, and weaving of rag carpets were prosecuted by the older and stronger pupils; sewing, knitting, and bead-work, by others.

EDUCATION THROUGH STUDY AT HOME.

The Society for the Promotion of Home Study, organized in 1878, is reported by letter from one of its officers to have failed to accomplish its aims in 1879, because the president was unable to give sufficient attention to the work.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, sends no report for 1878-'79. It had on its roll at the close of the preceding year 419 boys who were instructed by 6 teachers for a part of each school day in the ordinary elements of an English education, and were employed in garden, field, and shop work at other hours. Unremitting efforts were made to cultivate habits of industry in the boys, to train them for

the profitable pursuit of useful callings, and to develop the moral sense as well as the intellectual perceptions.—(Report for 1877-'78.)

The *Wisconsin Industrial School for Girls*, Milwaukee, founded in 1875 as the "Milwaukee Industrial School," is a private institution which seeks to preserve young girls exposed to evil influences and to reclaim such as have been led into evil ways. Up to the close of 1878-'79 it had received and cared for 160 children, provided homes for 25, and had then in charge and under instruction 44. All were taught in the afternoon of week days, employed in housework in the morning, and in the evening were shown how to do knitting, sewing, and fancy work. Up to the date of the report, restricted accommodations had prevented any further development of industrial training; but in a new building soon to be occupied it was hoped that each one might be so fully taught some productive trade as to be able to support herself by it.—(Third annual report.)

EDUCATIONAL CONVENTIONS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-seventh annual session was held at La Crosse July 8 to 11, 1879. The subjects especially considered appear to have been (1) "A course of study for ungraded schools," (2) "Relations of ungraded schools to the high schools," (3) "Relations of high schools to collegiate education," (4) "Kindergarten training," (5) "Compulsory education," and (6) "Education of the blind." The first, for which a tentative plan had been prepared and extensively circulated, was commended to the special attention of school officers and teachers with a view to general adoption. The third and fourth were assigned to committees for report at the winter session. The fifth, which was also referred to a committee for report, elicited considerable discussion, and seems, from the general drift of that discussion, to be unpromising as to results until the law respecting it, which was to go into operation September 1, 1879, shall be amended. The paper on "Education of the blind," which was prepared and read by the lady superintendent of the State institution for that class, was ordered to be printed in pamphlet form at the expense of the association for circulation in Wisconsin and other States.—(Wisconsin Journal of Education, August, 1879.)

The semiannual winter session was held at Madison December 29-31, 1879, in connection with a meeting of the Wisconsin Academy of Science, Arts, and Letters. The first paper, presented by State Superintendent Whitford, gave a comprehensive review of education in the State in all its forms for 1878-'79. After another paper on "The possible reading class," Superintendent Dore, of the committee on compulsory education, asked further time for preparation of a report, which was granted.¹ The committee on relation of high schools to colleges then submitted a report, which, after considerable discussion, was received. The tenor of the reports made on these subjects does not appear; but that of the committee on "Kindergarten training," afterwards made, highly commended the new education and urged its incorporation into the school system as soon and as far as practicable. That of the committee on a course of study for ungraded schools stated that the course presented at the summer meeting had been distributed by the thousand among county superintendents and teachers, had been explained in detail at the county institutes and the most feasible modes of introducing it presented to the teachers in attendance, and that some of the county superintendents and many of the teachers had made efforts to secure the adoption of it in the schools under their charge. It was believed that as a result of these efforts several hundred teachers were working under its suggestions in the school session of 1879-'80. In Richland County the feature of the scheme which provides for an examination of the pupils after their completion of the course of studies was tried on the advanced scholars from each town in the county with excellent effect, 173 pupils submitting to the examination, and 88 of them receiving certificates which indicated their standing in the several branches and entitled them to admission to the town high schools without further examination. Another report on the relation of ungraded schools to high schools recommended making the high school primarily a supplement to the common schools below, as tending to draw up to a higher plane many that would otherwise not go beyond the merest elements of education, while it may also serve as a preparation for a yet superior training in the case of a comparatively small number who are fitted therefor. All these reports were adopted.—(Wisconsin Journal of Education.)

MEETING OF INSTITUTE CONDUCTORS.

The annual session of this body was opened at La Crosse on the day preceding the summer session of the State Teachers' Association, and occupied that day and evening and part of the following day. "The objects of an institute" were explained in the first paper to be to train and discipline the teachers in attendance, to elevate their conception of educational work, to inspire a love for it, and to induce a desire for better preparation. In the next paper, on "Methods," it was said that in institute

¹A report on the subject was subsequently presented by him and adopted.

work there should be a well defined purpose, instruction suited to the needs of the class, no more attempted than can be comprehended, all subjects presented to have a perspicuous enunciation, and all lawful means to be employed to secure the attention and arouse the intellectual activity of the class, as well as to stimulate and interest the people. Papers followed on special subjects of instruction for the teachers, such as "Reading with attention to the thought and the expression," "Functions and forms of verbs," "Sentential analysis," "Word analysis," "The means and methods for securing good spellers," "Arithmetic," "Geography," "Penmanship," "Drawing and its adaptation to school work," followed by a class drill in history and civil government. Superintendent Whitford spoke of the necessity for regulations to secure more general attendance on institutes and of the need of continually keeping up these means of improving teachers, first because teachers are so often inconstant in position, and next because normal schools cannot train all who desire to teach.—(Wisconsin Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM C. WHITFORD, *State superintendent of public instruction, Madison.*

[Second term, 1880-1882.]

ALASKA.

Apart from the accompanying letter from Dr. Sheldon Jackson there is comparatively little information to be had regarding educational matters in Alaska. General Howard has for years been urging the establishment of schools and advising Christian ministers to devote themselves to missionary work in Alaska, and the Alaska Indians at Tongas were anxious to have a church and school there. In fact, Surgeon E. I. Baily, U. S. A., and others, in speaking of the bad state of affairs in Alaska, earnestly recommend schools as a curative for existing evils. John G. Brady, missionary to Alaska, reported in 1878 that the schools which have been opened prove that the people have good minds and are susceptible of a high state of culture. They are eager to learn and to do whatever the white man teaches them. The Aleutian population, inhabiting the islands of Alaska, have schools and churches of their own. Many of them are highly educated, even in the classics, while nearly all read and write.

Captain George W. Bailey, of the United States revenue marine, in his report to the Secretary of the Treasury, refers to the school and home for young girls of Mrs. McFarland (see below) and to the school at Ounalaska, the chief commercial port of the Aleutian Islands, where Russian is taught and little or no English, but where he thinks a resident magistrate, with power to enforce regular attendance on the schools and to regulate other matters, would be an excellent provision for governing the people. He reports the effort to christianize the natives at Sitka productive of great good. He also gives the total population of the Territory of Alaska, by districts, in 1879, as being 9,063. Of these, 219 were Americans, 17 foreigners, over 3,000 each Indians and Aleuts, 1,416 creoles, and 205 nationality not given.

The letter of Dr. Jackson speaks for itself:

OFFICE OF SUPERINTENDENT OF PRESBYTERIAN
MISSIONS FOR THE TERRITORIES,
Denver, Colo., October 20, 1879.

DEAR SIR: Rev. Henry Kendall, D. D., and myself have just returned from a trip to Alaska, in the interests of our school work. We have at Fort Wrangell, Alaska, a Girls' Home and Industrial School, with 13 pupils, under the charge of Mrs. A. R. McFarland; a day school of 100 native pupils, Miss Maggie J. Dunbar teacher; and a primary school of between 30 and 40 pupils, Mrs. W. H. R. Corlies teacher. At Sitka, Alaska, we have a day school of 60 pupils, in charge of Mr. Austin.

The schools at other points previously reported have not been opened yet, but probably will be early next season.

We found a universal desire among the tribes on the coast for schools that is as surprising as it is encouraging. * * * For 300 miles along the southeastern coast we found several tribes, with an aggregate population of about 12,000, speaking the Thlinket language.

I also visited the English schools at Fort Simpson and Metlakatla, and was much gratified at the progress made.

Very truly yours,

SHELDON JACKSON.

Hon. JOHN EATON,

Bureau of Education, Washington, D. C.

The Alaska Appeal, published in San Francisco, in its number for April 6, 1879, calls attention to the fact that a commission has been appointed to draft a plan for establishing civil authority in some shape in Alaska, and, although it is known that some time must necessarily elapse before any tangible result will be looked for, yet it indicates that the future of Alaska is assured.

Referring to the cause of education, the same paper notes with what facility both old and young in Alaska acquire knowledge by mere oral instruction. At Wrangell and Sitka the Presbyterian missionaries are reported as doing good work among the savages, although the creoles and Russians do not take kindly to sectarian teachers of a different persuasion from their own. Westward of Sitka the inhabitants are without schools, with the exception of the Fur Seal Islands, where Government agents superintend the teaching. This lack of education in the western part of the country is owing to the clinging of the people to the Greek Church and to their unwillingness to have Protestant missionary teachers. Either non-sectarian teachers must be employed there or the local clergy must attempt the task. There is said to be plenty of material for efficient teachers among the inhabitants of the Territory, which could be made available at cheap rates if there were only the proper superintendence and judicious management.

Major William Gouverneur Morris, a special agent of the Treasury Department, from whose report several of the first items of this article are taken, also calls attention to the need of some governing influence in Alaska and to the radical change in the condition of the natives of Alaska created by the schools already in operation.

ARIZONA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	3,089	5,291	2,202	.....
Enrolled in public schools	2,740	3,143	403	.....
Average daily attendance	890	1,992	1,102	.....
SCHOOLS.				
School rooms for study	23	51	23	.....
Average duration of school in days ...	124	165	41	.....
Estimated value of school property ...	\$47,479	\$78,681	\$31,202	.....
TEACHERS.				
Men teaching	19	27	8	.....
Women teaching	13	24	6	.....
Whole number teaching	37	51	14	.....
Average monthly pay of men	\$91	\$84	.....	\$7
Average monthly pay of women	74	68	.....	6
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$21,396	\$32,421	\$11,025	.....
Total expenditure for public schools ..	21,396	29,200	7,804	.....

(From written returns and reports of Hon. M. H. Sherman, territorial superintendent of public instruction, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These are, for the Territory, a superintendent of public instruction and a territorial board of education, composed of the governor, the superintendent of public instruction, and the territorial treasurer; for each county, a superintendent, the probate judge acting as such, and 3 county examiners appointed by the superintendent of public instruction; for each district, 3 trustees elected by the people.

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by a territorial tax of 15 cents on the \$100, by a county tax of 50 to 80 cents on the \$100, and by a special district tax, to be voted by the people in case the funds are not enough to keep the schools open three months and to build or rent suitable buildings. The apportionment in each county is according to the number of children who have attended school three months previously; all children between 8 and 14 years of age being required to attend at least 16 weeks if the school term is sufficient. A biennial census of children between 8 and 14 and between 6 and 21 years is required according to a new law. In order to receive their proportion of school moneys the schools must be non-sectarian. The school month consists of four weeks of five days each. The holding of territorial diplomas, countersigned by the territorial superintendent of public instruction, enables teachers to fill positions throughout the Territory without examination by the county examiner. These diplomas are of two grades, for the high school and for the lower grades. The law provides for a university, to be called the University of Arizona, and for a territorial library.—(Laws, 1879.)

GENERAL CONDITION.

The statistics for 1878 and 1879 indicate satisfactory improvement, except in regard to the pay of teachers. Superintendent Sherman states that there is a growing appreciation of the benefits of education throughout the Territory, with corresponding efforts

to increase the efficiency of the public schools. The average school year was increased to $8\frac{1}{2}$ months. The receipts for public schools were more than in any previous year. The value of school property nearly doubled during the year. A larger tax (65 cents on the \$100) is paid for public school purposes than in any other Territory or State. He also says that the wonderful mineral developments of the past few months and the increase in railroad facilities point to continued prosperity in business and a corresponding interest in schools. The school fund for 1880 is said to be greatly increased.

At Phoenix a school building costing \$15,000 was built, and at Prescott a new building for high school purposes, costing over \$23,000, was in use. Tucson also added rooms to its school buildings and employed additional teachers. At Florence the schools were said to be in a flourishing condition.—(Written report and letter from Hon. M. H. Sherman and Pacific School and Home Journal.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of schools of this grade in the Territory is not known, but the high school at Prescott, which was for six years under the charge of Hon. M. H. Sherman, now superintendent of public instruction, is evidently prosperous, as it is now in a new brick building which cost over \$23,000.—(Letter.)

SUPERIOR INSTRUCTION.

TERRITORIAL UNIVERSITY.

As stated under Territorial School System, the law provides for the establishment of a university, to be under the control of a board of regents composed of the governor, the judges of the supreme court, and three resident property holders of the Territory. It is to be sustained by the proceeds of the university lands granted by the United States, by individual gifts, and by territorial appropriations. The departments are to be, first, one of literature, science, and the arts; second, one of natural history, including a history of the Territory; third, such others as the regents shall deem necessary and the condition of the university fund allow. This university is to be commenced as soon as the funds are sufficient.—(Laws, 1879.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. MOSES H. SHERMAN, *territorial superintendent of public instruction, Prescott*

[Term, February, 1879, to January 11, 1881.]

DAKOTA.
STATISTICAL SUMMARY.

	1877-'78. <i>a</i>	1878-'79. <i>b</i>	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	12,201	c18,535	6,334	.....
Enrolled in public schools.....	7,150	9,822	2,672	.....
Average attendance.....	1,342	4,618	3,276	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts	401	.....	.....	.....
School-houses	174	c343	169	.....
Ungraded schools	273	.....	.....	.....
Graded schools	14	.....	.....	.....
Value of school property.....	\$60,319	\$133,952	\$73,633	.....
Average duration of school in days .....	.....	97	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching	141	210	69	.....
Women teaching	189	254	65	.....
Whole number of teachers.....	330	464	134	.....
Average monthly pay of men.....	\$37 16	\$36 00	.....	\$1 16
Average monthly pay of women	26 54	25 00	.....	1 54
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$72,950	\$81,642	\$8,692	.....
Total disbursement for public schools.....	59,793	75,959	16,166	.....

*a*In 1877-'78 not over half of the counties reported their statistics.

*b*In 1878-'79, out of 31 counties there are reports from only 24 for some portion of the statistics; other statistics from only 13 counties.

*c*Approximately correct.

(From a report for 1877 and 1878 of Hon. W. E. Caton, territorial superintendent of public instruction, and from a written return for 1878-'79 of Hon. William H. H. Beadle, present superintendent.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

For the Territory, a superintendent of public instruction, nominated by the governor and confirmed by the council at each biennial session of the legislative assembly; for each county, a superintendent, holding office two years and elected like other county officers; for each school district, a director, clerk, and treasurer, chosen at the annual school meeting for three years, with annual change of one.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by a poll tax of \$1, levied on each elector in the county at the time of the annual assessments, by a general school tax of 2 mills on the dollar on all taxable property, and by a portion of the money received from fines, forfeitures, sales of estrays, and payments for exemption from military duty. The qualified voters in each school district may also vote an annual tax of not over 2 per cent. towards buying sites and buildings and hiring or repairing school-houses, of not over 2 per cent. for teachers' wages and incidentals, of not over 1 per cent. for the furnishing of school buildings, and of \$25 a year for a district library. The school fund is apportioned to each school district in proportion to the number of children between 5 and 21 years residing in the district, provided the annual school meeting was held

within 30 days of the time appointed by law, the annual report sent in within the forty days specified, and the schools taught 3 months in the year (although in new districts one year's apportionment is given, no matter what the length of school term). Teachers' certificates are granted for not less than 3 months nor more than one year.

The examinations for persons desiring to hold such positions are held twice a year by the county examiners. Under the new law taking effect March 15, 1879, women are allowed to vote at school district meetings; the district board, with the county superintendent, has power to authorize text books; the superintendent is to make a study of the successes and failures of neighboring States in educational matters and to draft, for the next legislative assembly, such a law or laws as will put Dakota in the front rank when she enters the Union and takes possession of the land grant given by Congress as an endowment for her schools; and two institutes are to be held annually in Southern Dakota, two in Northern Dakota, and one in the Black Hills.—(School laws, 1877, and portions of new law in the Educational Weekly.)

GENERAL CONDITION.

The territorial superintendent says that the statistics for 1878-'79 are not particularly trustworthy, as out of 31 counties only 24 report any part of the statistics, and in regard to some items (which are not specified) only 13 counties reported. The statistics of school children, school-houses, number of districts, &c., are, however, approximately correct, as the distribution of the public funds (a general 2 mill tax) depends thereon. There is no attempt made to give averages, as it would be an impossibility with 24 counties reporting one item and 13 another. The statistics, such as they are, indicate an increase at all points, except in regard to teachers' pay. The schools were taught by 464 teachers, although 590 were needed to fully supply them. In a letter Superintendent Beadle refers to the possibilities of education in Dakota, "probably the next Northwestern State." Of 96,000,000 acres of land in the Territory one-eighteenth (nearly five and a half million acres) is reserved "for the purpose of being applied to schools." This amounts to two sections in every township, much of which is very valuable, and, if rightly sold and the funds well invested, would furnish such liberal provisions for school purposes as to make Dakota at no late day a model community. He also suggests that it would be of great value in helping on educational matters in the Territories and new States entering if persons of proper experience in the older Northwestern States, or in such of them as had donations of public lands from the United States for the benefit of schools, would prepare articles discussing the experience of their States in handling these lands, the methods adopted for their sale, the limitations on prices and tracts, the terms of sale, the investment of the proceeds, and all other features of the trust and its execution. By this method the best way, the safest law, and the most responsible system would be shown.

As matters now stand in the Territory—with 150,000 square miles of land to be gone over; the country divided off into three distinct communities, Southeastern Dakota, Northern Dakota, and the Black Hills; work to do in every county, and new counties organizing frequently; the total appropriation for the office, salary, and all expenses of the territorial superintendent only \$1,000—Governor Howard says, in his report to the Secretary of the Interior, that the schools have increased in numbers and improved in character, and that the people show an increasing interest in education.—(Return, governor's message, and letters from Superintendent William H. H. Beadle.)

CITY SCHOOL SYSTEM.

YANKTON.

Officers.—These consist of a board of education numbering 8 members, elected for terms of 4 years, with change of one-fourth each year. The secretary of the board is ex officio superintendent of the city schools.

Statistics.—Population in 1879, 3,533; youth of school age, 1,065; enrolment in public schools, 701; average daily attendance, 464; teachers, 11; expenditure, \$8,162.

Additional particulars.—The school accommodations consist of 8 rooms owned by the city and 2 rented rooms, containing in all 541 sittings, 315 of these in the primary schools, 180 in the grammar grades, and 46 in the high school. The percentage of attendance for the year in all the schools was 93.1, the highest percentage being in the high school. The course of study is divided into 12 grades, each occupying one year, 4 grades (since December, 1878) being allowed in each department. In the high school there is a prescribed curriculum. In the primary department, which now consists of six schools, two more schools would be needed were the half day plan abandoned. As it is, another primary and another grammar school will soon be required. The whole cost per pupil based on the average daily attendance was \$17.49 in 1878-'79.—(City report, 1878-'79.)

TRAINING OF TEACHERS.

NORMAL TRAINING.

Superintendent Beadle urges the establishment of two normal schools at the earliest possible moment, the one to be in the northern part of the Territory, the other in the southern part, so that when the Territory is divided each section will be supplied with the most useful and powerful educational force that any new community can possess.—(Educational Weekly, May 29, 1879.)

TEACHERS' INSTITUTES.

The lack of a territorial report for 1878-79 renders it impossible to state whether any of the institutes held in 1877-78 in nearly all of the counties of Southern Dakota were also held in the following year.

One, however, at Elk Point, was known to be in session in the spring of 1879. It was conducted by Professor Salisbury, of the Whitewater Normal School, Wisconsin.—(Wisconsin Journal of Education.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOL.

The year 1878-79 was said to be unusually prosperous for the Yankton High School. At the beginning of the year 10 additional seats were provided, thus increasing the capacity of the school room to 46, while the average membership for the year was 42. In January, 1879, the school was reorganized so as to form four classes, the former 3 years' course being changed into 4 years, but with provision for optional courses. The graduating class of 1879 numbered 6 members, who had completed the 3 years' course. The course of study in the high school includes arithmetic, algebra, book-keeping, geometry, trigonometry, physics, physiology, geology, physical geography, astronomy, chemistry, grammar, rhetoric, English literature, elocution, composition, Latin, general history, political economy, science of government and Constitution of the United States, moral philosophy, and the theory and practice of teaching.—(City report.)

OTHER SECONDARY SCHOOLS.

In the fall of 1878 a church school, the Academy of the Sacred Heart, was established in Yankton. This school had about 60 pupils during the year.—(Yankton report, 1878-79.)

SUPERIOR INSTRUCTION.

The old law for this Territory does not make provision for the establishment of a university; whether the new law, which goes into effect on March 15, 1879, provides for institutions of superior instruction is not yet known here. Superintendent Beadle, however, refers to the matter, when speaking of the need of normal schools, by saying that he does not want to hear the word university in the Territory for ten years to come.—(Educational Weekly.)

EDUCATIONAL CONVENTION.

TERRITORIAL INSTITUTE.

No information has reached this Office as to the holding of the eighth annual session of this institute in the year 1879.

The seventh session was held (see report for 1878) at Sioux Falls on September 24-28, 1878.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. WM. H. H. BEADLE, *territorial superintendent of public instruction, Yankton.*

[Term, 1879-1881.]

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of the District.....	a160,051	a160,051	.....	.....
Whole school population (6-17)	a38,800	a38,800	.....	.....
Colored school population.....	a12,374	a12,374	.....	.....
Enrolled in public schools.....	22,842	25,130	2,288	.....
Colored enrolment in public schools ..	7,786	9,045	1,259	.....
Total average daily attendance.....	18,133	19,488	1,355	.....
Average daily attendance of colored pupils.	5,525	66,128	603	.....
Estimated enrolment in private schools	5,931	5,781	.....	150
SCHOOLS.				
School rooms for study.....	322	c345	23	.....
Seats provided	19,006	20,426	1,420	.....
Average duration of schools in days ...	187	189	2	.....
Value of public school property	\$1,181,664	\$1,184,714	\$3,050	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	31	34	3	.....
Women teaching in public schools....	339	368	29	.....
Whole number of teachers.....	370	402	32	.....
Average monthly pay of men.....	\$86 55	\$89 47	\$2 92	.....
Average monthly pay of women.....	64 08	61 95	.....	\$2 13
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$373,606	\$380,000	\$6,394	.....
Total expenditure for public schools..	373,606	368,343	.....	\$5,263

a Census of 1878.

b This average includes the colored children of Washington and Georgetown only, those for the county not being given.

c From a written return.

(From reports for the years indicated of Superintendent J. O. Wilson and of Superintendent G. F. T. Cook, the former for white schools and the latter for the colored schools.)

SCHOOL SYSTEM OF THE DISTRICT.

OFFICERS.

A board of trustees — consisting of 19 members, 14 white and 5 colored, 14 from the cities and 5 from the county — governs all the public schools of the District. These trustees, divided into three classes, are appointed by the District commissioners for a 3 years' term, with annual change of one class. The officers of the board are elected by the board and the standing committees appointed annually. This board divides itself into 7 subboards, each assigned to the practical supervision of the schools of a division and all subject to the control of the board.

Two superintendents, one for the city white schools and for those of both races in the county, the other having charge of the city colored schools, are also appointed by the District commissioners, but with no special limit as to term.

A board of examiners to conduct examinations of persons desiring a teacher's position and of teachers seeking promotion is composed of the two superintendents and other persons appointed annually by the committee on teachers from the corps of supervising principals and principals of the public schools of the District.

Supervising principals, appointed annually by the board of trustees, act, under the direction of the superintendent, as local superintendents of the schools within their

divisions, and are required to make monthly and annual reports of the schools to the superintendent.

OTHER FEATURES OF THE SYSTEM.

The present law of the District arranges for separate schools for white and colored children; allows coeducation of the sexes; makes 6 to 17 the legal school age; calls 60 pupils under one teacher in a single room in cities a school, and 45 pupils in the county; divides the District into seven divisions, the first four comprising the schools for whites in Washington, the fifth the schools for whites in Georgetown, the sixth the county schools, the seventh the schools for colored in Washington and Georgetown; grades the schools so as to make one year's work a grade; and permits half-day schools in the first and second grades, which are mostly for children from six to eight years of age.

The text books are prescribed by the board of trustees.

Teachers to be duly qualified must hold certificates from the committee on teachers, after being duly examined by the board of examiners; must show that they have filled the position of acting teacher successfully; must be not less than eighteen years of age for the first to the fifth grade, inclusive, and for higher grades not less than twenty-one years of age. The certificates are of four classes, the first class showing qualifications to teach from the first to the third grade, inclusive; the second class from first to fifth, inclusive; the third from first to seventh; the fourth from first to eighth, inclusive.

Provision is made for a normal school for whites, the pupils, limited to twenty, to be selected from the advanced pupils in the girls' schools of the District. There is some normal training for colored pupils in the Miner School.

A training school, under charge of the committee on teachers, is provided for the benefit of the pupil teachers of the normal school.

CHANGES IN BY-LAWS AND RULES.

The following changes were made in the early part of the year 1878-79:

The examination of teachers is to be made by a board of examiners consisting of the superintendents and supervising principals. These examiners are to be divided into two sections, the first composed of the two superintendents and one examiner (to be named by the committee on teachers), the second of the remaining examiners, the chairman of the first section to be chairman of the board when acting as a whole. The daily sessions of first grade schools were shortened to three and a half hours; second grade schools, to four hours. For the regulating of home study, the amount of work to be done is to be definitely stated and the work to be clearly explained by the teacher. Eighth grade pupils are not to be required to study over two hours; fifth, sixth, and seventh grade, not over an hour and a half; third and fourth grade, not more than one hour; and first and second grade are to have no home study assigned. Arithmetic, penmanship, and map drawing are to be done only in school. The schools where all pupils are of one grade are to be divided into two sections, one to study while the other recites, in so far as this is practicable. The instruction is to be given as a whole, however, in penmanship, drawing, vocal music, and a few general exercises.

GENERAL CONDITION.

The satisfactory condition of school affairs in the District is indicated by the general advance in almost all school matters. There were 2,288 more pupils enrolled in the public schools, 1,259 of them colored. The total average daily attendance increased 1,355, with 603 of these colored pupils of Washington and Georgetown alone, the colored attendance of the county not being reported. There were 23 more school rooms for study in use and 1,420 more sittings for study, while the lack of sufficient school accommodation was still deplored. The schools were taught on an average 2 days more than in the previous year. There were 32 more teachers employed, the men receiving on an average \$2.92 more, the women averaging \$2.13 less a month. The school property increased \$3,050 in value. The receipts for public schools increased \$6,394, while the expenditures diminished \$5,263. There were about 390 schools in the District, two-thirds of these attended by whites. The seventh division, about 126 schools, takes in the colored schools, which, taught by colored teachers with few exceptions, are under the supervision of four trustees. About one-ninth of the school population of the District is in the county, where there are both graded and ungraded schools, the latter in sparsely settled localities. In referring to the lack of accommodation, Superintendent Wilson says that there must now be 9,000 pupils taught in the 130 rented rooms, many rooms lacking in light and ventilation, yet that some \$35,000 to \$40,000 were spent for renting and fitting up. Although two twelve room buildings were in process of erection, they were not expected to be ready for occupation by the commencement of the school year; consequently additional expense would be incurred for the renting of more rooms.

CITY SCHOOLS FOR WHITE CHILDREN.

Superintendent Wilson reports 240 white schools in Washington and Georgetown. In 223 of these all the pupils in any one school are of the same grade, while in 17 they are of two grades. There are 84 schools for boys, 89 for girls, and 67 for both sexes. The whole number of different pupils enrolled in these schools was 14,942, only 417 of them over 16 years of age. The estimated value of property used for school purposes was \$838,802. There were 240 teachers employed, and special teachers in drawing and music are noticed, who, with the assistant teachers, bring the number up to 259.

The schools are graded, each grade signifying one year's work, the elementary part of the course extending through eight years; the high school department, designated as advanced grammar grades, commencing with the ninth year and extending through two years.¹ There is also a normal school, mentioned under Training of Teachers, and one of the public schools is to be set apart as a training school for the benefit of the pupil teachers of the normal school. The teacher of drawing in the public schools reports uniformly good results during the year, object drawing introduced into the seventh grade schools, a course in perspective for those who desired it, and geometrical drawing only taught in the teachers' classes, in the normal school, and in special classes of boys. The number of visits made to the schools by the trustees, supervising principals, and superintendent was 12,059. The monthly average of pupils present and punctual at every session was 7,029. The estimated enrolment in private and parochial schools was 5,481.

CITY SCHOOLS FOR COLORED CHILDREN.

The total number of colored children of legal school age in 1878 was 10,387; number in public schools, 7,731; value of school property, \$288,362; enrolled in private schools, 300. The school buildings of this division were generally in good condition, and 6 buildings, with 23 rooms, were rented; yet Superintendent Cook states that there is such lack of accommodation that not one-half of the school population can be permanently accommodated. The number of sittings for study was 5,707, an increase of 224 over the previous year. Of the 108 schools for this race open in the first half of the school year two were discontinued in February, the pupils being transferred to other grades. The daily sessions of schools of the first and second grades were reduced during the year to the time allotted to half day schools. Although the percentage of increase in the entire enrolment was greater in 1878-'79 than in any previous year, considerable fluctuation in attendance still existed, owing probably to the conditions of life in which the children were reared. There seemed, however, to be a desire to be regular in attendance, as it is stated that within six years the lowest percentage of attendance for the year was 95.4 and that of punctuality 99.7, while the former ran as high as 98.1; the latter, 99.9. There were 119 teachers employed, and the average daily attendance per teacher, excluding the 3 special teachers, was 53. The special teachers in music and drawing, the latter branch confined almost exclusively to the higher grades, reported gratifying results. The training of teachers for these schools in the normal department was of great benefit to the schools.

COUNTY SCHOOLS.

The county schools, which contain about one-ninth of the school population of the District, come under the supervision of the superintendent of white schools of the cities and under that of five trustees. The 42 schools, some partly graded, others ungraded, enrolled 2,457 pupils out of a school population of 4,172. The average number enrolled was 1,744; average daily attendance, 1,584; number of seats provided, 1,989; teachers, 42; valuation of taxable property, \$6,675,835; expenditures, \$39,971; value of school property, \$57,500. Thus the year 1878-'79 showed an increase in enrolment over that of 1877-'78, an additional teacher employed, and a decrease of \$2,354 in expenditure. Although there were extra accommodations provided both for white and colored children by the enlargement of four school buildings, while two buildings were rented, there was still urgent necessity for three new school-houses to provide room for those desiring school privileges in the outlying districts.

CHANGES IN THE COURSE OF STUDY.

In reading, the use of matter additional to that furnished in the readers was authorized; in spelling, words are to be selected from other books besides spelling books; in penmanship, more attention is to be given to correct penholding, position, and easy movement, while exercises outside of the copy book are to be given for copy; language lessons and compositions are to receive more attention, and better methods are to be

¹ These advanced grades, which were reported in 1877-'78 as consolidated into one high school with a 3 years' course, are now referred to as advanced grammar grades with a course not definitely arranged in the boys' school, and apparently only one year in the girls' school.

used; in drawing, a special course is to be given to the pupils of the normal school and to all the primary teachers for the purpose of instructing pupils of the lower grades in blackboard illustrations of the face and of animal forms; in the natural science lessons, more visible illustration is to be given; in geography and history, the topical method is to be used, with less memorizing of names, facts, and dates; and in vocal music, there is to be more instruction of individuals and more practice in singing.

KINDERGARTEN TRAINING.

For statistics of Kindergärten reporting, reference is made to Table V of the appendix, and to a summary thereof in the report of the Commissioner preceding.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *Washington Normal School*, which gives annually a year's instruction to 20 graduates of the public schools for whites, reports a marked advance in the scholarship of candidates during the past two years; that is, since the establishment of the advanced grammar school for girls. Candidates to be eligible for membership must have the requisite qualifications for a teacher. Graduates must have shown ability to govern and instruct a school, by at least one year's teaching, before they receive the diplomas given by this school, which are equivalent to third class certificates. Vocal music and drawing are taught in addition to the theory and practice of teaching.—(Report of principal and return.)

The *Miner Normal School*, opened for the benefit of the colored race in September, 1877, has a sufficient number of pupils in training to obviate the necessity of employing many, or perhaps any, acting teachers in future in the colored schools. There were 5 resident instructors, 19 pupils, and 19 graduates in 1878-'79. The course of study occupies one year. Drawing and vocal music are taught, a model school is attached to the institution, and the diplomas given on completion of the course entitle pupils to teach in the public schools without further examination.—(Return and report of Superintendent Cook.)

The *normal department of Howard University* reported 14 normal pupils in attendance and 81 pupils in the model school in charge of the normal department. The course of study occupies 3 years. Graduates receive certificates, which, however, do not admit to a teacher's position without further examination. Vocal music and drawing enter into the course.—(Return.)

The *Kindergarten Normal Institute*,¹ which gives thorough training in the Kindergarten method and system of education in an eight months' course in the normal class and has also two Kindergärten or model schools to give opportunity for daily observation and practice, reported 5 students at date of June, 1879. Of the 5 graduates for the year, 4 were already engaged in teaching. Drawing and vocal music are taught and free gymnastics enter into the course. At the completion of the course, which occupies in all one year, the graduates receive certificates or diplomas. The intention is to give free training to one lady from each State, who is to be sent by the State superintendent, provided she remain two seasons, the first to learn, the second to practice the Kindergarten methods.—(Return and circular.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The two advanced grammar schools, which were reported by the superintendent of public schools as consolidated in 1877-'78 into one high school, seem still to retain their separate organizations.

The advanced grammar school for boys has not yet determined the fixed limits of its course of study. It has now, apparently, a one year's course, but the number of studies taken up requires an extension of the term of tuition. The studies for 1878-'79 were the language studies, mathematics, natural science, history, vocal music, drawing, and penmanship. The school for girls reported 53 pupils at the close of the school year, an increase of 13; the percentage of attendance, 92.2; the year's work as very satisfactory; and the course of study modified by substituting geometry for algebra in the second term. The studies given here are also said to be too extensive for a one year's course, and the intention is to modify the first year's course and to add a year.

The high school for colored children required an additional teacher on account of the large number of pupils in the first year of the course of study. There are now 4 teachers, but this force is still inadequate, owing to the double duty entailed upon the teachers by the employment of the principal in connection with the Miner School. The enrolment was 122 and the average daily attendance 106.

¹Of Mrs. Louise Pollock.

OTHER SECONDARY INSTITUTIONS.

For statistics of business colleges, private academic schools, preparatory schools, or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Opportunity for higher education is furnished in this District at Georgetown College (Roman Catholic), Columbian University, Howard University, and the National Deaf-Mute College, the last three undenominational. All have preparatory and classical courses; Georgetown College reports an English and a graduate course and instruction given in drawing, music, French, and German; Columbian University arranges its instruction in 7 schools, viz, English, Greek, Latin, modern languages, mathematics, natural science, and philosophy, and includes Anglo-Saxon among the elective studies; Howard University offers the full advantages of each department to both sexes, and has in addition to preparatory and classical courses a literary course commencing at the same point as the college preparatory and extending through five years; the National Deaf-Mute College gives the degree of B. A. to students completing the 4 years' course and permits the adoption of a select course of study, which, extending through at least 3 years, leads to B. S., B. L., and PH. B.—(Catalogues and returns.)

For statistics, see Table IX of the appendix, and for a summary of these, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction is to be had in at least two of the schools of Columbian University, and at the National Deaf-Mute College, where a 3 years' course entitles to the degree of B. S., PH. B., or LIT. B.—(Catalogues.)

PROFESSIONAL.

Theological instruction is given in 3 years' courses in Howard University, which had 50 students and 4 graduates in 1879 and required an examination for admission, and in Wayland Seminary, a Baptist institution for the education of colored preachers and teachers, which reported 31 students preparing for the ministry in 1879.—(Return and American Baptist Year Book.)

Legal training is furnished in the departments of law of Georgetown University, Columbian College, and Howard University, all three of which have regular courses of 2 years, with a year for graduate instruction. Howard University alone requires an examination for admission. The National University law department also gives a 3 years' course. In this law school an examination for admission is required unless certificates from other schools are produced.—(College catalogues and returns.)

Medical instruction, in 3 years' courses, is given in the medical departments of the University of Georgetown and Howard University and in the National Medical College, a department of Columbian University. In the first mentioned school no examination is required of students entering the junior class, but one is required of those entering the other classes. A careful examination is also required for entrance to this department of Howard University. The National College of Pharmacy furnishes a 2 years' course, requires 4 years' practical experience, and had 64 students in 1878-'79.—(Returns and circulars.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, Kendall Green, near Washington, reported 118 pupils, 7 professors, and 4 instructors in 1878-'79. Of the students, 76 were in the collegiate and 42 in the primary department. Bell's system of visible speech is in use, the pupils receiving instruction in articulation numbering 12. Courses of lectures on subjects of general interest have been given to the college students for several years, and during this last year similar lectures were given in the primary department. The average number of years spent in the institution is 8. Cabinet making is the only employment taught to the students. The congressional appropriation for the year was \$56,000; the expenditures, \$59,814.—(Report and return.)

EDUCATION OF THE BLIND.

There is no institution in the District for the blind. The Maryland Institution for the Blind had, however, in 1878-'79, a total of 18 United States beneficiaries from the District of Columbia, who were received on the same terms as the pupils from the

State of Maryland. The course of study is similar to that in ordinary schools. Music and piano tuning, plain sewing, knitting, chair caning, broom and mattress making, and the use of sewing machines enter into the instruction.—(Report of superintendent.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Reform School*, Washington, established in 1869, reported 173 boys in the school at the commencement of the year 1878-'79, and 68 committed during the year, making 241 in all under care during the year. In addition to the common school branches, farming, gardening, caning of chairs, and the making up of clothing and shoes are taught, the lack of workshops preventing the carrying on of other employments.—(Report and return.)

The *Industrial Home School*, Georgetown, reports at date of October 31, 1879, a year of unusual encouragement, prosperity, and success. There were 70 children under care during the year and 59 at date of the report. The public school board established a school at the home during the year; the building of a workshop and school room was authorized; a swimming bath was introduced; one or more lessons in cookery were given by Miss Corson at the school; the boys were employed in the workshops and in the house and garden, and the girls were taught different branches of housework and needlework.—(Report of the District commissioners.)

CHILDREN'S HOMES AND ORPHAN ASYLUMS.

The *National Home for Destitute Colored Women and Children* reported 63 boys and 32 girls in 1879, who were taught reading, writing, arithmetic, music, drawing, sewing, and housework. To be admitted, the children must be between 3 and 12 years of age. Five women were cared for during the year.—(Return.)

St. Joseph's Orphan Asylum teaches no handicrafts, but it instructed 100 boys between 5 and 13 years of age in reading, writing, and arithmetic in 1878-'79.—(Return.)

SCHOOL OF MUSIC.

The National School of Music reports piano, organ, orchestral, vocal, and theoretical departments. Two methods of instruction, by private lessons and in classes, are employed. The average attendance each term in 1878-'79 was 67. Diplomas are given to pupils passing through the prescribed course in any branch.—(Catalogue.)

TRAINING OF NURSES.

The Washington Training School for Nurses, which was incorporated December 14, 1877, reported 12 applicants admitted in 1878 to the courses of lectures. These persons supported themselves at home during the period of training and attended school in the evening and hospital at night. The second course of lectures commenced on October 29, 1879. At the close of the second year nurses complying with all requirements and passing a satisfactory examination receive a certificate or diploma. Those desiring to have the advantages of these lectures pass a preliminary examination as to qualifications for the work, education, &c.—(Circular of information and second annual announcement of the school.)

CHIEF SCHOOL OFFICERS OF THE DISTRICT.

Hon. J. ORMOND WILSON, *superintendent of schools for white children in Washington and Georgetown and of the county schools, Washington.*

Hon. GEORGE F. T. COOK, *superintendent of schools for colored children in Washington and Georgetown, Washington.*

IDAHO.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age <i>a</i>	4,942	5,596	.....	.....
Number of scholars enrolled	3,432	5,596	2,164	.....
DISTRICTS AND SCHOOLS.				
Number of school districts	106	.....	.....	.....
Number of school-houses	784	.....	.....	.....
Number of schools	781	.....	.....	.....
INCOME AND EXPENDITURE.				
Receipts for public schools	c\$33,347	d\$23,000	.....	\$10,347
Expenditure for teachers' salaries	23,083	20,000	.....	3,083

a School age, 5-18 in 1877-'78, and 5-21 in 1878-'79.

b Eight counties reporting.

c Including balance on hand at beginning of school year.

d From county and local taxation only.

(From report for 1877-'78 and written return for 1878-'79 of Hon. Joseph Perrault, territorial superintendent of public instruction.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These are, for the Territory, a territorial controller, who acts as territorial superintendent of public instruction; for each county, an auditor, who acts as county school superintendent (except in two counties where the probate judges act as such), and a county school examiner, appointed by the board of county commissioners, who, with the superintendent, constitutes a county board of school examiners; and for each district, three trustees elected by the voters of the district for a one year's term.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by the interest of an irreducible and indivisible school fund; by county taxes of not less than two and not more than eight mills on each dollar of taxable property; by the amounts received from fines and forfeitures or from the breaking of any penal laws; and by the sum of \$3 for each teacher, received from every person passing the examination for such position. For a district to receive its amount of school moneys at least 10 children must have been reported by the census marshal and the schools must have taught no political, sectarian, or denominational doctrines, nor have had such papers, tracts, or documents distributed therein. The basis of distribution of the school fund is according to the number of children between 5 and 21 years of age in each county. Each county constitutes, however, at least one school district irrespective of the number of children of school age therein, and one-half of the county and territorial fund is to be divided equally among the several districts complying with the requirements of the law; the other half, in proportion to the number of children of school age enumerated, except in two counties, in which there is a slightly different arrangement. New districts receive their proportion per capita out of the school funds of the old districts from which they are formed, but if the schools are kept open less than three months the first year the money must be refunded.

For repairs to school property, if not exceeding \$25, a rate bill may be levied on parents and guardians of children attending school, the children not to be denied school privileges, however, if their parents or guardians are unable to pay such tax. Widows or unmarried women of the age of 21 years subject to a district property tax for school purposes are permitted to vote as to the levying of such taxes. Teachers,

considered competent to hold positions after examination by the board of examiners, receive certificates, good for two years, showing the branches they are fitted to teach. The law provides for the establishment of a university or other high school from moneys appropriated by Congress for schools or accruing from the sale of lands given or to be given by Congress for school purposes.—(School law.)

GENERAL CONDITION.

The report of the governor of the Territory indicates that schools are encouraged throughout the Territory, but the lack of a school report for the year 1878-'79 leaves us with little information about educational matters. The population is said to be rapidly increasing, and two new counties were created at the winter session (1878-'79) of the legislature. The law does not compel school trustees to report the status of schools under their supervision to the county superintendents; consequently, few of them make any report at all. The figures given on the written return sent to this Bureau indicate that the number of children of legal school age (5-21 now) and the number enrolled are one and the same. With these figures the increase over 1877-'78 in youth of school age was 654, and in enrolment in public schools 2,164. The receipts for public school purposes, including in 1877-'78 the balance on hand and in 1878-'79 county and local taxation only, fell off \$10,347. The expenditure for teachers' salaries decreased \$3,083; other expenses are not given.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOSEPH PERRAULT, *territorial controller and ex officio superintendent of public instruction, Boise City.*

INDIAN TERRITORY.

[As in the past, the information under this head is meant to include the education of all Indians in the United States, as well as that of inhabitants of the Indian Territory proper. Of these inhabitants, the five civilized nations are treated separately, as in the reports of the Commissioner of Indian Affairs.]

STATISTICAL SUMMARY.

	1878.	1879.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Indians in the United States, excluding Alaska.	250,864	252,897	2,033	-----
Youth of school age in the five nations.	17,000	-----	-----	-----
Youth of school age among tribal Indians.	32,213	34,443	2,330	-----
Enrolled in schools of the five nations.	5,993	6,250	257	-----
Enrolled in schools of tribal Indians..	6,229	7,193	964	-----
Average attendance of tribal Indians..	4,142	4,488	346	-----
SCHOOLS.				
Boarding schools of the five nations ..	11	12	1	-----
Day schools of the five nations	187	183	-----	a4
Boarding schools of tribal Indians....	49	52	3	-----
Day schools of tribal Indians.....	119	107	-----	a12
Whole number of boarding schools ...	60	64	4	-----
Whole number of day schools	306	290	-----	16
Number the schools will accommodate.	22,371	17,901	-----	a4,470
Expenditures for education of Indians (receipts not given).	\$353,125	\$379,354	\$26,229	-----
TEACHERS.				
Teachers among the five nations.....	196	-----	-----	-----
Teachers among tribal Indians	221	276	55	-----
Whole number of teachers	417	-----	-----	-----
Missionaries not counted as teachers..	226	154	-----	a72
RESULTS OF INDIAN EDUCATION.				
Number of Indians who can read	41,309	44,731	3,422	-----
Number of tribal Indians taught to read within the year.	1,532	1,717	185	-----

a These items of decrease are believed to be rather apparent than real, arising from failure to report.

(Reports of the Commissioner of Indian Affairs for the two years indicated.)

SCHOOL SYSTEMS.

OFFICERS.

The Cherokees of the Indian Territory have a board of education composed of the principal chief and assistant principal chief, the treasurer of the executive council, and 2 councillors, with three commissioners; the first 5, ex officio members; the last 3, appointed by the principal chief, with the consent of the tribal senate. This board has control of the educational interests of the Cherokee Nation, while each of the 3 commissioners supervises the schools of one of the 3 districts into which for educational purposes the nation is divided.

The Choctaw Nation, also divided for school purposes into 3 districts, has a trustee for each district and a general superintendent. The 4 constitute the board of trustees

of public schools of the nation. These trustees serve also as examiners into the qualifications of teachers for the schools.

Of the educational officers of the Chickasaws, Creeks, and Seminoles the information in hand is not entirely definite, beyond the fact that for each nation there is a superintendent of schools and that there are examining boards for testing the qualifications of teachers.

Among the tribes outside of these five nations, both within and without the Indian Territory, the missionaries in charge of the efforts made to civilize and christianize them are believed to have general supervision of educational operations.

OTHER FEATURES.

The means for educating the children of the five civilized nations of the Indian Territory are derived from funds held in trust by the United States for these nations, which amounted in 1879, in the case of the Cherokees, to \$515,587 for school purposes and \$243,800 for orphans, besides \$1,730,537 of other funds; in the case of the Chickasaws, to \$1,306,665 of national fund; in the case of the Choctaws, to \$843,947 of general fund and \$49,473 of school fund; in the case of the Creeks, to \$76,994 for orphans and \$375,163 of other funds; in the case of the Seminoles, to \$570,000. The sum expended for schools out of the interest on these funds was \$156,856, the United States Government adding to this \$3,500 for colored children.

The funds for teaching other Indians are largely furnished by the General Government, which provides the school buildings and pays the teachers. These teachers are selected by the religious bodies to whose charge the education and civilization of the different tribes are committed, the agents employed by the several religious bodies exercising some supervision over the schools and making annual report to the Commissioner of Indian Affairs. The States of New York, Pennsylvania, and Rhode Island have also maintained schools for small remnants of tribes remaining within those States.

The schools of the five nations are reported by persons familiar with them to be taught by carefully examined teachers, their exercises (as are those of the tribes in general) being conducted in the English tongue. When bright scholars, likely to improve, have got beyond the education in these schools (some of which are boarding schools of high grade), they are often sent to collegiate institutions in the States for fuller training. The expense of the higher education of these youths is sometimes met from the funds of the nation; but where the parents are in good circumstances they take a pride in educating their children themselves. As a rule, the Indian commissioner says, the children prove as bright and teachable as white children of the same age and their progress is of the most hopeful character.

A glance at the reports from the various agencies shows that a great educational revival is in progress, that parents and children alike are becoming eager for the extension of educational advantages, that almost every school provided is filled to its utmost capacity, and that increased accommodations and fuller teaching force are in demand at nearly every agency where any progress towards civilization has been made. Almost the only exceptions seem to be among tribes that have had difficulties with the General Government, that have not given up nomadic habits, or that have been subjected to demoralizing influences from bad neighboring whites.

EDUCATION OF INDIANS AT THE EAST.

The Indian agent at Forestville, N. Y., reports for 1879 a total of 1,489 Indian youth of school age residing on the eight reservations in that agency. Of these, he says 1,205 attended school some part of the year and 1,120 attended one month or more. The largest number in any month was 923, an increase of 59 on the preceding year's attendance. The 31 schools for these children were taught on an average 8 months, with an average attendance of 693, an increase of 40 on that of the previous year. Of the schools, 11 were taught by Indian teachers who had been educated in high schools with the aid of appropriations formerly made for this purpose by the United States, and these schools had a larger attendance than those taught by whites and are said to have developed an equal proficiency in scholarship. The schools were maintained at an expense of \$21,510,¹ of which the Indians paid \$1,489; the Society of Friends at Philadelphia, Pa., \$3,000, to sustain a boarding school; Episcopalians, \$400, to sustain a mission school; the State of Pennsylvania, to sustain a day school for the Cornplanter Indians, \$300; and the State of New York, the remaining \$16,365, about \$8,000 of this going to support the Thomas Orphan Asylum for Indian Children.

At Hampton Normal and Agricultural Institute, Virginia, the Indians placed there by the Government (numbering 57 boys and 9 girls before the year closed) were kept under instruction in school studies and the various industrial occupations pursued, making rapid and satisfactory progress. At first the boys were housed in a building by themselves, but within a month they asked to join the colored students in order to

¹ The sum of the items given is \$21,554.

learn English. With the consent of the latter this was done, and thenceforward English was ordinarily the only spoken language in the school rooms and workshops as well as on the farm and at the table. The improvement resulting was very decided, as is evident from the fair and natural English of even such as had to be sent home because of sickness; while, in farming, gardening, carpentry, sewing, and knitting, as much progress was made as could be expected.

The success — mental, moral, and industrial — attending this experiment at Hampton led to the establishment of the training school for Indians at Carlisle, Pa., which was spoken of in the report for 1878 as proposed. From the agencies along the Missouri River and from all the tribes in the Indian Territory except the civilized, 158 Indian youth of both sexes were gathered by Captain R. H. Pratt, U. S. A., were placed in the excellent buildings of the Government barracks at Carlisle, and were put under instruction in the ordinary branches of an English school training, in the useful arts which go to provide for the everyday wants of man, and in such habits as might make them useful agents in the civilization of their Indian brethren. The remarkable results of the first three and one-half months of instruction were recorded by Dr. Charles Warren, of this Bureau, in a brief pamphlet, which may be had on application by any who desire to be informed of the possibilities of Indian education.

Encouraged by the exceedingly favorable results of this training of Indian youth away from the debasing associations of wild tribal life, the Commissioner of Indian Affairs made arrangements in the latter part of 1879 for opening at Forest Grove, Oreg., another school like that at Carlisle, and probably others yet will follow.

MONTANA.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21).....	5,315	5,885	570	.....
Enrolled in public schools.....	3,277	3,909	632	.....
Percentage enrolled.....	61	66	5	.....
Average daily attendance.....	2,384	2,804	420	.....
Percentage of attendance on enrolment.	72.4	71.8	.....	0.6
DISTRICTS AND SCHOOLS.				
Number of school districts.....	105	.....	.....	.....
Number of public school-houses.....	88	99	11	.....
Average length of term in days.....	88.12	105	16.88	.....
Number of graded schools.....	5	25	20	.....
Ungraded schools.....	98	107	9	.....
Value of school-houses.....	\$88,285	\$99,345	\$11,060	.....
TEACHERS AND THEIR PAY.				
Men teaching.....	57	65	8	.....
Women teaching.....	59	80	21	.....
Total number of teachers.....	116	145	29	.....
Monthly pay of men.....	\$70 44	\$66 14	.....	\$4 30
Monthly pay of women.....	51 30	52 20	\$0 90	.....
INCOME AND EXPENDITURE.				
Receipts for public schools.....	\$66,941	\$66,401	\$540	.....
Expenditure for public schools.....	65,505	67,731	2,226	.....

(Report for 1878-'79 of Hon. W. Egbert Smith, territorial superintendent of public instruction, and special return from the same.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These are a territorial superintendent of public instruction, appointed for 2 years by the governor, with the consent of the legislative council; county superintendents, elected for 2 years by the people; district boards of 3 members, one elected each year; and district clerks, who are the executive officers of the boards, one being elected annually for each board.—(State report 1878-'79.)

OTHER FEATURES OF THE SYSTEM.

The revenue for school purposes is derived from a county school tax, limited by statute to not less than 3 mills nor more than 5; district taxes voted by the people at special district meetings; all fines arising from a breach of the penal laws, and all moneys obtained from the sale of town lots under territorial laws. A future public school fund is to comprise all moneys which may arise from the sale of school lands granted by Congress; these are to constitute an irreducible fund, the interest of which is to be divided annually pro rata to school census youth and to be used for no other purpose than the support of public schools. The age which forms the basis of apportionment for public money is 4 to 21, while that for legal attendance on public schools is 5 to 21, and trustees in towns may exclude all children under 6. Public schools must be taught in the English language; reading, writing, orthography, arithmetic, geography, and grammar are prescribed studies and such others may be included as are deemed expedient by trustees. No apportionment of public money can be made to districts which have not maintained a free public school at least 3 months during the year, nor unless the teacher employed shall hold a legal certificate in full force, nor if sectarian or partisan books, tracts, papers, &c., have been used or political or denominational doctrines taught in the schools. Annual reports are required of

teachers, trustees, and county superintendents as to general school statistics, of county treasurers in respect to school moneys, of county clerks as to school taxes levied, and of clerks of the district courts and probate judges and justices in respect to fines and penalties imposed and collected. District clerks are required to take the school census annually and to report to county superintendents.—(Superintendent's report, 1878-79.)

GENERAL CONDITION.

There was an increase during 1878-79 in the number of youth of school age, in the number enrolled in the public schools, in the percentage of enrolment on school population, and in the average daily attendance, while the percentage of attendance on enrolment decreased very slightly. The length of the average school term increased, as did also the number of schools, graded and ungraded, and of school-houses, the value of school property, the number of teachers, and the receipts and expenditure for public schools. The only decrease worthy of note is in the pay of men teaching; they received an average of \$4.30 a month less than in 1877-78, while the pay of women was increased slightly. The marked increase reported in the number of graded schools is in part due, it is said, to the different methods of counting. Sometimes all the grades occupying one building are reported as one school, instead of counting each grade under charge of a teacher as a school. In respect to public school enrolment and attendance the superintendent expresses doubt whether such a gain was made as that indicated by the statistics: "It is too evident that these items have not received the care their importance demands." This favorable contrast with previous years, however, is regarded as the only redeeming feature in the statistics of attendance, which show that there were in average daily attendance only 72 per cent. of pupils enrolled and only about 45 per cent. of census scholars. Although the school term was longer than it had been since 1873, its shortness is regarded as the weak point in the school system; and districts which are too poor to sustain schools more than 5 months are advised to strengthen themselves by union with neighboring districts, and even if this should involve carrying some of the children to school in winter the plan would still be more economical than that of supporting several small schools.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

County teachers' institutes were held in Deer Lodge, Bozeman, and Virginia City. In Deer Lodge County, the territorial superintendent, who has personally observed their workings for 3 years, reports that the attendance was good, the exercises were spirited, the essays and lectures able, and that a helpful and needed influence was exerted by them. Among their special benefits he enumerates information given to teachers in theory and practice, valuable suggestions in methods, the stimulation of thought and inquiry through debates, united action in exposing and correcting errors, the cultivation of a professional feeling, and a more elevated conception of their duties and responsibilities. He says the law in respect to institutes is not sufficiently mandatory to have much force, especially where county treasurers are merely *ex officio* superintendents of schools. It provides that the county superintendent in any county containing 10 or more organized school districts *may* hold a teachers' institute annually when he believes the educational interests of the county would be promoted thereby.—(Report, 1878-79.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The school law provides that the board of trustees may establish high schools when the interests of the districts require it. There is no report of the number in operation during 1878-79, but there was one in Virginia City and one in Helena, the latter reporting classical, scientific, and normal courses covering 3 years. The classical course is the same as the scientific, with the addition of Latin. Greek, German, and French are optional studies.—(School law, 1876; territorial report, 1878-79, and Helena City report, 1879.)

MONTANA COLLEGIATE INSTITUTE.

This institution, organized in 1878, at Deer Lodge, sends no report for 1878-79, but it appears from that of the superintendent that its building, which cost about \$15,000 and accommodates 175 pupils, was completed. The course is preparatory to college.

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

No territorial university has yet been organized, and no provision has been made in any institution, so far as information has been received, for superior, professional, or scientific instruction.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. EGBERT SMITH, *territorial superintendent of public instruction, Butte City.*

[Term, 1879-1881.]

NEW MEXICO.

STATISTICAL SUMMARY.

In the absence of any central educational authority for collecting and reporting school statistics, none later than those of 1875 appear to be attainable. Even Governor Wallace, in his report to the Secretary of the Interior, September 23, 1879, has to use the figures of that year, of which the following is a summary:

Number of public schools, 138; pupils in these, 5,151; teachers, male and female, 147; average wages of teachers, \$16.30 to \$40 a month; average number of months of schools, 6.6; schools for boys 97, for girls 8, for both sexes 33; school-houses reported as owned or rented, 5;¹ valuation of these, \$4,975; school fund for the year from all sources, \$25,473.46; disbursed for teachers' wages, \$15,432.46; for rent and school books, \$1,800.94; for other purposes, \$1,657.89. Roman Catholic schools, 12;² Protestant, 8; unsectarian, 6; Pueblo Indian, 7; total of schools other than public, 33; whole number of pupils in these, 1,359; teachers, 35 male, 38 female; average number of months taught, 9.4.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

As stated in the report for 1878, a territorial superintendency of schools was created by a law of 1863 and was vested in the territorial librarian under a law of 1874.

The care of schools in counties is intrusted to county boards of supervisors and directors of public schools, composed in each case of the county probate judge and of 3 other persons (or possibly 4, for the language of the law is somewhat indefinite) elected by the people from the heads of families, owners of real estate and citizens of the United States, who have resided in the county not less than 5 years, and for the change of whom by new election there appears to be no provision in the law.

OTHER FEATURES OF THE SYSTEM.

Provision for the support of public schools is made in a law which requires that \$1 annual poll tax shall be collected from each male citizen above the age of 21, to be applied to school purposes exclusively, and in an assignment to the same purposes of one-fourth of a territorial ad valorem tax on property. The funds from these sources go into the treasury of the county in which they are collected, and are paid out only on the order or approval of the county board of supervisors or of a majority of them. In these supervisors about the whole school authority seems to rest; for to them are committed, "entirely and exclusively, the management and supervision of the school funds in their respective counties and the control and expenditure thereof," with "the sole and entire management, supervision, and control of the public schools within their respective counties;" they making "such rules and regulations for the government, system, and organization of said schools as shall be most proper, suitable, and necessary for the local requirements and circumstances of each county." This very great transfer of power to local boards strips the territorial superintendency of all authority; for, although the incumbent of the office may by a law of 1874 ask reports from these boards at such times, on such points, and in such form as he thinks best, the absence of any such reports from them, save for a single year, shows that there can be no penalty incurred by refusal or neglect to make them. Even the annual report which they are required to make in the county paper, or in that of the nearest county which has such, has no penalty attached to a neglect; and inquiry fails to elicit any information about such reports.

As to other things, as was said substantially in 1878, the system seems to be to have no system, for no studies are required, there is no demand that teachers shall have any proven qualifications (intellectual or moral), no requirement that school training shall be in English (it being now largely in the Spanish tongue), and no prohibition of the sectarian influences in the schools, which, there is reason to believe, prevail extensively.

¹ It appears from a New Mexican paper that up to the close of 1879 even such towns as Las Vegas and Santa Fé had not a single public school building.

² Of the nominally public schools first mentioned, 10 were reported to be Roman Catholic schools receiving public funds.

GENERAL CONDITION.

As already intimated, the governor of the Territory could obtain in the autumn of 1879 no other statistics of the public schools than those of four years previous. These have been given in previous reports.

ELEMENTARY, PRIVATE, AND CHURCH SCHOOLS.

The Roman Catholic Church authorities reported in 1879 the existence of 8 elementary schools, with 550 to 620 pupils.¹ Statistics of the schools of other churches are wanting for that year, but several leading church associations (Congregational, Protestant Episcopal, Methodist, and Presbyterian) are known to have entered the Territory and to have established schools in connection with their mission stations.

SECONDARY INSTRUCTION.

The Academy of Our Lady of Light, Santa Fé (Roman Catholic), numbering "about 200 pupils," reports a diminution of 43 from the preceding year; the Santa Fé Academy (Congregational), with 4 teachers and 65 pupils, 1 more of each. Besides these the Albuquerque Academy, Albuquerque, reports 3 teachers and 42 pupils; Las Vegas College, Las Vegas (Roman Catholic), 8 instructors and 147 pupils; St. Michael's College, Santa Fé (Roman Catholic), 6 instructors and 100 pupils. Of these last 2 institutions the former had 36 students preparing for a classical collegiate course and 13 for a scientific course. The latter had only studies in English and other modern languages.—(Sadlier's Directory, reports, and returns.)

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

Up to the close of 1879 no other steps towards the establishment of a territorial university and agricultural and mechanical college appear to have been taken than those relating to selection of the lands for the endowment of them.

No professional school is reported for that year.

¹These do not include about 250 pupils in public schools for boys at Santa Fé, under the charge of Roman Catholic lay teachers, nor those of many like schools elsewhere.

UTAH.

STATISTICAL SUMMARY.

	1877-'78.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-16) <i>a</i>	33,604	34,929	1,325	.....
Enrolled in district schools	21,775	23,124	1,349	.....
Average daily attendance	14,949	16,076	1,127	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	270	289	19	.....
Number of these reporting.....	244	272	28	.....
Number of district schools.....	346	373	27	.....
Average time of school in days	137	139	2	.....
Valuation of school property.....	\$381,613	\$393,985	\$12,372	.....
TEACHERS AND THEIR PAY.				
Men teaching in district schools	254	261	7	.....
Women teaching in district schools ..	235	248	13	.....
Whole number of teachers reported ..	489	509	20	.....
Average monthly pay of men.....	\$35 00	.....	.....	.....
Average monthly pay of women	\$22 00	.....	.....	.....
INCOME AND EXPENDITURE.				
Whole receipts for district schools ...	\$113,413	\$136,690	\$23,277	.....
Whole expenditure for district schools..	113,193	136,690	23,497	.....

a Under the new law, the age is 6-18.

(From the biennial report of Hon. John Taylor, territorial superintendent of district schools, for the two years indicated, with returns from him for those years.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The public school officials are a territorial superintendent of schools, elected for 2 years; a county superintendent for each county, elected for the same term; and 3 trustees for each school district, who are elected at first for 1, 2, and 3 years' terms, and subsequently for 3 years. Boards of examination consisting of 3 persons in each county are appointed by the county courts for the duty of examining teachers and granting them certificates.

OTHER FEATURES OF THE SYSTEM.

School moneys are derived from an ad valorem tax of 3 mills on the dollar of taxable property, taxation of railroads, sale of estrays, and from a special district tax which must not exceed 2 per cent. a year and can be levied only by a two-thirds vote of taxpayers. They are disbursed on the basis of the number of youth 6 to 18 years of age. Trustees employ teachers, provide school-houses, apparatus, &c., and may at their option collect tuition fees; they must visit officially each school in their districts at least once each term and take an annual census of children 6 to 18 years old. The territorial superintendent, county superintendents, and the president of the University of Deseret in convention determine what text books shall be used in the schools.—(School laws.)

GENERAL CONDITION.

The statistics show an increase in school population, in public school enrolment, average daily attendance, number of schools taught, length of term, value of school

property, number of teachers employed, and in receipts and expenditures for public schools; progress at every point.

The territorial superintendent during the years 1878 and 1879 personally visited many of the schools and called to his aid in this work a number of the leading teachers of the Territory. During the summer of 1878, two of these, at his request and partly with him, made a tour of 39 days, holding 60 educational meetings, and two others, during the summer and fall of the same year, made a tour of 100 days, visited all the 20 counties, and held 115 meetings. Still another in the same year visited the out settlements in the northern and eastern parts of the Territory, with a like aim. In 1879 the leading settlements in 5 counties were visited, schools were examined, teachers advised as to the methods of instruction, trustees instructed in their duties, and public meetings held. The report of the visitors in 1879 denies the assertion that the people of Utah are opposed to popular education or even indifferent to it. In Davis County not a school room could be found that was bad; many of the houses were well constructed and of good material. Much is said to have been done towards extending the educational interests of the Territory by the Young Men's and Young Ladies' Mutual Improvement Associations, which have a membership of about 18,000, including many of the most prominent teachers in the Territory.—(Territorial report.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENTS.

The normal department of the University of Deseret, Salt Lake City, reported 44 students attending in 1878-'79 and 14 graduates. The territorial superintendent says the attendance is steadily increasing; that during the years 1878 and 1879 he selected 40 students from the various counties, the full number for whom the law provides free tuition; and that many others also availed themselves of the benefits of the course. The course of study remains the same as formerly reported, covering only one year, although students who desire to continue their studies further are allowed to do so without charge. On completion of the 1 year's course, certificates are granted which entitle the holder to teach in the district schools without further examination.—(Territorial report and return.)

A normal department, with 22 students enrolled, was reported in connection with Brigham Young Academy, Provo; there was one in 1877-'78 in Salt Lake Academy, Salt Lake; and a report for 1878-'79 from Brigham Young College, Logan, shows that it had normal students, but gives no particulars respecting the course of study for them.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

There is no report of any high schools in the Territory. Secondary instruction is given in the University of Deseret and in Salt Lake Academy, Salt Lake; in Brigham Young Academy, Provo, which had normal, academic, intermediate, and primary departments; and in the Brigham Young College, Logan, which, besides the elementary English branches, gives instruction in algebra, United States and ancient history, natural philosophy, and physiology. For statistics of these and any others reporting, see Tables IV, VI, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR, PROFESSIONAL, AND SCIENTIFIC INSTRUCTION.

UNIVERSITY OF DESERET.

There were in 1879 no institutions reporting under superior, professional, or scientific instruction except the University of Deseret, Salt Lake, and this had not yet organized a collegiate department. There were 325 students, under 3 instructors, 182 of the students being boys and 143 girls. The university had a library of 2,888 bound volumes; it received an appropriation of \$2,000 from the Territory, and its tuition fees amounted to \$2,993.—(Return, 1878-'79.)

SPECIAL INSTRUCTION.

No report is made to this Bureau of any institutions in the Territory for the education of deaf-mutes or of the blind, or for reformatory and industrial training.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN TAYLOR, *territorial superintendent of district schools, Salt Lake City.*

[Second term, August 4, 1879, to August 1, 1881.]

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

	1876-'77.	1878-'79.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age.....	a13, 187	b24, 223	11, 036	.....
Enrolled in public schools.....	7, 182	14, 032	6, 850	.....
Average daily attendance.....	.....	9, 585	.....	.....
Pupils in private schools.....	.....	451	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	.....	378	.....	.....
Districts in which schools were taught.....	262	330	68	.....
Number of public school-houses.....	352	326	.....	26
School rooms for study.....	.....	531	.....	.....
School rooms for recitation only.....	.....	14	.....	.....
Average time of school in days.....	89.2	87.5	.....	1.7
Estimated value of school property.....	.....	\$220, 405	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	126	236	110	.....
Women teaching in the same.....	143	324	181	.....
Whole number employed.....	269	560	291	.....
Number licensed in the year.....	.....	263	.....	.....
Average monthly pay of men.....	\$40 00	\$41 14	\$1 14	.....
Average monthly pay of women.....	30 00	33 34	3 34	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$49, 765	\$105, 520	\$55, 755	.....
Whole expenditure for public schools.....	.....	114, 379	.....	.....

a School age, 4-21.

b School age, 5-21.

(From printed report of Territorial Superintendent J. P. Judson for the years indicated, with written return from the same for 1876-'77, and return for 1878-'79 from his successor, Hon. J. S. Houghton. The statistics given in the return from the former are considerably altered in his subsequently printed report, probably from later and fuller returns from local officers.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The public school officers of the Territory are a territorial superintendent of public instruction, appointed for 2 years by the governor with consent of council; a territorial board of education, comprising the territorial superintendent and one person from each judicial district, appointed every 2 years by the governor; county superintendents of common schools, elected by the people for 2 years; county boards appointed by county superintendents, for the examination of teachers; district boards of 3 directors and district clerks, both elected by district voters for 3 years.

Women are eligible to election as school officers and may vote in school meetings.

OTHER FEATURES OF THE SYSTEM.

School funds are to be derived from the interest on moneys accruing from the sale of lands given by the United States, from county taxes of 3 to 6 mills on the dollar, and from fines for breaches of penal laws. On the vote of qualified electors, additional moneys may be raised for school purposes by a special district tax not to exceed 10

mills on the dollar. To be entitled to public school money, districts must have maintained a public school taught by a qualified teacher for at least 3 months during the year preceding. An exception is made in the case of districts having less than 15 scholars of census age; such may draw their proportion of school money by organizing and reporting to the superintendent according to law. The territorial board of education prescribes the text books to be used in the public schools and the methods of instruction and discipline. Towns, villages, or districts reporting more than 500 youth of census age are required to establish graded schools. The public money is apportioned according to the number of youth 4 to 21 years old, but the age for attendance on public schools is 5 to 21. In cities, towns, or villages of more than 400 inhabitants, children between 8 and 16, if mentally and physically sound, must be sent to public school at least 6 months in each year unless other adequate provision has been made for their instruction or unless their labor be necessary to their own support or that of others depending on them.—(School law, 1877.)

GENERAL CONDITION.

The statistics for 1878-'79 indicate satisfactory progress: school population and enrollment in public schools were almost doubled, the number of teachers and expenditures for schools more than doubled, and the districts in which schools were taught very considerably increased; teachers' wages, also, were raised.

NEW SCHOOL LAW.

The public school system has been much more efficient in every particular under the operation of the new school law, which went into effect January 1, 1878. The law was framed by the chief educators of the Territory, who were called together by the superintendent for this purpose once in 1876 and twice in 1877. It was also printed and distributed over the Territory for criticism, and was generally approved, before being submitted to the legislature. Notwithstanding this care, the superintendent says there are some defects in the law as passed, growing out of changes made by the legislature in the original bill, and he advises amendments (1) authorizing county superintendents to apportion school funds as often as they shall find necessary for the interests of the schools, (2) making adequate provision for the printing of blanks furnished by the board of education, and (3) allowing pay to teachers called to assist county superintendents in teachers' examinations.—(Territorial report, 1878-'79.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF WASHINGTON UNIVERSITY.

The territorial university offers its students a 2 years' normal course, "such as is usually pursued in normal schools." It comprises, in addition to the purely professional instruction, history, physiology, algebra, natural philosophy, English literature and composition, geometry, chemistry, and the Constitution of the United States. There were 15 students during 1878-'79, all in the first year of the course.—(University catalogue.)

TEACHERS' INSTITUTES.

Institutes have been organized in most of the counties of the Territory; and, as a result of the new law establishing uniformity in the examinations of teachers, the sessions were generally well attended, teachers seeing the necessity of embracing every opportunity for improvement. Still, many of the younger teachers held aloof, fearing that they might be required to take a part in the proceedings, for which they were not prepared, such as delivering addresses or reading essays. Partly from this cause the work at the institutes held was confined to the interchange of opinions as to the best methods of imparting instruction, maintaining order, and securing regularity of attendance.—(State report, 1878-'79.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

There is no information respecting public high schools or high departments of graded schools, and only in one place is there any report of the schools being graded. The schools of Seattle are said to be thoroughly graded. For statistics of private academic schools reporting, see Table VI of the appendix, and a summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Washington Territory, Seattle, a part of the public educational system of the Territory, presents 4 courses of study, classical, scientific, normal, and

commercial. Its classical course is the same in substance as that pursued in eastern colleges; the scientific omits Greek, but requires more than 4 years' study of Latin, French, or German. Arms are furnished by the Territory, and the young men are taught military tactics. There is an annual legislative appropriation of \$1,500, securing free tuition to 30 pupils appointed by members of the legislature. The university is growing: it had 155 students in 1878-'79, under 11 instructors, against 40 pupils and 2 instructors in 1877. A beginning has been made in the collection of a library and a natural history museum. The buildings occupy a fine site near the centre of the city, the main one having cost \$35,000. Women are admitted to the privileges of the university on equal terms with men, and are also members of the faculty.—(Report of territorial superintendent and of the president of the university, 1878-'79.)

There is no report for 1878-'79 from Holy Angels' College, at Vancouver, beyond the fact that it had 80 pupils under 3 instructors.

EDUCATIONAL CONVENTION.

TEACHERS' INSTITUTE.

The fourth annual meeting of the Territorial Teachers' Institute was held at Seattle July 15, 1879, Hon. John P. Judson, superintendent of public instruction, presiding. After remarks by the president, the subject of fractions and decimals was opened by J. E. Clark (who dwelt on the importance of avoiding complexity in teaching these subjects and deprecated the overburdening of pupils' minds with lengthy rules before the principles on which they are founded are understood) and was afterwards discussed. Mrs. A. J. White, of Olympia, followed on "How to teach geography to primary classes," and Mr. D. B. Ward, of Seattle, on "School government." In the evening, President A. J. Anderson, of the Territorial University, gave an address on "People's schools," in which he said, among other things, that every child has a right to a common school education, which it is the duty of the State to provide, and that a normal school is a necessity in any Commonwealth having a system of common schools. On the second day the subject of percentage was presented by Mr. O. S. Jones; Mr. C. K. Jenner gave his method of teaching this and other things in arithmetic by means of cancellation. English grammar was introduced by J. E. Clark and was continued by Mrs. White, Miss Bunnell, Miss Winsor, and Messrs. Anderson, Kerr, Whitworth, Jones, McDermoth, and others. An essay on "Ratio and proportion" was read by Mr. Charles McDermoth, and a lecture on vocal culture was given by Rev. William Roberts. On the third day a discussion of the topic "How to teach reading" was opened by Rev. William Roberts and continued by others, several methods being presented; Mr. R. C. Kerr, of Port Townsend, gave his views on "How to teach history," and Mrs. A. J. White, of Olympia, presented a paper on "Object teaching." The afternoon session was mostly occupied in discussing the school law, and in the evening a large audience listened to a lecture by Superintendent Judson.—(Printed report of proceedings.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN P. JUDSON, *territorial superintendent of public instruction, Olympia.*

[Third term, November, 1878, to November, 1880.]

Mr. Judson is to be succeeded by Hon. J. S. Houghton, Goldendale, whose first term extends from November, 1880, to November, 1882.

WYOMING.

STATISTICAL SUMMARY.

	1877.	1878.	1879.	Increase or decrease for 3 years.	
POPULATION AND ATTENDANCE.					
Enrolled in public schools <i>a</i>	2, 041	2, 151	2, 090	Inc.	49
Average attendance in public schools.	1, 114	969	1, 287	Inc.	173
SCHOOL BUILDINGS AND SCHOOLS.					
Public school buildings.....	21	20	25	Inc.	4
Public schools taught.....	28	33	36	Inc.	8
Valuation of buildings and furniture.	\$21, 378	\$26, 926	\$61, 675	Inc.	\$40, 297
TEACHERS AND THEIR PAY.					
Men teaching in public schools.....	21	14	20	Dec.	1
Women teaching in public schools...	27	35	29	Inc.	2
Whole number of teachers.....	48	49	49	Inc.	1
Average monthly pay of teachers <i>b</i> ...	\$71 96	\$62 08	\$55 94	Dec.	\$16 02
INCOME AND EXPENDITURE.					
Receipts from local tax for schools <i>c</i> ..	\$24, 622	\$4, 553	\$7, 056	Dec.	\$17, 566
Expenditure for pay of teachers.....	17, 629	22, 842	22, 121	Inc.	4, 492

a The number of youth of school age is not given; the school age is from 7 to 21.

b This includes both sexes.

c These receipts are from special district levies for buildings and other purposes. Besides these there is an annual poll tax of \$2 on each voter, with a general tax for schools not to exceed 2 mills on the dollar, the receipts from which are not given in the report.

(From report of Hon. John Slaughter, territorial librarian and ex officio superintendent of public instruction, for the three years indicated.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The territorial librarian acts, ex officio, as superintendent of public instruction for the Territory. For counties, there are superintendents of schools elected by the people for biennial terms; for school districts, boards of trustees of 3 members are elected for terms of three years, one being changed each year.—(School laws, 1878.)

OTHER FEATURES OF THE SYSTEM.

Public schools are to be sustained by a poll tax of \$2 on each voter and a county tax of 2 mills on the dollar of assessed valuation. School district taxes may be voted at the regular annual district meeting to provide school-houses and sites, supply deficiencies in funds for paying teachers, for libraries, text books for indigent pupils, books and stationery for board meetings, and for other contingent expenses. Funds may be voted, not exceeding \$100 in any one year, to procure a district library. Women may vote, and are eligible to election as school officers; the law provides, too, that no discrimination shall be made in the pay of teachers on account of sex when the persons are equally qualified.

Teachers must be examined by county superintendents and receive certificates authorizing them to teach in public schools; they must make report of school statistics each term or forfeit their pay, at the discretion of district boards. County superintendents who fail to report annually to the superintendent of public instruction forfeit the sum of \$100.

A teachers' institute of from 4 to 10 days must be held annually by the territorial and county superintendents for the instruction and advancement of teachers. It is made the duty of this institute to discuss and decide on a series of books and a system of education which shall be uniform throughout the Territory, the books, however, not to be changed oftener than once in 5 years, except by unanimous decision of the [institute] board. Each county superintendent and district board of directors may determine whether a school of higher grade shall be established in the district and what number of teachers shall be employed. The institute above mentioned determines, however, the studies to be pursued in all schools of like grade in the Territory.

The district schools are free to all resident children over 7 and under 21; the law makes it the duty of parents and guardians to see that such youth attend; and a fine is imposed on parents and guardians of children between 7 and 16 who neglect or refuse to obey this law. Separate schools for colored youth may be provided in districts where there are 15 or more such to attend.—(School laws, 1878.)

GENERAL CONDITION.

The statistics for the three years given (the only ones since 1876) show a slight increase in public school enrolment, a larger one in average attendance, 4 more school buildings, 8 more schools taught, 1 more teacher, and a fair advance in the value of school property; the average pay of teachers, however, declined and the receipts from local taxes for the schools fell off. The territorial superintendent, in his brief report for 1878-79, gives little more general information respecting the schools than is comprised in the above statistics. The superintendent of schools in Albany County says the financial condition of the schools in that county is good, and that a new school-house, worth \$30,000, was nearly completed, and the superintendent of Uintah County reported that the condition of public schools there was improving.

CHANGES IN THE SCHOOL LAW RECOMMENDED.

The territorial superintendent, while he considers the school law good on the whole, recommends certain amendments to it, which were indorsed in part by the territorial institute and in full by several of the county superintendents. These are: (1) That the public schools shall be free to all persons between the ages of 5 and 21 years, instead of 7 to 21 as at present; (2) that the county assessors or school district clerks take a census of all persons between 5 and 21, giving the name, age, and sex, together with the names of parents or guardians; and (3) that the apportionment of public funds by county superintendents be made from this census.—(Report of Hon. John Slaughter, superintendent of public instruction, in Governor Hoyt's report.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

EDUCATIONAL ASSOCIATIONS.

NATIONAL EDUCATIONAL ASSOCIATION.

This association held its eighteenth annual convention July 29-31, 1879, in the Girls' Normal School building, Philadelphia, the president, John Hancock, PH. D., of Dayton, Ohio, in the chair. The session was opened with devotional exercises, conducted by Rev. A. D. Mayo, D. D., of Springfield, Mass. Mayor Stokley delivered the address of welcome on behalf of the municipality of Philadelphia, and was followed by Edward Shippen, esq., in behalf of the educational interests of the city. President Hancock, in his inaugural address, discussed the question of the union of two kinds of training, of brain and hand, in the public schools; the Kindergarten as an integral part of the school system, and compulsory education, all of which he earnestly advocated. The high school question was next treated in a paper by Hon. J. W. Dickinson, secretary of the Massachusetts State board of education, which was read by Mr. W. F. Phelps, of Winona, Minn. In this paper the rights and duties of a State relative to such schools were thoroughly defined. Hon. John Eaton, United States Commissioner of Education, said that the question of public high schools is the grand battleground of an educational system which is the foundation of our Government and must be sustained by all friends of free government. President White, of Purdue University, contended for the right of the State to furnish higher education, and said that if the right of State education is admitted at all, it is impossible to draw any invariable line beyond which the State cannot rightfully exercise its powers.

Dr. J. A. Paxson, president of the Permanent Exhibition in West Philadelphia, questioned the propriety of the present school system, declared that the studies given to pupils in the high schools are not of a practical character, and said that a large percentage of graduates from high schools are in the penitentiaries of the day. Superintendent Wickersham and others took issue as to this assertion, and secured the appointment of a committee to examine the prisons in respect to it; which committee subsequently reported that the percentage found was extremely small. The evening session was held in the Academy of Music, and the large audience listened to an address by Prof. R. E. Thompson, of the University of Pennsylvania, on "The neighborhood as a starting point in education," in which, for the instruction of youthful minds, he advocated the cultivation of local interest, the attention to be drawn first to immediate surrounding facts and then to matters of world wide interest. On the second day the morning hour was occupied with the communication of statistical information concerning the education of the blind in different parts of the United States and with the reading of a paper by Superintendent A. J. Rickoff, of Cleveland, Ohio, on "A readjustment of common school studies," a paper containing much critical comment concerning its subject and inviting discussion on the part of others present. Mr. H. F. Harrington, superintendent of public instruction, New Bedford, Mass., participated in the discussion at length. Hon. J. D. Philbrick, of Boston, then read a paper on "Education at home and abroad," in which by comparisons the excellences of our own system were defined. The evening session was occupied with an address by Rev. A. D. Mayo on the "New teacher in New America," after which a committee on necrology, consisting of four gentlemen from different States, was appointed. The morning of the third day was occupied with a notice of the International Educational Congress to be held in Brussels in 1880, and with a series of resolutions offered by Professor Hogg, of Texas, to the effect that Congress, having donated \$10,000,000 to the endowment of colleges for young men, might justly donate a portion of the public domain to the endowment and maintenance of at least one institution in each State and Territory for the higher education of young women, that the association indorse the action of Congress in donating lands in the several States and Territories to provide colleges for the education of women, and that the committee on labor and education be instructed to inquire whether it is practicable to adopt some such plan for technical and scientific schools for women as has been adopted in the agricultural and mechanical colleges established by the act of 1862. Hon. J. P. Wickersham discussed the paper of Mr. Philbrick on education at home and abroad. Gen. John Eaton submitted for inspection official educational pamphlets of the French bureau of education; and Prof. Alexander Hogg, of the Texas Agricultural and Mechanical College, read a paper on "Industrial education," advocating equal education of the head, the heart, and the hand. J. M. Garnett, LL. D., president of St. John's College, Md., then read a paper on "The historical method in the teaching of English," in which he advocated the appointment of a chair of English and the formation of a special course of English in every college. This paper was discussed and approved by several gentlemen. The evening and closing session held at the Perma-

ment Exhibition building was occupied by the committee of necrology with resolutions which mentioned in earnest terms of commendation the names of Mr. T. W. Valentine, a veteran teacher of New York and founder of the New York Teachers' Association, out of which grew the National Association, and of Miss H. B. Haines, of New York, teacher of a private school of high grade. After the adjournment a reception was held in the auditorium, and speeches were made by prominent gentlemen from different sections of the country, after which the association adjourned to meet at Chautauqua the second Tuesday in July, 1880.

The normal section of the association, Prof. William F. Phelps, of Minnesota, president, was addressed by Professor Phelps, on "Normal schools," and by Mr. J. C. Gilchrist, principal of the State Normal School, Iowa, on "Professional degrees for teachers," in which address the idea of a well defined system of professional degrees to be bestowed upon teachers as a means of encouragement to them was elaborated, these degrees to be similar to those given in law, medicine, and theology. The second day was given to an address by Prof. Lewis McLouth, of the State Normal School, Ypsilanti, Mich., concerning the restricting of normal school work to professional instruction. Several professors and teachers joined in the discussion, opinions seeming to be divided as to the desirability of excluding academic instruction from normal schools. After the election of officers this section adjourned.

The department of higher instruction listened to and discussed a paper on "College dormitories," by Professor Adams, of Michigan University, in which the drift of opinion was against them. Then came an essay by Prof. F. A. March, of Lafayette College, Pennsylvania, on "Orthography in high schools and colleges," advocating the spelling reform in which the author is a leader. The third day was given up to the election of officers.

The industrial department listened to papers by Prof. L. S. Thompson, of Purdue University, on "Educated labor," in which the necessity of skilled labor was advocated; by Superintendent M. A. Newell, of Maryland, on "The beginning of industrial instruction;" and by John Hitz, of Washington, D. C., on "Destitute children," this being a description of a home for boys and girls in Kent, England. Mr. E. A. Spring, a sculptor from Perth Amboy, N. J., also discoursed interestingly on modelling in clay, illustrating his talk by modelling and working in the clay.

The elementary department listened to the following subjects: "Culture;" "The relations of the Kindergarten to the school," by Superintendent Harris, of St. Louis; "A graduating system for country schools," by Superintendent Wade, of West Virginia; "First school days," by Mrs. Rickoff, of Ohio; and the reading of a paper sent in by Prof. Walter Smith, of Boston, on "Art and drawing in education."

The spelling reform department was occupied by Professor March on "The condition of the spelling reform in America;" by the reading of a paper sent in by the vice president of this association in England on "Spelling reform in England;" by a paper on "The etymologic objection to spelling reform," from Prof. S. S. Haldeman, of the University of Pennsylvania; by another on "Spelling reform in journalism," by Mr. North, of the Utica Herald; and by an elaborate address of Hon. W. T. Harris, of St. Louis, on "The potency of caprice." The election of officers was followed by adjournment.—(Published proceedings, Pennsylvania School Journal, September, 1879, and New-England Journal of Education, August 14 and 21, 1879.)

AMERICAN INSTITUTE OF INSTRUCTION.

The sessions of the fiftieth annual meeting of the American Institute of Instruction were held July 8-11, 1879, again at the Fabyan House, N. H., and brought together a large number of eminent educators from all sections of the country. The proportion of people from Massachusetts and other New England States was less than the previous year; that from New York, Pennsylvania, the South, and West, greater. Every effort was made by the officers in charge to secure the comfort of guests, and their success showed the wisdom of combining the pursuit of professional knowledge with that of health and recreation.

After a short speech of welcome by President Carleton, followed by devotional exercises, music, and the appointment of committees, the first address of the session was presented by Prof. Judah Dana, of Castleton, Vt., on "Old and new methods of teaching." It was a review of the modern system of education compared to that in vogue in early New England days and was severely critical of the superficial nature of much of the present teaching. The subject was further discussed by Mr. Morse, of Hartford, Conn., who favored the old methods, and by A. P. Stone, of Springfield, Mass., who thought that fifty years have shown great progress for the better. Hon. Henry Barnard presented a paper on "The treatment of neglected and destitute children," such as are exposed (from orphanage, from inherited defects of mind and body, or from the neglect or example of one or both parents or bad neighbors) to the formation of idle, restless, or vicious habits. He said no school as at present organized can meet the educational wants of these children; that they should be taken out of their environments before they become criminal and placed in well ordered industrial homes, where they may

find parental love, be trained in good manners, subordination to authority, and useful industry; that each State should have special agencies to find homes for such children, and that teachers and school officers should look after the backward children in school and the neglected at their homes. The subject was discussed by Dr. Hancock of Ohio, Rev. M. Ames of Rhode Island, and Professor Thacher of Yale College, who indorsed Dr. Barnard's views. A recitation by Professor Hibbard, of Middletown, Conn., and an illustrative exercise in the teaching of penmanship, by James W. Webster, of Boston, closed the first session. In the evening a letter was read by Gov. Natt Head, of New Hampshire, and, after music by Mrs. West, Dr. Hancock, of Ohio, delivered an address on "Piece work." The speaker condemned the practice, especially common in graded schools, of limiting the work of teachers by written courses of study, in which education in the several branches is prescribed with the extremest minuteness. This, he thought, tended to restrict the exercise of the original powers of the teacher to an injurious extent and to make his work machine work. He thought, too, that confining the labors of the teacher year after year to the same grade of pupils affects teachers in the same injurious manner that piece work does mechanics. He would have teachers move up with their pupils from grade to grade so far as upward movement is practicable, and when the limit is reached return to the lower grade and go over the same course again. The first paper of the second day was by Prof. J. L. Lincoln, of Brown University, on "Some of the present aspects of classical teaching and study." After a further discussion of the subject by Professor Thacher, of Yale College, and Prof. Louis Soldan, of St. Louis, Secretary Northrop presented a paper on "The high school question," first giving the current objections to high schools and then presenting arguments and statements to refute them. The discussion which followed was engaged in by Mr. Adams of Rhode Island, Mr. Rounds of Maine, and Mr. Warren of New Hampshire, who were all strongly in favor of high schools. D. P. Allen, of North Carolina, then gave an interesting account of the growth of educational interest in his State and the organization of a normal school under his management, for which he asked pecuniary aid. A committee was appointed to solicit funds, whose efforts subsequently realized the sum of \$180. Remarks by several followed on Mr. Allen's work, then a selected reading by Professor Hibbard and a lesson in numbers by Mr. Walton. The evening session opened with a lecture by Prof. C. A. Young, of Princeton, N. J., on "Eclipses of the sun." The committee on means for building a normal school-house in North Carolina then presented that matter to the meeting in several short speeches, and Gen. John Eaton, United States Commissioner of Education, set forth briefly what was being done for the South in the way of education and gave a favorable account of the progress made among the freedmen. On the third day, after some remarks by President Pickard, of the University of Iowa, Principal A. C. Perkins, of Phillips Exeter Academy, Exeter, N. H., read a paper on "Extremists in education," which was discussed by Isaac Bridgman, of Cleveland, Ohio, Mrs. Knox, of Boston, Mass.; Mr. Harper, of Maine; Dr. McVickar, of Potsdam, N. Y.; and Dr. John Hancock, of Dayton, Ohio. Secretary J. W. Dickinson, of the Massachusetts board of education, then presented a paper on "Oral teaching," which was discussed by Rev. A. D. Mayo, of Springfield, Mass.; Mr. Tweed, of the Boston schools; General Eaton, United States Commissioner of Education; and G. T. Fletcher, of Maine. An elaborate essay prepared by Dr. Nathan Allen, of Lowell, on "Education of girls as affected by growth and physical development," was distributed among members and afterwards discussed by Professor Sprague, of Boston; C. C. Rounds, of Farmington, Me.; Dr. Hewitt, of the Illinois Normal School; Principal Hoose, of the Cortland Normal School, N. Y., and Dr. McVickar, of the Potsdam Normal School, in the same State, most of the speakers agreeing with the paper in commending gymnastic training for girls. In the evening Hon. W. T. Harris, of St. Louis, addressed the institute on "The function of Latin and Greek in education." The sessions of the fourth and last day commenced with business, including the adoption of a number of resolutions and the election of officers. The necrology report, presented by Charles Northend, of New Britain, Conn., embraced tributes of respect to eight members who had died within the year. A paper followed by Hon. Edward Conant, State superintendent of schools in Vermont, on "How teaching may become a profession;" it was discussed by Messrs. G. T. Fletcher and E. S. Morris, of Maine, who indorsed the main thought of the paper, that teachers should be professionally educated and be examined by teachers. Prof. C. C. Rounds, of Farmington, Me., delivered an address on "Educational journalism," in which his aim was to answer the question "What should be the character of educational journalism that it may meet the wants of teachers, and what may teachers expect from their journal?" Mr. Bicknell, of Massachusetts, commended the spirit and scope of the paper, and Mr. Harper, of Maine, urged that a more liberal support be given to educational journals. In the evening, after eulogistic remarks by several on the late Charles Hammond, General Eaton remarked on the unity of the teacher's work, the real brotherhood of the profession, and the proofs of the progress of the work as seen in such great meetings as these. Short social talks, story telling, and witty repartee ensued, and after readings and music the institute adjourned.—(New-England Journal of Education, July 17, 1879.)

ASSOCIATION OF NEW ENGLAND SCHOOL SUPERINTENDENTS.

This association, which meets twice a year, held its first session on May 23, 1879, in Boston. The principal topic of discussion was "Oral instruction," arguments for and against being given. Hon. J. W. Dickinson compared oral and written teaching, and showed how he would first awaken the idea or knowledge of the thing signified in the mind of the child and then give him the sign or word by which it is known; he would, however, have the pupils do the thinking, examining, and analyzing themselves. S. S. Greene, of Brown University, urged that the child should record his ideas in writing as he proceeded, and other gentlemen agreed with him. Superintendent Allard, of Milton, considered oral teaching useful in the primary grades, while Superintendent Parker, of Quincy, would have it carried through all grades. Superintendent Tweed, of Boston, took for his subject, "What a child knows before he is five years old, and the use to be made of it in school." He argued that, as the child performs mental operations before he has language to express himself, so the teacher should by object and oral teaching bring the child's mind, through the faculty of perception, into relation with the subject taught.

The second semiannual meeting took place in Boston the 31st of October, 1879, with Superintendent Edgerly, of Fitchburg, in the chair. Superintendent Littlefield considered several practical questions. He objected to a departure from all old standards as well as to too great a conservative policy in teaching. He favored a steady, gradual development of the science of education. He objected to the doing away with all text books, for with inefficient teachers what would then be the state of the school? He suggested a written standard for all schools, with examinations to prove the result of this method. Various arguments as to the success of the Quincy method of teaching reading were next heard. The methods in school work in Cambridge were discussed by Superintendent Cogswell, of that town. In the primary grades a combination of oral, object, and written methods prevented monotony, while the style of teaching arithmetic throughout the schools was especially noticeable. "The true scope and limits of oral instruction in elementary schools, as tested by actual experiment," was ably treated by Superintendent H. F. Harrington, of New Bedford. He referred to the position taken by Secretary Dickinson and Mr. C. F. Adams on this subject, and then stated that twelve years ago he did away with daily markings, examinations for promotion, arbitrary percentages, and the question and answer system of work, thus leaving the teacher free from routine drill. The plan worked well for a while, but the teachers became disheartened by the defective knowledge shown by their pupils. All this leads Mr. Harrington to state that even the most effective oral instruction does not leave accurate impressions on the youthful mind. In referring to object teaching, he further says that it is only by constant repetition that the scholars are able to grasp the meaning of statements, propositions, &c. This question was discussed by several gentlemen. After the election of officers, appointment of committees, and other business the meeting adjourned.—(New-England Journal of Education, May 29 and November 6, 1879.)

NATIONAL GERMAN-AMERICAN TEACHERS' ASSOCIATION.

The tenth annual session of the German-American Teachers' Association was held at Cincinnati, Ohio, beginning July 29 and ending August 1, 1879. After addresses of welcome by Mr. H. A. Rattermann, of Cincinnati (chairman of the local committee), Dr. W. H. Mussey, president of the board of education, Superintendent Dr. J. B. Peaslee, and Mr. H. Eckel, chairman of the committee on German instruction, the association listened to a paper on "Education of the heart," prepared by Prof. W. J. Eckoff, of Newark, N. J. He was very eloquent, and his views excited a spirited discussion, which ended with the appointment of a standing committee for the purpose of collecting "memory gems" from the works of classical authors. This was followed by Prof. H. Schuricht, of Chicago, Ill., with a paper on the "History of the education of women." Several ladies of Cincinnati discussed this valuable essay. In the evening the president of the association, Prof. Louis Soldan, of St. Louis, Mo., delivered a lecture to the public upon the subject "Spirit of the times and the school." This paper was decidedly the most masterly production the association has brought forth for many a year. The speaker reviewed those powerful currents which have influenced the life of nations of modern times, referring to their beneficial or destructive influence on education and more especially on the common schools of to-day. The first day of the convention, which was closed with this public lecture, was for the most part taken up with business transactions, appointment of special committees, &c. The second day began with an interesting essay on "Educational systems and systemless education," prepared by Prof. H. Dörner, of Cincinnati, Ohio. This was followed by a report of the committee on German in the public schools, Assistant Superintendent L. R. Klemm, of Cleveland, referee, which briefly stated the progress German instruction had made in various cities and States of the Union, chiefly in the West. The association then voted in favor of offering prizes to the amount of \$50 for

literary contributions to the *Erziehungs-Blätter* (organ of the association), and established a permanent educational bureau in connection with its organ. Then followed a most fruitful discussion on Professor Schück's (Detroit) proposition of establishing special schools, offered at last year's convention in New York, but postponed then for want of time. The discussion lasted several hours, and was continued next day. The following is the original proposition:

"The present age demands special schools adapted to the condition of such children as are, from natural or other causes, an impediment to the progress of an otherwise well organized school. This impediment may result from weak natural endowments, lack of will power (the source of sluggishness), bad conduct, or any other abnormal peculiarity. From whatever cause it springs, however, such children are continually exposed to mental and moral ruin, as the present school system cannot afford them the predominantly individual treatment which their peculiar condition requires."

The discussion closed with the adoption of a substitute offered by Professor Klemm, to the effect that the association strongly recommended the establishment of such "unclassified schools" for the morally defective pupils, but declined to agree to the proposition as far as it calls for such schools for the intellectually weak ones. In the afternoon of the third day, Mr. H. H. Fick, drawing master in Cincinnati, delivered a lecture on "Drawing in the common schools." Several theses upon this subject, offered by Mr. Fick, were adopted.

The fourth and last day was opened with a paper of Assistant Superintendent L. R. Klemm, of Cleveland, Ohio, on "Ladies as teachers." He proposed the following resolutions, which were adopted after a lengthy discussion (only an abstract given): Equal representation of both sexes in the corps of teachers of the common schools is a necessity, and the tendency toward doing away with men as teachers is in opposition to the best interests of true education; young immature persons, whether male or female, should in no case be intrusted with the great responsibility of educating the young; the standard of qualification for the position of teacher should be raised gradually by calling for more general knowledge and for more thorough professional training. Prof. H. Woldemann, of Cleveland, Ohio, then followed with a paper upon "Coöperative assistance of teachers," in which he advocated the establishment of a protective union. The speaker was strongly supported by others, and the question put into the hands of a special committee to report next year. In the afternoon, after reports from special and standing committees and the transaction of other business, Prof. I. Keller, principal of the National German-American Normal School, Milwaukee, Wis., reported at length upon the first year's work of this school. (It was opened September, 1878, and is maintained by a permanent fund collected among Germans in the Union.) The report was satisfactory. The association then appropriated a certain sum for the support of indigent pupils of said institution and also for enabling its committee on statistics to extend its researches during the ensuing year. The next session of the association will be held at Newark, N. J., in 1880.

The greatest harmony and good will prevailed throughout the deliberations of this body, and the opinion of the daily press and of all the participants was that this tenth session surpassed all preceding ones in importance and fruitfulness.—(Special report.)

INTERCOLLEGIATE LITERARY ASSOCIATION.

This association is said in the *Cornell Era* to have announced in its programme for the contest in January, 1879, the following subjects: In Latin, the Captives of Plautus, the Academics of Cicero, and Latin at sight; in Greek, the Panegyrics of Isocrates, the *Iphigenia in Tauris* of Euripides, analysis of verb forms, and Greek prose composition; in mathematics, analytics and calculus. Subjects for essay writing were to be given in another circular, of which no notice has been received. In oratory each speaker was to be limited to ten minutes. The results of the contest did not reach the Bureau.

The *New York School Journal* of December 6, 1879, stated that at the competitive examination, November 20, the candidates were examined in Greek, mathematics, and mental science. Nine colleges and universities entered the lists, but the majority confined themselves to competition in essay writing and oratory, Wesleyan University and the College of the City of New York apparently sending the only contestants in Greek, and the latter and the University of the City of New York apparently the only ones in mental science; while only a single name, from the College of the City of New York, appears to have been presented for the contest in mathematics.

NORTHWESTERN INTERSTATE COLLEGIATE ASSOCIATION.

This body consisted in 1879 of the collegiate associations of Ohio, Indiana, Illinois, Missouri, Iowa, and Wisconsin. Its aim, like that of the eastern one before referred to, is to create an interest in oratory, to cultivate social feeling between the colleges, and to test the quality of the training in them. Its plan is to have a home contest held in each college by the undergraduates, the successful contestant in which goes as the representative of the college to the State contest, from which again the one ad-

judged the best goes up to represent the State association at the general contest under the auspices of this general association for the Northwest. The judges of success in the competition are three persons chosen by the executive committee from public life and not in any way connected with the institutions represented in the contest, one inhabitant of the place where this is held being also chosen as a referee in case of any division of sentiment between the judges. The manuscripts of the competing orators are to be handed to the president of the association and by him to the judges separately, at least three days before the contest, to be read by them in advance of the public hearing, at which hearing each judge must for himself, without consultation with the others, decide upon the merits of the thought, composition, and delivery of each oration, and mark them separately on a scale of 100. At the close the president and secretary of the association receive the average of each judge for each contestant, and the orator graded highest by two judges receives the first prize, a gold medal; the next highest, a silver medal. On this basis the association has come forward from 1875, holding its first contest at Galesburg, Ill.; its second at Indianapolis; its third at Chicago; its fourth at Madison, Wis.; its fifth at St. Louis; its sixth at Iowa City, at which place, May 13, 1879, R. M. La Follette, of the University of Wisconsin, was the winner of the first prize, and J. A. Barber, of Oberlin College, Ohio, the winner of the second.—(Constitution of association and Iowa State Press.)

INTERNATIONAL NORMAL EDUCATIONAL CONFERENCE.

The Society for Investigating and Promoting the Science of Teaching, which was formed at Thousand Island Park in 1878, invited Dr. J. H. Hoose, of the State Normal and Training School, Cortland, N. Y., to organize and conduct a normal educational conference during the season of 1879—this conference to be a meeting where educational theories could be explained, sound philosophy of education and teaching expounded, knowledge of the science of education and of the profession of teaching disseminated, and modes of school supervision examined; the energies of the participants to be devoted to educational philosophy and practice; the lectures to be followed by discussions. The first meeting, which took place August 11-16, 1879, at Thousand Island Park, was only preliminary to a permanent organization, a committee to further this end being appointed during the session. The constitution proposed seemed to indicate a desire to bind together those officers earnestly engaged in reaching the highest results in teaching, to unify the educational forces at work on this continent, and to provide a course of systematic instruction. The organization retains the title taken in 1878; the members are to devote themselves thoroughly to the study of pedagogics and other branches of the science. The subjects presented were to the point, taking up the philosophy of education, the higher education in its relation to the State, the aesthetic influences of the school room, training of teachers, the importance of drawing, training schools, industrial drawing and how regular teachers can teach it, &c. The method of procedure was for the auditors to take notes, and after the paper was finished to question the reader upon all mooted points. The attendance was large and the debates were said to be profound and searching. The energy and earnestness displayed are said to augur well for the future of this society.—(School Bulletin, June and September, 1879, and Teachers' Institute, October, 1879.)

AMERICAN LIBRARY ASSOCIATION.

This association held its third general meeting in Boston the last week in June or first in July, 1879.

The attendance was very great, reaching over 300, and the membership was more than doubled during the month previous to meeting. Besides the usual papers, discussions, and business, the meeting was especially notable on account of the entertainments given to the members by the literary men of Boston and vicinity, by the city of Boston, and by Harvard University. A special invitation to all educators to join in the work was given by the association, and one day was devoted particularly to the library and the school. Papers were read by C. F. Adams, jr., James Freeman Clarke, T. W. Higginson, Edward Everett Hale, and others. The publication of the American Library Association catalogue was secured by the raising of an additional \$500. This is said to be the most important result of the meeting, as the catalogue will aid greatly in making the libraries a direct educational power, and it will be of assistance to teachers desiring to guide and to improve the reading of their pupils.—(New-England Journal of Education, July 10, 1879.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

This association, which holds two meetings a year besides department meetings, met for its general session at Saratoga Springs, N. Y., September 9-12, 1879, President D. C. Gilman, of Baltimore, in the chair. The first evening was occupied by the business meeting of the association and the reading of the annual report. On the next day (two and three sessions a day being held) the subjects treated were "International coinage," which President Barnard, of Columbia College, would have added to a na-

tional coinage; "Modern education: its opportunities and perils;" "The regulation and control of the degree conferring power in American colleges;" "The voting of women in school elections," in which paper Prof. A. P. Peabody, of Harvard University, gives many reasons why women should have the same rights in school matters as men have, "one reason being that they, in general, surpass men in educational ability, tact, experience, knowledge, and wisdom;" then followed "Chinese immigration," which was favorably spoken of by Prof. S. Wells Williams, of Yale College, who had resided forty-three years in China; "The manufacture and sale of poisonous and dangerously adulterated articles;" and the annual address of President Gilman, which reviewed education in America from 1869 to 1879. The second day was devoted more especially to papers bearing upon sanitary matters, an address by George E. Waring, jr., of Newport, on "The sewerage of the smaller towns," leading to much debate. Prof. H. W. Acland, of Oxford, England, explained the union of sanitary and poor law administration in that country. Papers were also read on "The protection of life from casualties in the use of machinery," on "Tenement house reform," "The relations of christianity to the common law," and "The place of the practical man in American public affairs," in which last paper Mr. Hamilton A. Hill, of Boston, advocated the having of more business men in high positions under Government rather than so many professional men, as the leaders in commerce know better what the country needs. The third and last day opened with papers from Frederick Douglass and Prof. R. T. Greener, of Washington, on the emigration of colored citizens from the South, the former discouraging the exodus, the latter favoring it. Also on the programme were "Coöperative stores in England and America," "Debt making and debt paying in American cities," "Colored schools in Virginia," and "The West from a financial standpoint." In the department of education "The method of study in social science" was ably demonstrated by William T. Harris, of St. Louis, chairman of this section. Prof. Justin Winsor, of Harvard University, read a paper on college libraries, in which he spoke of the immense possibilities of the library as the storehouse of the humanities and the arena of all exercise if kept up to the times; and Mr. Dickinson, secretary of the Massachusetts board of education, one on "Methods of education," favoring oral teaching with good, live teachers. The secretary of this department also furnished a report. In the department of jurisprudence the day's session was occupied by papers on "The limits of punishability;" on "The policy of patent laws," Mr. F. H. Betts urging the continuance of a policy which creates, upholds, and liberalizes patent laws and showing how successful the American patent laws are as compared with those of other countries; on "The United States and the declaration of Paris;" and on the "Recent changes in our State constitutions," read by Prof. S. E. Baldwin, of Yale College. The departments of social economy and finance listened to the reading of the report of the secretary of the former; to a paper on the care of poor and vicious children, Mr. Charles L. Brace wishing children to be taken out of almshouses and placed in families. This was followed by a debate on institution life for children, by a paper on industrial arbitration, by one on the labor question, and by a communication in regard to coöperation in England.—(Journal of Social Science, December, 1879, and other authorities.)

NATIONAL ACADEMY OF SCIENCES.

The semiannual meeting of the National Academy of Sciences was held in New York, October 28-30, 1879. This institution was incorporated by act of Congress March 31, 1863. Its object is to render such scientific aid and advice to the Government as the latter may see fit to request. To its deliberations we owe the existence of the National Board of Health and also the consolidation of the several Government surveys. The membership is limited by law to fifty, with an equal number of foreign associates. The meetings are held twice during each year, once in the spring, at Washington (when the elections take place), and again in the fall at New York (when the time is mainly devoted to the reading of papers and discussions thereon).

After the meeting had been called to order, President Barnard, of Columbia College, received his associates and bade them welcome to the new college building, Anthon Hall, which was used for the first time on this occasion. The opening address by the president of the association, Prof. William B. Rogers, consisted of a brief review of the advances made by science during the past six months; he referred to Lockyer's recent researches in spectrum analysis, which seem to indicate the compound nature of the elements; to the arguments urged to show that man existed as far back as the pliocene, and to the existence of a fourth form of matter, which Professor Crookes described in his lecture on "Radiant matter" before the British association at the Sheffield meeting. The first paper on the programme was on "Photographing star spectra," by Dr. Henry Draper, of New York, the discoverer of oxygen in the sun. The essential features of this paper were the descriptions of the methods by which the author obtained the photographs. Prof. Charles A. Young, of Princeton, read a paper on "Spectroscopic notes," and Surgeon General Woodward one describing some of his investigations with reference to the changes of the internal organs of the body

under the influence of different diseases. Another medical paper, read by Dr. J. C. Dalton, dealt with the various modifications of brain matter. Prof. A. Guyot, of Princeton, followed with a paper treating of the geography of the Adirondack and Catskill Mountains; and the first day's session closed with a series of papers on the figure of the earth and the nebular hypothesis. The second day's session opened with the reading of a paper by State Geologist Hall, on some crinoids, or fossil sea lilies, found in the lower Helderberg formation. The same gentleman read a second paper on a Silurian fossil, named *Lycopodis Vanuxem*. These fossils are on the border line between animals and plants, and Professor Hall endeavored to demonstrate that they belong to the former kingdom. Prof. Elias Loomis, of Yale, read a paper consisting of a number of deductions made from a close study of the weather charts published by the United States Signal Service Office. Prof. Asaph Hall gave some new points about the moons of the planet Mars; Prof. Stephen Alexander read a paper devoted to the consideration of a method by which the dimensions and ellipticity of the earth might be ascertained. The characteristics of the old river beds of California were the subject of an able paper by Prof. Joseph LeConte, of the University of California; and the discussion that followed the question as to whether the changes in the channels of the rivers took place in the pliocene era brought up the further question of the existence of man at this time, it being admitted that some traces of him were found in the pliocene but generally believed that his advent was later. Prof. O. N. Rood, of Columbia College, a specialist on the subject of color, presented a paper on "Our memory for color and luminosity," and Prof. S. P. Langley, of the Allegheny Observatory, gave one on the "Absorption of the solar atmosphere." The third day's session was begun by a second paper from Professor LeConte, on "The glycogenic function of the liver." Dr. George F. Barker, of Philadelphia, presented a paper on "Arago's experiment," the object of which was to substantiate the correctness of the experiment tried by Arago, who found that a wire through which an electric current was passed became magnetized. The results of the latest labors of Dr. Newberry were then presented to the academy in two papers, the first on "Cretaceous fossils," the other, descriptive of some of the gold and silver deposits of Utah and Colorado. Prof. J. Lawrence Smith, of Louisville, Ky., gave a description of a new element which he and other chemists have lately found in the Smarskite minerals, and announced his discovery of another new element. The session was closed by a review of the work accomplished at the meeting, delivered by the presiding officer.—(New-England Journal of Education, November 20, 1879.)

PEDAGOGICAL ASSOCIATION.

This association met November 1, 1879, and was opened by Dr. Hagar, of the Salem Normal School, who delivered an address on "The first steps in reading." The speaker favored Dr. Leigh's phonic type, thinking it the shortest way yet discovered of teaching children to read from the ordinary type. The subject was further discussed by Supervisor Tweed of Boston, Mr. Prince of Waltham, H. C. Hardon of the Shurtleff School, Supervisor Kneeland, Mrs. Knox, N. T. Allen, D. C. Brown, and Dr. Philbrick of Boston, and others, some agreeing with the chairman's views and others dissenting from them. Mr. Philbrick spoke at some length in favor of the phonic method, arguing that such a method was based on true philosophical principles and had received the indorsement of the greatest pedagogical experts in the world.—(New-England Journal of Education, November 6, 1879.)

AMERICAN MEDICAL ASSOCIATION.

The thirtieth annual meeting began at Atlanta, Ga., May 6, and continued 4 days. The address of the president, Dr. Theophilus Parvin, at the opening, is said to have been a scholarly and eloquent assertion of the agreement between science and religion. A vote of thanks was passed and a copy of the address was requested for publication. Resolutions were passed in favor of coöperation with the Census Bureau to make the statistics of disease and mortality as complete as possible, and also others looking to more efficient organization of the association and its branches by means of a model code of regulations for State and county medical societies. A paper by Dr. F. A. Harris, of Massachusetts, on the medical examiner system of that State and its working in practice, excited sufficient interest to lead to an order for printing it. Dr. G. B. Balch, of New York, read a paper on the registration of diseases, and Dr. J. S. Billings, U. S. A., one on the construction of hospitals for small towns and villages, which last was accompanied with lithographic plans. A paper by Dr. S. E. Chaillé, of Louisiana, on "State medicine and medical organization," dwelt considerably on the need of fuller laws for the regulation of sanitary and educational institutions, for the more perfect education of physicians, for the prevention of avoidable disease, and for the appointment of medical examining boards to insure the people not only competent physicians, but also competent midwives, pharmacists, dentists, and professional nurses.—(Sanitarian, June, 1879.)

AMERICAN MEDICAL COLLEGE ASSOCIATION.

In accordance with a resolution passed at the association meeting of the preceding year, delegates from the "regular" medical colleges met at Atlanta May 2, 1879, to take action in favor of some uniform system of medical teaching more in accordance with the spirit of the age and the standard of education in Europe. Prof. S. D. Gross, of the Jefferson Medical College, of Philadelphia, Pa., was called to the chair, and Prof. N. S. Davis, of the Chicago Medical College, Ill., stated the object of the convention. The sentiment of the meeting was expressed in the following propositions, the first of which passed after discussion, while the second passed unanimously: (1) All medical colleges should require attendance upon three regular courses of lectures during three separate years before admitting students to become candidates for the degree of M. D.; (2) The medical colleges should require, before admitting to matriculation, a preliminary examination, such examination to embrace at least the elements of the physical sciences in addition to a fair English education.—(Buffalo Medical and Surgical Journal, June, 1879.)

HOMEOPATHIC INTERCOLLEGIATE CONGRESS.

This congress met at Indianapolis, Ind., April 30, 1879, five colleges of Illinois, Iowa, and Ohio being represented by delegates. A constitution and by-laws for a permanent organization were adopted, the object being "interchange and comparison of views on the part of the different colleges, promotion of unity in matriculate and doctorate requirements, and improvement of the modes and standard of medical education." Any recommendation adopted by the congress is to be binding on the individual colleges when ratified by a majority of the several faculties and when written notice of such ratification shall have been sent to the secretary of the congress. The following recommendations were unanimously adopted at this meeting: (1) That the time of study required of candidates for graduation shall be three full years.¹ (2) That all matriculates, except graduates of regular colleges and high schools, shall be required to pass a preliminary examination on English scholarship, elements of chemistry, and physics. (3) That the annual course of lectures previous to graduation be three in number, each course to be graded, with a minimum session of 22 weeks in each year. (4) That an examination be instituted at the end of the first and second years' courses, and no student be permitted to enter the succeeding year until he has passed a satisfactory examination in the curriculum of the preceding year.—(United States Medical Investigator, June 1, 1879.)

AMERICAN FRÜBEL UNION.

This organization aims to set up a standard of Fröbel's Kindergarten by publishing his works and those of his disciple, Madame Marenholtz-Bülów. It holds meetings at Boston in December, April, and August of each year, when addresses are made by the principal trainers and trained Kindergärtner as well as by some of the leading educators of the country. When the treasury is sufficiently endowed, the society hopes to do service by educating Kindergärtner and aiding the spread of Kindergärten.—(School Bulletin, June, 1879.)

KINDERGARTEN CONVENTION.

The convention of Kindergärtner which took place at Detroit on the 30th and 31st of December, 1879, was a pleasant and profitable occasion, although the attendance was not large. A great number of letters were sent in by persons unable to attend, although sympathizing warmly with the movement.

Mr. W. N. Hailmann, editor of the *New Education*, who presided, made a statement of the objects of the convention. Communications were then presented giving detailed accounts of the progress of Kindergarten work in San Francisco, St. Louis, Chicago, Columbus, Cleveland, Montreal, and other cities. Miss Eleanor Beebe, of Racine, Wis., read a paper on "The blind leading the blind," in which she insisted on the need for training on the part of teachers of day and Sunday schools, and of parents and nurses. Prof. John Ogden, president of the Central Normal School, Worthington, Ohio, read a paper on "The need of more true Kindergärten," and other members discussed the feasibility of public Kindergärten, the organic connection of home, Kindergarten, and school, and the importance of early moral training.

It was determined to postpone a permanent organization of the Western Kindergarten Association until the summer of 1880, when a fuller attendance could be had, and a provisional platform was adopted, which insisted, among other things, on the importance of early training, on the need of physiologic and psychologic preparation for the work of education, and on the greater importance of habit and training over mere knowledge and instruction.—(Educational Weekly, January 22, 1880.)

¹On motion, the sense of the meeting was declared to be that the words "three full years" required the applicant for graduation to give authentic evidence from one or more reputable physicians that he had prosecuted the study of medicine during three full years, including three courses of lectures in a reputable medical college.

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APPENDIX.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—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	Alabama	1878-'79	Oct. 1	Sept. 30	7-21	376,649
2	Arkansas	1879	July 1	June 30	6-21	<i>b</i> 236,601
3	California	1878-'79	July 1	June 30	5-17	216,404
4	Colorado	1879	Sept. 1	Aug. 31	6-21	29,738
5	Connecticut	1878-'79	Sept. 1	Aug. 31	4-16	138,428
6	Delaware	1878-'79	Dec. 1	Nov. 30	5-21	35,649
7	Florida	1877-'78	Oct. 1	Sept. 30	4-21	<i>e</i> 72,985
8	Georgia	1879	Jan. 1	Dec. 31	6-18	433,444
9	Illinois	1878-'79	Oct. 1	June 30	6-21	1,000,694
10	Indiana	1879	July 1	June 30	6-21	708,101
11	Iowa	1879	Sept. 16	Sept. 15	5-21	577,353
12	Kansas	1879	Aug. 1	July 31	5-21	312,231
13	Kentucky	1876-'77	July 1	June 30	<i>f</i> 6-20	<i>g</i> 539,843
14	Louisiana	1879	Jan. 1	Dec. 31	6-21	330,930
15	Maine	1878-'79	Apr. 1	Mar. 31	4-21	215,724
16	Maryland	1878-'79	Sept. 1	June 30	5-20	<i>h</i> 276,120
17	Massachusetts	1878-'79	May —	Apr. —	5-15	303,836
18	Michigan	1879	Sept. 2	Sept. 1	5-20	486,993
19	Minnesota	1879	Sept. 1	Aug. 31	5-21	<i>i</i> 271,428
20	Mississippi	1879	Jan. 1	Dec. 31	5-21	362,370
21	Missouri	1878-'79	Apr. —	Apr. —	6-20	702,153
22	Nebraska	1879	Apr. —	Apr. —	5-21	123,411
23	Nevada	1878-'79	Sept. 1	Aug. 31	6-18	10,295
24	New Hampshire	1879	Mar. —	Mar. —	5-21	<i>d</i> 72,102
25	New Jersey	1878-'79	Sept. 1	Aug. 31	5-18	327,818
26	New York	1878-'79	Oct. 1	Sept. 30	5-21	1,628,727
27	North Carolina	1878-'79	Sept. 1	Aug. 31	6-21	426,189
28	Ohio	1879	Sept. 1	Aug. 31	6-21	1,043,320
29	Oregon	1878-'79	Mar. —	Mar. 3	4-20	556,464
30	Pennsylvania	1878-'79	June —	June —	6-21	<i>j</i> 1,200,000
31	Rhode Island	1878-'79	May 1	Apr. 30	5-15	49,562
32	South Carolina	1879	Nov. 1	Oct. 31	6-16	228,128
33	Tennessee	1878-'79	Sept. 1	Aug. 31	6-21	514,643
34	Texas	1878-'79	Sept. 1	Aug. 31	8-14	208,324
35	Vermont	1878-'79	Apr. 1	Mar. 31	5-20	92,831
36	Virginia	1879	Aug. 1	July 31	5-21	483,701
37	West Virginia	1878-'79	Sept. 1	Aug. 31	6-21	206,123
38	Wisconsin	1879	Sept. 1	Aug. 31	4-20	483,453
39	Arizona	1879	Jan. 1	Dec. 31	6-21	5,291
40	Dakota	1878-'79	Apr. 1	Mar. 31	5-21	18,535
41	District of Columbia	1878-'79	July 1	June 30	6-17	138,800
42	Idaho	1878-'79	Sept. 1	Aug. 31	5-21	5,596
43	Montana	1879	Sept. 1	Aug. 31	4-21	5,885
44	New Mexico	1875	Jan. 1	Dec. 31	7-18	<i>h</i> 29,312
45	Utah	1879	July 1	June 30	6-16	34,929
46	Washington	1878-'79	Sept. 1	Aug. 31	5-21	24,223
47	Wyoming	1879	.....	.....	7-21	.....
48	Indian:					
	Cherokees	1879	.....	.....	.....	.....
	Chickasaws	1879	.....	.....	.....	.....
	Choctaws	1879	Sept. —	Apr. —	5-20	} <i>i</i> 17,000
	Creeks	1879	.....	.....	.....
	Seminoles	1879	Sept. 1	May 30	.....

a Average attendance.*b* Several counties made no report of sex.*c* Number under 5 years of age.*d* Estimated.*e* In 1876.*f* For colored population the school age is from 6-16.*g* Census of 1879.

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 16 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
.....	.....	.....	.....	.....	174, 585	.....	a112, 374
b116, 231	b105, 987	.....	.....	.....	53, 049	.....	.....
109, 473	106, 931	c86, 663	.....	.....	156, 769	105, 837	98, 468
15, 159	14, 579	.....	.....	d115, 000	14, 111	.....	10, 899
.....	.....	d23, 428	.....	.....	119, 382	.....	72, 643
.....	.....	.....	.....	.....	26, 672	.....	.....
.....	.....	.....	.....	.....	36, 964	.....	23, 933
222, 150	211, 294	.....	.....	.....	226, 627	.....	d132, 000
508, 822	491, 872	0	.....	.....	693, 334	d450, 000	404, 479
365, 268	342, 833	.....	177, 262	530, 839	503, 892	.....	312, 143
296, 061	281, 292	72, 268	135, 638	369, 447	431, 317	.....	264, 702
160, 992	151, 239	39, 549	75, 340	197, 342	208, 434	.....	123, 715
.....	.....	.....	.....	.....	227, 607	190, 000	160, 000
.....	.....	.....	.....	.....	78, 528	.....	d50, 248
.....	.....	.....	.....	.....	151, 948	.....	103, 737
.....	.....	.....	.....	.....	165, 486	120, 926	84, 245
.....	.....	.....	.....	.....	311, 528	.....	a234, 249
.....	.....	.....	.....	.....	342, 138	.....	d201, 179
.....	.....	.....	.....	.....	171, 945	.....	d111, 764
187, 685	174, 685	.....	.....	.....	217, 753	185, 970	138, 973
363, 050	339, 103	.....	.....	.....	450, 000	.....	d207, 422
64, 179	59, 232	.....	.....	.....	76, 956	.....	.....
5, 240	5, 055	.....	.....	.....	7, 590	.....	5, 108
.....	.....	.....	.....	.....	65, 048	.....	48, 910
162, 270	165, 548	26, 225	22, 947	278, 646	203, 568	123, 710	112, 070
.....	.....	.....	.....	.....	-1, 030, 041	.....	570, 382
218, 151	208, 038	.....	.....	.....	238, 749	.....	150, 788
534, 719	508, 601	.....	273, 250	770, 070	734, 651	571, 580	459, 990
b27, 533	b26, 084	.....	.....	.....	32, 718	.....	20, 840
.....	.....	.....	.....	.....	935, 740	.....	587, 672
24, 907	24, 655	.....	.....	.....	k45, 700	k32, 678	k28, 735
117, 514	110, 614	.....	.....	228, 128	122, 463	.....	.....
265, 395	249, 248	.....	.....	.....	264, 687	.....	186, 162
.....	.....	.....	.....	.....	192, 616	.....	.....
.....	.....	.....	.....	.....	77, 521	.....	49, 231
249, 394	234, 307	43, 989	131, 970	307, 742	108, 074	84, 303	65, 771
107, 457	98, 666	.....	.....	.....	136, 526	129, 590	90, 268
246, 077	237, 376	.....	.....	.....	293, 286	.....	.....
.....	.....	.....	.....	.....	3, 143	.....	1, 992
9, 611	8, 924	.....	.....	.....	9, 822	.....	4, 618
i18, 244	i20, 556	0	d2, 852	d35, 948	25, 130	20, 389	19, 488
2, 920	2, 676	.....	.....	.....	33, 432	.....	.....
2, 972	2, 913	.....	.....	.....	3, 909	.....	2, 804
.....	.....	.....	.....	.....	5, 151	.....	.....
17, 833	17, 096	.....	.....	34, 929	23, 124	.....	16, 076
13, 486	10, 737	c6, 953	.....	.....	14, 032	.....	9, 585
.....	.....	.....	.....	.....	2, 090	.....	1, 287
.....
.....	.....	.....	.....	.....	3, 200	.....	d1, 714
.....	.....	.....	.....	.....	650	.....	.....
.....	.....	.....	.....	.....	1, 400	.....	d921
.....	.....	.....	.....	.....	800	.....	d582
.....	.....	.....	.....	.....	200	.....	170

h Census of 1870.

i In 1878.

j In 1873.

k Includes evening school reports.

l This report is only approximately correct, many counties omitting to make their returns to the territorial superintendent.

TABLE I.—PART I.—Statistics of the school systems of the States and Territories,

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of schoolrooms exclusive of those used only for recitation.	Number of schoolrooms 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			84				
2 Arkansas							
3 California			149		(b15,432)		
4 Colorado			89				
5 Connecticut	2,571	100	178.6		(11,215)		
6 Delaware			d148				
7 Florida			e105.8				
8 Georgia				11,723	11,087	2,238	1,830
9 Illinois			150	22,792	24,882		
10 Indiana	12,111	338	132				
11 Iowa			147		(b13,141)		
12 Kansas	5,626	94	124	2,786	3,357		
13 Kentucky	4,830		110				
14 Louisiana					(g4,404)		
15 Maine			121				
16 Maryland			189				
17 Massachusetts			175		(h23,830)		
18 Michigan			150		(f18,253)		
19 Minnesota			92				
20 Mississippi			77.5				
21 Missouri	9,000		100				
22 Nebraska	2,721	36	107				
23 Nevada			a161		(a1,061)		
24 New Hampshire			101.5		(3,066)		
25 New Jersey	3,204	55	194	19,586	19,960	540	613
26 New York			179				
27 North Carolina			46				
28 Ohio	16,045		150	13,276	13,435	712	506
29 Oregon			88		(4,669)		
30 Pennsylvania			149		(k24,066)		
31 Rhode Island	819	69	112	f2,175	f2,390	f725	f796
32 South Carolina			73.33				
33 Tennessee			69		(35,007)		
34 Texas			80				
35 Vermont			125.5				
36 Virginia			107	n8,778	n9,855	n2,111	n2,541
37 West Virginia			100.76				
38 Wisconsin			o153.7		(25,847)		
39 Arizona	51		165				
40 Dakota			97				
41 District of Columbia	345	10	189		(f5,719)		
42 Idaho							
43 Montana	136	1	105				
44 New Mexico			132		(1,259)		
45 Utah			139				
46 Washington	531	14	87.5	86	95	167	103
47 Wyoming							
48 Indian:							
Cherokees							
Chickasaws							
Choctaws							
Creeks							
Seminoles				30			

a In 1878.

b In private schools of all grades.

c Number of males employed in winter; number of females employed in summer.

d For white schools only.

e Four counties not reporting.

f Estimated.

g Exclusive of the New Orleans private schools.

h Average attendance.

i In the country; 130 in towns.

showing the enrolment, attendance, duration of schools, &c.—Continued.

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 monthly salary of teachers in public schools.			
Teachers in said schools in all grades.		Male.	Female.	Total.		Male.	Female.		
Male.	Female.	24	25	26	27	28	29		
22	23								
.....	3,126	1,549	4,675	4,675			1	
.....	1,143	315	1,458	.....	(\$18 70)	a\$40 00	2	
.....	1,236	2,217	3,453	3,453	82 13	66 37	3	
.....	255	338	593	506	57 27	52 88	4	
.....	c773	c2,344	3,117	2,750	57 19	35 27	5	
.....	d233	d169	402	460	33 08	26 19	6	
.....	635	335	970	.....	(30 00)	.....	7	
.....	a3,654	a1,826	a5,480	.....	.....	.....	8	
.....	8,973	12,737	21,710	f18,000	41 45	34 18	9	
.....	8,016	5,574	13,590	12,449	40 00	36 20	10	
.....	b471	7,573	13,579	21,152	12,740	31 71	26 40	11
.....	78	156	3,161	6,922	6,113	31 65	25 30	12
.....	(g247)	1,600	2,700	4,300	4,300	40 00	35 00	13
.....	(1,949)	1,949	2,000	27 00	25 00	14	
.....	c2,325	c4,527	6,852	7,000	37 83	23 60	15	
.....	1,280	1,811	3,091	2,782	43 49	43 49	16	
.....	1,212	7,537	8,749	.....	67 44	33 50	17	
.....	3,954	9,662	13,616	.....	38 69	23 48	18	
.....	1,797	3,210	5,007	.....	35 78	27 23	19	
.....	3,576	1,789	5,365	.....	28 35	27 15	20	
.....	(11,268)	.....	11,268	12,000	j35 00	j30 00	21	
.....	1,607	2,211	3,818	2,905	33 25	29 55	22	
.....	49	135	184	.....	84 46	83 09	23	
.....	628	2,954	3,582	.....	34 09	22 83	24	
.....	194	977	3,332	3,482	56 94	33 73	25	
.....	8,164	22,505	30,669	20,500	(41 80)	.....	26	
.....	2,398	973	3,371	5,944	(22 14)	.....	27	
.....	54	11,456	12,031	23,487	16,433	56 00	41 00	28
.....	(189)	(a1,068)	a1,068	978	43 90	33 80	29	
.....	k947	9,607	11,603	21,210	33 62	29 69	30	
.....	f90	m272	m991	m1,263	m1,042	73 84	42 37	31
.....	(1,467)	1,934	1,232	3,166	25 54	23 84	32
.....	4,436	1,566	6,002	(25 67)	33
.....	a3,457	a873	a4,330	(a38 00)	34
.....	783	3,669	4,452	29 12	19 04	35
.....	n487	1,410	1,094	2,504	30 05	24 73	36
.....	3,142	989	4,131	4,131	d28 21	d26 19	37
.....	(859)	(9,875)	9,875	9,875	6,844	p37 75	p25 72	38
.....	27	24	51	84 00	68 00	39
.....	210	254	464	590	36 00	25 00	40
.....	34	368	402	89 47	61 95	41
.....	42
.....	65	80	145	136	66 14	52 20	43
.....	41	132	15	147	44
.....	261	248	509	a35 00	a22 00	45
.....	13	236	324	560	524	41 14	33 34	46
.....	20	29	49	(55 94)	47
.....	48
.....	q196	50 00	50 00	49
.....	50 00	50 00	50

j In graded schools the average salary of men is \$87; of women, \$40.

k Exclusive of Philadelphia.

l In evening schools, 73.

m Includes evening school reports.

n In 1875.

o In the counties; 189 in the independent cities.

p In the counties; in the cities the average salary of males is \$85.90; of females, \$35.03.

q In 1877.

TABLE I.—PART 2.—Statistics of the school systems of the States and Territories, showing States Bureau

	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.....	\$130,000	a\$120,125	\$250,125	\$137,578
2	Arkansas.....	131,490	92,676	224,166	14,269
3	California.....	1,266,785	1,446,852	2,713,637	162,377
4	Colorado.....		215,094	215,094	d7,041
5	Connecticut.....	207,642	980,964	1,188,606	124,585
6	Delaware.....		193,037	193,037	e24,798
7	Florida.....	(150,641)		150,641	f17,982
8	Georgia.....	315,748	150,000	465,748	
9	Illinois.....	1,000,000	4,296,117	5,296,117	435,358
10	Indiana.....	1,456,834	2,168,302	3,625,136	631,914
11	Iowa.....		4,318,545	4,318,545	276,218
12	Kansas.....	132,708	918,835	1,051,543	229,799
13	Kentucky.....	1,084,575	500,000	1,584,575	200,000
14	Louisiana.....	259,090	276,158	535,248	
15	Maine.....	224,565	605,905	830,470	26,279
16	Maryland.....	475,875	788,829	1,264,704	53,479
17	Massachusetts.....		4,103,852	4,103,852	139,818
18	Michigan.....	494,011	2,049,755	2,543,766	227,564
19	Minnesota.....		1,139,304	1,139,304	232,188
20	Mississippi.....		439,915	439,915	100,000
21	Missouri.....	363,276	1,994,318	2,357,594	174,030
22	Nebraska.....	78,382	456,023	534,405	127,258
23	Nevada.....				
24	New Hampshire.....			544,716	24,809
25	New Jersey.....	1,063,703	668,652	1,732,355	100,000
26	New York.....	2,750,000	6,715,168	9,465,168	170,000
27	North Carolina.....	g300,613		g300,613	8,180
28	Ohio.....	1,543,909	5,458,101	7,002,010	246,244
29	Oregon.....		203,917	203,917	48,147
30	Pennsylvania.....			7,541,321	668,763
31	Rhode Island.....	681,631	655,057	656,688	11,292
32	South Carolina.....	249,297	650,620	299,917	
33	Tennessee.....			(632,251)	
34	Texas.....	e800,944	h13,130		55,030
35	Vermont.....	20,247	454,182	474,429	53,690
36	Virginia.....	159,128	481,590	640,718	264
37	West Virginia.....	214,270	515,824	730,094	26,031
38	Wisconsin.....		1,842,259		185,379
39	Arizona.....				
40	Dakota.....	45,362	36,280	81,642	
41	District of Columbia.....		375,875	375,875	3,623
42	Idaho.....		23,000	23,000	
43	Montana.....	51,610	10,713	62,323	
44	New Mexico.....				
45	Utah.....	66,365	41,081	107,446	
46	Washington.....	102,201	3,319	105,520	
47	Wyoming.....		7,056	7,056	
48	Indian:				
	Cherokees.....				
	Chickasaws.....				
	Choctaws.....				27,500
	Creeks.....				
	Seminoles.....				7,500

a From poll tax.

b Includes balance on hand at the close of last year.

c Paid out of general fund of counties, and therefore not included in State expenditure.

d From rents only.

e State appropriation.

f State apportionment.

g Estimated.

h Includes \$272,110 resulting from the sale of bonds for building purposes.

i Includes rents, poll tax, and other items of income.

j Total of items reported.

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.			
Revenue from other funds.	From other sources.	Total.		Permanent.		Current.	
				Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of su- perintendents.	
34	35	36	37	38	39	40	
		\$387, 703	\$1, 558			\$11, 615	1
\$1, 930	\$20, 723	261, 088	7, 739				2
	92, 852	63, 653, 799	151, 400	\$293, 126	\$60, 056	243, 576	3
		222, 135		40, 158			4
54, 718	23, 063	1, 390, 972		37, 228	7, 413	27, 306	5
	1, 800	6219, 830				1, 800	6
3, 600	11, 108	183, 311	8, 300			11, 595	7
		465, 748	35, 000				8
	410, 865	68, 285, 539		301, 338	22, 143		9
	170, 620	4, 427, 670	94, 126	9420, 000	10, 898		10
	688, 277	5, 283, 040	22, 411	952, 857	39, 723		11
	7587, 221	1, 868, 563	152, 408	258, 083	24, 026	10, 953	12
25, 000	18, 000	1, 827, 575	0		5, 000	25, 000	13
	3, 483	6613, 453	0			15, 867	14
112, 936	109, 148	1, 078, 833		72, 176		28, 407	15
	293, 586	1, 611, 769		167, 787		25, 200	16
150, 788	5, 343	74, 399, 801		595, 863	4, 011	55, 868	17
	340, 894	3, 112, 224	77, 212	364, 135	22, 928	17, 541	18
23, 246		1, 394, 738	647, 509			13, 600	19
	200, 000	739, 915				11, 840	20
275, 354	381, 511	3, 188, 489	50, 482				21
	219, 645	881, 308	205, 441	(252, 616)		29, 782	22
		m236, 491					23
8, 097	9, 789	587, 411		52, 925		13, 802	24
31, 193	25, 927	1, 889, 475	53, 152	362, 599	3, 137	22, 790	25
165, 000	454, 331	10, 254, 499	79, 223	1, 230, 464	207, 880	115, 400	26
40, 466	144, 122	4, 493, 381	99, 500	(14, 807)		5, 137	27
268, 446	230, 785	7, 747, 485	16, 226	816, 217		144, 128	28
	99, 609	351, 673		95, 476	496	7, 185	29
		8, 210, 084		n1, 031, 131			30
10, 674	641, 554	6600, 208	2, 135	117, 886	797	9, 522	31
	4, 250	6304, 167		2, 749	4, 268	18, 713	32
	132, 800	6879, 307		(49, 656)		12, 023	33
	17, 023	6972, 904		18, 681			34
		528, 119		k43, 325		14, 683	35
	29, 724	670, 706		57, 953	534	39, 150	36
	31, 396	787, 521	7, 842	81, 158	2, 723	14, 149	37
	729, 243	2, 756, 881	33, 239	213, 232	11, 970	41, 674	38
		32, 421					39
		81, 642		25, 008	587		40
0	502	380, 000		3, 252		10, 860	41
		23, 000					42
	4, 078	66, 401		11, 906	975	4, 800	43
		25, 473					44
29, 244		136, 690		(29, 245)		1, 500	45
		105, 520		14, 292	300	2, 883	46
		7, 056					47
		q74, 000					48
		q22, 000					
2, 700		30, 200				200	
		q28, 356					
		7, 500					

k Includes expenditure for repairs.

l Amount paid to township superintendents; the salaries of city superintendents (\$36,660) are included in salaries of teachers.

m In 1878.

n Includes amount paid for rent.

o Includes income for evening schools.

p From dog tax.

q Total income not reported; amount given is that reported as expenditure which, it is stated, was derived from tribal funds.

TABLE I.—PART 2.—Statistics of the school systems of the States and Territories,

States and Territories.		ANNUAL EXPENDITURE.			Expenditure in the year per capita of the school population.
		Current.		Total.	
		Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).		
1	41	42	43	44	
1	Alabama.....	\$964,418	\$1,000	\$377,033	.....
2	Arkansas.....			205,449	.....
3	California.....	2,285,733	371,992	3,010,907	\$12 44
4	Colorado.....	153,144	36,100	229,402	6 52
5	Connecticut.....	1,015,883	288,050	1,375,880	9 64
6	Delaware.....	130,765	91,073	223,638	67 72
7	Florida.....	85,361	5,860	d134,880	.....
8	Georgia.....			e465,748	f95
9	Illinois.....	4,180,374	g1,686,878	h6,190,733	5 45
10	Indiana.....	3,002,518	i1,043,313	4,476,729	5 75
11	Iowa.....	k2,927,308	1,131,589	5,051,477	8 74
12	Kansas.....	1,012,699	285,033	1,590,794	5 09
13	Kentucky.....	1,000,000	100,000	1,130,000	2 00
14	Louisiana.....	415,814	78,393	j529,065	1 59
15	Maine.....	868,498	115,610	1,084,691	4 71
16	Maryland.....	1,139,421	219,150	1,551,558	5 05
17	Massachusetts.....	(4,339,082)		4,994,824	f5 26
18	Michigan.....	l1,873,460	497,576	2,775,640	5 70
19	Minnesota.....	920,122		m1,394,738	.....
20	Mississippi.....	626,461	3,247	641,548	1 62
21	Missouri.....	2,213,927		n3,069,454	.....
22	Nebraska.....	484,999	181,332	948,729	7 68
23	Nevada.....			204,159	.....
24	New Hampshire.....	425,047	75,018	o609,588	.....
25	New Jersey.....	1,407,369	93,580	1,889,475	4 72
26	New York.....	7,600,392	1,309,874	10,464,010	6 42
27	North Carolina.....	304,519	13,078	337,541	7 92
28	Ohio.....	4,937,014	1,813,966	7,711,325	6 61
29	Oregon.....	205,523	13,124	q223,834	5 73
30	Pennsylvania.....	4,605,987	1,998,670	r7,747,787	.....
31	Rhode Island.....	s402,097	r67,445	r597,747	9 47
32	South Carolina.....	284,953	8,637	319,320	1 39
33	Tennessee.....	610,326	38,647	710,652	.....
34	Texas.....	788,223	46,546	s837,913	.....
35	Vermont.....	392,457	t45,704	496,169	5 34
36	Virginia.....	391,393	81,359	570,389	1 06
37	West Virginia.....	504,196	106,845	709,071	3 05
38	Wisconsin.....	1,581,630	j345,951	2,194,457	.....
39	Arizona.....			29,200	f6 92
40	Dakota.....	37,881	12,483	75,959	.....
41	District of Columbia.....	255,184	99,047	368,343	9 41
42	Idaho.....	20,000		20,000	.....
43	Montana.....	41,733	8,317	67,731	11 51
44	New Mexico.....	15,432	3,458	18,890	.....
45	Utah.....	98,839	7,106	136,690	f3 33
46	Washington.....	94,019	2,885	114,379	4 72
47	Wyoming.....	22,120		22,120	.....
48	Indian:				
	Cherokees.....			74,000	.....
	Chickasaws.....			22,000	.....
	Choctaws.....	12,000		m30,000	.....
	Creeks.....			28,356	.....
	Seminoles.....			7,500	.....

a Per capita of population between 5 and 17.

b Does not include expenditure for books.

c For white schools only.

d So reported, though the items given amount to but \$102,816.

e Amount received from the State and from local taxation for the support of public schools; the funds for tuition and for building are largely supplemented by patrons, and it is therefore impossible to give them with exactness.

f In 1878.

g Includes amount paid on principal of district bonds and interest on the same.

h Exclusive of moneys paid for support of normal schools, amounting to \$44,989.

i Includes salaries of superintendents.

j Includes amount paid on debts of former years.

k In 1877.

showing the income, expenditure, and permanent school fund, &c.—Continued.

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.
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
\$2 10	\$3 24			\$2, 523, 253		
17 17	27 35	a\$12 44	a\$15 61	144, 875	\$190, 186	
13 75	17 80			2, 011, 800	2, 069, 149	\$6, 857, 389
11 17	18 36	11 60			2, 020, 000	496, 891
b9 09				2, 020, 000		
				243, 500		c484, 361
f1 96	f3 15					116, 934
7 90	13 54			6, 577, 892		16, 902, 710
8 08	13 04	7 67	8 95	8, 936, 022	9, 068, 582	11, 787, 705
11 68	19 08	13 67	15 17	3, 484, 411		9, 236, 613
7 63	12 86	8 06	8 11	1, 601, 632	10, 000, 000	4, 391, 566
4 00	5 00			1, 000, 000	1, 600, 000	2, 300, 000
6 74						f700, 000
6 03	9 83			k400, 500		2, 947, 655
8 04	16 54			906, 229	906, 229	
f14 62	f19 85			2, 073, 540		
8 11					2, 762, 162	9, 011, 454
8 42				4, 050, 730	15, 000, 000	3, 084, 026
2 85	3 80			815, 229		
				7, 542, 226		9, 000, 000
12 34				2, 325, 624	20, 329, 684	1, 810, 088
				380, 000		f283, 338
						2, 311, 660
7 58	13 79	6 74	7 45	1, 151, 091	2, 425, 172	6, 401, 603
10 15	18 34			o7, 240, 806		30, 012, 579
14 13	22 38			204, 500	p652, 500	192, 793
9 38	14 98	8 96	9 13			21, 103, 255
9 89	15 53			562, 830		520, 963
f7 61	f11 81					24, 063, 138
11 23	17 42			240, 376	265, 113	2, 654, 148
2 67		1 39				352, 046
				k2, 512, 500	k2, 512, 500	1, 162, 685
					f3, 385, 571	
6 40	10 08			669, 087		
4 77	7 83	1 67	1 88		1, 428, 245	1, 088, 957
4 05	6 98			400, 074	400, 074	1, 676, 872
8 70				2, 713, 993		5, 169, 979
f8 00	f24 03					78, 681
						133, 952
14 53	18 74	10 16	12 14	60, 385	60, 385	1, 184, 714
17 07	24 15					99, 335
f5 25	f7 63	f3 33				393, 985
8 15	11 92					220, 405
						61, 675
				u759, 387		
				v1, 306, 665		
				u503, 162		
				w76, 994		
				70, 000		

l Salaries of city superintendents are included.

m Items not all reported.

n Includes amount paid for interest or to cancel debt.

o Includes the United States deposit fund as reported in 1878, amounting to \$4,014,521.

p Exclusive of large quantities of swamp lands, the value of which is not reported.

q So reported, though the items given amount to but \$321,804.

r Includes expenditure for evening schools.

s From report of the secretary; the sum of items given is \$853,450.

t Includes expenditure for apparatus.

u Includes other tribal funds, the interest of which is used for the support of schools; the income thus derived is augmented from other sources when necessary.

v Chickasaw national fund, part of the interest of which is used for school purposes.

w Creek orphans' fund.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879; from replies to inquiries by the United States Bureau of Education.

City.	Superintendent.	3	4	School population.				Number enrolled in public schools.			12	13	14
				5	6	7	8	9	10	11			
		Total population (census of 1870).	Estimated present population.	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.	Whole number enrolled, excluding duplicate enrollments.	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. R. Dickson	32,000	47,000	7-21						4,659		172	172
2 Montgomery, Ala.*	L. A. Shaver	10,588	15,000	7-21			3,004			2,142		180	168
3 Little Rock, Ark.*	J. M. Fish	12,380	18,000	6-21	0	1,846	6,146			7,981		200	133
4 Los Angeles, Cal.	Mrs. C. B. Jones.	9,728	11,183	5-17			7,981			1,776		749	209
5 Oakland, Cal.	H. J. Todd	11,304	50,000	5-17			4,943			3,695		4,800	200
6 Sacramento, Cal.	F. L. Landis	16,283	26,000	9-17			58,110		2,024	38,129		7,224	211
7 San Francisco, Cal.	John W. Taylor.	150,005	305,000	9-17			2,550		2,666	2,165		2,550	210
8 Stockton, Cal.	George S. Ladd	10,666	14,000	5-21	1,100	266	4,000		4,000	2,700		400	190
9 Denver, Colo. (½ of city)	Aaron Gove	4,800	30,000	6-21			4,000		4,000	2,700		250	185
10 Bridgeport, Conn.*	H. M. Harrington	21,735	25,000	4-16			6,362		4,840	4,840		204	
11 Greenwich, Conn.*	Dr. J. H. Brush, chairman school board.	7,644	8,000	4-16			1,934		42	1,652		142	
12 Hartford, Conn.*	John Henry Brocklesby, acting visitor	37,184	9,525	4-16			3,823		27	7,701		1,400	
13 Meriden, Conn.*	Rev. J. T. Pettee, acting visitor	10,495	50,000	4-16			3,118			2,782		886	197
14 New Britain, Conn.	Charles Northend, acting visitor	9,480	11,000	4-16			3,170		1,134	2,842		470	
15 New Haven, Conn.	Arlet Parish	50,886	59,823	4-16	2,468		13,470		293	11,653		1,500	200
16 New London, Conn.	Ralph Wheeler, acting visitor	9,580	15,000	4-16			2,037			1,963		400	
17 Norwalk, Conn.	Dr. M. R. Pardee	12,119	18,750	4-16			3,141			2,575		139	
18 Norwich, Conn. b	N. L. Bishop, principal	16,653	18,750	4-16	257		1,507		243	1,211		140	200
19 Stamford, Conn.*	N. K. Hart, secretary	9,714	11,000	4-16			2,472			1,606		648	
20 Waterbury, Conn.*	J. W. Webster	13,166	16,039	4-16			3,799		42	3,571		473	191
21 Wilmington, Del.	David W. Harlan	30,841	40,000	6-21	0		1,011			6,871		203	106
22 Jacksonville, Fla.	Albert J. Russell	6,912	7,500	6-21			3,415		100	6,806		176	166
23 Key West, Fla. c	J. V. Harris	13,000	15,000	6-21		1,138	3,415		100	4,001		500	165
24 Atlanta, Ga.	W. F. Siskin	21,000	45,000	6-18			10,360			4,001		800	200
25 Augusta, Ga.	William H. Fleming	17,380	27,012	6-18			5,628			1,081		1,000	169
26 Columbus, Ga.	George M. Dews	7,401	10,000	6-18		368	2,863		65	1,927		200	191
27 Macon, Ga.	P. M. Zedler	13,100	16,000	6-18			3,329			1,491		200	180
28 Savannah, Ga.* d	W. H. Baker	28,235	30,000	6-18			10,917			4,019		700	210
29 Belleville, Ill.	Henry Raab	9,825	14,000	6-21			4,332		0	1,859		700	210
30 Chicago, Ill.	Duane Doory	306,005	500,000	6-21	0	40,000	135,000		1,464	56,387		22,000	139
31 Danville, Ill.	J. C. Sheild	4,751	8,339	6-21			2,878			1,824		200	139

32	Decatur, Ill.	E. A. Gastman, clerk.	7, 176	*10, 000	6-21	3, 456	1, 786
33	Freeport, Ill.	Charles C. Snyder.	8, 000	9, 000	5-21		200
34	Galesburg, Ill.	Matthew Andrews	12, 400	14, 000	6-21	1, 351	1, 750
35	Jacksonville, Ill.	D. H. Harris	3, 203	12, 000	6-21	1, 360	2, 801
36	Joliet, Ill.	Jos. F. Perry, county superintendent.	10, 000	14, 000	6-21		1, 868
37	Ottawa, Ill.	D. R. A. Thorp, acting	7, 736	8, 000	6-21		1, 852
38	Peoria, Ill.	N. C. Dougherty	22, 849	38, 000	6-21		1, 737
39	Quincy, Ill.	T. W. Macfall	24, 000	30, 000	6-21	2, 547	4, 118
40	Rock Island, Ill.	J. F. Everett	7, 992	12, 500	6-21		3, 770
41	Springfield, Ill.	Andrew M. Brooks	17, 364	25, 000	6-21		2, 100
42	Evansville, Ind.	John M. Bloss	21, 830	40, 000	6-21		2, 776
43	Fort Wayne, Ind.	John S. Irwin	17, 718	28, 460	6-21		5, 113
44	Indianapolis, Ind.	H. S. Tarbell	48, 244	80, 000	6-21	4, 245	3, 340
45	Jeffersonville, Ind.	William Jace, president school board	6, 581	*10, 000	6-21	6, 656	11, 796
46	Logansport, Ind.	John K. Walts	8, 950	15, 000	6-21	970	1, 551
47	Madison, Ind.	John Cooper	10, 769	15, 000	6-21		1, 147
48	Richmond, Ind.	James Du Shane	9, 445	14, 000	6-21		1, 767
49	South Bend, Ind.	William H. Wiley	16, 103	25, 000	6-21		1, 745
50	Terre Haute, Ind.	R. A. Townsend	5, 470	8, 646	6-21		2, 142
51	Vincennes, Ind.	R. G. Sanderson	21, 000	22, 000	5-21		1, 717
52	Burlington, Iowa.	A. E. Clarendon	11, 000	15, 000	5-21		600
53	Council Bluffs, Iowa.	J. B. Young	20, 088	25, 000	5-21		1, 033
54	Davenport, Iowa.	Thomas Hardie, secretary	12, 035	15, 000	5-21		4, 035
55	Des Moines, westside, Ia	W. W. Jamieson	16, 434	30, 000	5-21		1, 187
56	Dubuque, Iowa	W. W. Stuart	12, 769	15, 000	5-21		3, 339
57	Keokuk, Iowa	F. A. Bales	8, 320	9, 100	5-21		1, 745
58	Ottumwa, Iowa	F. A. Fitzpatrick	17, 870	20, 000	5-21		4, 558
59	Lawrence, Kans.	W. H. Butlerfield	5, 800	12, 500	5-21		2, 490
60	Leavenworth, Kans.	Harvey Myers, clerk school board	24, 500	30, 000	6-20		3, 831
61	Topeka, Kans.	J. O. Harrison	14, 801	16, 000	6-20		2, 469
62	Covington, Ky.	George H. Tingley, jr.	100, 753	135, 000	6-20		1, 500
63	Lexington, Ky.	Alva T. Wiles	15, 085	24, 000	6-20		1, 618
64	Newport, Ky.	S. T. Lowry	3, 600	10, 000	6-20		3, 066
65	Owensboro, Ky.	William O. Rogers	191, 418	203, 439	6-21		725
66	New Orleans, La.	Byron Porter, school agent	7, 808	10, 000	4-21		1, 935
67	Augusta, Me.	John Tuck, secretary school committee.	18, 259	18, 500	4-21		1, 935
68	Bangor, Me.	Abner J. Phillips	10, 258	10, 255	4-21		1, 500
69	Biddeford, Me.	Thomas Tash	13, 602	20, 000	4-21		1, 500
70	Lewiston, Me.	Henry E. Shephard	31, 418	*36, 000	5-21	667	1, 618
71	Portland, Me.	J. W. S. Cochrane, secretary	297, 354	393, 796	6-21	1, 215	3, 066
72	Baltimore, Md.	Daniel T. Lakin, secretary	28, 000	38, 000	6-20		725
73	Cumberland, Md.	Samuel Eaton, LL.D	8, 526	8, 486	6-20		1, 935
74	Fredrick, Md.		292, 499	341, 919	5-15		3, 066
75	Boston, Mass.						1, 700
76							216
77							4183

* From Report of the Commissioner of Education for 1878.
 a Average duration of school in days.
 b The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.
 c Including Monroe County.
 d Estimated.
 e From report of State superintendent for 1878.
 f For colored children, 6-16.
 g From report of State superintendent for 1878.
 h Exclusive of evening schools.
 i Including Chatham County.
 j In colored schools, 172 and 160.
 k Rural schools, 167 days; primary and intermediate, 180; grammar, 184; high, 181.
 l Includes Allegany County.
 m State census of 1875.

TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1879, &c. — Continued.

City.	Superintendent.	3	4	School population.					Number enrolled in public schools.			12	13	14
				Estimated present population.	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.	Whole number enrolled, excluding duplicate enrollments.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
78	Brookton, Mass.	6,451	12,000	5-15				2,107				25	200	195
79	Brookline, Mass.	7,500	7,500	5-15				1,303				1,610	200	198
80	Cambridge, Mass.	39,634	47,838	5-15	872			3,813				3,901	200	195
81	Chelsea, Mass.	18,547	20,737	5-15				2,104				1,467	200	195
82	Chicopee, Mass.	9,607	10,335	5-15	700			9,793	700			2,647	200	191
83	Fall River, Mass.	27,191	50,000	5-15	245			2,239				2,247	195	191
84	Fitchburg, Mass.	11,260	12,000	5-15	557	0		4,650	523	91		3,733	200	198
85	Glocester, Mass.	15,989	18,000	5-15				2,539				2,756	160	160
86	Haverhill, Mass.	13,092	14,628	5-15				3,587	265			1,133	195	187
87	Holyoke, Mass.	16,260	23,000	5-15				6,836				6,836	200	197
88	Lawrence, Mass.	34,016	40,000	5-15				8,087	650	338		1,200	200	197
89	Lowell, Mass.	40,328	53,000	5-15	800			8,792				115	205	205
90	Lynn, Mass.	28,000	33,000	5-15	1,026			2,153	500	300		2,688	200	198
91	Malden, Mass.	7,370	12,000	8-15	0			1,694	0	12		25	200	200
92	Marblehead, Mass.	7,763	7,500	6-15				2,066				75	160	160
93	Marlborough, Mass.	8,475	8,830	5-15				2,066				75	180	180
94	Milford, Mass.	9,890	29,818	5-15				2,138				2,349	200	200
95	New Bedford, Mass.	21,320	25,876	5-15				4,208				4,500	230	230
96	Newburyport, Mass.	12,595	13,323	5-15				2,846				333	300	194
97	Newton, Mass.	216,105	16,500	5-15				2,846				3,359	300	194
98	Northampton, Mass.	10,190	10,854	5-15				2,026				2,197	170	165
99	Pittsfield, Mass.	11,113	13,400	5-15	271	0		2,353	296	110		2,605	200	195
100	Quincy, Mass.	7,442	10,500	5-15				1,900				1,910	54	200
101	Salem, Mass.	24,117	26,000	5-15				4,673				4,500	200	188
102	Somerville, Mass.	14,603	32,000	5-15				4,524				6,024	250	200
103	Springfield, Mass.	26,703	23,000	5-15				5,524				3,670	132	195
104	Taunton, Mass.	18,467	19,500	5-15	414			3,246	190	130		1,762	100	190
105	Waltham, Mass.	9,065	10,500	5-15				1,995				2,102	200	195
106	Weymouth, Mass.	29,819	10,000	5-15	286			2,012				2,102	40	200
107	Woburn, Mass.	8,580	10,694	5-15				2,424				35	200	200

	1, 200	10, 840	1, 100	400	1, 200	200
108 Worcester, Mass	1, 200	10, 840	1, 100	400	1, 200	200
109 Ann Arbor, Mich.	2, 483	7, 483	1, 115	407	2, 000	198
110 Bay City, Mich.	1, 814	4, 814	612	160	540	194
111 Detroit, Mich.	6, 804	14, 837	0	155	6, 804	104
112 East Saginaw, Mich.	3, 018	8, 018	0	155	250	196
113 Flint, Mich.	1, 823	5, 109	255	379	1, 000	196
114 Grand Rapids, Mich.	1, 659	961	90	82	3, 000	198
115 Muskegon, Mich.	1, 667	525	0	54	3, 000	197
116 Saginaw, Mich.	4, 003	2, 730	510	314	1, 667	195
117 Saint Paul, Minn.	2, 730	2, 730	327	601	2, 000	195
118 Natchez, Miss ^d	1, 196	1, 196	0	0	2, 000	195
119 Vicksburg, Miss	1, 967	325	65	0	180	176
120 Hannibal, Mo	5, 259	3, 691	0	162	200	195
121 Kansas City, Mo	3, 691	55, 122	1, 847	2, 940	600	198
122 Saint Joseph, Mo	19, 565	30, 000	0	0	240	180
123 Saint Louis, Mo.	310, 864	10, 000	0	0	200	197
124 Sedalia, Mo.	3, 550	8, 500	125	350	160	100
125 Springfield, Mo.	5, 555	8, 500	0	0	200	175
126 Nebraska City, Neb.	16, 083	27, 000	732	1, 768	446	202
127 Omaha, Neb.	12, 241	13, 000	450	750	50	180
128 Concord, N. H.*	20, 500	11, 500	0	0	180	178
129 Dover, N. H.	23, 556	28, 000	205	160	1, 625	195
130 Manchester, N. H.*	9, 200	10, 000	0	0	180	186
131 Nashua, N. H.	9, 200	10, 000	0	0	50	180
132 Portsmouth, N. H.	20, 045	40, 000	0	0	100	200
133 Elizabeth, N. J.*	24, 500	30, 000	898	1, 042	2, 000	203
134 Jersey City, N. J.*	82, 546	120, 000	3, 094	6, 180	10, 000	206
135 Newark, N. J.	105, 000	137, 000	0	0	6, 596	210
136 New Brunswick, N. J.	15, 059	19, 000	936	0	1, 200	206
137 Orange, N. J.	33, 579	42, 000	0	0	2, 574	200
138 Paterson, N. J.	22, 874	28, 000	0	0	9, 095	204
139 Trenton, N. J.	69, 422	86, 541	729	1, 165	14, 024	207
140 Albany, N. Y.	17, 225	20, 200	327	785	9, 079	205
141 Auburn, N. Y.	12, 736	17, 624	0	0	2, 000	200
142 Binghamton, N. Y.*	396, 099	*482, 493	0	0	1, 500	197
143 Brooklyn, N. Y.	117, 714	134, 557	0	0	2, 000	207
144 Buffalo, N. Y.	15, 357	22, 500	0	0	14, 024	193
145 Cohoes, N. Y.	15, 863	23, 500	0	0	3, 079	205
146 Elmira, N. Y.	8, 615	8, 784	0	0	*20, 000	206
147 Hudson, N. Y.	10, 100	10, 500	199	867	25	205
148 Ithaca, N. Y.	6, 315	7, 500	217	836	3, 589	196
149 Kingston, N. Y. (part of city)	12, 024	13, 000	0	0	1, 299	195
150 Lockport, N. Y.	12, 203	17, 500	0	0	1, 831	192
151 Long Island City, N. Y.	17, 322	17, 500	0	0	1, 830	204
152 Newburgh, N. Y.	1, 045, 223	1, 242, 000	0	0	2, 626	198
153 New York, N. Y.	0	0	0	0	3, 644	204
154	0	0	0	0	2, 431	200
155	0	0	0	0	585	201
156	0	0	0	0	212, 870	207

^f Number enrolled between the ages of 5 and 18.
^g in private schools only.

^c In high schools 200 and 195.
^d Including Adams County.
^e In 1877.

* From Report of the Commissioner of Education for 1873.
^a State census of 1875.
^b Enrollment for the second term.

187	Zanesville, Ohio	10, 011	18, 000	6-21	1, 769	5, 497	600	200
188	Portland, Ore	8, 293	21, 000	4-20		4, 302	2, 363	200
189	Allegheny, Pa	53, 180	78, 400	6-21			1, 610	192
190	Allentown, Pa	13, 884	18, 000	6-21			3, 319	500
191	Altoona, Pa	10, 610	19, 000	6-21		*3, 604	2, 510	189
192	Carbondale, Pa	6, 393	9, 000	6-21			1, 435	200
193	Chester, Pa	9, 485	15, 100	6-21		3, 000	2, 698	250
194	Danville, Pa	8, 740	*8, 000	6-21		175	1, 553	200
195	Easton, Pa	10, 987	*14, 000	6-21			2, 348	
196	Harrisburg, Pa	19, 646	26, 000	6-21			4, 040	1, 600
197	Lancaster, Pa*	23, 104	30, 728	6-21		180	5, 491	189
198	New Castle, Pa	20, 233	23, 000	6-21			3, 426	
199	Norristown, Pa	6, 164	*9, 000	6-21			1, 305	35
200	Norristown, Pa	10, 759	15, 000	6-21		173	2, 223	214
201	Philadelphia, Pa	674, 022	*765, 000	6-			103, 567	197
202	Pittsburgh, Pa	121, 215	155, 000	6-21			26, 937	12, 000
203	Pottsville, Pa*	12, 384	14, 500	6-21			7, 765	195
204	Reading, Pa	33, 930	*45, 000	6-21	0	500	7, 000	800
205	Scranton, Pa*	83, 000	45, 000	6-21	2, 000	16, 000	9, 000	800
206	Shenandoah, Pa	8, 700	9, 000	6-21	1, 100	3, 550	1, 904	270
207	Titusville, Pa*	8, 700	8, 500	6-21	0	1, 800	1, 500	300
208	Wilkes-Barre, Pa, third district.*	10, 174	10, 174	6-21			1, 790	400
209	Williamsport, Pa	16, 030	21, 000	6-21	340	4, 126	3, 323	640
210	York, Pa*	11, 003	14, 000	6-21	200	2, 500	2, 300	165
211	Newport, R. I	12, 521	14, 028	5-15	383	2, 843	2, 081	185
212	Pawtucket, R. I	6, 619	19, 000	5-15		3, 299	3, 328	200
213	Providence, R. I	68, 904	103, 500	5-15		19, 108	14, 211	200
214	Warwick, R. I*	10, 453	11, 700	5-15			2, 045	196
215	Woonsocket, R. I	11, 527	16, 010	5-15		3, 279	2, 698	200
216	Charleston, S. C	54, 000	54, 000	6-16		12, 727	6, 775	197
217	Chattanooga, Tenn	6, 093	11, 488	6-21	635	2, 807	1, 587	300
218	Knoxville, Tenn	8, 682	20, 000	6-21		2, 100	1, 609	90
219	Memphis, Tenn	59, 000	45, 000	6-21		9, 011	4, 105	200
220	Nashville, Tenn	23, 876	28, 000	6-18	2, 441	9, 046	4, 122	1, 600
221	Houston, Tex	20, 000	30, 000	6-18		2, 968	1, 756	200
222	San Antonio, Tex	12, 000	22, 500	6-18	210	2, 130	1, 424	157
223	Burlington, Vt*	14, 387	15, 000	5-20			1, 000	202
224	Alexandria, Va*	13, 570	14, 000	5-21	2359	24, 447	1, 183	800
225	Lynchburg, Va	12, 020	16, 000	5-21	317	4, 093	1, 320	197
226	Norfolk, Va	19, 256	22, 000	5-21		6, 244	1, 773	300
227	Petersburg, Va	18, 950	20, 000	5-21		7, 417	1, 985	200
228	Portsmouth, Va*	10, 492	11, 000	5-21	348	868	982	174
229	Richmond, Va	51, 038	80, 000	5-21	2, 002	20, 754	5, 995	200
230	Fond du Lac, Wis	12, 675	13, 000	4-20		5, 900	3, 550	211
231	Green Bay, Wis	4, 665	7, 500	4-20		2, 172	2, 484	200
232	Janesville, Wis	11, 000	10, 000	4-20		3, 610	1, 207	180
233	La Crosse, Wis*	10, 000	17, 000	4-20		3, 968	1, 695	178
234	Madison, Wis	10, 000	12, 000	4-20		*3, 951	2, 189	200

* From report of the Commissioner of Education for 1874.
 † From report of State superintendent for 1878.
 ‡ Succeeded by H. N. Mertz, who furnishes the above report.
 † Schools were closed for several weeks because of the yellow fever.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Superintendent.	Total population (census of 1870).	Estimated present population.	School population.				Number enrolled in public schools.				Estimated enrollment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				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.	Whole number enrolled, excluding duplicate enrollments.	11				12	13	14
235 Milwaukee, Wis	J. J. Somers	71,000	*120,000	4-20	.....	.....	37,742	5,439	353	16,713	7,392	200	203
236 Oakbrook, Wis*		17,428	18,000	4-20	.....	.....	5,400	.....	.....	2,846	7,700	200	197
237 Racine, Wis		9,880	17,000	4-20	.....	.....	5,456	.....	.....	2,390	951	200	200
238 Watertown, Wis		7,550	8,000	4-20	880	.....	3,562	.....	.....	1,310	500	198	198
239 Georgetown, D. C. a....		J. Ormond Wilson	81,844	150,000	6-17	0	1,818	24,241	0	417	14,042	5,481	197	189
240 Washington, D. C. a....				

* From Report of the Commissioner of Education for 1878.

a These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

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.		Grammar schools.		High schools.		
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Male.	Female.	Male.	Female.	Male.	Female.	
1 Mobile, Ala.																							
2 Montgomery, Ala.*																							
3 Little Rock, Ark.						7								1,520				2	13	1	8	2	1
4 Los Angeles, Cal.	7	2	1			10								5,059									
5 Oakland, Cal.						16																	
6 Sacramento, Cal.	8	2	1			11	4	15															
7 San Francisco, Cal.	50	20	3			73																	
8 Stockton, Cal.						9																	
9 Denver, Colo. (3 of city)						6																	
10 Bridgeport, Conn.																							
11 Greenwvich, Conn.*						19																	
12 Hartford, Conn.						17																	
13 Meriden, Conn.*						12																	
14 New Britain, Conn.						11																	
15 New Haven, Conn.	12	8	1			21			6,810	1,703	379	250	9,142	3	142	69	47	4	9				
16 New London, Conn.																							
17 Norwich, Conn.																							
18 Norwich, Conn. b									796	433		30	*3,200	1,259									
19 Stamford, Conn.*																							
20 Waterbury, Conn.*						21																	
21 Wilmington, Del.	(18)					19																	
22 Jacksonville, Fla.						3																	
23 Key West, Fla. d						5																	
24 Atlanta, Ga.						15																	
25 Augusta, Ga.	(18)		1			19																	
26 Columbus, Ga.						6			700	240	40												
27 Macon, Ga.						9																	

* From Report of the Commissioner of Education for 1878.
 a Includes special teachers.
 b The report here given, exclusive of that of population,
 is for the central school district only, which comprises about
 one-half the city.
 c In primary, grammar, and high.
 d Including Monroe County.
 e In primary and grammar schools.

58	Keokuk, Iowa.....											2,200								
59	Ottumwa, Iowa.....											1,400								
60	Lawrence, Kans.....	6	3	1								3,150								
61	Leavenworth, Kans.....				8							1,682							64	651
62	Topeka, Kans.....	(4)	1	1								*2,000								(20)
63	Covington, Ky.....				6							2,600								12
64	Lexington, Ky.....	(27)	2									700								2
65	Louisville, Ky.....				29							1,700								297
66	Newport, Ky.....				5							840								21
67	Owensboro, Ky.....				2							60								97
68	New Orleans, La.....				69							3,624								5
69	Augusta, Me*.....				28							366								6
70	Bangor, Me.....	21	1	413								1,925								3,974
71	Biddeford, Me*.....	12	1	615								3,880								2,072
72	Lewiston, Me.....	12	6	1	1	f1						6,020								66
73	Portland, Me.....				21	5	26					3,647								5
74	Baltimore, Md.....				63							473								30
75	Cumberland, Md.....				4	2	6					55,820								2
76	Frederick, Md.....				158							30,350								11
77	Boston, Mass.....	100	49	9								150								411
78	Brookton, Mass.....				19							8,924								85
79	Brookline, Mass.....				26							500								71
80	Cambridge, Mass.....	18	7	1								24								7
81	Chelsea, Mass.....				10							560								82
82	Chicopee, Mass.....				32	3	35					1,540								2,066
83	Fall River, Mass*.....	25	6	1	0	0						7,690								800
84	Fitchburg, Mass.....	1	16	1	0	1						3,253								40
85	Gloucester, Mass.....	11	7	1	1							4,006								20
86	Haverhill, Mass.....				20	1	21					40								4,046
87	Holyoke, Mass.....	9	2	1	1							2,198								2
88	Lawrence, Mass.....	15	3	1	1							4,000								84
89	Lynn, Mass*.....	30	8	1								700								2
90	Lowell, Mass*.....	23	7	1								5,300								84
91	Malden, Mass.....	4	6	1								650								0
92	Marblehead, Mass.....	7	4									2,366								70
93	Marlborough, Mass.....				11							1,085								44
94	Milford, Mass.....				12							1,985								2
95	New Bedford, Mass.....				23							2,241								19
96	Newburyport, Mass.....				17							3,676								2
97	Newton, Mass*.....	6	10	1								300								30
98	Northampton, Mass.....				25							2,200								84
99	Pittsfield, Mass.....				26							2,250								2
100	Quincy, Mass.....				7							4,431								22
101	Salem, Mass.....	10	5	1								249								0
102	Somerville, Mass.....				17							4,580								48
103	Springfield, Mass.....	16	7	1								5,600								(35)
104	Trantford, Mass.....	10	5	1	25	8	33					255								55
105	Waltham, Mass*.....	10	5	1	36	2	38					500								0

* From Report of the Commissioner of Education for 1878. f In Portland School for the Deaf.
 a Including Chatham County. g Includes Allegheny County.
 b In primary and grammar schools. c For ungraded schools. h Includes special teachers in music, penmanship, and drawing.

30	Chicago, Ill.	44	13	76	827	.....	44,733	31,551	10,397	8,379	1,457	1,227	.....	2,360	750	58,947	41,927
31	Danville, Ill.	61	.....	5	25	.....	1,273	1,797	411	288	102	73	.....	138	14	1,824	1,152
32	Decatur, Ill.	2	.....	4	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,786	1,347
33	Freeport, Ill.	2	.....	2	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,750	1,350
34	Galesburg, Ill.*	(34)	.....	2	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,301	1,630
35	Jacksonville, Ill.	2	.....	3	33	30	65	.....	.....	.....	.....	.....	.....	.....	.....	1,868	1,279
36	Joliet, Ill.	2	.....	2	35	12	49	.....	.....	.....	.....	.....	.....	.....	.....	1,852	.....
37	Ottawa, Ill.	3	.....	3	26	11	40	.....	.....	.....	.....	.....	.....	.....	.....	1,737	1,658
38	Peoria, Ill.*	8	.....	3	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,118	3,038
39	Quincy, Ill.	3	.....	3	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,770	2,451
40	Rock Island, Ill.	3	.....	3	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,100	1,394
41	Rock Island, Ill.	(54)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,776	2,114
42	Springfield, Ill.	(115)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,113	.....
43	Evansville, Ind.*	.....	.....	8	80	38	126	2,281	1,727	693	192	165	16	16	16	3,356	2,601
44	Fort Wayne, Ind.	3	.....	15	190	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,322	9,369
45	Indianapolis, Ind.	1	.....	(28)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,551	.....
46	Jeffersonville, Ind.†	.....	.....	(26)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,224	868
47	La Porte, Ind.	.....	.....	6	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,767	1,188
48	Leansport, Ind.	.....	.....	2	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,745	1,218
49	Madison, Ind.	.....	.....	4	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,142	1,602
50	Richmond, Ind.*	.....	.....	4	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,717	1,235
51	South Bend, Ind.	.....	.....	16	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,035	2,866
52	Terre Haute, Ind.	0	0	3	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,187	.....
53	Vincennes, Ind.	.....	.....	3	54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,339	2,331
54	Burlington, Iowa	1	.....	13	54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,745	1,420
55	Council Bluffs, Iowa.	.....	.....	3	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,841	3,488
56	Davenport, Iowa	1	4	12	74	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,490	1,568
57	Des Moines, west side, Ia.	.....	.....	3	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,631	2,628
58	Dubuque, Iowa.	.....	.....	10	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,469	1,906
59	Keokuk, Iowa.	.....	.....	9	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	1,380
60	Ottumwa, Iowa.	(23)	.....	5	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,018	1,081
61	Lawrence, Kans.	.....	.....	0	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,060	2,308
62	Leavenworth, Kans.	.....	.....	8	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,935	1,607
63	Topoka, Kans.	.....	.....	4	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,286	2,485
64	Covington, Ky.	k1	k2	8	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,262	1,615
65	Lexington, Ky.	.....	.....	8	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19,484	13,405
66	Louisville, Ky.	(6327)	.....	3	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,544	1,982
67	Newport, Ky.	.....	.....	3	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	815	646
68	Owensboro, Ky.	.....	.....	26	400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20,249	17,401
69	New Orleans, La.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,217	994
70	Augusta, Me.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,905	2,675
71	Bangor, Me.	.....	.....	4	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,779	m1,100
72	Biddeford, Me.*	.....	.....	9	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,558	2,601
73	Lewiston, Me.	.....	.....	4	72	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,437	4,240
74	Portland, Me.	.....	.....	10	106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,437	4,240

* From Report of the Commissioner of Education for 1878.

a Average number.
 b Includes special teachers.
 c For the winter term.
 d The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half the city.

e In primary, grammar, and high schools.

f Including Monroe County.
 g In primary and grammar schools.
 h Including Chatham County.
 i In ungraded school.
 j From report of State superintendent for 1878.

k In colored school.

l Average attendance for the winter.
 m In graded schools only.
 n In rural and ungraded schools.
 o In Portland School for the Deaf.

103	Springfield, Mass.....	e4	e12	3	7	13	105	15	133	3,331	2,224	1,879	1,610	426	348	439	285	388	207	6,024	4,399
104	Taunton, Mass.....			4	5	17	67	6	90	2,281	1,532	621	578	108	140			141	101	3,670	2,636
105	Waltham, Mass.*			4	30	4	39													1,762	1,762
106	Weymouth, Mass.....			10	50															2,238	1,790
107	Woburn, Mass.....			6	40			1	47					662	441			811	293	10,840	7,463
108	Worcester, Mass.....			27	201		3,993		3,993	2,736	2,736	3,994	2,736	662	441					1,845	1,291
109	Ann Arbor, Mich.....			4	29		874		535	578	405	535		436	308					2,814	1,594
110	Bay City, Mich.....		7		44		d1, 621							120	73					2,814	1,594
111	Detroit, Mich.....			9	230		1,500		800	632	632	800	632	187	151					14,897	10,665
112	East Saginaw, Mich.....			4	43		2,022							437						3,018	2,303
113	Ft. St. Mich.....			2	32		2,882		1,840	1,281	1,281	1,840	1,281	437	307					1,822	1,163
114	Grand Rapids, Mich.....			1	80		1,800		1,840	1,281	1,281	1,840	1,281	437	307					3,478	3,478
115	Manistee, Mich.....			9	13		724		144	94	94	144	94	93	48					901	616
116	Muskegon, Mich.....			3	27		1,229		238	761	238	761	238	87	62	e85	e46			1,639	1,038
117	Saginaw, Mich.....			3	3		1,105		505	340	340	505	340	80	60					1,690	1,151
118	St. Paul, Minn.....			11	75															4,003	2,785
119	Natchez, Miss.* f			21	55															2,730	2,599
120	Vicksburg, Miss.....			2	19		650													1,196	1,196
121	Hannibal, Mo.....			6	22								373							1,967	1,323
122	Kansas City, Mo.....			7	55								505	177	146					3,140	3,140
123	St. Joseph, Mo. *			9	49		2,780		734	505	505	734	505	177	146					5,259	3,521
124	St. Louis, Mo.....	1	8	46	105		33,651		23,688	8,885	6,427	8,885	6,427	1,075	802	225	170	2,886	2,900	3,691	2,520
125	Setalia, Mo.....			6	15															55,122	36,077
126	Springfield, Mo.....			3	13															1,843	1,210
127	Nebraska City, Nebr.....			2	12	26	2,349			614				70						1,438	851
128	Omaha, Nebr.....			2	45															1,967	1,323
129	Concord, N. H.*			8	58															3,033	1,950
130	Dover, N. H.....	e1	e9	1	2	4	843		372	768	355	372	355	106	103	e205	e170	90	60	1,610	1,450
131	Manchester, N. H.*		g4	3	6	10	69	28	107	1,343	900	674	900	190	179	g260	g152	371	106	3,886	2,451
132	Nashua, N. H.....			3	48															2,244	1,734
133	Portsmouth, N. H.....			7	20															1,786	1,786
134	Camden, N. J.....			8	102															7,668	4,653
135	Elizabeth, N. J.....	1		2	5	6	2,532		897	521	521	897	521	216	114	69	63	278	89	4,052	2,188
136	Jersey City, N. J.*	0	0	0	0	26	13,773		7,878	3,939	3,939	7,878	3,939	523	397					21,183	12,914
137	Newark, N. J.....			26	244															13,478	11,100
138	New Brunswick, N. J.....			4	43															2,070	1,832
139	Orange, N. J.....			2	31															1,574	913
140	Paterson, N. J.....			9	92		3,108		1,430	607	607	1,430	607	172	100	116	88	1,767	428	9,095	4,343
141	Trenton, N. J.....			8	63		2,973		375	241	241	375	241	281	245					3,929	2,312
142	Albany, N. Y.*			5	25		2,165													14,024	9,076
143	Auburn, N. Y.....			4	2		1,891		800	632	632	800	632	247	195					3,168	2,064
144	Binghamton, N. Y.*			7	49									186						3,102	2,034
145	Brooklyn, N. Y.....			(1, 330)																394,573	352,658
146	Buffalo, N. Y.....			45	412															293,905	14,792
147	Cohoes, N. Y.*			2	39															3,580	14,712
148	Elmira, N. Y.....			2	8		1,442		378	180	180	378	180	190	90					4,287	3,680
				1	2		1,182		2,155	1,655	1,655	2,155	1,655	193	147					96	4,287

* From Report of the Commissioner of Education for 1878.
 a Includes Allegheny County.
 b Includes special teachers.
 c For the second term of the school year.
 d In primary and grammar schools.
 e In ungraded schools.
 f Including Adams County.
 g In training or model schools.
 h Teach in day school also.
 i Including some day pupils.
 j In the evening schools, held for six weeks only, there was a total enrollment of 7,201, with an average attendance of 3,934; these items are not included in the totals given above.

178	Mansfield, Ohio*	1	31	6	1,225	880	552	490	112	91	1,889	1,461
179	Newark, Ohio	4	36	46	1,329	918	400	317	125	103	1,854	1,860
180	Pomeroy, Ohio	10	15	30	910	574	303	233	66	53	1,379	1,644
181	Portsmouth, Ohio	3	5	40	4	1,271	635	477	137	111	2,637	1,839
182	Sandusky, Ohio	0	0	57	1,583	1,947	703	445	145	0	2,653	2,066
183	Springfield, Ohio	13	44	.....	f 2,538	f 1,947	855	703	144	61	2,458	1,854
184	Steubenville, Ohio	183	33	.....	1,398	1,002	437	341	227	192	7,615	4,739
185	Toledo, Ohio	d 16	d 109	.....	6,951	4,206	.....	.....	.....	.....	2,080	1,398
186	Youngstown, Ohio*	5	32	.....	1,637	1,186	588	551	138	126	3,103	1,863
187	Zanesville, Ohio	7	62	.....	.....	.....	.....	.....	.....	.....	11,610	8,287
188	Portland, Oreg.	4	38	.....	.....	.....	.....	.....	.....	.....	3,319	2,432
189	Allegheny, Pa.	15	41	.....	.....	.....	.....	.....	.....	.....	5,510	2,164
190	Allentown, Pa.	11	41	.....	.....	.....	.....	.....	.....	.....	1,435	1,026
191	Altoona, Pa.	8	39	12	1,748	1,485	692	616	70	65	2,698	1,970
192	Carbondale, Pa.	4	18	57	.....	.....	.....	.....	.....	.....	2,348	1,009
193	Chester, Pa.	1	44	.....	.....	.....	.....	.....	.....	.....	2,348	1,710
194	Danville, Pa.	4	22	.....	.....	.....	.....	.....	.....	.....	5,491	3,414
195	Easton, Pa.	18	33	.....	.....	.....	.....	.....	.....	.....	1,305	1,138
196	Erie, Pa.*	9	75	.....	4,281	2,493	944	677	266	244	108,567	92,381
197	Harrisburg, Pa.	27	70	.....	.....	.....	.....	.....	.....	.....	26,937	17,387
198	Lancaster, Pa.*	8	57	.....	.....	.....	.....	.....	.....	.....	7,705	6,357
199	New Castle, Pa.	3	24	.....	1,416	945	656	512	151	104	7,551	8,312
200	Newistown, Pa.	4	39	.....	.....	.....	.....	.....	.....	.....	1,904	1,102
201	Philadelphia, Pa.	77	1,993	.....	.....	.....	.....	.....	.....	.....	1,500	1,322
202	Pittsburgh, Pa.	28	42	.....	.....	.....	.....	.....	.....	.....	3,323	2,144
203	Pottsville, Pa.*	5	47	19	6,711	5,587	572	535	248	235	2,410	1,737
204	Reading, Pa.	3	139	101	8,828	5,274	3,042	1,893	601	376	13,771	8,357
205	Scranton, Pa.*	22	123	.....	1,479	907	365	208	60	47	1,904	1,500
206	Shenandoah, Pa.	1	21	.....	.....	.....	.....	.....	.....	.....	1,790	1,390
207	Titusville, Pa.*	4	28	.....	.....	.....	.....	.....	.....	.....	3,323	2,144
208	Wilkes-Barre, Pa., 3d dis*	7	25	.....	2,853	1,825	341	217	129	102	2,300	1,784
209	Williamsport, Pa.	13	51	57	.....	.....	.....	.....	.....	.....	2,410	1,737
210	York, Pa.*	9	36	12	1,036	798	729	584	135	106	3,358	1,949
211	Newport, R. I.	e 1	e 2	3	.....	.....	.....	.....	.....	.....	14,211	1,062
212	Pawtucket, R. I.	5	42	.....	.....	.....	.....	.....	.....	.....	2,045	.....
213	Providence, R. I.	10	263	.....	.....	.....	.....	.....	.....	.....	2,698	.....
214	Warwick, R. I.	11	18	.....	.....	.....	.....	.....	.....	.....	6,775	.....
215	Woonsocket, R. I.	4	25	.....	.....	.....	.....	.....	.....	.....	1,887	1,105
216	Charleston, S. C.	5	85	.....	.....	.....	.....	.....	.....	.....	1,509	930
217	Chattanooga, Tenn.	5	21	.....	.....	.....	.....	.....	.....	.....	4,105	2,389
218	Knoxville, Tenn.	7	19	.....	.....	.....	.....	.....	.....	.....	4,122	3,191
219	Memphis, Tenn.	9	54	.....	.....	.....	.....	.....	.....	.....	91,756	91,172
220	Nashville, Tenn.	14	64	20	2,685	2,105	1,177	873	260	213	91,756	91,172
221	Houston, Tex.	6	25	98	91,514	91,007	9185	9112	957	953	1,424	917
222	San Antonio, Tex.	4	13	.....	.....	.....	.....	.....	.....	.....	1,580	871
223	Durlington, Vt.*	(33)	.....	.....	.....	.....	.....	.....	.....	.....	1,183	917
224	Alexandria, Va.*	3	15	58	882	675	301	196	.....	.....	1,580	871
225	Lynchburg, Va.	3	20	40	1,239	631	281	153	.....	.....	1,520	784

* From Report of Commissioner of Education for 1878.
 † From report of State superintendent for 1878.
 ‡ Includes pupils in colored schools, corporate schools, and in nautical school.
 § Includes special teachers.
 ¶ Teach in day school also.
 * In primary and grammar schools.
 † Estimated.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Number of teachers in—						Number of scholars in—																
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	
1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56			
Norfolk, Va.					6	20																1,773	1,173.
Petersburg, Va.					3	25																1,985	1,494
Portsmouth, Va.*					4	10																982	592
Richmond, Va.					18	110	94	222	4,450	3,550	1,333	895	209	207								5,995	4,652
Fond du Lac, Wis.					8	38																2,484	1,692
Green Bay, Wis.					2	17																1,207	
Janesville, Wis.					1	35																1,695	1,216
La Crosse, Wis.*					0	27																2,199	
Madison, Wis.					4	28																1,658	
Milwaukee, Wis.					51	188	218	457														16,457	10,490
Oshkosh, Wis.					(51)																	2,346	
Racine, Wis.					7	38																2,397	1,610
Watertown, Wis.					4	18	15	37														1,310	683
Georgetown, D. C. a					0	2	0	0	10,121	7,951	4,650	3,650	151	115	20	20						14,942	11,736
Washington, D. C. a					14	220																	

* From Report of the Commissioner of Education for 1878. a These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—							Average annual salaries of—						
	Private and parochial schools.		All schools, public and private.		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.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	61	62	63	64	65	66	67	68	Male.	Female.	70	71	72	73	74
1	57	60	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
Mobile, Ala.													a\$50	a\$50			a\$60	a\$60
Montgomery, Ala.*													450	450	\$900		900	495
Little Rock, Ark.*	366		2, 142		35					52	\$1, 500	\$900	825	875			900	900
Los Angeles, Cal.										43	2, 400	\$900		795				975
Oakland, Cal.										44	6, 150	650		6100	a\$77			680
Sacramento, Cal.	4, 800		8, 695		47. 1	43. 1	38	27. 9		4, 000	3, 000		1, 500	a\$77	a\$80			a\$14
San Francisco, Cal.										4, 000	3, 000		1, 200	a\$123	a\$80			
Stockton, Cal.					55	53	26			2, 500			1, 000	1, 200	e1, 100		900	700
Denver, Colo. (seven-eighths of city).										2, 500			1, 000	e1, 100	e1, 100			
Bridgeport, Conn.	250		5, 090															
Greenwich, Conn.*																		
Hartford, Conn.	1, 400		9, 101															
Moriden, Conn.*																		
New Britain, Conn.	470		2, 812															
New Haven, Conn.					45	41	21	15			2, 700		900					700
New London, Conn.	40		2, 093															
Norwalk, Conn.	199		2, 714															
Norwich, Conn. d.					33	26		10			e2, 000		450					580
Stamford, Conn.*																		
Waterbury, Conn.*	20																	
Wilmington, Del.	21																	495
Jacksonville, Fla.	22				(40)						1, 600		e425			700		307
Key West, Fla. f.	23									48. 7	g400		e450			e720		e450
Atlanta, Ga.	24										e1, 880							

* From report of the Commissioner of Education for 1878.
 a Monthly salaries.
 b These are maximum monthly salaries.
 c These are maximum salaries.
 d The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.
 e Salary of principal of schools.
 f Including Monroe County.
 g For county superintendent.

130	Dover, N. H.	50	1,625	1,220	40	1,666	1,496	42.7	35.5	34.3	17	20	33.1	1,500	698	342	440	396
131	Manchester, N. H.*					5,511	3,674	34	32	36	938	11	31	1,500	1,262	415		436
132	Nashua, N. H.													a1,000	a1,200	a330	a425	a400
133	Portsmouth, N. H.													450	569	587		
134	Camden, N. J.*								37	28	63	16	39	3,500	1,800	1,000		500
135	Elizabeth, N. J.													2,250	1,700	700		540
136	Jersey City, N. J.*	10,000	5,000	31,183	17,214								45	1,050	1,700	1,000		525
137	Newark, N. J.							34	46	34				1,000	1,550	1,000		525
138	New Brunswick, N. J.												34	2,400	700	700		500
139	Orange, N. J.							41	38	33	22	21	38	2,000	1,180	600		493
140	Paterson, N. J.							41	24	31				600	1,000	650		500
141	Trenton, N. J.	2,500				6,429								600	1,000	650		500
142	Albany, N. Y.*													1,800	450	450		400
143	Albany, N. Y.	1,200	830	4,368	3,094	45	33	39	33	39		8	40	1,500	500	500		400
144	Binghamton, N. Y.	551		3,653									36.3	1,500	405	405		433
145	Brooklyn, N. Y.	20,000		114,973									39.7					
146	Buffalo, N. Y.*													2,000	1,000	450		540
147	Coboes, N. Y.*	200	150	3,789	1,862	44	36	30	30	30		32	34	2,000	1,500	500		425
148	Elmira, N. Y.*							35	42	29				2,000	633	450		300
149	Hudson, N. Y.*													2,000	825	400		400
150	Ithaca, N. Y.	150											40.7					
151	Kingston, N. Y. (two-fifths of city)													1,204	900	600		450
152	Lockport, N. Y.							46	33	34			40	1,500	700	700		525
153	Long Island City, N. Y.												47	1,200	1,200	670		483
154	Newburgh, N. Y.												41.5	a3,225	a1,700	a1,700		a1,100
155	New York, N. Y.							(45)						1,200	735	735		
156	Ogdensburg, N. Y.												39	1,058	380	380		321
157	Oswego, N. Y.	651		4,562				48	41	33			43	1,800	1,300	650		425
158	Poughkeepsie, N. Y. k												35.4	a2,000	a350	a350		a350
159	Rochester, N. Y.							47	27	26			58	a1,500	a650	a400		a400
160	Rome, N. Y.													1,800	628	558		400
161	Saratoga Springs, N. Y.													1,800	475	438		385
162	Schenectady, N. Y.*							42	37	24			39	2,300	475	475		
163	Syracuse, N. Y.													2,000	630	575		425
164	Troy, N. Y.	900	600	6,145	4,458	46	30	28	28	28		17	30	1,500	800	300		450
165	Utica, N. Y.													2,000	370	370		450
166	Watertown, N. Y.*	936		1,802				50	42	31	0	0	40	2,000	1,380	1,380		750
167	Wilmingon, N. C.							48	32	26	725	39	45	2,000	1,850	620		a500
168	Akron, Ohio*	500		2,817				47	41.7	40	42.6	25	42.8	3,500	2,100	2,100		750
169	Canton, Ohio							46	35	32	14	41	46	3,000	1,000	923		609
170	Chillicothe, Ohio*	16,880	14,000	52,650	40,537	47	41.7	46	35	32	14	41	46	3,000	1,000	923		609
171	Cincinnati, Ohio							39.2	29.4	28.7	10.4	28.9	37.3	3,000	1,500	544		654
172	Cleveland, Ohio													a2,000	a500	a500		a500
173	Columbus, Ohio													450	450	350		450
174	Dayton, Ohio*													450	450	350		450
175	Fremont, Ohio.													450	450	350		450

* From report of the Commissioner of Education for 1878.
 † These are maximum monthly salaries.
 ‡ In training or model school.
 § The city superintendent is principal of all public schools.
 ¶ Salary of vice principals.
 †† The city superintendent is principal of high and grammar schools.
 ‡‡ From report of State superintendent for 1878.
 ††† Salary of male assistants; female assistant, \$900.
 †††† Salary of male assistants; female assistant, \$900.
 ††††† Monthly salaries.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—							Average annual salaries of—								
	Private and parochial schools.		All schools, public and private.		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.		Assistants in grammar schools.			
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	61	62	63	64	65	66	67	68	Male.	Female.	69	70	71	72	73	74
176 Hamilton, Ohio.	57	55	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74		
177 Ironton, Ohio.	250	150	1,857	1,326						47	\$1,850			\$425	\$725					
178 Mansfield, Ohio.	250	220	2,104	1,558	46	46	32			40	1,800			360	\$712					
179 Newark, Ohio.	300	210	1,579	1,070	41	32	52			41	1,650			370	405	450				\$405
180 Pomeroy, Ohio.	900	580	3,557	2,439	45	37	36			37	1,000			\$405	405	405				
181 Portsmouth, Ohio.					43	43	28	0	0	43	2,000			400	1,000	2,000				
182 Sandusky, Ohio.					(38.8)	29.5				48	1,600			380	350	1,000				475
183 Springfield, Ohio.					45.5	50.2	42.3			48	2,000			500	875	2,000			605	512
184 Steubenville, Ohio.										48	2,500			600	670	2,500				450
185 Toledo, Ohio.										48	2,500			600	670	2,500				450
186 Youngstown, Ohio*										35	1,200			662	700	1,700				650
187 Zanesville, Ohio.										44.4	1,800			662	700	1,700				700
188 Portland, Oreg.					51.5	39.3	25			44	1,800			662	700	1,700				700
189 Allegheny, Pa.										41	1,800			662	700	1,700				700
190 Allentown, Pa.										40	800			270	450	425				425
191 Altoona, Pa.	800	655	3,310	2,819	45	46	33			46	1,000			297	450	425				425
192 Carbondale, Pa.	200		1,635							46	300			385	626	500				500
193 Chester, Pa.										44	500			385	500	500				500
194 Danville, Pa.											1,500									
195 Easton, Pa.											1,500									
196 Erie, Pa.*											1,300			525	612	542				400
197 Harrisburg, Pa.					30	28	27				1,300			403	612	542				400
198 Lancaster, Pa.*											1,000			420	600	600				440
199 New Castle, Pa.	35		1,840								1,300			451	1,428	855				429
200 Norristown, Pa.					39	37	26			44.6	1,300			451	1,428	855				
201 Philadelphia, Pa.											1,300			451	1,428	855				
202 Pittsburgh, Pa.	12,000		38,937								1,200			320	425	425				425
203 Pottsville, Pa.*					46	41	29				1,200			320	425	425				
204 Reading, Pa.	800	655	8,331	7,012	46	41	29				1,200			320	425	425				425

205	Scranton, Pa.*	800	600	14,571	8,912	65	35	24	42	1,800	500	360	500	450	350
206	Shenandoah, Pa.									1,500		e29		c32	
207	Titusville, Pa.*									d1,750		a450		a500	
208	Wilkes-Barre, Pa., 3d dist*								45			c45		b108	
209	Williamsport, Pa.					35	27	26		a1,200		a280		a600	
210	York, Pa.*								40	1,650		324		450	a400
211	Newport, R. I.	670		3,080						a2,000		a440		a800	415
212	Pawtucket, R. I.								42	a2,250					
213	Providence, R. I.								38	500		a225		a700	a700
214	Warwick, R. I.*									200		380		750	
215	Woonsocket, R. I.									500		400			
216	Charleston, S. C.									a2,000		a1,000			
217	Chattanooga, Tenn.								41.7	a1,500				a2,000	1,200
218	Knoxville, Tenn.								40	1,200				a800	
219	Memphis, Tenn.									a1,500		c45		c60	c40
220	Nashville, Tenn.	400	360	4,522	3,551	46	40	26	42	a900		a900		a900	550
221	Houston, Tex.					50.3	16	17	39	2,500		320		550	
222	San Antonio, Tex.								46	1,500		660		300	
223	Burlington, Vt.*														
224	Alexandria, Va.*	800	700	1,983	1,571	56	40		48	245		400		750	450
225	Lynchburg, Va.					39	22			1,040		400		500	600
226	Norfolk, Va.								42	1,080		400		c85	c50
227	Petersburg, Va.									960		c43			c50
228	Fortsmouth, Va.*								42	700		700			
229	Richmond, Va.	3,000		8,995		46	35	26	41	1,835		350		675	410
230	Fond du Lac, Wis.								38.5	550		375		550	400
231	Green Bay, Wis.									a300		a300		a400	a400
232	Jancsville, Wis.								49	1,500		261		360	
233	La Crosse, Wis.*									1,800		387		1,100	487
234	Madison, Wis.									2,000					
235	Millwaukee, Wis.								42	3,000		a900		a600	a600
236	Oshkosh, Wis.*									100		350		450	400
237	Racine, Wis.	951	755	3,348	2,365			34	36	500		350		975	350
238	Watertown, Wis.	817	500	2,127	1,185					800		350		800	450
239	Georgetown, D. C. }														
240	Washington, D. C. }					53	45	29	20	2,430		565		758	1,000

* From Report of the Commissioner of Education for 1878. c Monthly salaries. e These statistics are for white schools only; for those in which colored schools are included, see Table I.
 a These are maximum salaries. d The city superintendent is principal of high school, which colored schools are included, see Table I.
 b These are maximum monthly salaries.

	2, 047	1, 387	809	1, 248	1, 248	1, 248	905, 306	(1, 233, 075)	2, 138, 381
30 Chicago, Ill.									
31 Danville, Ill.									
32 Decatur, Ill.			660			<i>e</i> 750			73, 000
33 Freeport, Ill.	680		550				95, 000	5, 000	100, 000
34 Galesburg, Ill.*	670		550				120, 000	10, 000	149, 700
35 Jacksonville, Ill.	<i>e</i> 100	500	392				(58, 000)		8868
36 Joliet, Ill.	500						(80, 000)	50	80, 050
37 Ottawa, Ill.	<i>d</i> 1, 800		750	640			136, 200	14, 000	150, 000
38 Peoria, Ill.*	1, 500		\$2, 000				81, 300	122, 700	186, 800
39 Quincy, Ill.	1, 500		733				33, 000	4, 000	1, 000
40 Rock Island, Ill.	<i>d</i> 1, 050	1, 200	6720						600
41 Springfield, Ill.									
42 Evansville, Ind.*									
43 Fort Wayne, Ind.	1, 500	1, 000	680				57, 050	145, 000	181, 000
44 Indianapolis, Ind.	1, 750	1, 000	900	1, 150	(1, 350)		328, 597	529, 320	918, 137
45 Jeffersonville, Ind.†								(60, 220)	60, 100
46 La Porte, Ind.									
47 Logansport, Ind.	<i>d</i> 1, 200		675						
48 Madison, Ind.	<i>e</i> 90		600				12, 000	60, 000	500
49 Richmond, Ind.*	1, 200	925	500				27, 500	37, 000	1, 000
50 South Bend, Ind.	925	415	415						
51 Terre Haute, Ind.	1, 300	700	809						
52 Vincennes, Ind.		750	650				(223, 971)		1, 500
53 Burlington, Iowa.	1, 350	1, 050	580						73, 000
54 Council Bluffs, Iowa.	<i>d</i> 1, 200	6650	6750	800					130, 000
55 Davenport, Iowa.	1, 500		867				20, 000	90, 000	9, 000
56 Des Moines, west side, Iowa.	<i>d</i> 1, 400		6700	1, 050	634		64, 000	200, 000	1, 200
57 Dubuque, Iowa.	1, 500	850	484				17, 000	130, 000	7, 000
58 Keokuk, Iowa.	1, 200	<i>e</i> 80	660						134, 000
59 Ottumwa, Iowa.	1, 000		600	900			5, 000	50, 000	100, 000
60 Lawrence, Kans.				500			(60, 000)	(10, 000)	50
61 Leavenworth, Kans.	<i>d</i> 1, 350	6850	6650				25, 000	125, 000	17, 000
62 Topeka, Kans.	<i>d</i> 1, 000		6395				10, 000	50, 000	10, 000
63 Covington, Ky.	1, 500	950					100, 000	90, 000	1, 000
64 Lexington, Ky.							4, 500	22, 000	2, 500
65 Louisville, Ky.	2, 250	1, 355	750				208, 090	657, 300	29, 000
66 Newport, Ky.	700		700				30, 000	20, 000	3, 000
67 Owensboro, Ky.	<i>d</i> 750						(580, 000)		500
68 New Orleans, La.	1, 350	<i>d</i> 1, 152	1, 050				25, 000	124, 000	800
69 Augusta, Me.*							(30, 000)		200
70 Bangor, Me.	1, 250		470				(176, 200)		1, 000
71 Biddeford, Me.*	1, 200		575				50, 000	250, 000	47, 500
72 Lewiston, Me.	1, 700		565	800			425, 000	1, 115, 000	100, 000
73 Portland, Me.	2, 000	1, 000	550	1, 000	(1, 400)				2, 500
74 Baltimore, Md.	<i>d</i> 2, 400	<i>d</i> 2, 208	<i>d</i> 1, 008	<i>d</i> 1, 200	<i>d</i> 500				1, 640, 000

* From Report of the Commissioner of Education for 1878. † From report of State superintendent for 1878.
a Monthly salaries. ‡ From report of colored school.
b Value of libraries. § For principal of normal practice class.
c These are maximum salaries. ¶ For principal of normal practice class.
d These are maximum salaries. †† For principal of normal practice class.
e Of principals of training schools. ††† Salary of teacher in Portland School for the Deaf.

104	Taunton, Mass.	1,600	1,000	\$400	350	1,000	20,000	160,000	20,000	2,000	202,600
105	Waltham, Mass.	1,800	1,000	750		1,000					180,000
106	Weymouth, Mass.	1,800		625		1,000					194,500
107	Woburn, Mass.	2,430	1,167	718		1,350	(180,000)	597,100	12,000	2,500	889,570
108	Worcester, Mass.	1,300	1,100	500		1,300	246,417	90,000	37,765	8,288	130,000
109	Ann Arbor, Mich.	700	700	425	600	1,200	e1,000	85,000	20,000	5,000	145,000
110	Bay City, Mich.	2,000	2,000	600		1,200					747,690
111	Detroit, Mich.	1,200	1,200	500		400	325	100,000	23,000	2,000	150,000
112	East Saginaw, Mich.	1,200	650	600		400	(b550)				125,000
113	Flint, Mich.	1,800	800	800		1,000	1,000	26,800	1,800	800	35,000
114	Grand Rapids, Mich.	2,000	600	500		1,000					82,665
115	Manistee, Mich.	600	600	500		500	550				100,000
116	Muskegon, Mich.	600	600	650		600	2280				246,728
117	Saginaw, Mich.	1,500	1,500	600		1,000	b1,300	(80,000)		1,200	81,200
118	St. Paul, Minn.	(e50)									38,700
119	Natchez, Missd*	(e50)									8,650
120	Vicksburg, Miss	(e50)									*200,000
121	Hannibal, Mo	f140	f140	780		700	7,500	26,200	4,800	200	150
122	Kansas City, Mo.	1,300	875	750		1,400	160,000	73,500	18,000	2,000	280,750
123	St. Joseph, Mo.	2,500	1,600	1,100	\$187	1,400	27,280	1,009,666	65,000	2,000	1,851,333
124	St. Louis, Mo.			f40			778,447	1,009,666	163,000	1,000	2,857,600
125	Sedalia, Mo.	b1,000		55			4,000	20,000	2,000	25	73,600
126	Springfield, Mo.	b1,800		775			2,000	20,000	2,000	600	24,025
127	Nebraska City, Nebr	b1,800		200			6,500	28,000	2,600	600	37,700
128	Omaha, Nebr.	1,500		700	300	396	101,000	824,000	9,150	950	435,100
129	Concord, N. H.*	1,800		566		1,200	30,000	107,150	3,000	800	141,550
130	Dover, N. H.	2,000		600	f40	650	272,000	272,000	4,000	2,000	278,000
131	Manchester, N. H.*	b2,000		b750							227,891
132	Nashua, N. H.	1,400		570		1,400	13,100	60,000	6,000	2,300	81,400
133	Portsmouth, N. H.	2,500	1,400	800							440,500
134	Camden, N. J.*	2,000	1,200	-750	1,000	f25	420	60,000	6,000	2,300	100,000
135	Elizabeth, N. J.	2,000	1,200	750		750					440,500
136	Jersey City, N. J.*	1,500	1,400	600		750					100,000
137	Newark, N. J.	1,500	1,400	150		205	318,000	70,000	5,000	500	898,000
138	New Brunswick, N. J.	1,200	750	600	f30	f30	25,000	168,500	12,000	300	100,500
139	Orange, N. J.	1,400	b1,400	683	164	600	66,700	168,500	13,000	1,000	247,500
140	Patterson, N. J.	1,200	850	400	e40	700	46,000	70,000	13,000	1,000	130,000
141	Trenton, N. J.	1,200	700	530		650	162,250	568,500	12,000	3,300	730,750
142	Albany, N. Y.*	1,200	1,000	580		750	19,500	108,000	6,000	2,800	142,800
143	Auburn, N. Y.	1,200	1,000	580		750	55,088	163,000	6,000	2,800	228,888
144	Binghamton, N. Y.*	b1,600					(754,900)	50,000	6,000	1,500	876,664
145	Brooklyn, N. Y.	1,700	590	800		750	40,000	210,300	6,000	30,500	97,500
146	Buffalo, N. Y.*	2,000					64,700	300,000	30,500	30,500	303,500
147	Cohoes, N. Y.*						(32,600)				32,600
148	Empira, N. Y.										
149	Hudson, N. Y.*										

* From Report of the Commissioner of Education for 1878.
 a Includes Allegheny County.
 b These are maximum salaries.

c For penmanship and book-keeping.
 d Including Adams County.
 e Monthly salaries.
 f These are maximum monthly salaries.

g For German teacher.
 h Apparatus and books.
 i For teacher of book-keeping, commercial law, and correspondence.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Average annual salaries of—												Estimated real value of property used for school purposes.														
	Principals in high schools.				Assistants in high schools.				Principals in normal schools.				Teachers in evening schools.				Special teachers.										
	Male.	Female.	75	76	Male.	Female.	77	78	Male.	Female.	79	80	Male.	Female.	81	82	Music.	Drawing.	Penmanship.	83	84	85	86	87	88	89	Total.
150 Ithaca, N. Y.	\$1,000						\$550										\$500						\$12,000	\$24,000	\$5,000	\$1,000	\$42,000
151 Kingston, N. Y. (two-fifths of city).	1,350		\$1,200	450														\$350				50,000	90,000	7,000	1,000	148,000	
152 Lockport, N. Y.	1,800		900	600													1,200	400	\$850			26,000	72,000	5,000	2,000	105,000	
153 Long Island City, N. Y.																						10,000	55,000			65,000	
154 Newburgh, N. Y.	1,800		1,300	700					\$500	\$400												30,000	150,000	10,000	1,000	191,000	
155 New York, N. Y.								\$65,225														3,460,500	3,916,381	285,000	200,000	7,861,881	
156 Ogdensburg, N. Y.																						9,000	34,000	2,000		45,000	
157 Oswego, N. Y.	1,045							408														26,140	127,000	(21,367)		175,007	
158 Poughkeepsie, N. Y.																						112,500	337,500	46,000	7,500	503,500	
159 Rochester, N. Y.	1,710	\$950	1,139	633														(500)				21,000	53,000	5,000	500	71,500	
160 Rome, N. Y.	1,500			525																		13,000	20,000	2,000		33,000	
161 Saratoga Springs, N. Y.	\$650																					(70,000)		30,700		70,000	
162 Schenectady, N. Y.																						156,000	570,000		6,000	768,700	
163 Syracuse, N. Y.	2,000		1,400	675																		82,247	240,464	27,954	13,119	233,000	
164 Troy, N. Y.	1,900		1,000	612				\$675	107	64												15,000	50,000			65,000	
165 Utica, N. Y.	1,900		600																			82,247	240,464			463,784	
166 Watertown, N. Y.	166																					(9,600)				9,600	
167 Watertown, N. C.																											100,000
168 Akron, Ohio								750														30,000		(70,000)		100,000	
169 Canton, Ohio								625														25,000	90,000	10,000	\$25,000	150,000	
170 Chillicothe, Ohio*	61,200							\$700														600				1,000,000	
171 Cincinnati, Ohio	1,175		1,900	1,175	2,100																	1,190				2,000,000	
172 Cleveland, Ohio	1,209		1,209	967	\$2,100				\$700	\$800												61,700				1,000,000	
173 Columbus, Ohio	2,200		1,160	800																		179,800	387,684	28,446	8,038	663,958	
174 Dayton, Ohio*	2,000		1,250	1,200					640	640												114,000	210,000	25,000	2,000	351,000	
175 Fremont, Ohio	6800																					10,000	400,000	3,000	1,000	54,000	
176 Hamilton, Ohio	350																					11,400	200,000	23,000	1,000	235,400	
177 Ironton, Ohio.																						11,400	13,700	1,400	800	27,300	
178 Mansfield, Ohio*	775							675														12,000	130,000	8,000	600	150,600	

179	Newark, Ohio.....	900	575							11,200	75,000	8,800	300	95,300
180	Pomeroy, Ohio.....	900	540	a850						9,220	30,900	4,000	100	50,220
181	Portsmouth, Ohio.....	a925		a25						50,000	100,000	5,000	5,000	180,000
182	Sandusky, Ohio.....	1,200	875	700						7,500	175,000	4,500	500	204,000
183	Springfield, Ohio.....	1,300		675		c25				28,670	81,950	8,199	1,000	119,819
184	Staubenville, Ohio.....	1,300		675						e40	17,500	100,000	400	125,900
185	Toledo, Ohio.....	a1,000		a800						a900	125,000	375,000	1,000	551,000
186	Youngstown, Ohio*	1,000	1,050	700						900				138,562
187	Zanesville, Ohio.....	1,000	1,050	700						800				175,000
188	Portland, Oreg.....	1,700		1,050						1,100	82,786	7,350	500	149,636
189	Allegheny, Pa.....	180								550				922,377
190	Allentown, Pa.....	648												400,000
191	Altoona, Pa.....	672		450										400,000
192	Carbondale, Pa.....	950		a26										73,800
193	Chester, Pa.....	950		700										41,400
194	Danville, Pa.....	133												35,000
195	Easton, Pa.....	196												97,000
196	Eric, Pa.*.....	61,100	a900	600										60,000
197	Harrisburg, Pa.....	2,100	712	600										255,200
198	Lancaster, Pa.*.....	2,200		400										282,200
199	New Castle, Pa.....	1,300												282,200
200	Norristown, Pa.....	2,100	1,567	400										418,221
201	Philadelphia, Pa.....	2,200												147,000
202	Pittsburgh, Pa.....	1,220	712	600										100,570
203	Reading, Pa.....	1,000		450										0,368,100
204	Scranton, Pa.*.....	e75		350		57								180,000
205	Shenandoah, Pa.....	712		600										273,510
206	Titusville, Pa.*.....	712		600										275,000
207	Wilkes-Barre, Pa., 3d dist*.....	1,150	675	450										50,500
208	Williamsport, Pa.....	a3,500	a2,500	a1,200										80,000
209	York, Pa.*.....	a2,100	a1,900	a1,000										125,400
210	Newport, R. I.....	a2,100	a1,400	a1,000										105,960
211	Pawtucket, R. I.....	1,200	600	600										125,000
212	Providence, R. I.....	1,200	600	600										208,008
213	Warwick, R. I.*.....	a800	a1,700	a150										175,281
214	Woonsocket, R. I.....	a1,000	a1,700	a150										1,450,000
215	Charleston, S. C.....	900												
216	Chattanooga, Tenn.....	a800	(500)											125,000
217	Knoxville, Tenn.....	e60	e45	e45										22,100
218	Memphis, Tenn.....	1,800	1,200	700										28,200
219	Nashville, Tenn.....	a585	a225	a225										139,050
220	Houston, Tex.....	223												169,200
221	San Antonio, Tex.....	223												21,100
222	Burlington, Vt.*.....	223												45,000
223	Alexandria, Va.*.....													
224														24,250

* From Report of the Commissioner of Education for 1878.
a These are maximum salaries.
b From report of State superintendent for 1878.
c Monthly salaries.
d For German teacher.
e Apparatus and books.
f These are maximum monthly salaries.
g For teacher of book-keeping.
h For male teachers of German; female teachers, \$380.
i For French teacher.
j For teachers in ungraded schools.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Average annual salaries of—												Estimated real value of property used for school purposes.				Total
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Grounds or sites.	Buildings.	Furniture.	Apparatus.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.					S6		S7	S8	S9
225 Lynchburg, Va.												\$18,000	\$55,000	\$3,000	\$1,000	\$34,000	
226 Norfolk, Va.																57,000	
227 Petersburg, Va.	a\$80		a\$60													50,500	
228 Portsmouth, Va.*	1,125	\$675	418	\$506								3,500	6,500	500		10,500	
229 Richmond, Va.	1,200		700	550								40,000	190,250	16,000	2,406	248,656	
230 Fond du Lac, Wis	e1,300		e550									22,000	98,700	3,810	000	125,110	
231 Green Bay, Wis												9,000	55,000	3,000	800	67,800	
232 Janesville, Wis.												10,000	73,000	4,500	250	87,750	
233 La Crosse, Wis*	e1,800		750									17,125	68,000	4,500	1,000	90,025	
234 Madison, Wis												197,000	414,000	49,788	4,985	100,000	
235 Milwaukee, Wis	e2,200		e1,500	e1,200												665,773	
236 Oshkosh, Wis	1,750		450														
237 Racine, Wis	1,500		600														
238 Watertown, Wis	1,200		400														
239 Georgetown, D. C. e												12,000	22,000	2,000	1,500	37,500	
240 Washington, D. C. e	1,300	1,200	600	800								161,177	610,150	(67,475)		838,892	

* From Report of the Commissioner of Education for 1878.

a Monthly salaries.

b For German teacher.

c These are maximum salaries.

d For teacher of callisthenics.

e These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Mills per dollar of assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed valuation.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from all other sources.	Total receipts.	Expenditures.		
	Estimated cash value.	Assessed valuation.	93	94				State.	County.	Local.	State.	Local.			Amount received from tuition fees.	Sites and buildings.	Furniture and apparatus.	Libraries.
1 Mobile, Ala.....	\$14,639,000		1	1	\$112	\$14,251	\$8,765	\$15,027	99	98	100	101	102	103	104	105	106
2 Montgomery, Ala.*		\$5,500,000		7	13,072				4,449		\$15,650		\$1,750	2,869			
3 Little Rock, Ark*		6,879,144		8	10,874	0	0	0	17,943		12,933	\$154		34,321			
4 Los Angeles, Cal.		28,348,778	2.4	3.2	1,876				75,948		115,999	947		41,924		\$3,608	\$227
5 Oakland, Cal.	37,896,037				22,483				27,287		34,088	500		194,770		\$3,638	
6 Sacramento, Cal.		\$12,000,000		1.6	27,950				386,991		373,560	500		856,107		15,801	1,000
7 San Francisco, Cal.		244,477,360		5	22,551				17,169		9,931	826		66,243		245	97
8 Stockton, Cal.	7,000,000			4							73,331			73,331			
9 Denver, Colo. (½ of city)	22,000,000					15,269	168				41,953		752	58,142		(35)	(6173)
10 Bridgeport, Conn.	11,979,850					22,860				140,649			9,165	172,674		(61,312)	
11 Greenwich, Conn.*	3,627,216										17,458			40,027		2,690	(38)
12 Hartford, Conn.	48,527,508					7,483	553			(169,380)		1,164		26,271		354	(239)
13 Meriden, Conn.*	8,783,839					34,377	3,183				16,894			230,373		2,330	6545
14 New Britain, Conn.	4,619,639		15.5	2.178	2,178	7,483	3,183				16,894			25,066			691,000
15 New Haven, Conn.	60,000,000					4,889	685				21,522			31,194			(669)
16 New London, Conn.		44,947,229				7,538					17,238			28,841			135
17 Norwalk, Conn.		6,034,499		2.5		6,430					14,500			21,464		413	15
18 Norwich, Conn. ^d	9,095,890		1.8								17,923			43,988		8,825	(170)
19 Stamford, Conn.*		7,958,728				1,496					71,994			93,755		0	0
20 Waterbury, Conn.*		26,000,000		3	19,204						61,200			614,200		0	e100
21 Wilmington, Del.	26,000,000				0						613,000			9,140		700	0
22 Jacksonville, Fla.	1,000,000				0	797					6,943			39,664		0	0
23 Key West, Fla. ^f	1,000,000				104	5,687	932	350			766						
24 Atlanta, Ga.	20,000,000																

* From Report of the Commissioner of Education for 1878.
 a The assessed valuation only of personal property is included.
 b For libraries and apparatus.
 c For furniture and repairs.
 d The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.
 e Includes returns from the entire county.
 f Including Monroe County.
 g Amount received from the city.
 h Amount received from the city.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Balance on hand from last school year.	Amount received from interest on permanent fund.				Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Expenditures.			
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.		State.	County.	Local.	State.	Local.	Sites and build-ings.				Furniture and apparatus.	Libraries.		
																	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
1																		
25	Augusta, Ga.	\$8,897,350	\$14,926,684	2.1	2.25	\$81,714				\$3,359	\$34,850	\$997	\$550	\$41,470				
26	Columbus, Ga.	4,000,000	3,328,700	1 1/2	2	911				1,600	7,514	0	2,534	12,550	\$600		\$50	
27	Macon, Ga.	7,500,000	7,500,000	1 1/2	2	339				2,813	14,000	37	604	18,093			\$217	
28	Savannah, Ga.* b.					325				5,435	35,000	3,461	2,913	47,134				
29	Bellefonte, Ill.	6,430,824	2,143,608	5.5	16.4	745				4,442	25,337	39	295	55,049	13,806			
30	Belleville, Ill.		117,970,635		6.2	133	\$16,165			78,513	634,528	39	79,081	875,459	58,511	16,003		
31	Danville, Ill.					248	\$2,677			(19,865)		185	288	23,263				
32	Decatur, Ill.									3,757	22,915	295	26,671	33,926	(97)	300		
33	Freeport, Ill.	3,824,220	1,559,688	13	4	2,646	\$3,713			3,701	28,917	120	2,048	37,632	599	183		
34	Gatesburg, Ill.*	9,000,000	4,500,000	2	10.2	4,898					27,930	80		34,838				
35	Jacksonville, Ill.	3,000,000	2,398,580	16	16	1,897	(3,570)				97,767	135		100,664				
36	Johns, Ill.	7,253,338	3,626,169	2.2	9	704	2,774	\$538		3,828	43,923	83		50,751	12,787	1,700		
37	Ottawa, Ill.		1,463,311	2.2	3.24	2,906				10,131	53,000	687		66,118	1,906	320		
38	Peoria, Ill.	21,428,000	6,907,854	2.12	10	882				3,429	23,497	147		29,808				
39	Quincy, Ill.	18,000,000	6,680,000	3.33			8,497			(21,115)				30,446				
40	Rock Island, Ill.	6,774,160	2,258,653	3.3														
41	Springfield, Ill.																	
42	Evansville, Ind.*	11,809,110	11,809,110	3.3	3.3	44,387				37,487	35,760	60	3,601	121,871	3,813	1,870	22	
43	Fort Wayne, Ind.	60,000,000	60,000,000	1.6	1.6	52,901				123,029	133,770			313,361	17,239	3,555	9,480	
44	Lidianapolis, Ind.																	
45	Jeffersonville, Ind. d.																	
46	La Porte, Ind.																	
47	Logansport, Ind.	6,000,000	4,250,000	4	4	1,432				12,187	23,314	72		37,005	528	85		
48	Madison, Ind.	5,500,000	4,250,000	4.1	4.1	23,960				(21,500)	16,902			51,150	3,425			
49	Richmond, Ind.*	10,000,000	8,381,005	3.2	3.2	16,653				14,402	10,181	60	426	48,969	17,500			
50	South Bend, Ind.						(6,176)							12,295	35,184			
51	Terre Haute, Ind.	25,000,000	14,000,000	3.2	3.2	15,133	(37,860)			(14,922)			2,263	89,898	15,836	1,139	0	
52	Vincennes, Ind.													11,450				
53	Burlington, Iowa.	10,000,000	4,000,000	3.2	8	5,977				9,245	46,328	184	309	62,043			(4,504)	

54	Council Bluffs, Iowa.....	4,000,000	4.5	35,283	(713,006)	6,720	(64,512)	42,351	633	50	*53,785
55	Davenport, Iowa.....	4,382,127	3.5	8,697					149	g12,000	12,017
56	Des Moines, west side, Iowa.....	3,201,530	6.5	2,505							8,445
57	Dubuque, Iowa.....	6,206,585	3.5	3,164						26	55,584
58	Keokuk, Iowa.....	4,000,000	6.5	3,949							49,000
59	Ottumwa, Iowa.....	3,522,960	7	4781						144	28,016
60	Lawrence, Kans.....	1,895,679	10	719						100	25,143
61	Leavenworth, Kans.....	3,250,000	7.9						1,260	100	25,060
62	Topeka, Kans.....	2,430,181	8							486	21,259
63	Covington, Ky.....	14,000,000	2.5							58	78,218
64	Lexington, Ky.....	4,152,875	1.5								14,658
65	Louisville, Ky.....	64,684,539	4.5	399						40	220,156
66	Newport, Ky.....	7,200,000	2.5								9,350
67	Owensboro, Ky.....	1,892,000	2								219,173
68	New Orleans, La.....	91,111,920									28,509
69	Augusta, Me*.....	2,642,461	1.06	2,976						153	28,630
70	Bangor, Me.....	5,682,000	2.1	0						71	17,037
71	Biddeford, Me*.....	9,152,121	2.5	0						3	32,498
72	Lewiston, Me.....	30,184,928	2.5	0							96,654
73	Baltimore, Md.....	250,000,000	1.4	240						130	16,902
74	Portland, Me.....	250,000,000	1.4								591,126
75	Cumberland, Md.....	18,000,000									43,898
76	Frederick, Md.....	613,322,692									53,240
77	Boston, Mass.....	5,977,488	3.25	7,042							7,296
78	Brookton, Mass.....	22,493,000									1,564,915
79	Brookline, Mass.....	49,235,098	3.2								35,325
80	Cambridge, Mass.....	15,377,402									36,290
81	Chelsea, Mass.....	4,900,775	4								162,504
82	Chicopee, Mass.....	42,326,730	2.33								47,491
83	Fall River, Mass*.....	9,029,393	3.8								142,645
84	Fitchburg, Mass.....	12,033,934	5.33								35,967
85	Gloucester, Mass.....	9,173,333	4								35,967
86	Haverhill, Mass.....	9,931,790	4.5								47,821
87	Holyoke, Mass.....	22,000,000	2.95	429							540
88	Lowell, Mass.....	40,064,126	2.5	14,962							47,821
89	Lyons, Mass*.....	22,487,864	4								720
90	Malden, Mass.....	10,420,325	3.1								447,620
91	Methuen, Mass.....	3,361,300	2.5								51,999
92	Milford, Mass.....	3,505,478	5.7	108							66,439
93	New Bedford, Mass.....	4,375,096									139,677
94	New Bedford, Mass.....	25,772,718									35,707
95	Newburyport, Mass.....	7,409,588									35,707
96	Newton, Mass*.....	25,012,930	3.34								14,105
97	Northampton, Mass.....	*7,077,300		46							20,779
98	Northampton, Mass.....										22,594

*From Report of the Commissioner of Education for 1878.
 a Includes returns from the entire county.
 b Including Chatham County.
 c Appropriation by city council.
 d From report of State superintendent for 1878.
 e Whole amount received from State, including interest on all funds.
 f Amount received from temporary or permanent funds.
 g From sale of bonds.
 h Amount overdrawn; not included in total receipts.
 i Special appropriation; not included in either receipts or expenditures.
 j Includes Allegheny County.
 k Total of specified items only, and probably not the whole receipts for school purposes.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Balance on hand from last school year.	Amount received from interest on permanent fund.				Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Expenditures.					
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash	Mills per dollar of assessed value.		State.	County.	Local.	State.	Local.	100				101	102	103	104	105	106
			93	94																	96	97	99	100
99 Pittsfield, Mass.	\$7,320,848	\$7,320,848	4.28	4.28	\$0			\$222			\$21,350	\$162		\$31,734						
100 Quincy, Mass.	26,000,000	22,937,077	3.1	5.5	577		\$75	0	\$1,224		41,244	400	\$106	\$8,000	\$689					
101 Salem, Mass.		18,950,100	4.5	4.5							79,346	400	495	\$11,000	1,516	\$1,746				
102 Somerville, Mass.		23,441,324	2.8	2.8	0						84,430	266	50	84,353	0	0	0			
103 Springfield, Mass.		15,403,207	2	3.25	0						48,637	83		48,750	3,500	500	150			
104 Taunton, Mass.		9,565,900			900						31,265	0		32,165	500	500	0			
105 Waltham, Mass.*		5,293,632									24,500	0	1,408	235,908						
106 Weymouth, Mass.		8,652,508	3.1	3.1	190					225	27,500	180	14	28,100	116	(50)	0			
107 Worcester, Mass.		39,585,358	3.3	3.3	0						141,098	14	390	219,754	6842	0	0			
108 Ann Arbor, Mich.		3,814,800	3.7	1.9	51			1,163			21,643	4,804	88	30,314	213	18	18			
109 Bay City, Mich.		7,651,130	2.25	2.25	13,737			2,139			10,115	90	321	31,637	6,048					
110 Detroit, Mich.		83,198,040	2.28	2.28	86,905				(1,722)		17,262	450	163	295,454	27,748					
111 East Saginaw, Mich.		2,880,000	5	1.5	1,401			2,445			34,705	136	309	39,318	0	487	524			
112 Flint, Mich.		4,386,186	5.8	5.8	249			1,221			25,712	193	25	30,809	0	0	500			
113 Grand Rapids, Mich.		4,356,136	2.66	2.66	15,343			1,221			68,780	1,175	14,701	104,470	11,593	763	3,071			
114 Manistee, Mich.		25,000,000	3	11	1,497			7,556			27,956	50	90	31,665	356	400	500			
115 Muskegon, Mich.		1,214,755	3	3	5,350			1,269			22,217	63	212	31,665	356	0	0			
116 Saginaw, Mich.		4,548,325	2.5	3	8,365			1,269			9,097	172	35,498	98,445	3,498	9,625	0			
117 St. Paul, Minn.		3,300,000	4	4	2,427			0			1,460	0	0	10,500	0	0	0			
118 Natchez, Miss.*		3,000,000	4	4	0			0			9,000	0	0	17,600	0	0	0			
119 Vicksburg, Miss.		3,000,000	4	4	0			0			10,493	0	0	17,600	0	0	0			
120 Hannibal, Mo.		2,780,000	4	4	4,019			7,701			33,240	592	6	112,075	1,308	0	0			
121 Kansas City, Mo.		8,100,000	2	2	18,079			82,099			33,240	592	6	112,075	1,308	0	0			
122 St. Joseph, Mo.		9,060,000	2	2	6,699			2,842			759,857	344	33,532	950,124	58,203	7,581	10,800			
123 St. Louis, Mo.		165,288,400	3.33	3.33	34,336			2,001			759,857	344	33,532	950,124	58,203	7,581	10,800			
124 Sedalia, Mo.		1,870,147	5	5	11,016			2,001			14,840	421	0	28,880	0	0	0			
125 Springfield, Mo.		1,911,672	5	6.3	6,509			2,001			14,840	421	0	28,880	0	0	0			
126		2,500,000									(9,852)			18,660	142					

	1,000,000	1,000,000	1	3.5	1 800	650	50	4,500	7,000	112
127 Nebraska City, Nebr.	3,500,000	1,000,000	1.72	10	(7,598)	39,747	80	22,139	1,802	293
128 Omaha, Nebr.	20,000,000	5,448,570				32,945		34,072	8,900	
129 Concord, N. H.*			2.2	3.3	0	1,334	274	0	2,211	504
130 Dover, N. H.	10,000,000	7,830,482	2.3	2.9	0	15,271	57	30,064		0
131 Manchester, N. H.*	20,000,000	15,822,673	2.2	3.3	658	757		22,182		
132 Nashua, N. H.	10,000,000	8,291,704				42,440		72,000		
133 Portsmouth, N. H.		6,476,757				133,327	0	39,484		169
134 Camden, N. J.*		6,476,757				149,440	0	222,404		3,443
135 Watertown, N. Y.*	20,000,000	12,000,000	1.5	2.5	2,198	42,440	5	204,905	2,969	1,000
136 Elizabeth, N. J.	120,808,562	60,404,281	2	4	11,773	139,271		42,186		
137 Newark, N. J.		82,140,700			702	139,271	556	9,129	2,969	430
138 New Brunswick, N. J.	10,560,000	5,280,000	2.25	4.5	615	13,168	432	25,207	6,008	156
139 Orange, N. J.	4,314,000	1,314,000	2.4	4		44,114		75,464		
140 Paterson, N. J.	19,169,600	4,169,600	1.63	1.63	2,939	31,350	3	54,908		445
141 Trenton, N. J.	20,000,000	12,933,083	1.6	2	12,869	7,000	3	288,637		2,339
142 Albany, N. Y.*		8,743,775	2.18	2.92	70,122	50,141	1,161	2,873	3,861	1,315
143 Auburn, N. Y.	11,658,366	5,811,022	3.4	4.3	7,423	10,164	560	46,107	1,372	786
144 Binghamton, N. Y.*	7,268,777					85,766		1,397,626		(290,357)
145 Brooklyn, N. Y.						10,646		441,878		1,432
146 Buffalo, N. Y.*	12,080,866	3,624,260	1.84	0	32,051	238,902	1,607	63,061	5,452	1,180
147 Cohoes, N. Y.*	13,730,918	13,730,918	4.5	4.5	11,780	22,325	39	71,800		(409)
148 Elmira, N. Y.						44,965	1,303	13,708		(722)
149 Hudson, N. Y.*	6,000,000	2,451,218	3.3	5.7	7,231	6,000	1,291	27,427	7,294	73
150 Ithaca, N. Y.	5,363,395	5,363,395	3.3	3.3	408	15,960	35	33,661	9,239	1,757
151 Kingston, N. Y. (3 of city)	8,000,000	5,246,858	2.6	4	8,859	7,066	1	45,542	2,922	936
152 Lockport, N. Y.		4,681,847			200	8,787	2,109	41,492		575
153 Long Island City, N. Y.		9,273,035	2.5	3.5	526	10,582	1,069	41,676	240	1,325
154 Newburgh, N. Y.	13,000,000	1,094,069,335			405,148	(3,400,000)		3,805,148	278,424	21,339
155 New York, N. Y.					9,892	8,726	0	25,098	1,670	180
156 Ogdensburg, N. Y.		8,947,950		3	6,480	13,609	241	40,992	108	112
157 Oswego, N. Y.		20,780		3	11,093	27,115	97	55,899	8,008	1,021
158 Poughkeepsie, N. Ye	38,884,340	3,928,205	3.2	3.2	1,439	22,206	102	168,957	19,075	2,603
159 Rochester, N. Y.	41,101,839	5,871,677	29	2	567	45,514	222	22,690	1,977	599
160 Rome, N. Y.						5,993	113	33,079	2,184	52
161 Saratoga Springs, N. Y.						8,453	124	24,577		118
162 Schenectady, N. Y.*	29,684,609	29,684,609	2.6	2.6	75	5,884	1,073	109,408	f 5,000	1,773
163 Syracuse, N. Y.	25,000,000	17,473,470	2	2.8	34,482	29,126	635	1,010	123,993	(13,279)
164 Troy, N. Y.*					17,857	75,000		106,157	5,628	1,186
165 Utica, N. Y.					3,378	7,895		3,996	36,269	(13,778)
166 Watertown, N. Y.*	4,844,218	4,844,218	8	8	6,004	(11,874)	392	18,270	2,101	607
167 Wilmington, N. C.	9,000,000	7,500,000	4.8	9	19,120	6,492	597	71,916	7,630	
168 Akron, Ohio*	10,000,000	5,039,270	2.1	3.2	14,979	5,631	6	47,865	3,234	
169 Canton, Ohio*						3,188	147	44,045	1,437	473
170 Chillicothe, Ohio*					100	24,713	6,442	809,454	81,608	19,302
171 Cincinnati, Ohio	211,544,312	70,548,104	1.5	4.5	24,171	182,815	5,876	397,579	53,408	23,143
172 Cleveland, Ohio	43,500,000	27,000,000	3.5	4.5	27,735	72,307	396	170,578	7,389	2,395
173 Columbus, Ohio.					176	120,413	396	170,578	7,389	510

*From Report of the Commissioner of Education for 1878.
 b Total of specified items only, and probably not the amount received from rent.
 c Includs interest on permanent State fund.
 d Amount received from rent.
 e From report of State superintendent for 1878.
 f Charged to the account for 1879, though not yet expended.
 g Includes interest on permanent State fund.

TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1879, &c. — Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Amount received from interest on permanent fund.				Amount received from taxation.		Amount received from tuition fees.		Amount received from all other sources.		Total receipts.			Expenditures.		
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash assessed value.		State.	County.	Local.	Amount received from interest on permanent fund.		State.	Local.	101	102	103	104	105	106	Permanent.	Libraries.	
			91	92				93	94											95	96	97	98	99	100
174 Dayton, Ohio*	\$50,000,000	\$19,000,000	3.6	5.7	\$1,564			\$16,197	\$115,598	\$2,522	\$25,236	\$188,647	\$23,266	\$1,596	\$3,307					
175 Fremont, Ohio	3,000,000	2,000,000	3.33	5				1,667	4,727	221	61	16,509								
176 Hamilton, Ohio	6,194,460	6,194,460	5	5	608			8,340	27,613	228	228	49,636								
177 Ironton, Ohio	3,675,836	2,943,211	5	5.5				3,975	12,209		2	17,647	231							
178 Mansfield, Ohio*	5,500,000	4,633,510	4.8	5	10,697			4,190	21,494	142		36,755								
179 Newark, Ohio					18,005			5,481	21,884			45,902								
180 Pomeroy, Ohio	1,867,103	1,867,103	5	5	8,445			2,934	9,953			21,394								
181 Portsmouth, Ohio	4,500,000	4,500,000	5	7	16,992			5,211	25,948			32								
182 Sandusky, Ohio	10,062,562	4,020,834	2.8	5	9,856			10,210	27,407	107		2,033								
183 Springfield, Ohio	13,000,000	10,000,000	5.5	5.5	685			7,818	42,374	871		1,063								
184 Stenbeville, Ohio	5,344,820	5,344,820	4.5	4.5	6,897	\$63		24,781	254	254		5,313								
185 Toledo, Ohio	18,087,955	18,087,955	6	6	39,400			23,184	90,721	554		35,061								
186 Youngstown, Ohio*																				
187 Zanesville, Ohio	13,000,000	9,841,000	3.5	3.5	2,707			619,705	37,948	942		7,075								
188 Portland, Ore.	46,000,000	46,000,000	4.9	29,628				186,538	634,999	7,209		251,271								
189 Allegheny, Pa.	9,000,000	9,000,000	5.5	5.5				3,331	24,942	295		28,568								
190 Allentown, Pa.	12,000,600	9,000,000	4.33	13				1,600	7,819			0								
191 Altoona, Pa.	5,400,000	1,800,000	3.33	6																
192 Arkonadale, Pa.	3,000,000	827,170	3.33	6																
193 Chester, Pa.		6,543,292																		
194 Danville, Pa.					253															
195 Easton, Pa.		\$9,201,624																		
196 Erie, Pa.*	e22,439,977	e16,820,983																		
197 Harrisburg, Pa.	15,770,262	5,256,754	4.33	13				7,153	64,262	18,815		81,499								
198 Lancaster, Pa.	e13,194,298	e13,194,298																		
199 New Castle, Pa.	*4,910,568	*1,227,642																		
200 Norristown, Pa.	7,737,107	4,355,800	6.5	6.5	2,602			3,110	26,575	1,062		715,353								
201 Philadelphia, Pa.					8,875				1,422,367			1,430,942								

202	Pittsburgh, Pa.	110,404,698	159,428	227,000	(361,766)	8,073	556,207	(35,925)	.....
203	Portsville, Pa.*	6,307,700	33,959	10,354	75,081	3,665	40,437	23,065	.....
204	Reading, Pa.	18,000,000	3,300,000	10,354	8,050	133,810	14,860	9,355	2,055
205	Seranton, Pa.*	10,144,942	1,122	1,478	\$576	12,589	25,177	1,386	47
206	Shenandoah, Pa.	1,496,288	10	2,669	(24,300)	585	31,822	937	.....
207	Shenandoah, Pa.*	1,700,000	22	2,669	.....	.....	27,576	.....	.....
208	Wilkes-Barre, Pa. (3d district).*	2,329,019	5	.....	.....	.....	51,784	9,455	529
209	Williamsport, Pa.	7,200,000	3.5	2,852	64,673	77	29,129	.....	.....
210	York, Pa.*	8,561,833	1.2	5,072	30,000	419	42,763	334	233
211	Newport, R. I.	24,820,300	5.3	4,068	6,500	764	52,692	0	0
212	Pawtucket, R. I.	9,305,350	1	.....	31,159	9,343	*358,409	.....	.....
213	Providence, R. I.	26,422,000	3	(4,077)	29,473	9,657	11,883	.....	.....
214	Warwick, R. I.*	3,664,377	1	0	9,328	108	13,420	.....	47
215	Woonsocket, R. I.	17,000,000	4.5	0	19,519	590	13,660	0	.....
216	Charleston, S. C.	12,000,000	4.5	0	8,776	426	590	.....	.....
217	Knoxville, Tenn.	12,000,000	1	0	2,924	2,540	20,221	.....	.....
218	Memphis, Tenn.	5,000,000	1,630	0	43,597	10,942	57,464	.....	75
219	Nashville, Tenn.	5,000,000	4,114	6,530	411,421	2,000	17,391	0	413
220	Houston, Tex.	10,000,000	8,289,187	.....	.....	2,117	26,057	7,838	450
221	San Antonio, Tex.	8,289,187	2.3	192	.....	.....	23,449	.....	.....
222	Burlington, Vt.*	4,000,000	1.4	8	1,779	7,200	756	9,927	.....
223	Alexandria, Va.*	5,700,549	1.4	0	1,363	11,205	12,738	34	39
224	Norfolk, Va.	7,750,448	1.64	1,561	1,854	18,641	20,202	540	.....
225	Norfolk, Va.	11,334,291	2	1,481	1,360	12,300	14,571	.....	392
226	Petersburg, Va.	2,948,478	14	51	5,188	5,638	8,499	.....	.....
227	Portsmouth, Va.*	39,790,936	14	2,860	59,081	22,297	64,269	.....	.....
228	Richmond, Va.	39,790,936	6	2,260	22,297	682	30,462	.....	(686)
229	Fond du Lac, Wis.	4,000,000	3.8	786	4,853	8,000	446	14,373	123
230	Green Bay, Wis.	1,603,713	3	113	1,828	16,765	318	19,194	556
231	Janesville, Wis.	3,867,910	3.8	1,412	25,001	830	301,098	24,278	.....
232	La Crosse, Wis.*	3,109,844	4	94,498	13,700	186,062	294,260	.....	.....
233	Madison, Wis.	6,000,000	3.75	4,486	2,009	28,035	49,602	.....	.....
234	Madison, Wis.	4,000,000	4	1,839	2,009	347	750	35,617	433
235	Milwaukee, Wis.	55,875,969	5.5	4,568	.....	253	15,910	.....	260
236	Oshkosh, Wis.*	7,692,669	3.75	1,839	.....	.....	.....	.....	.....
237	Racine, Wis.	2,000,000	4	.....	.....	.....	.....	.....	.....
238	Wartown, Wis.	1,500,000	4	.....	.....	.....	.....	.....	.....
239	Washington, D. C.	81,060,955	.....	.....	.....	.....	388,762	0	42,988
240	Washington, D. C.	81,060,955	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.

a From county tax.

b Received from loans.

c From State appropriation.

d Including tax for 1878.

e In 1877.

f Includes \$13,000 received for new 5 per cent. bonds is-

used to pay off mortgages, and \$2,000 received as a

loan; these items are not included in total receipts.

g Including balance on hand from last school year.

h Includes interest on permanent State fund.

i For two years.

j Includes amount received for building purposes.

k These statistics are for white schools only; for

those in which colored schools are included, see

Table I.

TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1879, &c. — Continued.

City.	Expenditures.										Average expenses per capita.																	
	Payment of indebtedness.			Tuition.			Incidental or contingent expenses.							Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.													
	Bonds (including interest).	107	Floating (including interest).	108	Cost of supervision.	109	Amount paid for teaching.	110	Officers of board, secretaries, messengers, &c.	111	Pay of janitors of buildings.	112	Fuel.			113	Rent.	114	Insurance.	115	Repairs.	116	School books supplied for use of pupils.	117	All other supplies and current expenses.	118	Total expenditure.	119
1 Mobile, Ala.							\$34,613				\$621	\$606	\$1,925	\$304	\$1,338			\$1,200						\$1,200	\$40,607			
2 Montgomery, Ala.*							14,020		\$498		513								2,411					2,411	23,603			
3 Little Rock, Ark.*		\$4,661			\$1,500		22,000												64,206					64,206	31,541			
4 Los Angeles, Cal.					1,500		115,131				8,411	1,854	2,200	113	3,965				15,909					15,909	170,774			
5 Oakland, Cal.							51,148												67,118					67,118	70,800			
6 Sacramento, Cal.					71,000		618,486		7,980		41,200	66,811	7,357		42,304				19,860					19,860	876,489			
7 San Francisco, Cal.					900		29,118		600		3,137	1,850	1,440		426				1,907					1,907	37,341			
8 Stockton, Cal.					2,500		34,435		400		2,607	1,375	1,375		2,363				1,892					1,892	73,331			
9 Denver, Colo. (½ of city).		\$25,000					10,806				6,183	1,375			2,998				2,847					2,847	33,167			
10 Bridgeport, Conn.							104,906				16,983				3,088				22,063					22,063	146,352			
11 Greenwich, Conn.*							24,834																		35,315			
12 Hartford, Conn.							18,689					941													26,271			
13 Meriden, Conn.*							135,732		5,750		8,638	1,440			2,071				5,092					5,092	226,293			
14 New Britain, Conn.							18,756					1,123													17,61			
15 New Haven, Conn.		57,693					23,029					1,980			1,043				3,265					3,265	26,066			
16 New London, Conn.							17,331		25		1,139	181			2,806				1,539					1,539	28,841			
17 Norwich, Conn.		650			2,822		16,709												63,772					63,772	21,459			
18 Stamford, Conn.*					550		23,626																		43,972			
19 Waterbury, Conn.*					2,000		47,914		650		2,435	2,260	1,468	283	1,934				1,214					1,214	63,983			
20 Wilmington, Del.		0		0	2,000		8,011		0		6216	6200	6475	6000	6475				0					0	616,239			
21 Jacksonville, Fla.		0		62,000			7,705		0		180	260	0	105	274				386					386	12,023			
22 Key West, Fla.		0			400		8,011				128	253	399	10	187				386					386	11,817			
23 Atlanta, Ga.		0					16,682				975	509	1,433	201	1,942				1,832					1,832	57,062			
24 Augusta, Ga.		0					16,142				2,241	368	240	232	422				622					622	44,765			
25 Columbus, Ga.		0			1,500		7,705		0		180	260	0	105	274				386					386	12,023			
26 Macon, Ga.		0			1,500		7,705		0		180	260	0	105	274				386					386	12,023			
27 Savannah, Ga.*					2,800		16,682				975	509	1,433	201	1,942				1,832					1,832	57,062			
28 Savannah, Ga.*					1,517		16,142				2,241	368	240	232	422				622					622	44,765			
29 Belleville, Ill.		9,104																								9,99		

	(530, 646)	6, 185	41, 335	25, 517	16, 500	9, 806	7, 558	12 84	2 40
Chicago, Ill.	92, 585	14, 153	1, 362	819	0	1, 885	64, 987	21, 890	
Danville, Ill.	2, 750		18, 000	402	0	2, 059	28, 009	28, 009	
Decatur, Ill.	5, 000		15, 660	300	0	2, 968	67, 408	11 80	
Freeport, Ill.	3, 960		13, 750	200	0	1, 432	65, 099	34, 129	
Galesburg, Ill.*	0		2, 220	576			450	15 24	
Jacksonville, Ill.	3, 494		1, 812	1, 352	245	671	380	30, 348	3 11
Joliet, Ill.	5, 842		2, 005	687	100	456	786	19, 008	
Ottawa, Ill.	2, 000		3, 430	760	42	236	26, 922	12 00	2 25
Peoria, Ill.	1, 250		7, 640	5, 469	3, 350	527	67, 809	54, 632	2 84
Quincy, Ill.	2, 356		3, 207	1, 294	721	1, 116	1, 741	46, 375	2 87
Rock Island, Ill.	2, 800		4, 903	3, 460	121	2, 972	996	28, 327	4 30
Springfield, Ill.	41		1, 837	1, 016	806	718	1, 354	28, 070	
Evansville, Ind.*	568		3, 360	1, 254	547	3, 256	1, 104	11, 99	
Fort Wayne, Ind.	7, 950		1, 800	450	500	375	102, 756	102, 686	3 64
Indianapolis, Ind.	8, 442		4, 903	3, 460	121	2, 972	8, 049	201, 462	3 99
Jeffersonville, Ind. h.			1, 800	1, 299	278	2, 000	63, 537	24, 570	
La Porte, Ind.	7, 331		1, 386	500	200	2, 000	901	26, 892	3 36
Logansport, Ind.			2, 520	1, 300	300	2, 500	617	40, 007	
Madison, Ind.	12, 438		3, 944	1, 300	750	300	50	48, 470	4 78
Richmond, Ind.	49		3, 057	1, 940	300	172	1, 200	16, 025	
South Bend, Ind.	50		1, 100	450	560	547	1, 425	71, 692	3 75
Terre Haute, Ind.	0		3, 207	1, 294	721	1, 116	3, 123	51, 727	4 25
Vincennes, Ind.	51		50, 375	990	4, 903	3, 460	1, 139	483, 810	4 05
Burlington, Iowa	52		1, 800	1, 299	278	2, 000	1, 404	48, 661	
Council Bluffs, Iowa	54		1, 800	1, 299	278	2, 000	2, 709	50, 273	4 82
Davenport, Iowa	55		1, 800	1, 299	278	2, 000	11, 292	35, 692	3 29
Des Moines, west side, Ia.	8, 885		1, 800	1, 299	278	2, 000	4, 067	25, 143	9 31
Dubuque, Iowa	56		1, 800	1, 299	278	2, 000	175	24, 986	11 24
Keokuk, Iowa	57		1, 800	1, 299	278	2, 000	632	19, 682	
Ottumwa, Iowa	58		1, 800	1, 299	278	2, 000	141	78, 344	(m)
Lawrence, Kans.	6, 572		1, 800	1, 299	278	2, 000	10, 151	218, 769	14 09
Leavenworth, Kans.	6, 612		1, 800	1, 299	278	2, 000	27, 327	97, 327	10 41
Topcka, Kans.	1, 429		1, 800	1, 299	278	2, 000	125	9, 750	1 40
Covington, Ky.	5, 869		1, 800	1, 299	278	2, 000	3, 742	30, 259	13 96
Lexington, Ky.	0		1, 800	1, 299	278	2, 000	62, 208	24, 094	3 99
Louisville, Ky.	0		1, 800	1, 299	278	2, 000	776	29, 680	2 19
Newport, Ky.	2, 920		1, 800	1, 299	278	2, 000	2, 092	14, 950	3 38
Owensboro, Ky.	0		1, 800	1, 299	278	2, 000	1, 038	32, 444	12 05
New Orleans, La.	4, 096		1, 800	1, 299	278	2, 000	1, 454	14 30	4 47
Augusta, Me.*	556		1, 800	1, 299	278	2, 000	1, 454	96, 635	
Bangor, Me.	1, 220		1, 800	1, 299	278	2, 000	1, 454	96, 635	
Biddeford, Me.*	600		1, 800	1, 299	278	2, 000	1, 454	96, 635	
Lewiston, Me.	2, 250		1, 800	1, 299	278	2, 000	1, 454	96, 635	
Portland, Me.	2, 250		1, 800	1, 299	278	2, 000	1, 454	96, 635	

* From report of the Commissioner of Education for 1878.

a For all incidental or contingent expenses.

b Fuel and light.

c The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.

d Total expenditure for county and city.

k Evening schools are maintained at an expense of \$628.

l Paid in refunding bonds outstanding.

m Average of entire expense per capita: for white schools, \$14.08; for colored, \$7.54.

n Including pay-rolls for two months, not yet paid.

o For graded schools only.

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n Including pay-rolls for two months, not yet paid.

o For graded schools only.

102	Somerville, Mass	1,800	63,833	3,281	3,040	701	60	97,980	718	3,614	85,027	16 82	4 97
103	Springfield, Mass	0	66,506	5,490	2,716			2,528	205	3,964	84,305	15 80	3 30
104	Taunton, Mass	600	34,093	2,276	1,865	300	75	1,400	450	1,415	48,749	13 04	2 97
105	Waltham, Mass ^a	650	425,840	350					800		28,240	(15 52)	
106	Weymouth, Mass	1,630	234,500		1,363			1,000	900	170	e26,350	12 36	3 13
107	Woburn, Mass	1,800	20,345		5,387			5,018	1,073	790	27,864	15 77	3 74
108	Worcester, Mass	0	111,951	5,531	5,387	1,981		1,227		5,430	141,502	13 52	3 25
109	Amherst, Mich	1,800	15,653	970	662		470	7,227	30	795	28,438	13 60	6 91
110	Bay City, Mich	1,200	18,886	10,859	1,200	648	200	7,029	30	5,742	44,356	12 70	3 22
111	Detroit, Mich	3,400	143,016	10,399	2,521	0	266	1,586	75	1,830	205,022	13 72	4 11
112	East Saginaw, Mich	3,445	22,684	2,754	3,445		55	5,586	20	1,490	27,457	11 84	
113	Flint, Mich	1,400	93,096	1,635	2,748		94	449	150	1,498	89,231	13 72	2 63
114	Grand Rapids, Mich	2,000	45,736	300	325	150	125	125	10	800	9,994	11 90	3 57
115	Manistee, Mich	700	6,004	600						f4,515	27,439	11 70	4 35
116	Muskegon, Mich	1,200	10,950							f1,758	25,975	11 59	1 43
117	Saginaw, Mich	7,200	13,086							f7,622	80,557	20 88	2 03
118	St. Paul, Minn	1,600	(30,632)							f651	9,625	3 70	2 23
119	Natchez, Miss ^g	(8,995)									9,645		
120	Vicksburg, Miss		9,000	495	300			150		568	18,882	9 73	2 37
121	Hannibal, Mo	350	12,520	630	528	81	234	866		78,141	78,141		3 63
122	Kansas City, Mo	3,247	35,744	2,914	1,178	328	36	1,277	(4,450)	755	47,440	14 78	
123	Saint Joseph, Mo	2,160	35,120	3,194	1,509	2,402		35,580	13,644	17,707	1,093,651	210 73	22 00
124	Saint Louis, Mo	80,000	(632,988)	57,450	420,095	300	1,276	1,029		16,730			
125	Sedalia, Mo	1,200	9,025	630	421			1,259		11,037			
126	Springfield, Mo	1,200	3,200	100	126			8,400		50	6,923		
127	Nebraska City, Nebr	100	5,142	350	600	60	8	1,739		m16,704	64,379	716 56	74 46
128	Omaha, Nebr	3,881	30,698	400	3,786	2,104	2,104	50		4,543	*24,574		
129	Concord, N. H ^h	6,100	19,943										
130	Dover, N. H		(442,803)										
131	Manchester, N. H ^h	0	36,267	2,377	3,358		100	223	599	1,417	48,811	15 46	3 32
132	Nashua, N. H	(21,803)		805	934	800	0	1,382	337	f6,075	28,478	(612 69)	
133	Portsmouth, N. H		18,264	100						414	23,035		
134	Camden, N. J ⁱ				934								
135	Elizabeth, N. J	2,550	24,766	2,250	600	1,100	50	875	1,004	2,899	36,523	13 41	4 52
136	Jersey City, N. J ⁱ	32,000	138,000	11,000	5,000	1,416	499	8,252	12,080	2,674	222,364	14 50	3 70
137	Newark, N. J	35,800	126,858	10,121	3,150	1,140	592	10,254	6,139	8,970	207,868	14 08	3 66
138	New Brunswick, N. J	20,150	18,950	1,700	616	780	148	702	485	782	49,499	11 86	2 19
139	Orange, N. J	1,500	283	1,178	511			735	400	139	23,927	21 58	4 41
140	Paterson, N. J	2,000	50,530	1,110	5,576			1,718	3,327	1,464	73,946	12 09	3 60
141	Trenton, N. J	2,000	30,362	2,107	2,047	463		1,254	460	3,419	954,908	14 09	3 71
142	Albany, N. Y ^k	3,200	138,085	6,241	5,013	21,286	73,500	11,333	(10,142)		202,754		
143	Auburn, N. Y	1,800	23,758	1,712	1,314		24	2,012	117	2,277	33,572	11 29	3 34

^a From the Report of the Commissioner of Education for 1878.
^b Includes Allegany County.
^c For all officers.
^d Includes expenditure for repairs, apparatus, janitors, and incidentals.
^e Includes board, fuel, care of fires and school rooms.
^f Total of specified items only; probably does not include all expenditures.
^g For all incidental or contingent expenses.
^h Includes expenditure for furniture and apparatus.
ⁱ For 7 months.
^j Including Adams County.
^k Fuel and light.
^l Based on average number belonging.
^m Includes interest paid.
ⁿ Salary of school committee included.
^o Whole expense based on total enrollment.
^p Fuel, light, and water.
^q Includes balance on hand at close of fiscal year.
^r For evening schools.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Payment of indebtedness.		Tuition.		Expenditures.										Average expenses per capita.			
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	111	112	113	114	115	116	117	118	119	120	121	Incidental or contingent expenses, based on average daily attendance.		
																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.
144 Binghamton, N. Y.*			\$1,363	\$7,702		\$2,507	\$2,441								\$1,881	\$39,384	\$14.29	\$3.70
145 Brooklyn, N. Y.*				735,342												1,214,835	(14.81)	
146 Buffalo, N. Y.*				281,027												310,408		
147 Cohoes, N. Y.*	\$210		800	\$791		1,918	\$500	200	6897	2,061						38,059	12.82	4.64
148 Elmira, N. Y.*	\$10,045		1,500	39,016	1,405	2,907	500	234	959	863						61,466	13.12	2.52
149 Hudson, N. Y.*				8,912												10,672		
150 Ithaca, N. Y.*			2,700	13,661	100	927	101	94	370	290	788					27,000	12.90	2.57
151 Kingston, N. Y. (g. city).			1,300	16,110	238	1,267	1,080	59	98	2,113						210,353	14.26	2.67
152 Lockport, N. Y.*			1,152	92,424	175	1,293	1,143	200	265	2,164						33,500	14.83	3.69
153 Long Island City, N. Y.			500	620,120												41,223	14.57	4.86
154 Newburgh, N. Y.			1,500	27,715	1,000	1,400	1,006	5,335	(984)	1,611						369,411	13.04	3.50
155 New York, N. Y.			1,200	10,225	784	1,400	52,232	33,193		1,487	922					40,223	23.03	4.02
156 Ogdensburg, N. Y.			1,038	26,192		3,170	2,064	125		899	88					3,374,066	23.03	4.02
157 Oswego, N. Y.				23,941												16,468		
158 Poughkeepsie, N. Y.*			1,800	118,464	2,380	7,732	4,797	299		885	450					63,969	9.62	3.20
159 Rochester, N. Y.			800	11,559		845	682									63,969		
160 Rome, N. Y.				15,436						4,020	304					33,969	14.76	5.95
161 Saratoga Springs, N. Y.				16,979												168,768	21.674	2.15
162 Schenectady, N. Y.*				8,469	2,292	5,479	2,290	90	1,091	6,639	1,598					20,722	15.56	2.12
163 Syracuse, N. Y.				80,070												24,577		
164 Troy, N. Y.*			2,300	46,380	625	3,549	1,622	168	1,085	3,312	1,627					109,498	11.90	3.98
165 Utica, N. Y.				17,636												110,473	70.091	3.45
166 Watertown, N. Y.*				8,990												38,269	12.69	
167 Wilmington, N. C.				25,396												11,486		
168 Akron, Ohio*	1,600		2,550	17,989												67,853	12.93	3.63
169 Canton, Ohio*	5,685		2,000	20,639	125	1,395	512									36,955	12.51	5.49
170 Chillicothe, Ohio*									120	907	45					31,200	14.26	4.50

171	Cincinnati, Ohio	73,300	469,797	7,895	22,875	6,380	4,827	16,388	314	11,802	741,274	20 12	2 66	
172	Cleveland, Ohio	10,400	237,017	3,634	18,706	6,623	1,353	13,865	554	7,581	381,865	15 76	3 54	
173	Columbus, Ohio	5,000	93,948	1,407	11,652	1,407	1,407	8,139	174	5,672	135,857	17 33	4 71	
174	Dayton, Ohio*	3,000	86,623	1,645	5,789	2,888	2,022	4,339	128	25,496	176,842	20 49		
175	Fremont, Ohio	1,500	9,175							c ² , 701	13,376	15 00	2 10	
176	Hamilton, Ohio	1,850	18,200	108	876	158		487	74	c ⁵ , 221	38,128	14 10	3 67	
177	Fronton, Ohio	1,500	12,983							c ² , 458	16,920	12 31	1 83	
178	Mansfield, Ohio*	1,800	13,544							c ² , 180	27,101	10 50	2 17	
179	Newark, Ohio	1,650	17,000	75	814	182	194		25	c ⁴ , 180	22,830	11 06	4 15	
180	Pomeroy, Ohio	1,000	9,290							c ⁴ , 446	13,558	10 00	3 62	
181	Portsmouth, Ohio	1,500	18,485	150	1,800	1,132	47	597		1,158	38,273	13 06	2 67	
182	Sandusky, Ohio	2,000	22,284		3,250					4,148	48,364	15 14	3 57	
183	Springfield, Ohio	2,000	20,291							c ⁵ , 391	29,082	10 73	2 92	
184	Stenbcuville, Ohio	1,600	18,149	700	3,418	4,981	778			2,887	133,131	12 53	2 78	
185	Toledo, Ohio	2,000	57,228							c ¹² , 019	49,467	17 24	5 53	
186	Yonnestown, Ohio*	2,137	35,311	1,897	1,503	1,058	177	1,787		5,007	80,072	16 31	6 41	
187	Zanesville, Ohio	2,800	28,601	1,105			4,133			37,978	243,784	12 93	5 21	
188	Portland, Oreg.	1,472	167,162							1,686	25,357	8 14	2 30	
189	Allegheny, Pa.	84,108								3,303	3,341	6 25	1 72	
190	Allentown, Pa.	1,133	16,616	109	1,933	512	260	441	480		50,200			
191	Altoona, Pa.	1,275	6,138	385	148	251	0	342	346		8,993			
192	Carbondale, Pa.	300	20,000								33,564			
193	Chester, Pa.	5,900									71,344			
194	Danville, Pa.		5,900								669	90,931	2 42	
195	Easton, Pa.			1,467	3,822	2,123	180				52,233	14 86		
196	Eric, Pa.*		49,416								11,518			
197	Harrisburg, Pa.	7,779									1,024	30,532	4 06	
198	Lancaster, Pa.*										107,496	1,418,074		
199	New Castle, Pa.										17,595	487,788	(17 10)	
200	Norristown, Pa.		19,710	1,759	1,608	717	11	1,475	2,236		40,004			
201	Philadelphia, Pa.		1,004,185	6,120	102,149	42,328	28,364	37,433	89,999		89,999			
202	Pittsburgh, Pa.		279,235	6,767	25,634	5,857	1,112	2,789	19,291		40,004			
203	Pottsville, Pa.*										8,224	95,579	8 35	
204	Reading, Pa.		43,806	2,780	4,361	1,672	468	368	333		89,106	10 55	3 70	
205	Scranton, Pa.*		53,832	2,542	3,483	1,483	566	329	572		19,337	6 28	6 35	
206	Shenandoah, Pa.		5,800	958	492	367	312	157	384		31,019		2 30	
207	Titusville, Pa.*										1,034	26,809	3 00	
208	Wilkes-Barre, Pa., 3d district.*	(18,400)		250	1,150	429	1,029				1,075	42,163	11 40	3 39
209	Williamsport, Pa.	1,200	23,244	300	2,506	964	207	410	1,607		29,116	8 89		
210	York, Pa.		13,800								2,418	42,736	18 65	5 94
211	Newport, R. I.	1,925	36,570	0	2,014	944	75	3,775	450		44,143			
212	Pawtucket, R. I.	800			1,500						4,050	196,084		
213	Providence, R. I.		181,917			8,571			2,146		57	11,845	11 23	
214	Warwick, R. I.*	200	11,588											
215	Woonsocket, R. I.													
216	Charleston, S. C.		(57,289)		42,398	418		1,377	4,194		65,676			

* From the Report of the Commissioner of Education for 1878.
 a Fuel and insurance.
 b Total expenditure for colored schools.
 c For all incidental or contingent expenses.
 d Includes pay of janitors.
 e Includes overdraft of last year amounting to \$2,975.
 f From report of the State superintendent for 1878.
 g Includes \$14,921 for bonds and mortgages cancelled, which are not reckoned in the expenditures.
 h Includes insurance and incidentals.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1879, &c.—Continued.

City.	Payment of indebtedness.				Tuition.		Expenditures.								Average expenses per capita.	
	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.	
1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	
Chatanooga, Tenn.....		\$4,323	\$1,500	\$7,703 (12,256)								\$61,811 a985	\$15,384 13,241	\$8.32 (13.18)	\$1.63	
Knoxville, Tenn.....		4,150		23,926	\$2,400	\$3,934	\$2,050					4,390	40,850	10.40	5.34	
Memphis, Tenn.....		10,575	3,650	43,562	130	2,540	\$705		\$248		\$350	1,851	68,686	15.21	1.19	
Nashville, Tenn.....		0		12,878			117	975	\$130	221		358	15,092	12.87	1.80	
Houston, Tex.....	\$0		1,500	9,550		367	120	60	87	251		70	20,273	14.45	1.26	
San Antonio, Tex.....													21,059			
Burlington, Vt.....			6245	7,800	150	600	300		150	75		632	10,272	9.25	2.08	
Alexandria, Va*.....	420			8,658	230	375	472	410	128	194	73	155	12,668	12.24	2.50	
Lynchburg, Va.....		1,003		941			3,875	306		307			19,649			
Norfolk, Va.....			600	13,500	31	490	602	50		357			14,568			
Petersburg, Va.....			960	11,836	250	602	602	50		44		296	14,568			
Portsmouth, Va*.....			300	6,190	475	150	134	450	48	404	217	44	8,497	10.96	2.88	
Richmond, Va.....			11,610	43,153	2,835	2,898	1,196	227	671	946	123	610	64,209	11.76	2.06	
Fond du Lac, Wis.....			500	17,636		546	406			1,324		d10,069	30,215	10.72	2.24	
Green Bay, Wis.....			1,500	7,081	250	1,073	1,500	48	400	900		200	9,929	10.18	4.50	
Jamesville, Wis.....				10,349								760	18,333	9.75		
La Crosse, Wis*.....	247			18,474								4,000	47,267			
Madison, Wis.....			6,450	161,185	1,820	10,114	8,384					4,873	192,826	11.10		
Milwaukee, Wis.....			163	21,087		600	240					a4,092	27,336	13.20	2.54	
Oshkosh, Wis*.....				8,070				14		1,440	300	454	26,381	10.28	3.12	
Racine, Wis.....													11,378			
Watertown, Wis.....																
Georgetown, D. C.e.....		0	7,380	152,303	1,113	10,537	5,489	24,413	1,081	12,213	2,928	9,075	229,520	13.61	5.69	
Washington, D. C.e.....																

* From Report of the Commissioner of Education for 1878.

e Includes \$2,641, amount due on last session; also amount expended for text books and contingencies.

b Paid from State treasury and therefore not included in receipts. d Includes pay of janitors.

e These statistics are for white schools only; for those in which colored schools are included, see Table I.

Cities containing 7,500 inhabitants and over from which no statistics have been received.

State.	City.	State.	City.	State.	City.
Alabama.....	Selma.	Massachusetts.....	Peabody.	North Carolina.....	New Bern.
California.....	San José.	Do.....	Westfield.	Do.....	Raleigh.
Connecticut.....	Danbury.	Michigan.....	Adrian.	Ohio.....	Bellaire.
Do.....	Middletown.	Do.....	Jackson.	Do.....	Lima.
Do.....	Vernon.	Do.....	Kalamazoo.	Do.....	Marietta.
Illinois.....	Alton.	Do.....	LaSalle.	Do.....	Massillon.
Do.....	Aurora.	Do.....	Port Huron.	Do.....	Tiffin.
Do.....	Bloomington.	Minnesota.....	Minneapolis.	Pennsylvania.....	Columbia.
Do.....	Cairo.	Do.....	St. Louis.	Do.....	Corry.
Do.....	East Saint Louis.	Do.....	St. Paul.	Do.....	Frankford.
Do.....	Elgin.	Missouri.....	Winona.	Do.....	Hazleton.
Do.....	Moline.	Nevada.....	Joplin.	Do.....	Johnstown.
Do.....	Pekin.	New Jersey.....	Hackensack.	Do.....	Lebanon.
Do.....	Rockford.	Do.....	Hoboken.	Do.....	Lock Haven.
Indiana.....	Kokomo.	Do.....	Millville.	Do.....	Meadville.
Do.....	La Fayette.	Do.....	Montclair.	Do.....	Shamokin.
Do.....	New Albany.	Do.....	Plainfield.	South Carolina.....	Columbia.
Do.....	Clinton.	Do.....	Rahway.	Texas.....	Austin.
Iowa.....	Muscatine.	New York.....	Edgewater.	Do.....	Galveston.
Do.....	Waterloo.	Do.....	Gloversville.	Do.....	Jefferson.
Kansas.....	Atchison.	Do.....	Hornellsville.	Do.....	Waco.
Kentucky.....	Henderson.	Do.....	Janestown.	Vermont.....	Rutland.
Do.....	Paducah.	Do.....	Newtown.	Virginia.....	Danville.
Louisiana.....	Shreveport.	Do.....	Plattsburgh.	West Virginia.....	Wheeling.
Maine.....	Auburn.	Do.....	Port Jervis.	Wisconsin.....	Eau Claire.
Do.....	Bath.	Do.....	West Troy.	Do.....	Sheboygan.
Do.....	Rockland.	Do.....	Yonkers.	Utah.....	Ogden.
Massachusetts.....	Attleboro'.	North Carolina.....	Charlotte.	Do.....	Salt Lake City.
Do.....	Natick.				

21	Northwestern German-English Normal School	Galena, Ill.	1869	Rev. F. Kopp	0	0	0	5	87	70	17
22	Morris Normal and Scientific School	Morris, Ill.	1878	Cook & Stevens	0	0	0	10	189	35	50
23	Illinois State Normal University	Normal, Ill.	1857	E. C. Hewitt, D. D., pres't.	424,494	0	64 03	14	632	144	234
24	Cook County Normal and Training School	Normalville, Ill.	1867	Daniel S. Wentworth	15,000	0	0	2	252	41	191
25	Teachers' Training School and School of Individual Instruction	Oregon, Ill.	1879	E. L. Wells	0	0	0	2	52	12	19
26	Peoria County Normal School*	Peoria, Ill.	1868	Samuel H. White	0	3,000	0	3	90	25	65
27	Central Normal College	Danville, Ind.	1876	Frank P. Adams	0	0	0	19	545	353	118
28	Fort Wayne College, normal department	Fort Wayne, Ind.	1877	W. F. Yocum	0	0	0	8	75	40	35
29	Elkhart County Normal, Classical and Training School	Goshen, Ind.	1874	David Moury	0	0	0	5	165	80	85
30	Normal Kindergarten Training School	Indianapolis, Ind.	1875	Alice Chapin	0	0	4	7	0	0	7
31	Central Indiana Normal College and Business Institute	Ladoga, Ind.	1876	J. Vincent Coombs	0	1,800	0	16	598	0	(598)
32	Lagrange Normal School	Lagrange, Ind.	1873	Samuel D. Crane	0	0	0	5	102	53	49
33	Normal dept. of Union Christian College	Merom, Ind.	1875	Rev. T. C. Smith, A. M.	0	0	0	2	23	0	(23)
34	Normal department of Spiceland Academy	Spiceland, Ind.	1870	Clarkson Davis, A. M.	0	0	0	7	65	30	35
35	Indiana State Normal School*	Terre Haute, Ind.	1870	Wm. A. Jones, A. M., pres't.	18,000	0	37 77	9	450	231	219
36	Northern Indiana Normal School and Business Institute	Valparaiso, Ind.	1873	H. B. Brown	0	0	0	33	1,900	0	(1,900)
37	Normal School of the Evangelical Lutheran Synod	Andrew, Iowa									
38	Southern Iowa Normal and Com'l Institute	Bloomfield, Iowa	1878	O. A. Shotts	0	0	0	10	140	56	41
39	Iowa State Normal School	Cedar Falls, Iowa	1876	J. C. Giehrst	6,750	0	27 00	6	252	78	170
40	Eastern Iowa Normal School	Grandview, Iowa	1874	Edwin R. Eldridge, president	0	1,200	0	18	195	60	70
41	Chair of Didactics, State University of Iowa	Iowa City, Iowa	1873	Rev. Stephen N. Fellows, D.D.	0	0	0	1	26	16	10
42	Iowa City Academy, normal department	Iowa City, Iowa	1878	Amos Hiatt, A. M.	0	0	0	6	55	30	25
43	Normal department of Oskaloosa College	Oskaloosa, Iowa	1874	G. T. Carpenter, A. M., pres-ident	0	0	0	4	15	6	9
44	Normal department of Whittier College	Salem, Iowa	1868	Joe W. Coltrano, A. B., pres-ident	0	0	0	12	37	0	(37)
45	Kansas State Normal School	Emporia, Kans.	1865	Rev. C. R. Pomeroy, D. D.	0	0	0	7	7	0	0
46	Kansas Normal College and Business Institute	Fort Scott, Kans.	1878	D. E. Sanders and S. M. Cut-ler	0	0	0	8	155	44	41
47	Kansas Normal School and Business Insti-tute*	Paola, Kans.	1878	John Wherrell	0	0	0	3	150	60	90
48	Kentucky Presbyterian Normal School	Anchorage, Ky.	1860	Prof. R. C. Morrison	0	0	0	0	(7)	0	0
49	Normal department of Berea College	Berea, Ky.	1865	Rev. E. H. Fairchild	0	0	0	12	35	26	9
50	Cadiz Normal School	Cadiz, Ky.	1878	G. C. Woodson	0	0	0	1	60	0	49
51	Kentucky Normal School	Carlisle, Ky.	1873	T. C. H. Vance	0	0	0	5	143	55	47
52	Normal department of Columbus College†	Columbus, Ky.	1878	W. H. Campbell	0	0	0	0	40	15	23
53	Kentucky State Normal School	Farmdale, Ky.	1878	Col. Robert D. Allen, M. D., C. E.	0	0	0	6	40	0	0
54	Glasgow Normal School	Glasgow, Ky.	1875	A. W. Mell	0	0	0	5	125	60	65
55	Kentucky Female Orphan School	Midway, Ky.	1849	Samuel P. Lucy, A. M.	0	140	0	5	78	0	78

* The reports of the Lettsville and Kossuth branches of this school are included in the one here given.
 † See Bellew School Summary and Kentucky Presbyterian Normal School (Table VII).
 ‡ No separate report from this department (see Table VI).

‡ \$24,000 for current expenses; \$500 for library.
 † In model school.
 ‡ Annual appropriation to the university.
 † For all departments.
 ‡ Exclusive of one-half interest on college and semi-nary fund, \$18,000.

* From Report of the Commissioner of Education for 1878.
 † Exclusive of appropriations for permanent objects.
 ‡ Average attendance.
 ‡ See Table IX; no special appropriation for this depart-ment.
 ‡ Assisted by professors from other departments.

TABLE III.—Statistics of normal schools for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of students.					
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year. [†]	Total.	Normal.	Other.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
56 Normal School*.....	Morgantown, Ky.....	1873	W. J. Finley.....	\$0	\$0	\$0	\$0	2	45	9	7	18	11
57 Normal department of Straight University.	New Orleans, La.....	1869	J. M. McPherson, A. M.....					5	91	(91)			
58 Peabody Normal School for Colored Students*.....	New Orleans, La.....	1877	Miss Julia Kendall.....	(a)			628 55	2	35	1	34		
59 Peabody Normal Seminary.....	New Orleans, La.....	1870	Mrs. Kato R. Shaw.....	0	0	0	637 00	5	92	0	62	0	30
60 Eastern State Normal School.....	Castine, Me.....	1867	Grenville T. Fletcher, A. M.....	7,500	0	0	33 33	7	219	96	123	0	0
61 Western State Normal and Training School.	Farmington, Mo.....	1864	Charles C. Rounds.....	6,750	0	0	33 68	7	146	107	39	0	0
62 Madawaska Training School.....	Fort Kent, Me c.....	1878	Vetal Cyr, B. S.....	800	0	0	50 00	2	283	(83)	79	0	0
63 State Normal and Training School.....	Gorham, Me.....	1879	W. J. Corthell.....	6,000	0	1,100	1	4	120	41	8		
64 Normal Practice School.....	Lewiston, Me.....	1870	Eleanor E. Jones.....				14 30	2	42	15	27		
65 Normal department of Maine Central Institute.	Pittsfield, Me.....	1870	Cyrus Jordan, A. M.....	600									
66 Oak Grove Seminary, normal department. ^e	Vassalboro', Me.....	1857	Edward H. Cook, A. B.....	2,000	0	0	20 00	4	190	10	40	40	100
67 Baltimore Normal School for Colored Teachers.	Baltimore, Md. (cor. Courtland and Saratoga streets).	1864	S. H. Gamble.....										
68 Centenary Biblical Institute, normal department.*	Baltimore, Md.....	1872	J. Emory Round.....	0	0	0	0	5	75	22	8	37	8
69 Maryland State Normal School.....	Baltimore, Md.....	1866	M. A. Newell.....	10,500			46 05	12	246	25	191	20	10
70 St. Catherine's Normal Institute*.....	Baltimore, Md.....	1874	Sister M. Ferdinand.....	0	0	0	0	9	120		40		80
71 Training Class for Kindergarten Teachers.	Baltimore, Md.....	1879	Miss Anna W. Barnard.....										
72 Cumberland Normal School.....	Cumberland, Md.....												
73 Boston Normal School.....	Boston, Mass.....	1862	Larkin Dunton.....					7	93		93		
74 Kindergarten Normal Class.....	Boston, Mass. (52 Chestnut street).	1872	Mary J. Garland and Rebecca J. Weston.....					6	23		23		

75	Massachusetts Normal Art School	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	1906	1907	1908	1909	1910	
	Boston, Mass. School street)	Walter Smith, director	18,000	10	181	38	143																																	
76	State Normal School ^f	Bridgewater, Mass	13,000		188	65	123																																	
77	State Normal School	Frammingham, Mass	9,900		1859	105	105																																	
78	State Normal School ^f	Salem, Mass	14,000		1854	317	0	44	16	317	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
79	Woodsfield State Normal School	Woodsfield, Mass	10,050		1839	56	8	75	56	8	133	16	117																											
80	Massachusetts State Normal School at Worcester	Worcester, Mass	9,400		1874	6	6	6	107	6	167	6	161	0	0																									
81	Course in the Science and the Art of Teaching (University of Michigan), Mr. and Mrs. Hathmann's Training Class for Kindergartners	Ann Arbor, Mich			1879	1	71	57	14																															
82	Michigan State Normal School	Detroit, Mich	17,500		1852	11	577	(104)	(473)																															
83	State Normal School at Mankato	Ypsilanti, Mich	9,000		1868	7	178	33	77	40	28																													
84	State Normal School at St. Cloud ^a	Mankato, Minn	9,000		1839	8	209	48	92	44	25																													
85	State Normal School at Winona	St. Cloud, Minn	12,000		1869	10	188	45	130	6																														
86	State Normal School at Winona	Winona, Minn			1869																																			
87	Whitworth College and Normal School ^f	Brookhaven, Mass			1870																																			
88	Mississippi State Normal School	Holly Springs, Miss	3,000		1870	3	107	(107)	0	0																														
89	Normal department of Natchez Summary	Natchez, Miss			1877	4	46	14	32																															
90	Tougaloo University and State Normal School	Tougaloo, Miss	0		1869	0	96	20	9	40	27																													
91	Female Orphan School	Camden Point, Mo			1873																																			
92	Southeast Missouri State Normal School, 3d district	Cape Girardeau, Mo	7,500		1873	6	261	141	78	28	14																													
93	Normal School of the University of the State of Missouri	Columbia, Mo	(g)		1849	10	60	(60)																																
94	Lincoln Institute	Jefferson City, Mo	5,000		1865	6	139	(36)	(103)																															
95	North Missouri State Normal School, 1st district	Kirksville, Mo	7,500		1867	10	468	295	173	0	0																													
96	Normal department of La Grange College	La Grange, Mo			1859	11	50	30	20																															
97	Northwest Normal	Oregon, Mo			1876	3	86	8	12	30	36																													
98	St. Louis Normal School	St. Louis, Mo			1857	10	150	0	150	0	0																													
99	State Normal School, 2d district	Warrensburg, Mo	7,500		1871	7	349	179	170	0	0																													
100	Central Normal School	Genoa, Nebr	0		1878	0	0	21	49	7	309	31																												
101	Nebraska State Normal School	Peru, Nebr	12,500		1867	9	232	102	130																															
102	Santee Normal Training School	Santee Agency, Nebr			1871	6	71	3	(68)																															
103	New Hampshire State Normal School	Plymouth, N. H	5,000		1871	5	30	8	22																															
104	New Jersey State Normal and Model School	Trenton, N. J	20,000		1844	25	559	50	167	164	178																													
105	New York State Normal School ^b	Albany, N. Y	18,000		1854	13	375	130	245																															
106	State Normal and Training School	Brockport, N. Y	18,000		1867	18	947	124	262	272	289																													
107	State Normal and Training School	Burlingame, N. Y	18,000		1871	11	303	(239)	(10)																															
108	State Normal and Training School	Cortland, N. Y	18,000		1869	13	398	153	245																															
109	State Normal and Training School	Fredonia, N. Y	18,000		1868	15	394	36	112	114	132																													
110	State Normal School	Geneeseo, N. Y	18,000		1871	17	761	(312)	(449)																															

* From Report of the Commissioner of Education for 1878. *c* Two terms of the school year were held at Fort Kent, Vt., and two at Van Buren, N. Y.

^f No report separate from that of the college (see Table VIII).

^g See Table IX; no appropriation apart from that of the university.

^h From the report of the State superintendent for 1878.

^a The number of students given is the sum of the winter attendance at Fort Kent and the summer attendance at Van Buren.

^b Maintained by local contribution, \$1,100, and Peabody fund, \$2,600; the amount per capita being the amount of these two funds.

^c No separate report for this department (see Table VI).

	1846	O. N. Hartshorn, LL. D., pres't		1857	(187)
134 Normal department of Mt. Union College*	Mt. Union, Ohio				
135 Normal School	Perrysburg, Ohio			0	55
136 Ohio Central Normal School	Worthington, Ohio	John Ogden, A. M.		0	35
137 Wilberforce University, normal dept.*	Xenia, Ohio	Rev. B. F. Lee, LL. D., pres't.		0	6
138 Ohio Free Normal School (Antioch College)*	Yellow Springs, Ohio	J. B. Weston	0	0	19
139 Ashland College and Normal School	Ashland, Oreg.	Rev. Lowell L. Rogers, A. M.	0	5	35
140 Oregon Normal School	Monmouth, Oreg.	T. F. Campbell	0	0	19
141 Pennsylvania State Normal School, 6th district.	Bloomsburg, Pa.	D. J. Waller, Jr.	0	0	216
142 Southwestern State Normal School*	California, Pa.	George P. Beart, A. M.	0	5	502
143 Northwestern State Normal School	Edinboro, Pa.	J. A. Cooper, A. M.	10,000	10	193
144 State Normal School at Indiana.	Indiana, Pa.	John H. French, LL. D.	5,000	10	454
145 Keystone State Normal School	Kutztown, Pa.	Rev. Nathan C. Schaeffey, Ph. D.		14	310
146 Central State Normal School	Lock Haven, Pa.			10	364
147 Pennsylvania State Normal School, 5th dist.	Mansfield, Pa.	Albert N. Raub, Ph. D.	3,060	9	246
148 Pennsylvania State Normal School, 2d dist.	Millersville, Pa.	Fordyce A. Allen	2,775	7	291
149 Lyeonng County Normal School	Montoursville, Pa.	Edward Brooks, A. M., Ph. D.	7,294	24	845
150 Lyeonng County Normal School	Muney, Pa.	John T. Reed	0	0	
151 Centennial Kindergarten Training School for Teachers.	Philadelphia, Pa. (1014 Cherry street).	Ruth K. Burritt			17
152 Philadelphia Normal School for Girls	Philadelphia, Pa. (n. e. cor. 17th and Spring Garden streets)	George W. Tetter	0	27	1,515
153 Philadelphia Training School for Kindergarten.	Philadelphia, Pa. (333 Pine street).	Mrs. M. L. Van Kirk		5	24
154 Pine Grove Normal Academy	Pine Grove, Pa.	Isaac C. Keller			
155 Riverview Normal and Classical Institute*	Pittsburg, Pa.	Prof. John A. McCord	0	5	79
156 Snyder County Normal Institute	Selmsgrove, Pa.	John G. Cope		3	66
157 Sheakleyville Normal Academy	Sheakleyville, Pa.				47
158 Cumberbund Valley State Normal School.	Shippensburg, Pa.	B. S. Potter	2,250	12	71
159 West Chester State Normal School.	West Chester, Pa.	Geo. L. Maris, M. A.	11,954	20	00
160 Rhode Island State Normal School.	Providence, R. I.	James C. Greenough, A. M.	0	11	155
161 Avery Normal Institute	Charleston, S. C.	S. D. Gaylord	10,500	8	322
162 Normal department of Brainerd Institute.	Chester, S. C.	S. Loomis		3	50
163 Gladin University, normal department.	Orangeburg, S. C.	Rev. Edward Cooke, A. M., D. D.	5,000	3	167
164 Fairfield Normal Institute	Winnboro, S. C.	Rev. Willard Richardson		3	390
165 Humboldt Normal Institute	Humboldt, Tenn.	John Neuhard, A. M.			
166 The Warner Institute	Knoxborough, Tenn.	Mrs. Julia B. Nelson		13	240
167 Knoxville College	Knoxville, Tenn.	Rev. J. S. McCulloch, D. D.	0	0	48
168 Freedmen's Normal Institute*	Maryville, Tenn.	William P. Hastings	0	4	229
169 Maryville Normal and Preparatory School.	Maryville, Tenn.	Benjamin S. Coppock	0	5	115
170 Normal department of Maryville College.	Maryville, Tenn.	Rev. P. Mason Bartlett, D. D., president.		1	24
171 Le Moyne Normal Institute*	Memphis, Tenn.	A. J. Steeles		7	200
172 Central Tennessee College, normal department.	Nashville, Tenn.	Rev. J. Braiden, D. D., president.	0	0	114
173 Nashville Normal and Theological Institute	Nashville, Tenn.	Rev. Daniel W. Phillips, D. D.		6	231
174 Normal department of Fisk University.	Nashville, Tenn.	Rev. E. M. Cravath, pres't.	0	5	215

* From Report of the Commissioner of Education for 1878.
 † Exclusive of appropriations for permanent objects.
 ‡ From the report of the State superintendent for 1878.
 § Fifty cents a week to those intending to teach in the State.
 ¶ For two years.

e These also instruct in other departments of the college.
 f See Table VI.
 g See report of Christian College, Table IX.

TABLE III.—Statistics of normal schools for 1879, *etc.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

175	Name.	2	3	Principal.	Appropriation for the last year.				Number of students.					
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.	Number of instructors.	Total.	Male.	Female.	Male.	Female.
175	State Normal College, University of Nashville, Tenn.				\$0	\$0	\$0	\$0	9	10	11	12	13	14
176	McNairy County Normal School*	Nashville, Tenn.	1875	Rev. Eben S. Stearns, D. D., president.	\$0	\$0	\$0	\$0	8	135	98	37	0	0
177	Winchester Normal	Purdy, Tenn.	1877	J. J. Taylor and C. H. Wright	.....	100	.....	.....	4	105	16	14	45	30
178	Tilghson Collegiate and Normal Institute	Winchester, Tenn.	1878	James W. Terrill	.....	0	.....	(a)	7	31	15	16	.....	.....
179	Sam Houston Normal Institute	Austin, Tex.	1876	Mrs. E. M. E. Garland	560	0	0	131 81	3	158	10	10	60	78
180	American Normal School	Huntsville, Tex.	1879	H. H. Smith	14,500	0	0	0	5	110	59	48	2	1
181	State Normal School of Texas for Colored Students.	Kelleyville, Tex.	1878	A. D. Wallace	6,000	0	0	.....	4	85	34	51	0	0
182	Yorktown Normal School.	Prairie View, Tex.	1879	L. W. Minor	.....	.....	.....	.....	3	49	(49)	.....	.....	.....
183	Remington Training School	Yorktown, Tex.	1878	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
184	State Normal School*	Bennington, Vt.	1869	Judah Dana	1,000	0	0	24 00	3	52	22	30	.....	.....
185	Johnson State Normal School.	Castleton, Vt.	1867	William C. Crippen	2,000	0	0	15 00	9	133	39	94	0	0
186	State Normal School	Johnson, Vt.	1867	Andrew W. Edson, A. B.	2,830	100	0	14 00	8	202	77	125	.....	.....
187	Valley Normal School*	Randolph, Va.	1873	G. H. Hulvey	.....	373	0	.....	5	126	6	4	50	57
188	Hampton Normal and Agricultural Institute.	Bedgewater, Va.	1868	Saunel C. Armstrong	(b)	0	0	.....	29	218	135	83	(b)	(b)
189	St. Stephen's Normal School	Hampton, Va.	1871	Giles B. Cook	0	0	0	0	8	240	12	18	100	110
190	Shenandoah Valley Normal School*	Strasburg, Va.	1873	Jos. B. McInturf	225	225	0	1 33	4	168	.....	90	78	.....
191	Concord State Normal School	Concord Church, W. Va.	1875	.....	0	0	0	0	5	100	100	60	.....	.....
192	Farmont State Normal School	Farmont, W. Va.	1869	Miss Margaret L. Dickey	1,400	0	0	28 00	3	54	34	14	4	2
193	State Normal School	Glenville, W. Va.	1873	T. Marcelus Marshall	0	0	0	0	eD	e183	.....	.....	.....	.....
194	Storer College	Harper's Ferry, W. Va.	1867	Rev. N. C. Brackett, A. M.	0	0	0	13 80	3	146	36	61	29	20
195	Marshall College, State Normal School	Huntington, W. Va.	1868	A. D. Cheslerman	2,000	0	0	.....	.....	.....	.....	.....	.....	.....
196	Shepherd College	Shepherdstown, W. Va.	1873	Joseph McMurray, A. M.	0	0	0	.....	3	55	17	24	7	.....

197	West Liberty State Normal School*	1871	J. C. Gwynn.....	2,000	0	0	21	15	3	56	30	23	1	2
198	State Normal School.....	1871	George S. Albee, president..	13,991	0	0	32	00	16	639	140	198	132	169
199	Wisconsin State Normal School.....	1866	D. McGregor, A. M.....	17,390	0	0	40	25	12	438	104	133	102	109
200	State Normal School.....	1875	W. D. Parker.....	15,343	0	0	14	431	11	322	55	65	100	102
201	State Normal School.....	1868	J. W. Stearns.....	0	0	0	2	5	14	431	109	181	80	61
202	Kindergarten Normal Institute.....	1875	Mrs. Louise Pollock and Miss Susie Pollock.....	0	0	0	5	19	2	5	0	5	0	0
203	Miner Normal School.....	1877	Martha E. Briggs.....	0	0	0	2	95	5	19	0	19	0	0
204	Normal department of Howard University.....	1869	Furmann J. Shadd, A. M.....	(d)	0	0	4	20	2	95	7	7	61	20
205	Normal department of Wayland Seminary.....	1873	Lucilla E. Smith.....	0	0	2,000	3	44	4	20	0	20	0	0
206	Washington Normal School.....	1875	John R. Park, M. D.....	2,600	0	0	3	22	3	44	22	22	0	0
207	Normal department of University of Des- eret.....	1875												

* From Report of the Commissioner of Education for 1878.

† Exclusive of appropriations for permanent objects.

‡ \$1.25 a month for pupils of school age (8-14) for four months of the year.

§ See Table X, Part 1.

|| Includes those in academic department.

¶ See Table IX; no special appropriation for this department.

‡ No report apart from that of the seminary (see Table XI).

TABLE III.—Statistics of normal schools for 1879, &c.—Continued.

NOTE.— x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Annual charge to each student and magazines taken.	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 or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.	
	Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.				Number of educational journals	Vocal.									Instrumental.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
48 Kentucky Presbyterian Normal School.	1	0	4	39	.....	.....	1	.....	89	x	0	x	0	0	0	0	0	0	x	0	June 16.
49 Normal department of Berea College.	0	0	3	38	125	5	3	.....	.....	x	0	0	0	0	0	0	0	0	x	0	June, last week.
50 Cadiz Normal School.	9	7	4	46	1,000	50	5	.....	40	x	0	x	0	0	0	0	0	0	x	0	May, last week.
51 Kentucky Normal School.	13	12	3	46	.....	.....	0	.....	10	x	0	x	0	0	0	0	0	0	x	0	June 4.
52 Normal department, Columbus College.	7	7	3	48	2,000	150	10	0	48	x	x	x	x	x	x	x	x	x	x	0	June, last week.
53 Kentucky State Normal School.	9	8	4	39	300	50	15	3	b50	0	0	0	0	0	0	0	0	0	0	0	June 15.
54 Glasgow Normal School.	7	8	4	40	300	.....	25	.....	20,30,40	x	0	x	0	0	0	0	0	0	x	0	June 4.
55 Kentucky Female Orphan School.	7	.....	4	41	.....	.....	0	.....	8	x	0	0	0	0	0	0	0	0	x	0	June.
56 Normal School.	0	0	2	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	March.
57 Normal department Straight University.	25	12	2	41	742	15	385	6	0	0	x	x	0	0	0	0	0	0	x	0	May, last week.
58 Peabody Normal School for Colored Students.	11	11	2	38	625	25	100	2	0	0	x	x	0	0	0	0	0	0	x	0	Jan. 17, June 27.
59 Peabody Normal Seminary.	42	33	2	38	1,250	100	1	1	0	x	x	x	0	0	0	0	0	0	x	0	Jan. and June.
60 Eastern State Normal School.	45	41	1	40	1,200	600	200	5	0	x	x	x	0	0	0	0	0	0	x	0	June.
61 Western State Normal and Training School.	8	3	1	37½	8	2	4	2	22	0	0	0	x	0	0	0	0	0	x	0	June 17.
62 Madawaska Training School.	3	3	2	40	.....	.....	.....	.....	.....	x	0	x	x	x	x	x	x	x	x	0	May.
63 State Normal and Training School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64 Normal Practice School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65 Normal department of Maine Central Institute.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66 Oak Grove Seminary, normal department. ^a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67 Baltimore Normal School for Colored Teachers.	5	4	.....	40	1,000	.....	.....	.....	5	x	0	x	x	x	x	x	x	x	x	0	.....

TABLE III. — Statistics of normal schools for 1879, &c. — Continued.

NOTE. — x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge for tuition.	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 or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.	
	Whole number.	Engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.									
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
103 New Hampshire State Normal School.	21	.....	2	40	400	100	35	.....	0	0	0	x*	0	0	x	0	0	x	x	0	x	June, last Wed. June, last Thurs.
104 New Jersey State Normal and Model School.	628	28	3,7	40	500	50	15	10	\$50	x	x	x	x	x	x	x	0	x	x	x	x	June, last Thurs. June, last Thurs.
105 New York State Normal School	72	30	2	40	846	23	8	.....	0	x	0	x	x	x	x	0	0	x	x	x	x	June 24. Jan. and July.
106 State Normal and Training School	28	19	2,3,4	40	1,420	200	240	12	0	x	0	x	x	x	x	x	0	0	x	x	x	June.
107 State Normal School	19	27	2,3,4	40	.....	.....	.....	.....	d20-24	x	0	x	x	x	x	0	0	x	x	x	x	June, last Thurs. June.
108 State Normal and Training School	27	26	2,3,4	40	.....	.....	.....	.....	.....	x	x	x	x	x	x	0	0	x	x	x	x	June, last Thurs. June.
109 State Normal and Training School	27	26	2,3,4	40	.....	.....	.....	.....	.....	x	x	x	x	x	x	0	0	x	x	x	x	June, last Thurs. June.
110 State Normal School	27	26	2,3,4	40	.....	.....	.....	.....	.....	x	x	x	x	x	x	0	0	x	x	x	x	June, last Thurs. June.
111 American Kindergarten Normal School.	357	150	3	40	.....	200	11	4	200	x	x	x	x	x	x	0	0	x	x	x	x	June, last Thurs. June.
112 Normal College.	21	16	2	38	.....	.....	.....	.....	.....	x	x	x	x	x	x	0	0	x	x	x	x	June, last Thurs. June.
113 Normal Training School for Kindergarten Teachers.	53	53	4	40	545	28	54	2	0	x	x	x	x	x	x	0	0	x	x	x	x	July 1. June, last week.
114 State Normal and Training School	17	14	2,3,4	40	2,963	62	50	7	d24-28	x	x	x	x	x	x	0	0	x	x	x	x	July 1. July 24.
115 State Normal and Training School	15	12	3	36	150	50	30	2	0	x	0	x	x	0	0	0	0	0	0	0	0	June 21 Thurs. Oct., 2d Thurs.
116 State Colored Normal School	15	12	3	36	1,000	200	10	10	15,30	0	0	x	x	0	0	0	0	0	0	0	0	June 21 Thurs. Oct., 2d Thurs.
117 State Colored Normal School	15	12	3	36	1,000	200	10	10	15,30	0	0	x	x	0	0	0	0	0	0	0	0	June 21 Thurs. Oct., 2d Thurs.
118 Bennett Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	May.
119 Ray's Normal Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	May.
120 Lamberton Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	May 29.
121 St. Augustine's Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
122 Shaw University	10	5	5	40	(f)	.....	.....	.....	60	0	0	x	x	x	x	0	0	x	x	x	x	June, last week.
123 Trinity College Normal School	15	15	3	47	3,217	200	20	20	37	x	x	x	x	x	x	0	0	x	x	x	x	June.
124 Northwestern Ohio Normal School	74	40	1,2	42	100	6	13	4	90	x	0	x	x	0	0	0	0	0	0	0	0	June, last week.
125 Cincinnati Normal School	31	31	1,2	40	150	36	.....	.....	.....	x	0	x	x	0	0	0	0	0	0	0	0	June, last week.
126 Cleveland City Normal School	31	31	1,2	40	150	36	.....	.....	.....	x	0	x	x	0	0	0	0	0	0	0	0	June, last week.
127 Dayton Normal and Training School	10	5	1	40	135	20	20	2	.....	x	0	x	x	0	0	0	0	x	x	x	x	June, last week.

TABLE IV.—Statistics of commercial and business colleges for 1879; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.							
							In day school.		In evening school.		Total.			
							Male.	Female.	Male.	Female.	Male.	Female.		
1	Course in Commerce, State Agricultural and Mechanical College.	2	3	4	5	6	7	8	9	10	11	12	13	14
2	Howard College Business School*	Marion, Ala.	1842	James T. Murfee, LL.D.	5	—	40	40	40	40	0	—	—	—
3	Commercial course in Spring Hill College*	Near Mobile, Ala.	—	Rev. J. Beaufequin, S. J., President.	—	—	38	38	—	—	—	—	—	—
4	Sacramento Business College*	Sacramento, Cal.	1873	E. C. Atkinson	5	2	139	87	83	4	52	49	3	3
5	Commercial department of St. Mary's College.	San Francisco, Cal.	1863	Brother Justin, president.	5	0	97	97	97	0	0	0	0	0
6	Head's Business College*	San Francisco, Cal.	1864	Edward P. Head	12	3	852	352	328	24	0	0	0	0
7	Garden City Commercial College	San José, Cal.	0	Hermann B. Worcester	3	3	133	—	—	—	—	—	—	—
8	Commercial department of Pacific Methodist College.*	Santa Rosa, Cal.	—	W. A. Long	—	—	3	—	—	—	—	—	—	—
9	Moore's Southern Business University	Atlanta, Ga.	0	R. F. Moore, president.	3	0	200	200	200	0	0	0	0	0
10	Commercial College	Cuthbert, Ga.	1879	Prof. B. C. Adams	1	—	110	110	90	20	—	—	—	—
11	Evergreen City Business College	Bloomington, Ill.	1875	Marquam & Baker	3	—	253	213	187	26	42	28	14	—
12	Commercial course of St. Viateur's College.	Bourbonnais, Ill.	1874	Rev. M. J. Marsile	15	—	140	140	140	0	0	0	0	0
13	Commercial course of St. Ignatius College*	Chicago, Ill. (413 W. Twelfth street).	1870	Rev. Thomas H. Milles, S. J.	6	0	110	110	110	0	0	0	0	0
14	H. B. Bryant's Chicago Business College and English Training School.	Chicago, Ill. (77, 79, and 81 State street).	1856	H. B. Bryant	11	2	540	500	450	50	115	100	15	—
15	Western Business College.	Galesburg, Ill.	1862	J. M. Martin & Bro.	3	—	133	57	41	16	103	66	37	—
16	Jacksonville Business College*	Jacksonville, Ill.	1866	Brown & Woodworth	4	—	275	208	200	8	67	62	5	—
17	Joliet Business College and English Training School.	Joliet, Ill.	1866	Prof. Homer Russell	3	4	400	300	200	100	100	75	25	—
18	Onarga Commercial College	Onarga, Ill.	—	Rev. John B. Robinson, A. M., D. D., president.	—	—	611	611	69	62	—	—	—	—
19	Parish's Business College and Telegraphic Institute.	Peoria, Ill.	1865	A. S. Parish	2	1	140	125	104	21	15	15	0	—
20	Gen. City Business College	Quincy, Ill.	0	D. L. Musselman	5	1	400	400	365	35	76	75	1	—
21	Becker's Business College	Rockford, Ill.	1866	E. C. Becker	2	3	500	—	—	—	—	—	—	—

No.	Name of Institution	City	Year	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879
22	Springfield Business College	Springfield, Ill.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Evansville Commercial College	Evansville, Ind. (cor. Third and Main streets)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Maumee Business College	Tort Wayne, Ind.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Indianapolis Business College and Telegraph Institute	Indianapolis, Ind. (N. Pennsylvania street)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	Star City Business College	La Fayette, Ind.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	Hall's Business College*	Logansport, Ind.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28	Commercial department of the University of Notre Dame*	Notre Dame, Ind.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	Terre Haute Commercial College	Terre Haute, Ind. (cor. Main and Sixth streets)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	Allen's Business College*	Burlington, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	Clinton Business College	Clinton, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Davenport Business College	Davenport, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	Bowen's Business College and Academy	Des Moines, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	Bayles' Commercial College	Dubuque, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Hurd's National Business College of Upper Iowa University	Fayette, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	Iowa City Commercial College	Iowa City, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	Commercial and Telegraph Department of Oskeola College	Oskeola, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	Ottumwa Business College	Ottumwa, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	Mt. Pleasant Business College	Richmond, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	Commercial department of Whittier College	Saton, Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
41	Cruzen's Commercial College	Leavenworth, Kans.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	Western Business College	Topoka, Kans.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	Commercial department of Kentucky Military Institute	Farmdale, Ky.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44	Commercial (or Business) College of Kentucky University*	Lexington, Ky.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	Warr's Bryant & Stratton Business College	Louisville, Ky. (80 Main st.)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
46	J. W. Blackman's Commercial College	New Orleans, La. (131 Carondelet street)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Soulé's Commercial College and Literary Institute	New Orleans, La. (corner St. Charles and Lafayettes)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	Dirigo Business College	Augusta, Me. (Water street)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	Commercial College	Bucksport, Me.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	Commercial College*	Vassalborough, Me.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
51	Bryant & Stratton Commercial School	Boston, Mass. (908 Washington street)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	French's Business College	Boston, Mass. (530 Washington street)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	Sawyer's Commercial College	Boston, Mass. (161 Tremont street)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	Carter's Commercial College and School of Business	Pittsfield, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	Aylworth's Commercial School	Battle Creek, Mich.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.
 a Graduates of 1879.
 b Includes some irregular and some preparatory students.
 c Graduates in commercial course in 1878.

TABLE IV.—Statistics of commercial and business colleges for 1879, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
							In day school.			In evening school.			
							Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
							Total number of students, excluding duplicate enrollments.						
56	Battle Creek Business College	1874	1875	Charles W. Stone	2	2	35	28	24	4	31	27	4
57	Bay City Business College	0	1870	Cyrus H. Devlin	2	1	48	34	34	14	14	14	4
58	Goldsmith's Bryant & Stratton Business University		1850	J. H. Goldsmith	5	5	6371	261	250	11	310	106	4
59	Mayhew Business College		1853	Ira Mayhew, LL. D.	3	1	108	92	87	5	42	40	2
60	Grand Rapids Business College and Practical Training School		1866	C. G. Swensberg	3	3	155	155	124	31	24	24	2
61	Commercial and Telegraphic Department, Hillsdale College		1855	Alexander C. Rideout, LL. D.	2	2	164	111	93	18	53	32	21
62	Jackson Business College		1871	G. M. Devlin	2	1	97	64	56	8	33	21	12
63	Kalamazoo Business College and Telegraphic Institute*		1869	W. F. Parsons	2	1	130	99	84	15	31	23	3
64	Lansing Business College*		1867	H. P. Bartlett	1	1	66	56	48	8	10	10	0
65	Minneapolis Business College		1861	C. C. Curfiss	3	3	233	213	195	18	20	20	0
66	St. John's Commercial College		1875	Very Rev. Norbert Hofbauer, O. S. B., M. A.	4	4	676	676	676	0	0	0	0
67	St. Paul Business College and Telegraphic Institute		0	Wm. A. Fattis	4	4	269	216	203	13	125	119	6
68	St. Stanislaus Commercial College		1870	Brother Florimond	8	0	83	83	83	0	0	0	0
69	Bryant's Business College		0	Thomas J. Bryant, A. M., LL. B., president	2	2	168	168	146	22	0	0	0
70	St. Joseph Commercial College		1872	Brother Arthamian	8	8	151	151	151	0	0	0	0
71	Bryant & Stratton Business College		1854	W. M. Carpenter, M. D.	6	1	316	316	270	46	46	46	0
72	Commercial department of St. Louis University		1832	Rev. J. E. Keller, S. J., president	1	1	150	150	150	0	0	0	0
73	Jones' Commercial College		1849	Jonathan Jones	7	1	6420	361	348	13	51	46	5
74	Mound City Commercial College		1861	Thomas A. Rice, A. M., LL. B., president	6	0	245	135	135	0	110	110	0
75	Great Western Business College		1873	Prof. Geo. R. Rathbun	1	1	6110	75	60	15	35	39	5

76	School of Practice	Fishersville, N. H.	1876	John H. Lerry	3	2	45	45	25	20	32	20	12
77	Bryant & Stratton Business College	Manchester, N. H.	1865	Prof. G. A. Gaskell and Wm. Honou, Jr.	2		80	48	40	8			
78	New Hampton Commercial College	New Hampton, N. H.	1877	A. B. Meservey, Ph. D.	3	0	103	103	81	22	0	0	0
79	Commercial College	Portsmouth, N. H.	1873	Lewis E. Smith	(d)	(d)	(d)						
80	Elizabeth Business College	Elizabeth, N. J. (315-323 Jefferson avenue)	1872	James H. Lansley, Ph. D.	3	4	102	83	45	38	19	15	4
81	Jersey City Business College	Jersey City, N. J.	1879	Prof. George A. Gaskell	3	3	200	63	60	3	37	30	7
82	Bryant & Stratton Business College	Newark, N. J.	1863	A. B. Clark	6	3	297	111	97	14	186	151	35
83	Capital City Commercial College	Trenton, N. J.	1865	Andrew J. Rider	5		184	184	177	7	94	94	
84	Folsom's Business College	Albany, N. Y.	1857	C. E. Carhart	5		225	132	124	8	93	90	3
85	Claghorn's Bryant & Stratton Commercial School	Brooklyn, N. Y. (40 Court st.)	0	Charles Claghorn	4		113	113	112	1			
86	French's Business and Telegraph College	Brooklyn, N. Y. (311 Fulton street, cor. Johnson)	1868	George W. French, LL. B.	3	1	123	120	79	41	83	44	39
87	Wright's Business College	Brooklyn (E. D.), N. Y.	0	Henry C. Wright	4	1	274	274	252	22	116	106	10
88	Bryant's Buffalo Business College	Buffalo, N. Y. (cor. Main and Seneca streets)	1854	J. C. Bryant and C. L. Bryant	4		214	140	120	20	74	68	6
89	Commercial department of St. Joseph's College	Buffalo, N. Y.	1861	Brother Eligius	4		80	80	80				
90	Claverack Commercial College	Claverack, N. Y.		Rev. Alonzo Flack, Ph. D., president									
91	Elmira Business College	Elmira, N. Y.	0	A. J. Warner	2	0	54	54	48	6	54	48	6
92	The Elmwood Seminary, commercial department	Glen's Falls, N. Y.		J. N. Whipple									
93	Cady & Walworth's Business College	New York, N. Y. (36 East Fourteenth street)	1873	C. E. Cady	4		177	111	106	5	66	63	3
94	Commercial department of the College of St. Francis Xavier*	New York, N. Y. (49 W. Fifteenth street)	1847	Rev. Henry Hudson, s. J., president									
95	Packard's Business College	New York, N. Y. (805 Broadway)	1858	S. S. Packard	9	1	208	208	193	15	0	0	0
96	Paine's Business College	New York, N. Y. (62 Bowery, cor. Canal street)	0	Martin S. Paine	4	1	526	526	470	56	176	157	19
97	Paine's Up-town Business College	New York, N. Y. (1313 Broadway, corner Thirty-fourth street)	0	Martin S. Paine	2	0	252	189	166	23	63	56	7
98	Rochester Business University	Rochester, N. Y. (corner W. Main and Exchange sts.)	0	L. L. Williams	6	0	563	491	389	102	72	53	19
99	Bryant & Stratton Business College and Telegraphic Institute*	Syracuse, N. Y.	0	C. P. Meads	2	1	125	75	70	5	50	45	5
100	Troy Business College	Troy, N. Y.	1871	Thomas H. Shields	3		180	120	116	4	60	50	10
101	Commercial department of Wake Forest College	Wake Forest, N. C.	1865	L. R. Mills, A. M.	1	0	12	12	12				
102	Akron Business College	Akron, Ohio	1866	O. S. Warner, A. M.	2		60	21	18	3	39	39	
103	Commercial department of Ashland College	Ashland, Ohio	1880	F. P. Foster	1		22	22	22				
104	Commercial department of St. Xavier College	Cincinnati, Ohio	1831	Rev. R. J. Meyer, s. J.	4	0	94	94	94	0	0	0	0
105	Nelson's Business College	Cincinnati, Ohio (southeast corner Fourth and Vine streets)	1856	Richard Nelson	6	1							

* From Report of the Commissioner of Education for 1878.
 a This total may include some duplicates.
 b In classical and commercial course.
 c Appears to include 8 special students in phonography and telegraphy.
 d This college is associated with Smith's Academy; for report of teachers and students, see Table V.

TABLE IV.—Statistics of commercial and business colleges for 1879, *etc.*—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
							Total number of students, excluding duplicate enrollments.	Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
106	Queen City Commercial College.....		1874	R. H. Langdale.....	4	0	205	139	136	3	113	113	.....
107	Spencerian Business College.....		1852	Platt R. Spencer.....	7	.....	6450	375	350	25	50	45	5
108	Capital City Commercial College.....		1878	McClonahan and Woodruff.....	3	1	304	252	220	32	52	45	7
109	Columbus Business College.....		1865	E. K. Bryan.....	3	1	250	230	200	30	.....	.....	.....
110	Business department of Mt. Union College*.....		.....	O. N. Hartshorn, LL. D., president.	5	.....	231	231	(231)	.....	.....	.....	.....
111	Oberlin Business College.....		1858	J. G. Kline.....	2	1	73	66	58	8	62	47	15
112	Van Sickle's Business College.....		1871	John W. Van Sickle, A. M., M. D., Ph. D.	1	.....	25	17	16	1	9	9	0
113	Toledo Business College.....		0	G. E. Detwiler.....	4	1	204	154	136	18	50	39	11
114	Zanesville Business College.....		1866	F. M. Chagnall and H. B. Parsons.	2	.....	130	95	86	9	35	32	3
115	Allentown Business College.....		1869	William L. Blackburn.....	2	.....	684	73	71	2	11	11	.....
116	Commercial course of St. Vincent's College*.....		1870	Rt. Rev. Loufaco Wimmer, O. S. B., president.	.....	.....	58	58	.....	.....	.....	.....	.....
117	Commercial department in Treach's Academy.....		1872	R. H. Treach.....	1	.....	36	20	15	5	16	10	6
118	Knauss' Institute of Business and Finance.....		1873	J. T. Knauss.....	2	0	76	23	19	4	53	53	0
119	Commercial department of the State Normal School.....		.....	John H. French, LL. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	Wyoming Commercial College.....		0	Rev. L. L. Sprague, A. M.	3	.....	64	84	82	2	10	10	.....
121	Keystone Business College*.....		1872	E. S. Blackman.....	2	.....	60	.....	.....	.....	.....	.....	3
122	Crittenden Philadelphia Commercial College.....		1855	John Groomsbeck.....	9	.....	364	.....	.....	.....	.....	.....	.....
123	Peirce's Union Business College.....		0	Thomas May Peirce, M. A.	9	.....	471	298	278	20	173	173	0

124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144
Select Commercial School.....	Pottsville Business College.....	Williamsport Commercial College.....	Providence Bryant & Stratton Business College.	Scholfield's Commercial College.....	Behm's Chattanooga Commercial College	Leddin's Business College	Commercial School in Winchester Normal	Island City Business College.....	Livingston's Galveston Business College.....	Commercial College of Trinity University	Old Dominion Business College.....	Great Southern Business College.....	National Business College.....	Fond du Lac Commercial College	Green Bay Business College	Silsbee Commercial College.....	Northwestern Business College.....	Spencerian Business College.....	Oshkosh Business College.....	Spencerian Business College.....
Philadelphia, Pa. (Fifteenth and Chestnut streets).	Pottsville, Pa.....	Williamsport, Pa.....	Providence, R. I. (253 Westminster street).	Providence, R. I. (137 Westminster street).	Chattanooga, Tenn.....	Memphis, Tenn.....	Winchester, Tenn.....	Galveston, Tex.....	Galveston, Tex.....	Tehuacana, Tex.....	Richmond, Va.....	Parkersburg, W. Va.....	Wheeling, W. Va.....	Fond du Lac, Wis.....	Green Bay, Wis.....	Janesville, Wis.....	Madison, Wis.....	Milwaukee, Wis.....	Oshkosh, Wis.....	Washington, D. C. (corner Seventh and L streets).
1875	1874	1863	1865	1846	1875	1865	1867	1879	1877	1868	1876	1860	1866	1869	1877	1863	1870	1867	1864	1864
Chester E. Pond.....	H. C. Clark.....	F. E. Wood.....	Theodore B. Stowell.....	Albert G. Scholfield.....	Jeremiah Behm.....	T. A. Leddin.....	James W. Terrill, president.....	John Joss and James M. Bemish.....	Edward Livingston, A. M.....	William Hudson, A. M.....	George M. Nicol.....	A. J. M. Hosom.....	J. M. Frasher.....	S. D. Mann.....	A. C. Blackman.....	J. B. Silsbee.....	Deming and Proctor.....	R. C. Spencer.....	W. W. Daggett.....	Henry C. Spencer.....
1	2	3	6	3	1	2	3	2	2	1	1	4	1	2	4	4	3	3	3	2
5	2	21	26	14	19	184	42	67	20	27	114	68	95	65	55	137	132	95	160	123
20	13	68	71	39	15	28	6	8	5	16	8	25	25	45	11	58	6	15	39	90
5	13	68	71	39	15	28	6	8	5	16	8	25	25	45	11	58	6	15	39	90

* From Report of the Commissioner of Education for 1878. a. Appears to include 25 special students in phonography and German. b. This total may include some duplicates.

TABLE IV.—Statistics of commercial and business colleges for 1879, &c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students:				Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.		
	In phonography.	In telegraphy.	In German.	In French.		In Spanish.	In phonography.	Common English and correspondence.	Penmanship.	Bookkeeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.					Telegraphy.	Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1 Course in commerce, State Agricultural and Mechanical College.							x	x	x	x			x			x		1,100	60	9	40		\$80
2 Howard College Business School*	0	0				17	x	x	x	x										36			75
3 Commercial course in Spring Hill College*	7	23	5	12	0	9-15	x	x	x	x								700	100	12		12	e250-275
4 Sacramento Business College*				20	20	18	a	x	x	x								61,000	6100	40	63	0	155
5 Commercial department of St. Mary's College.				31	16	50	x	x	x	x								50		6	46	0	115
6 Herald's Business College*	5	21	19	3	17	19	x	x	x	x													60
7 Garden City Commercial College							x	x	x	x													
8 Commercial department of Pacific Methodist College.*							x	x	x	x													
9 Moore's Southern Business University						22	x	x	x	x													
10 Cuthbert Commercial College							x	x	x	x													
11 Evergreen City Business College	8					18		0	0	0								0		4-8	38	0	48
12 Commercial course of St. Viateur's College	15	5	30	75		16	a	x	x	x								2,500		12	52	6	
13 Commercial course of St. Ignatius College*		6	95	5		15	x	x	x	x								10,500	500	40	42	0	40
14 H. B. Bryant's Chicago Business College and English Training School	62		55			18	x	x	x	x										24	12	7	100
15 Western Business College		6				17	a	x	x	x										10	40	7	60
16 Jacksonville Business College*							x	x	x	x										10	50	6	40
17 Joliet Business College and English Training School	20		5				x	x	x	x								4,000	2,000	12	50		40
18 Onarga Commercial College							x	x	x	x										4-10	50	4	e25
19 Parish's Business College and Telegraphic Institute.	4	5				18-20	x	x	x	x													50
20 Gen. City Business College						19	x	x	x	x								100		10	40	5	60
21 Becker's Business College	4	6				18	x	x	x	x								10		9	51	6	60
22 Springfield Business College							x	x	x	x								120		0	48	6	65

TABLE IV.—Statistics of commercial and business colleges for 1879, &c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students:				Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.			
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.	Average age of students.	Common English and correspondence.	Pennanship.	Bookkeeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.					Telegraphy.	Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
60 Grand Rapids Business College and Practical Training School.						22	x	x	x	x	x	x	x	x	x	x	x	(a)		6	42	7	\$50
61 Commercial and Telegraphic Department, Hillsdale College.	14						x	x	x	x	x	x	x	x	x	x	x	67,000		6	42	3	d30
62 Jackson Business College.	6					19	x	x	x	x	x	x	x	x	x	x	x			6	44	9	40
63 Kalamazoo Business College and Telegraph Institute.*						18	x	x	x	x	x	x	x	x	x	x	x			12	52	5	52
64 Lansing Business College*	0	0	0	0	0	16	x	x	x	x	x	x	x	x	x	x	x			3-5	40	6	20-30
65 Minneapolis Business College*	0	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x			3-5	40	6	20-30
66 St. John's Commercial College*	0	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x			3-5	40	6	20-30
67 St. Paul Business College and Telegraphic Institute.	21					21	x	x	x	x	x	x	x	x	x	x	x	217	38	8-12	50	6	80
68 St. Stanislaus Commercial College	0	7	8	35	0	15	x	x	x	x	x	x	x	x	x	x	x	1,100	50	40	40	0	50
69 Bryant's Business College	0	0	0	0	0	16	x	x	x	x	x	x	x	x	x	x	x	650	250	12	52	0	30
70 St. Joseph Commercial College.	6	45	40			16	x	x	x	x	x	x	x	x	x	x	x	1,200		10	40	0	16-32
71 Bryant & Stratton Business College.	6	45	40	12		22	x	x	x	x	x	x	x	x	x	x	x			4	52	7	60
72 Commercial department of St. Louis University	6	2	0	0	0	20	x	x	x	x	x	x	x	x	x	x	x	250		12	52	6	d50
73 Jones Commercial College.	8					17	x	x	x	x	x	x	x	x	x	x	x	240		12	52	6	75
74 Mount City Commercial College.	8					23 ⁴	x	x	x	x	x	x	x	x	x	x	x			12	52	6	50
75 Great Western Business College.	8					23 ⁴	x	x	x	x	x	x	x	x	x	x	x			12	52	6	24
76 School of Practice	0	19	0	0	0	19	x	x	x	x	x	x	x	x	x	x	x	300		3	40	0	100
77 Bryant & Stratton Business College.	0	19	0	0	0	19	x	x	x	x	x	x	x	x	x	x	x			4 ³	40	0	630
78 New Hampton Commercial College.	0	19	0	0	0	16	x	x	x	x	x	x	x	x	x	x	x			4 ³	40	0	80
79 Commercial College.	4	4	5	4		18	x	x	x	x	x	x	x	x	x	x	x	600		40	7	100	
80 Elizabeth Business College.	0	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x			6	40	7	80
81 Jersey City Business College.	0	0	11	7	0	17	x	x	x	x	x	x	x	x	x	x	x			6	40	5	80
82 Bryant & Stratton Business College.	0	0	11	7	0	17	x	x	x	x	x	x	x	x	x	x	x			11	47	6	75
83 Capital City Commercial College.	0	2				18	x	x	x	x	x	x	x	x	x	x	x	100	23	6-12	43	6	75
84 Folsom's Business College.	2					18	x	x	x	x	x	x	x	x	x	x	x	100	12	6-12	43	6	d100

TABLE IV. — Statistics of commercial and business colleges for 1879, &c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students:				Branches taught.										Volumes in library.		Number of weeks in school course of study.	Number of months of even- ing school.	Annual charge to each stu- dent for tuition.				
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.	Average age of students.	Common English and correspondence.	Penmanship.	Bookkeeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.				Telegraphy.	Whole number.	Increase in the last school year.	
127 Providence Bryant & Stratton Business Col- lege.	0	0	1	2	0	19	x	x	x	x	x	x	x	x	x	x	x	100	25	12	52	6	\$100
128 Schofield's Commercial College.	2	.....	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	x	50	1	11	48	7	-125
129 Behm's Chattanooga Commercial College.	0	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x	407	.....	12	52	6	640
130 Laddin's Business College.	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	50
131 Commercial School in Winchester Normal	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	640
132 Island City Business College.	.....	.....	.....	.....	.....	17	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	60
133 Livingston & Galveston Business College.	.....	.....	.....	.....	.....	16	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	60
134 Commercial College of Trinity University	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	627
135 Old Dominion Business College.	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	50
136 Great Southern Business College.	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	50
137 National Business College.	.....	.....	.....	.....	.....	17	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	50
138 Fond du Lac Commercial College.	3	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x	100	.....	12	52	5	e40
139 Green Bay Business College.	16	5	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	x	60	.....	5-8	51	7	e40
140 Shisbee Commercial College.	0	3	12	0	0	18	x	x	x	x	x	x	x	x	x	x	x	0	.....	46	40	6	30
141 Northwestern Business College.	.....	.....	.....	.....	.....	19 ¹	x	x	x	x	x	x	x	x	x	x	x	.....	.....	6	40	6	45
142 Spencerian Business College.	.....	.....	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	x	.....	.....	8-12	52	6	85
143 Oshkosh Business College.	0	0	0	0	0	20	x	x	x	x	x	x	x	x	x	x	x	200	.....	.....	.....	.....	60
144 Spencerian Business College.	4	0	0	0	0	.....	x	x	x	x	x	x	x	x	x	x	x	26	6	24	40	10	00

a Drawing is also taught.

b For full course.

c For a full life scholarship.

Memoranda.

Name.	Location.	Remarks.
Commercial department of Southern University	Greensboro', Ala.....	Does not appear to be a distinct department.
Institute Business College	San José, Cal.....	Closed.
Business College.....	Springfield, Ill.....	Closed; principal removed.
Muscatine Business College.....	Muscatine, Iowa.....	Closed.
Warner's Polytechnic and Business College....	Providence, R. I.....	Merged in Providence Bryant & Stratton Business College.
Business College (James N. Mitchell)	Charleston, W. Va.....	Not in existence.
Janesville Business College and Institute of Penmanship.	Janesville, Wis.....	Closed.
Morgan Business College	Salt Lake City, Utah...	Not found.

Commercial and business colleges from which no information has been received.

Name and location.	Name and location.
Pacific Business College, San Francisco, Cal. Business course of Bowdon College, Bowdon, Ga. Bloomington Business University, Bloomington, Ill.	Dolbear's Commercial College, New York, N. Y. Eastman's National Business College, Poughkeepsie, N. Y.
Baylies' Mercantile College, Keokuk, Iowa,	Bryant & Stratton Utica Business College, Utica, N. Y.
Dolbear's Commercial College, New Orleans, La.	Miami Commercial College, Dayton, Ohio.
Portland Business College, Portland, Me.	Buckeye Business and Telegraph College, Sandusky, Ohio.
Sadler's Bryant & Stratton Business College, Baltimore, Md.	Bryant, Stratton & Smith Business College, Meadville, Pa.
Eaton & Burnett's Business College, Baltimore, Md.	Bryant & Stratton Business College, Philadelphia, Pa.
Comer's Commercial College, Boston, Mass.	Iron City College, Pittsburgh, Pa.
Parson's Business College, East Saginaw, Mich.	Greenwich Commercial College, East Greenwich, R. I.
Spalding's Commercial College, Kansas City, Mo.	Dolbear's Commercial College, Nashville, Tenn.
Gregory Business College, Newark, N. J.	Frank Goodman & Co.'s Bryant & Stratton Business College, Nashville, Tenn.
Browne's Business College, Brooklyn, N. Y.	
Buffalo Telegraph College, Buffalo, N. Y.	
Hudson Business College, Hudson, N. Y.	

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.		Pupils.	
					Number.	Between the ages of—	Number of hours taught daily.	
	1	2	3	4	5	6	7	8
1	Kindergarten (Judson Female Institute).	Marion, Ala .....	.....	Mrs. M. E. F. Bioveno .....	.....	.....	4-7	.....
2	Kindergarten in the Institution for the Deaf and Dumb.	Berkeley, Cal.....	.....	Nettie Stewart.....	.....	.....	.....	.....
3	Model Kindergarten ..	Berkeley, Cal.....	1879	Emma Marwedel.....	.....	.....	3½-10	4
4	Kindergarten*	Los Angeles, Cal. (102 Hill street).	.....	Miss Emilie Kahle .....	.....	10	.....	.....
5	Mrs. Colgate Baker's Kindergarten.	San Francisco, Cal. (848 and 850 Van Ness avenue).	1878	Miss Woodbridge	0	20	3-5	5
6	Free Public Kindergarten.*	San Francisco, Cal. (Silver street).	1878	Miss Katharine D. Smith.	.....	45	3-6	4½
7	Jackson Street Free Kindergarten.	San Francisco, Cal. (116 Jackson street).	1879	Elizabeth B. Reed.....	1	45	3-6	4
8	Kindergarten of Little Sisters' Infant Shelter.	San Francisco, Cal .....	.....	.....	.....	.....	.....	.....
9	Kindergarten*	Bridgeport, Conn. (287 Myrtle avenue).	1872	Miss Hannah W. Terry	3	45	3-7	3
10	American Kindergarten.	New Milford, Conn....	1878	Miss Mamie C. Wells .	1	21	3-12	4
11	Misses Alcott and Sherwood's Kindergarten.	Stamford, Conn. (Prospect street).	1879	Misses Alice Alcott and Florence Sherwood.	.....	10	3-7	3½
12	Kindergarten.....	Wilmington, Del. (730 Market street).	1879	Cora H. Rust.....	.....	15	3-7	3
13	Kindergarten.....	Jacksonville, Fla.....	1879	Miss Sarah Brewster .....	.....	20	3-7	4
14	Kindergarten.....	Macon, Ga. (Orange street).	1878	Anna E. Mills.....	0	12	3-7	3
15	Bunsen Kindergarten.	Belleville, Ill.....	1875	Clara Miller	1	50	3-6	4½
16	Charity Kindergarten.	Chicago, Ill. (cor. Chicago avenue and La Salle street).	1879	S. E. Walker	1	56	3-6	3

* From Report of the Commissioner of Education for 1873.

inquiries by the United States Bureau of Education.

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10			
.....	.....	Block building, weaving, embroidery, song plays, calisthenics, &c.	Blocks, splits, paper, &c.	The inventive faculties are developed, accuracy and patience in work acquired, and the finer sensibilities cultivated.
5	40	All usual occupations; also, gymnastics, gardening, and excursions for instruction.	All of Fröbel's gifts and occupations, the writing books of J. Enthoffer, and the drawing materials of M. F. Benton.	Happiness, comfort, and justice create a healthy atmosphere of kindness and love, strengthening mind and body in a natural and harmonious development of good habits and an independent and responsible character, without injuring the individual powers.
5	40	Fröbel's gifts, object lessons, and elementary instruction in phonetic reading, and arithmetic.	Fröbel's gifts, piano, blackboard, flowers, &c.	Develops the physical, moral, and intellectual faculties in perfect health and beauty, and forms the groundwork of a thorough education.
5	44	All Fröbel's occupations; sewing, weaving, drawing, perforating, stick and slat laying, modelling, peas work, paper folding, &c.	All Fröbel's gifts of solids and planes.	The improvement in every direction is marvellous.
.....	.....	Fröbel's occupations, gymnastic exercises, singing, and the cultivation of plants.	Fröbel's gifts, a piano, growing plants, pictures, &c.	Imparts strength and grace, cultivates habits of cleanliness and generosity, quickens the faculties of perception and memory, and gives ease and accuracy in the expression of thought.
5	40	Fröbel's occupations	Fröbel's gifts	Satisfactory.
5	40	Making forms with blocks and sticks, weaving, classifying animals from pictures, reading, counting, drawing and printing.	Blocks, colored mats, slats, checked slates, paper, low tables, and small chairs.	Marked physical and mental development.
5	40	Fröbel's occupations	All Fröbel's gifts and materials.	
5	35	Modelling, weaving, sewing, pricking, painting, drawing, peas and cork work, paper folding and cutting, music, plays, and games.	Kindergarten tables and chairs, piano, blocks, rings, sticks, balls, slates, geometrical forms, colored charts, &c.	A superior preparation for the advanced departments of study.
5	26			
5	32	Block-building, tablet, stick, and ring laying, sewing, weaving, pricking, paper folding and cutting, peas work, clay modelling, and gardening.	All material necessary for Fröbel's occupations, blackboard, and globe.	Very favorable.
5	....	Fröbel's occupations .....	.....	A culture, physically and mentally; the children go to public schools better prepared because of the training received here.
5	47	Block-building, tablet and staff laying, clay modelling, paper pricking, sewing, weaving, songs, games, and movement plays.	Worsted balls, boxes of blocks, match splints, rings, paper, needles, and clay.	Imparts dexterity and grace of movement, and cultivates the perceptive faculties and thinking powers.

TABLE V.—Statistics of Kindergärten for 1879; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Pupils.			
					Number of assist- ants.	Number.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
17	Fröbel Kindergarten and School.	Chicago, Ill. (61 Twen- ty-second street).	1878	Mrs. A. B. Scott	1	22	3-10	3
18	Kindergarten.....	Chicago, Ill. (1818 Indi- ana avenue).	1879	Sherah R. Spike.....			4-7	3
19	Kindergarten.....	Chicago, Ill. (375 North La Salle street).	1878	Misses Annie and Mary Howe.		30	3-7	2½
20	Miss Nellie C. Alex- ander's Kindergar- ten.*	Chicago, Ill. (108 Lang- ley avenue).	1877	Nellie C. Alexander ...	0	18	3-8	4
21	Oakwood Kindergar- ten.*	Chicago, Ill. (34 Oak- wood boulevard).	1877	Josephine Jarvis.....	1	20	3-7	3
22	Park Institute Kin- dergarten.	Chicago, Ill. (103 Ash- land avenue).	1875	Mrs. E. M. Howard ...	2	50	3-9	4½
23	Kindergarten of the Forrestville Public School.*	Hyde Park, Ill.	1878	Mrs. M. E. Mann	3	50	3-8	....
24	La Grange Kindergar- ten.*	La Grange, Ill. (near Chicago).	1877	Mrs. M. E. Mann, su- perintendent.	3	40	3-8	2
25	Franklin Kindergar- ten.	Franklin, Ind. (corner Adams and Young streets).	1879	Celia G. Turner	0	10	3-8	3
26	Indianapolis Kinder- garten.	Indianapolis, Ind. (25 East Saint Joseph street).	1875	Miss Alice Chapin ...	3	40	3-10	3-5
27	Meridian Hall Kinder- garten.	Indianapolis, Ind. (108 North Meridian street).	1879	Auguste Steiger	2	25	3-9	4
28	Marion Kindergarten.	Marion, Ind.	1878	Mary Clifford	0	20	3-7	3
29	Kindergarten.....	Boone, Iowa.....		Miss L. Tallman				
30	Cedar Rapids Kinder- garten.	Cedar Rapids, Iowa (51 Iowa avenue).	1877	Mrs. C. F. Madcira and daughters.	4	40	3½-10	3
31	Des Moines Kinder- garten.	Des Moines, Iowa (Ninth street).	1876	Mrs. Lucy B. Collins ..	2	30	3½-7	3

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9 10	11	12	13
5 40	Fröbel's occupations, perforating, sewing on cardboard, drawing, paper folding, cutting and mounting, peas work, modelling, and primary studies for older children.	Fröbel's gifts, grooved tables, &c.	Develops the muscles, arouses and quickens the mental faculties, and prepares the mind for more advanced training.
6 40	Fröbel's occupations; block-building, tablet, stick, and ring laying, perforating, sewing, weaving, drawing, painting, modelling, care of plants, games, singing, marching, &c.	Fröbel's gifts from the 1st to the 10th, paints, worsteds, drawing books, aquarium, plants, piano, &c.	Strengthens the body, gives grace in movement, and develops the imaginative, inventive, and perceptive faculties and the powers of observation and concentration in a marked degree.
5 40	Fröbel's occupations; movement plays, games, and songs.	All of Fröbel's gifts, globe, plants, pictures, piano and such ornaments as will improve the taste of the young observers and render the room cheerful.	Most happy and satisfactory; children grow strong visibly and show wonderful skill and dexterity, often marvellous acuteness and much original thought after a few months of training.
5 40	Building with cubes, oblongs, triangles, prisms, and squares, stick and ring laying, interlacing and weaving, drawing, painting, movement plays, &c.	Squared tables, cubes, cylinders, tablets, blocks, slates, drawing books, paints, clay, glass, &c.	Develops gradually and symmetrically the whole nature; educates eye and hand, excites and trains powers of perception and conception, and fosters love, reverence, and other moral attributes.
6 40	All Kindergarten occupations.	Twenty gifts of Fröbel and gymnastic appliances.	Most excellent.
.....	Fröbel's occupations .....	.....	Favorable.
.... 40	Fröbel's occupations	Squared tables, small chairs, piano, and slates.	Very beneficial.
5 36	1st, 2d, and 3d gifts, weaving, sewing, drawing, clay modelling, stick and ring laying.	Balls, parallel bars, and bean bags.	Improves the bodily condition, enlarges the scope of observation, stimulates the imaginative powers, and elevates the tone of the moral nature.
5 40	All ordinary Kindergarten occupations, with common English, French, drawing, and music for the more advanced students.	The usual apparatus, with garden and playground.	Excellent.
5 40	Fröbel's 20 gifts, stick laying, drawing, perforating, pricking, weaving, block building, peas work, modelling, &c.	.....	Its tendency is to make children happy, healthy, and good natured.
5 40	Games and plays, stick and ring laying, sewing, weaving, and work with cubes, squares, and triangles.	.....	Harmonious development of body and mind, inculcating habits of thought, and making the child neat and patient in work.
5 39	Fröbel's gifts and occupations.	All material for the occupations, tables, chairs, cabinet, and piano.	Perfectly satisfactory to both parents and teachers.
5 36	1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th gifts, pricking, sewing, weaving, folding, cutting and pasting, peas work, modelling, interlacing, and drawing.	Squared tables, blackboards, piano, &c.	Simultaneous development of head, heart, and hand.

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of —	
	1	2	3	4	5	6	7	8
32	Miss E. D. Powell's Kindergarten.	Louisville, Ky. (66 Breckinridgestreet).	1870	Miss E. D. Powell	1	15	4-7	3
33	Kindergarten of Louisville Female Seminary.*	Louisville, Ky. (6 West Chestnut street).	1876	Miss Sara Fuller	20	3-7	3	
34	Miss Mary Barton's Kindergarten.*	Louisville, Ky	1874	Miss Mary Barton				
35	Kindergarten of Loquet-Leroy Institute.	New Orleans, La. (260 Camp street).	1877	Mrs. N. Cooper	23	4-7		
36	Bates Street Kindergarten.*	Lewiston, Me. (94 Park street).	1875	Anna G. Morse	0	25	4-6	5
37	Kindergarten	Lewiston, Me		Miss S. E. Spragne	8			
38	Normal School Kindergarten.	Baltimore, Md. (Lafayette square).	1879	Miss Anna W. Barnard . . .	0	22	3-7	3
39	Patterson Park Kindergarten.	Baltimore, Md. (322 East Baltimore street).	1877	Miss Kate S. French . . .	3	30	3-8	4
40	Miss Williams' School and Kindergarten.	Baltimore, Md. (206 North Howard street).	1873	E. Otis Williams	2	31	3-9	3, 4
41	Lasell Seminary Kindergarten.	Auburndale, Mass.	1879	Abby Carpenter	0	10	3-7	3
42	Chauncy Hall School Kindergarten.	Boston, Mass. (259 Boylston street).	1874	H. J. Cushing	2	20	3-6	3
43	Cushman School Charity Kindergarten.*	Boston, Mass. (Parmenter street).	1878	Ida A. Noyes	1	40	3-5	3
44	Free Kindergarten . . .	Boston, Mass.		Lucy H. Symonds				
45	Kindergarten*	Boston, Mass.	1878	Mary W. Mitchell	1	15	3-8	3½
46	Kindergarten*	Boston, Mass. (23 Mt. Vernon street).	1871	Miss Nina Moore	10	3-6	3	
47	Kindergarten of Newbury Street School.	Boston, Mass. (34 Newbury street),	1878	Miss Mary E. Ward	2	15	3-7	3

*From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Singing, games, weaving, sewing, pricking, peas work, clay work, slate writing, designing with rings and blocks, and the elements of reading and arithmetic.	All the usual appliances, with blackboard, tables, chairs, rings, dumb bells, and materials for calisthenics.	
5	40	Paper folding, cutting, and mounting, matting, pricking, sewing, drawing, gymnastics, singing, and memorizing.	Fröbel's Kindergarten gifts.	It promotes healthy activity of body, awakens imagination, stimulates imitative and inventive faculties, and aids in the development of reason.
.....	.....	Fröbel's occupations	Fröbel's gifts	Superior to any other method of instruction for children.
.....	.....	Fröbel's occupations	Fröbel's gifts	It appeals to the whole nature of the child, reaching at once his intellect, his emotions, and his physical activities, and contributes to produce a balanced development not attainable by any other system.
6	39	All of Fröbel's occupations except modelling.	Tables, chairs, and all materials for the occupations.	An excellent means of thorough physical and mental development.
.....	.....	Fröbel's occupations	All necessary material	
5	40	Building, stick and ring laying, weaving, pricking, drawing, sewing, gift exercises, games, plays, &c.	Fröbel's gifts	An excellent development of the physical, mental, and moral nature.
5	40	All of Fröbel's gifts and occupations, with movement songs, games, gymnastics, &c.	Squared tables, low chairs, all of Fröbel's gifts, plants, pictures, ornaments, piano, &c.	Physical development is very marked, and the preparatory mental training for the advanced departments of study is superior to that of any other system.
5	36	Fröbel's usual gifts and occupations, games, singing, and calisthenics.	The usual Kindergarten material.	Its influence on the three-fold nature of the child is undeniably good; it teaches self-control, engenders a love of work, and fosters habits of kindness and generosity.
5	40	Block building, clay modelling, weaving, songs, &c.	All necessary apparatus and appliances.	Grand.
5	36	Block building, drawing, ring laying, modelling, and other occupations tending to develop the mental faculties.	Building blocks, drawing materials, slates, rings, balls, clay, &c.	Superior to any other as a preparatory mental training for more advanced departments of study.
5	40	Second and third gifts, drawing, weaving, sewing, paper cutting, and ball playing and staff laying, to give ideas of color, number, and form.	All usual Kindergarten material, with a piano, flowers, and pictures.	The children attending this Kindergarten, coming from homes the poorest and most wretched, are made more truly children by the training received, and are taught the proper use of their heretofore utterly neglected senses.
5	38	Sewing, pricking, weaving, folding, modelling, peas work, &c.		
5	32	Building, staff laying, sewing, drawing, clay modelling, peas work, paper folding, &c.	Fröbel's gifts, tables marked with vertical and horizontal lines, blackboards, balls, &c.	Gives to the child command of his physical and mental powers.
5	34	All of Fröbel's occupations....	Fröbel's gifts	Remarkably beneficial, giving a soundness and balance of mind not afforded by any other system, and preparing the child for future school work in an admirable manner.

TABLE V.—Statistics of Kindergärten for 1879; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
48	Kindergarten of the Boston Orphan Asylum.	Boston, Mass.....	.....	.....	.....	.....	.....	.....
49	Roxbury Kindergarten.	Boston, Mass. (31 Moreland street).	1877	Miss C. R. Sandford ...	1	12	3-7	4
50	Dunster Street Kindergarten.*	Cambridge, Mass. (12 Dunster street).	1878	Lucy O. Fessenden	0	25	3-6	3
51	Free Kindergarten* ..	Cambridge, Mass. Concord avenue).	1877	Helen Willson	1	40	3-7	3
52	Sparks Street Kindergarten.	Cambridge, Mass. (17 Lowell street).	1877	Miss M. Florence Taft.	0	30	2½-6	3
53	Straw Charity Kindergarten.*	Cambridge, Mass. (39 Holyoke street).	1877	Miss E. P. Heeger.....	0	23	4-7	3
54	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Carrie T. Haven	5	76	2½-7	3
55	Kindergarten department of Eaton Family School.	Middleborough, Mass.	1878	Mariquita P. Eddy	0	12	3-7	3
56	Fröbel Kindergarten*.	North Cambridge, Mass (192 North avenue).	.....	Mrs. S. L. Cook	1	10	3-5	3
57	Kindergarten of the German-American Seminary.	Detroit, Mich. (251 Lafayette street).	1869	Miss Augusta E. Hinze	2	40	3-6	3
58	The Misses Bacon's Kindergarten.	Grand Rapids, Mich. (54 Jefferson avenue).	1875	E. E. Bacon	2	30	3-8	3
59	St. Paul Kindergarten.	St. Paul, Minn. (36 Iglehart street).	1870	Mrs. M. W. Brown....	.....	.....	.....	4
60	Bates A. M. Kindergarten.*	St. Louis, Mo. (corner Bates and Collins streets).	1876	Mollie A. Clark	2	69	4-6	3
61	Bates P. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	.....	2	89	.....	2½
62	Carroll A. M. Kindergarten.*	St. Louis, Mo. (corner Carroll and Buell streets).	1875	.....	5	90	6-8	3

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9 10	11	12	13
5 36	All occupations of the Fröbel Kindergarten.		
5 41	Stick laying, drawing, building, sewing, weaving, painting, pricking, clay modelling.	The materials necessary for the occupations and such of Fröbel's gifts as suit a child's capacity.	Arouses and strengthens the talents and faculties, engenders love of work, of regularity and order, and is a true cultivation of the finer sensibilities.
5 40	Building, sewing, weaving, drawing, painting, paper cutting, folding, &c.	-----	Development of all members of the body, stimulus to independent thought, and cultivation of the moral nature.
5 44	Fröbel's occupations, drawing, painting, sewing, stick and ring laying, modelling, and paper cutting and folding.	Materials for the occupations, squared tables, chairs, blackboards, plants, &c.	It promotes a healthy growth of the body and trains the mental and moral faculties.
5 40	Sewing, weaving, building, modelling, drawing, stick and ring laying, pricking, paper folding, peas work, songs and games.	-----	A complete and uniform culture of mind and body; an education in the true sense of the word.
5 40	Building, stick and ring laying, drawing, sewing, pricking, folding, weaving, cutting, modelling; also, singing, games, and garden work.	The usual Kindergarten material, plants, piano, &c.	Generally very satisfactory.
5 38	Clay modelling, card sewing, weaving, interlacing, perforating, drawing, cork work, paper folding and cutting, and parquetry.	First, second, third, fourth, fifth, and sixth gifts, planes, rings, staffs, ruled slates, blackboard, colored crayons, &c.	Strengthens the body, educates the eye and hand, excites and trains powers of perception and conception, and fosters a love of that which is harmonious, symmetrical, and beautiful.
5 40	Building with blocks, laying of sticks, tablets, drawing, painting, sewing, weaving, paper folding and cutting, learning of poetry, care of plants, clay work, &c.	Fröbel's Kindergarten toys, squared tables, blackboards, low seats, plants, birds, pictures, &c.	Satisfactory.
5 44	Twenty gifts of Fröbel and five of others, active bodily exercises, singing, speaking, and object lessons.	An open sunny playground, two large, well ventilated and well lighted rooms, piano, pictures, plants, and all material necessary for the gifts.	The children are healthy and active, and the training is superior to any other as a preparation for the more advanced grades of study.
5 40	The usual occupations -----	Those furnished by Steiger .	Excellent.
40	All of the Fröbel occupations, with object lessons from nature, and first lessons in geography taught with sand and water.	Fröbel's gifts, ruled tables, globes, chairs, blackboards, a piano, birds, plants, &c.	The physique is developed, the perceptive faculties are quickened, and mind and body both benefited.
5 40	First, second, third, fourth, fifth, sixth, seventh gifts, sewing, perforating, making mats, folding, cutting, drawing, stick and ring laying, peas work, modelling, &c.	-----	Good.
5 40	Fröbel's gifts, Kindergarten games, perforating, sewing, drawing, &c.	Fröbel's gifts, small chairs, squared tables, &c.	Very beneficial.
5 40	Those recommended and used by Fröbel.	Those given by Fröbel.....	Most excellent.

a Whole number of teachers.

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.			Number of hours taught daily.
					Number.	Between the ages of —		
	1	2	3	4	5	6	7	8
63	Carroll P. M. Kindergarten.*	St. Louis, Mo. (corner Carroll and Buell streets).	1875	.....	5	100	6-8	2½
64	Clay A. M. Kindergarten.*	St. Louis, Mo. (corner Tenth and Farrar streets).	.....	Irene F. Wilson	3	75	6-7	3
65	Clay P. M. Kindergarten.*	St. Louis, Mo. (corner Tenth and Farrar streets).	1877	Maggie Gorman.....	4	120	5-8	2½
66	Divoll A. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1875	Susie M. Simmons	4	98	5-7	3
67	Divoll P. M. Kindergarten.	St. Louis, Mo. (3305 Morgan street).	1874	Miss Kate Sayers.....	3	95	4-8	2½
68	Eliot A. M. Kindergarten.	St. Louis, Mo .....	.....	.....	6a	162b	.....	3
69	Eliot P. M. Kindergarten.	St. Louis, Mo .....	.....	.....	3a	106b	.....	2½
70	Everett A. M. Kindergarten.	St. Louis, Mo. (1410 North Eighth st.).	1874	.....	4a	132b	.....	3
71	Everett P. M. Kindergarten.	St. Louis, Mo. (1410 North Eighth st.).	1874	.....	4a	154b	.....	2½
72	Franklin A. M. Kindergarten.	St. Louis, Mo. (corner Eighteenth street and Christy ave.).	1875	.....	4a	162b	.....	3
73	Franklin P. M. Kindergarten.	St. Louis, Mo. (corner Eighteenth street and Lucas avenue).	1875	.....	2a	109b	.....	2½
74	Hamilton A. M. Kindergarten.	St. Louis, Mo. (Twenty-fifth & Davis sts.).	1876	Mary Louise Naugle ..	4	70	5-7	3
75	Hamilton P. M. Kindergarten.*	St. Louis, Mo. (3329 Washington ave.).	1876	Ida R. Bates	3	60	5-7	2½
76	Humboldt A. M. Kindergarten.	St. Louis, Mo. (corner Jackson and Trudeau streets).	.....	.....	2a	143b	.....	3
77	Humboldt P. M. Kindergarten.	St. Louis, Mo. (corner Jackson and Trudeau streets).	.....	.....	3a	149b	.....	2½
78	Peabody A. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	.....	4a	89b	.....	3
79	Peabody P. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	.....	4a	81b	.....	2½
80	Pope A. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing streets).	1877	.....	5a	97b	.....	3
81	Pope P. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing streets).	1877	.....	3a	50b	.....	2½
82	Webster A. M. Kindergarten.	St. Louis, Mo. (corner Eleventh and Jefferson streets).	1875	.....	5a	185b	.....	3

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10			
Number of weeks in the year.		11	12	13
5 ^a	40	Those recommended and used by Fröbel.	Those given by Fröbel.....	Most excellent.
5	40	Perforating, sewing, drawing, weaving mats, paper folding, peas work, modelling, object lessons, exercises in numbers according to the Grube method.	The first seven Fröbel gifts, pictures, &c.	Good.
5	40	Exercises with Fröbel's gifts in building and number, weaving, drawing, sewing, perforating, modelling, peas work, exercises in numbers according to the Grube method, object lessons, singing, and games.	All of Fröbel's gifts, squared tables, and blackboards, chairs, &c.	It strengthens the muscles and makes the child observant and thoughtful.
5	40	Those embraced in Fröbel's system.	All necessary for Fröbel's occupations.	Harmonious development of the physical, mental, and moral faculties.
5	40	Those embraced in Fröbel's system.	All necessary for Fröbel's occupations.	
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Gift exercises and usual occupations.	Fröbel's materials.....	Good.
5	40	Fröbel's system.....	Fröbel's materials.....	Good.
5	40	Usual Kindergarten occupations.	All necessary for the occupations.	Admirable.
5	40	Modelling, peas work, perforating, weaving, sewing, drawing, and gift lessons.	Those necessary for the occupations.	It trains to habits of attention, of self-control, of action in concert, and of consideration towards others.
5	40			
5	40	Pricking, sewing, drawing, weaving, folding, and cutting.		
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought and trains the eye and the mind to be servants of the will.
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought and trains the eye and the mind to be servants of the will.
5	40	Those recommended by Fröbel.	Those used by Fröbel.....	Excellent in every way, strengthening and highly developing.
5	40	Pricking, sewing, folding, weaving, cutting, stick laying, gift exercises, &c.	Those used by Fröbel.....	It strengthens the body, exercises the senses, and develops all the faculties in a natural manner.
5	40	Fröbel's occupations.....	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Fröbel's occupations.....	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, cardboard, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.

^a Whole number of teachers.

^b Includes pupils in primary school.

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.		Pupils.	
					Number.	Between the ages of —	Number of hours taught daily.	
	1	2	3	4	5	6	7	8
83	Webster P. M. Kindergarten.	St. Louis, Mo. (1905 Washington street, Carr Place).	1875	.....	6a	178b	.....	2½
84	Blow A. M. Kindergarten.*	South St. Louis, Mo. (corner Fifth and Pine streets).	1877	Mrs. Cornelia L. Maury	3	50	4-7	3
85	Blow P. M. Kindergarten.*	South St. Louis, Mo. (corner Fifth and Pine streets).	1878	Sarah J. Sharpe	2	45	5-8	2½
86	Carondelet A. M. Kindergarten.	South St. Louis, Mo. (corner Third and Hurck streets).	1875	.....	4a	145b	.....	3
87	Carondelet P. M. Kindergarten.	South St. Louis, Mo. (corner Third and Hurck streets).	.....	.....	2a	106b	.....	2½
88	Private Kindergarten.	Nashua, N. H. (corner Main and Temple streets).	1874	Miss Anna Field	0	16	3-7	3
89	Kindergarten department of public school.	Carlstadt, N. J.	1875	Miss A. Lawrenz.....	.....	55	5-6	5
90	Englewood Kindergarten.*	Englewood House, N. J	1878	Achsa B. Nichols.....	.....	9	3-7	3
91	Kindergarten of Martha Institute.	Hoboken, N. J. (corner Sixth street and Park avenue).	1873	Mrs. Louise Menzel .....	.....	30	5-7	5
92	Kindergarten of the Academy of the Sacred Heart.	Hoboken, N. J. (Washington street).	1879	Sister Clara Agnes....	1	35	4-7	5
93	Kindergarten of the German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Frederick H. W. Schlesier.	1	12	4-7	5
94	Kindergarten of the Hoboken Academy.	Hoboken, N. J. (Fifth st., cor. of Willow).	1861	Louise Luther	1	40	4-7	{43}
95	Miss M. S. Schmidt's Kindergarten.*	Hoboken, N. J. (352 Bloomfield street).	1875	Mathilde Schmidt.....	1	.....	4-6½	{63}
96	Fröbelscher Kindergarten.	Jersey City, N. J. (corner Central avenue and Franklin street).	1878	William L. Frankenburg, president of German-American School Association.	1	30	4-7	5
97	Kindergarten of St. Aloysius Academy.	Jersey City, N. J.	1879	Sister Mary Esther ...	1	40	4-7	5
98	Montclair Kindergarten.*	Montclair, N. J. (Fullerton avenue).	1872	Annie E. Hawes.....	1	25	4-10	3, 4

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Sewing, pricking, drawing, object lessons, games, &c.	Square tables, chairs, plates, rings, blackboards, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Pricking, sewing, weaving, folding, cutting, peas work, clay modelling, singing, games, &c.	Small tables and chairs, plates and cups, fine specimens of peas work and modelling, a collection of curiosities, &c.	Tends to produce an erect carriage, graceful movements, and muscular strength, develops habits of observation and attention, and quickens the perceptive faculties.
5	40	Sewing, pricking, weaving, cutting, drawing, folding, intertwinning, peas work, and modelling.	Circle and lines painted on the floor, squared tables, chairs, slates, pencils, gifts, modelling boards, clay, perforating needles, and cushions.	Harmonious development; the child becomes graceful, polite, self-dependent, skilful, thoughtful, constructive, and eager for knowledge.
5	40	Gift exercises and usual occupations.	Those given by Fröbel.....	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self-control, and cultivates the imaginative and inventive powers.
5	40	Gift exercises and usual occupations.	Those given by Fröbel.....	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self-control, and cultivates the imaginative and inventive powers.
6	40	Block building, games, weaving, drawing, stick and tablet laying, clay modelling, perforating, &c.	Blocks, tablets, sticks, slates, needles, balls, cylinders, cubes, &c.	Superior as a physical and mental training.
5	44	Fröbel's occupations, conversation and singing in German and English, gymnastics, and preparatory lessons in reading, writing, and arithmetic.	Fröbel's gifts, blackboard, squared tables and chairs, charts for object lessons, and piano.	Very beneficial.
5	30	Paper folding, cutting, and pasting, weaving and interlacing, pricking, sewing, drawing, modelling, and peas work.	Low chairs, ruled tables, blackboards and slates, balls, blocks, tablets, slats, sticks, stories, songs, and games.	It is a development of mind, heart, and body, making the child intelligent, kind, and self-dependent.
5	40	The usual Kindergarten occupations with elementary branches.	Usual Kindergarten appliances, maps, pictures, and counting machines.	Accustoms the child to order and polite behavior, and makes him happy and intelligent.
5	46	Fröbel's occupations.....	All of Fröbel's gifts and materials.	
5	44	Fröbel's occupations, phonetic exercises, and gymnastics.	The materials of Fröbel's and Köhler's systems.	Healthful to mind and body.
6	42	Fröbel's occupations.....	Fröbel's apparatus and appliances.	Most excellent.
5	44	Fröbel's occupations.....	Fröbel's gifts.....	Excellent.
5	44	Fröbel's occupations, bodily exercises, exercises in memorizing, singing, and object lessons.	Fröbel's gifts, low tables and seats, and charts for object lessons.	Superior to other systems for making the child strong and well, and developing rapidly and logically its mental faculties.
5	48	Fröbel's occupations.....	All Fröbel's gifts and materials.	
5	40	Usual Fröbel occupations and gifts, weaving, sewing, drawing, &c.; reading, writing, arithmetic, &c., for the elementary class.	Usual Kindergarten furniture and apparatus.	The children are interested and pleased with their work and study, and the system is conducive to their physical development.

a Whole number of teachers.

b Includes pupils in primary school.

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.		Pupils.	
					Number.	Between the ages of—	Number of hours taught daily.	
	1	2	3	4	5	6	7	8
99	Miss Campbell's Kindergarten.	MORRISTOWN, N. J. (High street).	1875	Miss E. F. R. Campbell	2	25	4-7	4
100	Beacon Street School Kindergarten.	Newark, N. J. (Beacon street).	1872	Miss Anna Lawrenz ...	2	90	4-6	5
101	Kindergarten of the First German Presbyterian School.	Newark, N. J. (College Place).	1878	Miss Elma Korb	1	50	3-7	5
102	Kindergarten of the German-American School.	Newark, N. J. (19 Green street).	1871	Magdalene Lauch.....	3	80	4-7	5
103	Kindergarten of the Twelfth Ward German-English School.	Newark, N. J. (Niagara street).	1874	Miss Mary C. Beyer...	1	65	3-7	4
104	St. Peter's Kindergarten.	Newark, N. J. (21 Livingston street).	1871	Sister Mary Magdalen.	2	120	3-6	5
105	American Kindergarten.	Paterson, N. J. (169 Market street).	1876	Miss S. M. Storey	2	45	3-15	5
106	Kindergarten (Albany Female Academy).	Albany, N. Y. ....	.....	M. Ella Andrews.....	.....	.....	6-8	.....
107	Fröbel's Kindergarten	Albany, N. Y. (Elk street).	1877	Mary C. Peabody.....	.....	16	3-7	3
108	Brooklyn Fröbel Kindergarten.*	Brooklyn, N. Y. (22 First Place).	1877	Mary and Elizabeth P. Sharpe.	1	22	3-8	3
109	Fröbel Kindergarten On the Hill.	Brooklyn, N. Y. (698 Fulton street).	1879	Anna I. Reeves	2	14	3-8	3½
110	Halsey Kindergarten.	Brooklyn, N. Y.	1874	E. A. Tanner, principal	.....	10	4-8	.....
111	Kindergarten.....	Brooklyn, N. Y. (360 State street).	1873	Miss Emily Christian- sen.	.....	20	3-7	3
112	Lafayette Avenue Kindergarten.	Brooklyn, N. Y. (246 Lafayette avenue).	1877	Lena Schroeder	2	20	3-9	3½
113	Kindergarten of the Poppenhusen Institute.	College Point, N. Y. ...	1870	E. von Briesen	1	120	3-6	5
114	Harlem Kindergarten.	Harlem (New York), N. Y. (207 East 117th street).	1877	Misses Mathilde Beck- er and Olga Jacobi.	.....	40	4-8	4
115	Free Kindergarten of the Anthon Memorial Church.	New York, N. Y. (West 48th street, between 6th and 7th avenues).	1877	Miss Mary L. Van Wagenen.	4	80	2-8	4
116	Kindergarten.....	New York, N. Y. (165 West 53d street).	1878	Miss Jennie Bolwell ..	.....	24	3-7	4
117	Kindergarten.....	New York, N. Y. (220 Clinton street).	1879	Mrs. S. E. Carpenter...	.....	10	3-7	3½
118	Kindergarten.....	New York, N. Y. (East Mount Vernon).	1878	Miss Sara Magonigle...	.....	15	3-7	3½

*From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10			
Number of weeks in the year.		11	12	13
5	40	Building, stick laying, weaving, embroidering, modeling, cutting and mounting, paper folding, drawing, printing, writing, &c.	All of Fröbel's gifts.....	Excellent.
5	48	The different gifts of Fröbel's system, turning and marching, object lessons, singing, gymnastic exercises, &c.	Low tables and chairs, colored silks, worsteds, piano, &c.	An excellent development of intellect and physique.
5	47	Kindergarten occupations.....	Kindergarten material.	
5	42	1st, 2d, 3d, 4th, 5th 6th gifts, stick and ring laying, paper cutting and folding, weaving, interlacing, peas work, clay work, drawing, singing, gymnastic exercises, &c.	Turning sticks, object charts, color charts, &c.	It trains the muscles and nerves, produces a salutary effect in the development of mind, educates into truthfulness, and tends to ennoble the aims and actions of the child.
5	50	Object lessons, movement plays, block building, tablet, staff, and ring laying, drawing, perforating, embroidering, intertwining, paper folding, peas work, and modeling.	Fröbel's gifts	The mind is awakened and trained, the inventive powers are called into action, and the child learns to express his thoughts with ease.
5	48	All of Fröbel's occupations....	Rings, staffs, cubes, blocks, gymnastic apparatus, and all necessary material.	Beneficial.
5	40	Paper cutting and folding, perforating, embossing, weaving, ring laying, printing, drawing, calisthenics, marching, singing, &c.	Blocks, rings, weaving materials, charts, maps, needles, books without words, pictures, &c.	
5	36	Building, weaving, sewing, pricking, drawing, &c.	Fröbel's apparatus	Excellent.
5	34	All of Fröbel's gifts and occupations, singing, gymnastics, movement plays, and oral lessons in French and German.	Those usually connected with a genuine Kindergarten.	Satisfactory; engenders habits of order, gentleness, and thoughtfulness.
5	35	Fröbel's gifts, games, gymnastics, and Kindergarten occupations which promote the physical, mental, and moral development of the child.	Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts, squared tables, low chairs, piano, slates, blackboard, cards, paper, books for drawing, &c.	Causes a natural growth of the muscles, develops the mental faculties in their natural order, and is eminently adapted to the wants of nervous and backward children.
5	40	Fröbel's occupations	Fröbel's gifts, and charts for elementary reading in German and English.	Excellent in every respect.
5	36	All of Fröbel's gifts and occupations, including weaving, sewing, and clay work.	Balls, blocks, tablets, rings, slats, &c.	A natural and easy development, both mentally and physically.
5½	46	All of Fröbel's Kindergarten gifts.	Fröbel's apparatus and appliances.	Excellent physical and mental development.
5	48	Fröbel's occupations	The usual appliances.....	Satisfactory in every respect.
5	38	Such as are suited to the understanding of children under training.	All necessary for carrying out Fröbel's scheme of education.	Beneficial.
5	40	Fröbel's occupations	Fröbel's gifts and materials.	
5	40	Fröbel's occupations	Fröbel's gifts and materials.	
5	40	Fröbel's occupations	Fröbel's gifts and materials.	

TABLE V.—Statistics of Kindergärten for 1879; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of—	
	1	2	3	4	5	6	7	8
119	Kindergarten of Mrs. Froehlich's school.	New York, N. Y. (28 East 50th street).	1874	.....	1	32	4-7	4
120	Kindergarten of the Academy of the Holy Cross.	New York, N. Y. (42d street).	1879	Sister Clarissa.....	1	36	4-7	5
121	Kindergarten of the Foundling Asylum.	New York, N. Y. (East 68th street and 3d avenue).	.....	.....	.....	100	.....	.....
122	Kindergarten of the German-American School of the Nineteenth Ward.*	New York, N. Y. (244 East 52d street).	1869	Peter Stahl, principal..	2	64	4-6	5
123	Kindergarten of the Training Department of Normal College.	New York, N. Y. ....	.....	Isabelle Parsels, superintendent.	.....	.....	.....	.....
124	Normal Training School for Kindergartners, Model Kindergarten, and School Garden.	New York, N. Y. (7 East Twenty-second street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Boelte.	5	58	3-7	3½-4
125	Mrs. Smuller's Kindergarten.	New York, N. Y. (2027 Fifth avenue.)	1873	Miss A. M. Smuller....	2	24	3½-7	3
126	St. Barnabas Day Nursery Kindergarten.*	New York, N. Y. (304 Mulberry street).	1878	Helen E. Hart.....	1	20	5-8	3
127	Society for Ethical Culture Kindergarten.	New York, N. Y. (Forty-fifth street and Broadway).	1878	Felix Adler, superintendent.	8	100	3-6	6
128	Nyaek Kindergarten..	Nyaek on Hudson, N. Y. (First avenue).	1878	Sarah C. Robinson and Evelina W. Morford.	0	13	3-12	4
129	Cook's Collegiate Institute Kindergarten.	Poughkeepsie, N. Y. (324 Mill street).	1879	Marion A. Wilson.....	1	16	3-7	3
130	Kindergarten der Rochester Real-schule.	Rochester, N. Y. (7 and 9 Mortimer street).	1873	Hermann Pfaeflin....	2	20	4-7	4½
131	The Rochester Kindergarten.	Rochester, N. Y. (27 North St. Paul st.).	1876	Miss Meta C. Brown ..	.....	22	4-8	3½
132	Kindergarten of the Ossining Institute.	Sing Sing, N. Y. (Croton avenue).	1878	Miss Sarah Hartwell..	0	15	3-8	3
133	Cottage Kindergarten and Connecting Class.	Syraense, N. Y. (74 James street).	1876	Mrs. M. C. Still	2	25	3-9	3, 4

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10			
		11	12	13
5	39	Lessons and occupations of the Fröbel system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	It strengthens the body, exercises the senses, employs the mind, &c.
5	48	Fröbel's occupations	Fröbel's gifts and materials.	
5	44	All of Fröbel's occupations.	All of Fröbel's gifts	Most excellently adapted for an introduction into the school room proper.
5	38	Fröbel's occupations, gymnastic games, songs, stories, garden work, care of domestic mestie animals, &c.	Fröbel's gifts, plants, museum, and cabinet.	Harmonious development. It teaches combination of knowing with doing.
5	40	All occupations of Fröbel's system.	Fröbel's gifts, Kindergarten tables, benches, blackboards, slates, charts, pictures, piano, plants, &c.	Tends to make children active, healthy, and happy; teaches them to be accurate and keen observers, independent in thought, clear in expression, and makes them courteous and unselfish in their conduct to each other.
6	52	Block building, tablet and stick laying, mat plaiting, sewing, pasting, &c.	Two tables, chairs, and the various gifts.	Very encouraging.
5	41	Usual Fröbel occupations	Fröbel's gifts	The pupils, children of the very poor, are greatly benefited physically, mentally, and morally, and through them the good influence of the system is often perceptibly shown in their homes.
5	38	Weaving, pasting, moulding, perforating, designing, embossing, stick and ring laying, sewing, dancing, marching, singing, and calisthenics.	Charts, ruled tables, clay, ruled slates and cards, needles, pictures, books, &c.	Children are notably healthy under Kindergarten influence, their perceptions are rendered more acute, and they are better trained for more advanced grades of study.
5	40	All of Fröbel's occupations.	Piano, tables, chairs, balls, wands, blocks, garden, and everything necessary for a thorough Kindergarten.	It is a natural development, checking propensity to evil, forming a necessary step from the nursery to the school room, and awakening the imagination to the influence of the true, the beautiful, and the good.
5	48	All of Fröbel's occupations.	Fröbel's gifts, pictures, slates, &c.	Physical, mental, and moral development.
5	40	Fröbel's occupations	Usual apparatus and appliances.	Good in every respect.
5	40	Work with the gifts, games, reading, phonetic spelling, singing, gymnastics, &c.	All necessary apparatus and material furnished by Steiger.	It is beneficial to the physical, mental, and moral nature of the child, and is highly prized as a nursery of the institute.
5	40	1st, 2d, 3d, 4th, and 5th gifts, pricking, sewing, stick laying, drawing, weaving, peas work, modelling, &c.	Squared slates, blackboards, tables, small arm-chairs, balls, cubes, cylinders, oblongs, squares, triangles, paper, needles, &c.	Strengthens the body, imparts grace of motion, gives command of language, quickens powers of perception and comparison, and carefully nurtures the moral nature

TABLE V.—Statistics of Kindergärten for 1879; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of —	
	1	2	3	4	5	6	7	8
134	Fröbel Kindergarten..	Syracuse, N. Y. (115 Cedar street).	1877	Mrs. M. Antoinette Hollister.	0	12	3-7	3
135	Kindergarten of the Home for Destitute Children of Seamen.	West New Brighton, N. Y. (Staten Island).	1874	C. M. Thompson.....	25		3-7	3
136	Nursery and Child's Hospital Kindergarten.*	West New Brighton, N. Y. (Staten Island).	1876	Miss Agnes F. Smith..	16		4-8	4
137	Kindergarten (Peace Institute).	Raleigh, N. C.....	.....	Mrs. Mary Foster, principal.	1			
138	The Avondale Kindergarten.	Avondale, Ohio, (Main avenue).	1879	Ida M. Stevens.....	1	18	3-7	3
139	Free Kindergarten....	Cincinnati, Ohio, (Front street and Broadway).	1880	Sallie A. Shawk.....	5	55	3-6	4½
140	Kindergarten (English and Technical School).	Cincinnati, Ohio (250 Race street).	1878	Miss Lizzie Beaman ..				
141	Kindergarten of the Cincinnati Orphan Asylum.	Cincinnati, Ohio (Summit avenue, Mount Auburn).	1879	Miss Marie N. Ballinger.	2	30	3-6	3½
142	The Mt. Auburn Kindergarten.*	Cincinnati, Ohio (Evans street, Mount Auburn).	1878	Kathrine S. Dodd.....	1	25	3-7	3
143	Seventh Street Kindergarten.*	Cincinnati, Ohio (87 W. Seventh street).	1876	Helene Goodman	1	18	3-8	3½
144	Brooks Kindergarten .	Cleveland, Ohio (corner Prospect and Huntington streets).	1875	Mary E. Garlick	1	20	3-7	3
145	Kindergarten (Cleveland Academy).	Cleveland, Ohio .....	.....	Mrs. Anna B. Ogden ..		8		3-7
146	Kindergarten in Miss Mittleberger's School.*	Cleveland, Ohio (429 Prospect street).	1878	Misses Brown and Overton.		20	3½-7	3
147	Prospect Street and Olivet Chapel Kindergärten.	Cleveland, Ohio	1878	Mrs. A. B. Ogden	2	{18 & 30}	3-7	(a)
148	Miss Whitmore's Kindergarten.	Cleveland, Ohio (126 Lake street).	1877	S. H. Whitmore		12	3-8	3
149	Kindergarten.....	Columbus, Ohio .....	.....	Miss M. H. Ross.....				
150	Kindergarten (Home for the Friendless).	Columbus, Ohio	1878	Miss M. H. Ross.....		40		

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	1st, 2d, 3d, 4th, 5th, and 6th gifts, weaving, pasting, pricking, sewing, stick laying, modelling, sand work, drawing, &c.	Checked tables, blackboard, slates, drawing books, and other modern apparatus.	A development of the threefold nature of the child.
5	48	Fröbel's gifts and occupations.	The usual Kindergarten furniture, Fröbel's gifts, flowers, &c.	Satisfactory in every respect.
5	47	The study of color and form by the American method, object lessons, spelling, reading, writing, numbers, recitations, singing, modelling in clay, calisthenics, &c.	All American Kindergarten material, color and form charts, boxes of surface and solid forms, rings, sticks, books, slates, &c.	Promotes healthy activity of mind and body, develops the reasoning power and awakens the imagination to the influence of the good and beautiful, prevents undue strain on the powers and insures superior application to after studies.
.....	.....	Usual occupations.		
5	40	Perforating, sewing, drawing, folding, weaving, cutting, modelling, peas work.	Blocks, tablets, rings, &c	Trains the eye and ear and makes the child responsive to whatever is beautiful and true in nature.
5	40	Those recommended by Fröbel.	Those used by Fröbel.....	Strengthening and highly developing to the faculties of mind and body.
.....	.....	Usual Kindergarten occupations.	All necessary for the occupations.	A necessary preparation for all school work, and particularly essential as the introduction to the higher work of the English and technical school.
5	43	Pricking, sewing, drawing, weaving, folding, cutting, slat and peas work, modelling, and the various gift exercises.	A complete set of those used by Fröbel, musical instruments, pictures, &c.	Imparts life and activity to the physical system and develops uniformly the faculties of mind and soul.
5	39	Modelling, pricking, sewing, weaving, folding, cutting, stick laying, peas work, gift lessons, and everything belonging to the Kindergarten.	Squared tables and blackboard, chairs, piano, circle, boxes of the gifts, scrap books, and various musical instruments.	It strengthens the powers of observation, bringing the children into loving and intimate relations with nature, fostering the good in them and crushing out the evil.
5	36	All of Fröbel's gifts and occupations.		
5	40	Gift exercises, drawing, perforating, sewing, weaving, paper folding and cutting, cork work, modelling, games, &c.	Squared tables, chairs, blackboards, &c.	Gives physical, mental, and moral vigor.
5	40	.....	.....	It is a system of individual culture and forms a pleasant transition from home to school life.
5	38	1st, 2d, and 3d gifts, sewing, weaving, paper folding, clay modelling, drawing, and ring laying.	Tables, chairs, and all necessary Kindergarten material.	Very satisfactory.
5	40	All that pertains to the regular system.	Those authorized by the regular system.	Makes children attentive and obedient, and improves their language and habits.
5	40	Block building, stick, ring, and tablet laying, drawing, perforating, embroidering, paper cutting, weaving, interlacing, modelling, peas work, &c.	Balls, spheres, cubes, cylinders, square and triangular tablets, sticks, rings, drawing material, perforating and embroidering materials, slats, clay, &c.	The body is strengthened, observation and perception awakened, ease and accuracy gained in the use of language, and the moral effect is excellent.
.....

a Three hours a day in each Kindergarten.

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.		Pupils.	
					Number.	Between the ages of—	Number.	Number of hours taught daily.
	1	2	3	4	5	6	7	8
151	Kindergarten (Insti- tution for the Blind).	Columbus, Ohio .....	.....	Miss Redick .....	.....	38	.....	.....
152	Kindergarten (Mans- field Normal Col- lege).	Mansfield, Ohio .....	.....	Mrs. Ford .....	.....	.....	3-7	.....
153	Kindergarten of Trin- ity School.*	Toledo, Ohio (Adams street).	1875	Miss Johnson	0	20	4-6	3
154	Miss Lily G. Lang's Kindergarten.	Toledo, Ohio (corner Huron and Orange streets).	1879	Lily G. Lang	2	19	3-7	4
155	Kindergarten of Ohio Central Normal School.*	Worthington, Ohio	1876	Mrs. Anna B. Ogden ..	.....	12	3-7	3
156	Erie Academy Kinder- garten.	Erie, Pa. (Ninth street)	1873	Miss Anna R. Kelsey..	1	35	5-	3½
157	American Kindergar- ten.	Germantown, Pa. (4840 Main street).	1876	Ada M. Smith	1	25	3-12	4
158	Fröbel Kindergarten*.	Germantown*, Pa. (Philadelphia, Green street).	1877	Naomi R. Walker	0	9	3-9	3-3½
159	Germantown Kinder- garten.	Germantown, Pa. (cor- ner Mill and Main streets).	1874	Miss Marianna Gay ...	2	16	3-7	3
160	Lutheran Orphans' Home.	Germantown, Pa. (5580 Main street).	1879	Miss Laura Hoagland ..	.....	19	2-8	5
161	Kindergarten (Penn- sylvania Training School).	Media, Pa	1876	Alice G. Byers	1	40	3-9	5
162	Meadville Kindergar- ten.*	Meadville, Pa. (287 North street).	1887	Mary A. Bemis .....	.....	12	3-6	3
163	"Hope" Kindergar- ten.	New Castle, Pa. (23 Ehu street).	1877	Mrs L. Ella Reeves...	0	16	3-12	5

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10			
		11	12	13
5				Solitary in every way, stimulating without enervating, developing without forcing, and helping very materially in preparing the child for the more advanced departments in school.
5	40	Pricking, sewing, weaving, folding, pasting, modelling, and gift lessons.	1st, 2d, and 3d gifts, chairs, tables, and all material for the occupations.	Strengthens the body, promotes grace and agility of movement, cultivates the powers of observation, renders the child thoughtful and independent, and stimulates a desire for knowledge.
5	40	Building, tablet, stick, and ring laying, paper folding and cutting, weaving, pricking, sewing, mounting, peas work, drawing, and modelling.	Tables, chairs, piano, birds, flowers, pictures, and all usual Kindergarten material.	Harmonious development of the threefold nature according to the natural tendencies and capacity of each child.
5	39	Occupations of the American Kindergarten system.		
5	40	Weaving, modelling, paper folding, ring and stick laying, perforating, embroidering, study of the Bible, of color and form, of natural history, reading, writing, music, calisthenics, &c.	Dumb bells, wands, piano, cabinet of minerals, shells, birds, &c.	Uniform and natural development of the powers, preëminently those of perception and comparison.
5	40	Fröbel's occupations	Everything necessary to conduct the Kindergarten according to the German system.	Strengthens the muscles, prevents nervousness, trains activity into usefulness, cultivates habits of observation and thoughtfulness, and fosters obedience, generosity, docility, and reverence.
5	40	Modelling, weaving, sewing, drawing, peas and bead work, pricking, paper cutting and folding, Fröbel's gifts (1st-9th), physical games, &c.	Material for all of the Fröbel occupations, plants, birds, tables, pictures, chairs, stuffed animals, piano, musical triangle, &c.	Command of powers of body and mind; strength, agility, and grace of body; accuracy in the use of senses; taste and power in design; clearness, conciseness, and readiness in the use of language and in analytic and synthetic discrimination.
5	43	Building, drawing, perforating, embroidering, weaving, paper folding, clay modelling, reading, writing, spelling, and arithmetic.	Fröbel's Kindergarten gifts and materials, and Monroe's primary charts.	Develops vigor, agility, and grace of body, skill of manipulation, keenness of observation, readiness of language taste in design, unselfishness, and delight in the good and beautiful.
5	40	Fröbel's occupations, together with reading for the more advanced pupils.	Fröbel's gifts, pictures, and musical instrument.	Trains the muscles and senses, quickens the perceptive faculties, develops the powers of comparison and memory, and educates the child into order and obedience.
5	32	Use of Fröbel's gift and occupation material, exercises, and games.	Kindergarten material, tables, chairs and instrument.	Beneficial.
5	30	Block building, weaving, drawing, folding, interlacing, perforating, embroidering, peas and cork work.	Materials necessary for the occupations, chairs, tables, and a flower garden.	

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Pupils.			
					Number of assistants.	Number.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
164	Miss Bennett's Kindergarten.	Philadelphia, Pa. (25 South Nineteenth street).	1874	Anna Bennett.....	1	15	3-7	$\left. \begin{matrix} 2\frac{1}{2} \\ 3\frac{1}{2} \end{matrix} \right\}$
165	Elizabeth Y. Webb's Kindergarten.	Philadelphia, Pa. (1115 Callowhill street).	1878	Elizabeth Y. Webb....	0	9	3-7	3
166	Miss Fannie M. Schleigh's Kindergarten.*	Philadelphia, Pa. (Eighteenth street and Girard avenue).	1877	Miss F. M. Schleigh ...	3	32	3-11	4
167	Friends' Kindergarten.	Philadelphia, Pa. (Fifteenth and Race streets).	1877	Susan T. Comly	1	23	3-7	3
168	Fröbel Kindergarten	Philadelphia, Pa. (626 North Fortieth street).	1878	Louie T. Baltz.....	0	12	3-7	3
169	Kindergarten.....	Philadelphia, Pa. (1419 North Seventeenth street).	1878	R. Emma Trego	0	11	3-7	3
170	Parish Kindergarten of the Church of the Epiphany.	Philadelphia, Pa. (1438 Lombard street).	1879	Matilda T. Stirling ...	1	13	3-6	3
171	Mrs. Van Kirk's Kindergarten.	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk ..	5	35	3-7	3-4
172	West Chestnut Street Kindergarten.	Philadelphia, Pa. (1707 Chestnut street).	1877	Miss A. B. Johnson....	3	43	3½-9	4
173	Pittsburgh Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Miss M. M. Wilson and Miss C. B. Morehouse.	...	40	3-7	3
174	Kindergarten.....	Reading, Pa. (Sixth and Walnut streets).	1878	Adèle Ruenzler	1	26	4-8	4
175	Sewickley Academy Kindergarten.	Sewickley, Pa.....	1878	John Way, jr.....	2	23	3-8	3
176	Sharon Hill Kindergarten.	Sharon Hill, Pa.....	1879	Miss Ida V. Hawkins..	1	6	3-7	3
177	West Chester Fröbel Kindergarten.*	West Chester, Pa. (24 South Church street).	1878	Rebecca C. Thatcher..	1	20	3-7	3

* From the Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
Number of weeks in the year.				
9	10	11	12	13
5	36	All of Fröbel's gifts and occupations.	All used in a Fröbel Kindergarten, together with a piano.	Beneficial, particularly in its effect on the moral nature.
5	36	Weaving, sewing, drawing, paper folding, clay modelling, pricking, ring laying, physical exercises, singing, &c.	Squared tables, small chairs, blackboard, &c.	Development of happy, hearty children, sound both in body and mind. They are educated to think, to know, and to act.
5	40	Singing, lessons in color and form, gymnastics, simple lessons in English and German, blackboard exercises, drawing, classification of objects in the three kingdoms, &c.	Flowers, birds, fishes, pictures, and the twenty gifts of Fröbel.	Improved physical condition, a strengthening of the perceptive and reflective powers, and a careful cultivation of the heart.
5	40	All of Fröbel's occupations, gymnastics, stories, care of plants, &c.	Usual Kindergarten furniture, Fröbel's gifts, plants, pictures, &c.	A healthy and harmonious development of the threefold nature of the child. A combination of knowing with doing.
5	40	Perforating, sewing, weaving, paper-folding, clay-modelling, drawing, mixing colors, &c.	Cubes, oblongs, rings, slats, blackboard, slates, squared tables, &c.	Children become healthy and graceful, observant and eager to learn, and acquire much general intelligence and the habit of expressing thought with accuracy and ease.
5	35	Block building, stick laying, modelling, perforating, embroidering, weaving, interlacing, drawing, singing, physical exercises, games, plays, &c.	Gifts and occupations designed by Fröbel.	Children obtain intelligent control of the muscles of the body and powers of the mind; their perceptive faculties are awakened and a desire for knowledge aroused.
5	35	Fröbel's occupations	Kindergarten tables and chairs and Fröbel's gifts.	Excellent.
5	34	Usual Kindergarten occupations.	Kindergarten apparatus and appliances.	Salutary in its development of the physical nature, and ennobling in its development of the moral.
5	35	Writing, drawing, weaving, modelling, &c.	Blocks, clay, &c.	Body and mind are naturally and harmoniously developed and knowledge acquired in the most agreeable manner.
5	35	Fröbel's gifts and occupations.	Fröbel's Kindergarten material, piano, stuffed birds, plants, &c.	The inventive faculties are brought into use, the child's individuality is recognized, clearness and conciseness in expression gained, and habits of obedience and respect inculcated.
5	47	Stick and ring laying, drawing, perforating, weaving, embroidering, cork work, plaiting, and cutting paper.	Fröbel's first, second, third, and fourth gifts, songs and games of Henrietta Noa, and light gymnastic apparatus.	Harmonious growth of the whole nature, stimulates the desire for knowledge, cultivates powers of observation and concentration, fosters kindness of feeling, and habits of politeness.
5	38	Mat work, clay modelling, drawing, and the usual Fröbel occupations.	Fröbel's gifts	Trains the physical powers, cultivates habits of observation, and develops ideas of right and wrong.
5	36	Sewing, weaving, pricking, modelling, drawing, paper cutting and folding, stick laying, and interlacing.	Squared tables, small chairs, balls, cylinder, cubes, oblongs, triangles, squares, paper, slates, pencils, needles, rings, &c.	Develops healthy activity of body, arouses the interest, quickens the perceptive faculties, and teaches the child to think and act for himself.
5	40	Interlacing slats, stick and ring laying, perforating, sewing, weaving, paper folding, drawing, and modelling.	Fröbel's first six gifts, blackboards, tables, and slates.	Easy, graceful carriage, development of the muscles, cultivation of the powers of observation, thought, and discrimination.

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of —	
	1	2	3	4	5	6	7	8
178	Mrs. L. M. B. Mitchell's School and Kindergarten.	West Philadelphia, Pa. (315 North Thirty-fifth street).	1877	Miss Georgiana Morrison.	1	12	3-7	3
179	Kindergarten (Charleston Orphan House).	Charleston, S. C.....	.....	Miss Irving, principal	.....	67	.....	.....
180	Williamston Female College Kindergarten.*	Williamston, S. C.....	1876	Miss Franciade Wagner.	.....	20	5-10	2
181	Kindergarten (Young Ladies' School).	Memphis, Tenn. (Adams street).	1877	Mrs. E. C. James.....	.....	12	3-7	3
182	Kindergarten (Nashville Academy).	Nashville, Tenn.....	.....	.....	.....	.....	.....	.....
183	Lynchburg Kindergarten.	Lynchburg, Va. (Church street).	1876	Janet Cleland.....	0	17	3-10	4
184	Kindergarten.....	Portsmouth, Va.....	.....	V. S. Staples.....	.....	23	4-8	.....
185	Kindergarten des Frauenvereins.	La Cross, Wis. (Fifth street, corner Terry).	1879	Clara Muehlberg.....	1	40	3-7	5
186	Kindergarten of the German and English Academy.	Milwaukee, Wis. (637 Broadway).	1874	I. Keller.....	2	59	3-7	4
187	Milwaukee English Kindergarten.*	Milwaukee, Wis. (Cass street).	1874	Mrs. C. H. Clarke.....	1	30	4-7	4
188	Milwaukee Kindergarten.	Milwaukee, Wis. (Tenth street).	.....	.....	.....	.....	3-7	3
189	South Side Kindergarten.	Milwaukee, Wis. (Greenbush street).	1874	Miss Sophia Holzhauser.	2	80	3-7	5½
190	Georgetown Kindergarten.	Georgetown, D. C. (81 High street).	1878	Mary E. Hatch.....	.....	12	3-12	4½
191	Capitol Hill Kindergarten and Primary School.	Washington, D. C. (22 Third street, S. E.).	1877	Cornelia F. Boyden...	1	46	3-10	3, 3½ 4
192	Fröbel Institute and Kindergarten.	Washington, D. C. (1127 Thirteenth street).	1875	Misses Pollock and Noerr, principals.	1	42	3-12	3
193	Iowa Circle Graded School and Kindergarten.	Washington, D. C. (936 P street).	1879	Dora N. Brown.....	2	60	4-16	3-5
194	Metropolitan Seminary and Kindergarten.*	Washington, D. C. (800 Eighteenth street).	1876	B. C. Graves.....	3	65	3-16	4½

* From Report of the Commissioner of Education for 1878.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Drawing, weaving, sewing, pricking, modelling, and stick laying.	Fröbel's gifts, low tables, and small chairs.	Children become happy and healthy, and are earnest in the pursuit of knowledge.
5	40	All of Fröbel's occupations, except modelling.	A full supply of gifts.	Eminently satisfactory in every respect.
5	28	Singing, playing, block building, stick and ring laying, drawing, clay modelling, peas work, sewing, weaving, and other useful Kindergarten occupations.	Nine gifts and all material necessary for the occupations.	It forms the necessary link between the nursery and the school, developing the organs of the body, unfolding and strengthening the powers of the mind and carefully nurturing the moral nature.
		Fröbel's occupations	The materials of the Fröbel system.	
5	40	The study of form and color and other occupations of the American system.	Materials for weaving, paper cutting, and drawing, solid forms, triangles, slates, &c.	Children are stronger and more healthy under its influence, and the mental development keeps pace with the physical.
5	48	Fröbel's gifts, reading, writing, drawing, and singing.	Chairs, tables, blackboards, toys, slates, charts, &c.	Improved physical condition and an awakening and expanding of the mental faculties.
6	44	All of Fröbel's gifts	Usual Kindergarten apparatus.	Favorable.
5	40	The usual Kindergarten occupations.	The usual apparatus and appliances.	Superior physical and mental development.
5	38	All of Fröbel's occupations....	Fröbel's gifts, blackboard, piano, and rubber balls.	
5	48	All Kindergarten occupations and plays, singing, conversational and object lessons, and recitations in English and German.	All necessary for the occupations.	Excellent as a foundation for the whole afterlife.
5	40	Gift exercises, weaving, sewing, peas work, clay modelling, stick laying, perforating, singing, and calisthenics.	Gifts, maps, charts, pictures, blackboard, squared tables, and dumb bells.	Trains the child to be systematic, thoughtful of others, and self-dependent, stimulates his inventive faculties, and makes him eager in the acquisition of knowledge.
5	40	The usual Fröbel gifts and occupations.	Large airy rooms, yard for games, flower garden, piano, and all the usual appliances of a true Kindergarten.	It gives added strength and health, and forms a valuable preparation for after educational training.
5	40	Twenty gifts of Fröbel with occupations leading to advanced studies.	All material necessary for the occupations.	Excellent in every way.
5	40	Lessons on the first eleven gifts, with perforating, sewing, drawing, weaving, paper twisting and folding, peas work, and modelling, games, marching, and gymnastics.	1st, 2d, 3d, 4th, 5th, and 6th gifts, tables, chairs, slates, tablets, rings, and all materials necessary for the occupations.	Sympathetic and harmonious development of body, mind, and soul, forming a healthy basis for higher training.
5	40	All Kindergarten gifts and occupations.	Material for the different gifts and occupations, squared tables, blackboard, slates, dumb bells, wands, globes, maps, pictures, &c.	It appeals at once to the mental and moral faculties of the child, making him familiar with the forms of usefulness and beauty around him, and cultivating in him a desire to investigate and create the same.

TABLE V.—*Statistics of Kindergärten for 1879; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number.	Between the ages of —	
	1	2	3	4	5	6	7	8
195	Washington Kinder- garten Normal In- stitute and National Kindergarten.	Washington, D.C. (929 Eighth street).	1874	Mrs. Louise Pollock ..	2	32	3-10	3-5

Kindergärten from which no

Name and location.	Name and location.
Zeitska's Institute Kindergarten, San Francisco, Cal.	Kindergarten, Jamaica Plain, Mass.
Fröbel School and Kindergarten (Miss Sara Eddy), Chicago, Ill.	Kindergarten of Waltham New Church School, Waltham, Mass.
Kindergarten (Miss Fannie Drake), Chicago, Ill.	Kindergarten (Mrs. Hunter), Minneapolis, Minn.
Kindergarten (Mrs. Putnam), Chicago, Ill.	Kindergarten of Norwood Hall, Saint Paul, Minn.
Kindergarten (Mrs. Ross), Chicago, Ill.	Kindergarten (Miss Redmond), Saint Charles, Mo.
Kindergarten (Miss Gila), Indianapolis, Ind.	Ames A. M. Kindergarten, Saint Louis, Mo.
Lawrence Kindergarten, Lawrence, Kans.	Ames P. M. Kindergarten, Saint Louis, Mo.
Kindergarten of German and English Academy, Louisville, Ky.	Charles A. M. Kindergarten, Saint Louis, Mo.
Kindergarten, Ellsworth, Me.	Charles P. M. Kindergarten, Saint Louis, Mo.
Mount Vernon Institute Kindergarten, Baltimore, Md.	Clinton A. M. Kindergarten, Saint Louis, Mo.
Private Kindergarten (Mary J. Garland), Boston, Mass.	Clinton P. M. Kindergarten, Saint Louis, Mo.
South End Kindergarten, Boston, Mass.	Irving P. M. Kindergarten, Saint Louis, Mo.
Kindergarten (Miss Agassiz), Brookline, Mass.	Jackson A. M. Kindergarten, Saint Louis, Mo.
Kindergarten (Miss Colby), Cambridge, Mass.	Jackson P. M. Kindergarten, Saint Louis, Mo.
Kindergarten (Miss Hutchinson), Cambridge, Mass.	Jefferson A. M. Kindergarten, Saint Louis, Mo.
Kindergarten (Misses Macy and Bancroft), Cambridge, Mass.	Jefferson P. M. Kindergarten, Saint Louis, Mo.
Private Kindergarten, Gloucester, Mass.	Lafayette A. M. Kindergarten, Saint Louis, Mo.
	Lafayette P. M. Kindergarten, Saint Louis, Mo.
	Lincoln A. M. Kindergarten, Saint Louis, Mo.
	Lincoln P. M. Kindergarten, Saint Louis, Mo.
	Madison A. M. Kindergarten, Saint Louis, Mo.
	Madison P. M. Kindergarten, Saint Louis, Mo.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		9	10	11	12	13
5	40	Building, weaving, interlacing, stick laying, drawing, paper folding and cutting, sewing, modelling, prieking, singing, marching, playing games, &c.	Balls, blocks, eubes, cylinder, tablets, parquetry papers, ruled slates, tables, black-board, Prang's natural history cards, garden, plants, piano, &c.	Improved physical and nervous condition, habits of attention, observation, and thoughtfulness, of sociability, kindness, and cheerfulness; it is also a superior preparation for subsequent mathematical training.

information has been received.

Name and location.	Name and location.
Maramee A. M. Kindergarten, Saint Louis, Mo.	East Cleveland Kindergarten, Cleveland, Ohio.
O'Fallon A. M. Kindergarten, Saint Louis, Mo.	Kindergarten (Miss Spencer), Cleveland, Ohio.
O'Fallon P. M. Kindergarten, Saint Louis, Mo.	Kindergarten of the Cleveland Female Seminary, Cleveland, Ohio.
Rock Spring A. M. Kindergarten, Saint Louis, Mo.	Kindergarten (Miss K. P. Sharps), Germantown, Pa.
Rock Spring P. M. Kindergarten, Saint Louis, Mo.	Kindergarten (Miss Bromall), Media, Pa.
Stoddard A. M. Kindergarten, Saint Louis, Mo.	Kindergarten (Miss Dewing), Philadelphia, Pa.
Stoddard P. M. Kindergarten, Saint Louis, Mo.	Kindergarten (Miss Lizzie W. Hunt), Philadelphia, Pa.
Miss Alston's Kindergarten, Newark, N. J.	Kindergarten (Miss Anna Longstreth), Philadelphia, Pa.
Columbian Kindergarten, Brooklyn, N. Y.	Kindergarten (Miss Lizzie Revero), Philadelphia, Pa.
Kindergarten of Lockwood's New Academy, Brooklyn, N. Y.	Mt. Vernon Kindergarten, Philadelphia, Pa.
Miss Cora E. Mattie's Kindergarten, Buffalo, N. Y.	St. Agnes Kindergarten, Philadelphia, Pa.
Kindergarten of Glen's Falls Academy, Glen's Falls, N. Y.	West Philadelphia Kindergarten, West Philadelphia, Pa.
Miss Jaudon's Kindergarten, New York, N. Y.	Kindergarten der Nordwest Seite, Milwaukee, Wis.
Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y.	Kindergarten (Miss Gertrude Hall), Washington, D. C.
Kindergarten of Moeller Institute, New York, N. Y.	Kindergarten (Miss Julia Hess), Washington, D. C.
Kindergarten of the Academy of Mt. St. Vincent on the Hudson, New York.	Washington Female Seminary Kindergarten, Washington, D. C.
Kindergarten, Pittsboro', N. C.	
Kindergarten, Warrenton, N. C.	
Kindergarten (Mrs. Alphonso Taft), Cincinnati, Ohio.	

TABLE V.—*Memoranda.*

Name.	Location.	Remarks.
Kindergarten (Miss Reed)	Brooklyn, Cal	See Jackson Street Free Kindergarten, San Francisco.
California Model Kindergarten	Oakland, Cal	Removed to Berkeley.
Miss Beebe's Kindergarten	Denver, Colo	Closed.
Private Kindergarten of the Belleville Ladies' Association.	Belleville, Ill	See Bunsen Kindergarten.
Mrs. Graham's Kindergarten	Louisville, Ky	Succeeded by Miss E. D. Powell's Kindergarten.
Kindergarten School	Biddeford, Me	Not found.
Mrs. Voigt-Hichle's German-American Kindergarten.	Baltimore, Md	Closed.
Miss Doveaux's Kindergarten	Boston, Mass	See Kindergarten of Newbury Street School.
Public Kindergarten	Boston, Mass	Closed.
Foster Street Kindergarten	Cambridge, Mass	Name changed to Sparks Street Kindergarten.
Kindergarten (Miss Baxter)	Cambridge, Mass	Closed.
Kindergarten of Mrs. Brooks' School	Newton Centre, Mass	Closed.
Eads A. M. and P. M. Kindergarten	Saint Louis, Mo	Names changed to Eliot A. M. and P. M. Kindergarten.
Kindergarten of Hackensack Academy	Hackensack, N. J	Closed.
Kindergarten of Miss Longwell's Seminary.	Morristown, N. J	See Miss Campbell's Kindergarten; identical.
Kindergarten (Miss Lulu C. Prindle)	Brooklyn, N. Y	Closed.
American Kindergarten	New York, N. Y	Superseded by American Kindergarten Normal School (see Table III).
The Twenty-second Ward Free Kindergarten (Edlix Adler, superintendent).	New York, N. Y	See Society for Ethical Culture Kindergarten.
Volks-Kindergarten	Cincinnati, Ohio	Not found.
Wesley Avenue Kindergarten (Cincinnati Wesleyan College).	Cincinnati, Ohio	Closed.
Young Ladies' Temperance League Kindergarten.	Cleveland, Ohio	See Olivet Chapel Kindergarten.
Kindergarten (L. W. Bossler)	Philadelphia, Pa	Closed.
Philadelphia Centennial Training School for Teachers.	Philadelphia, Pa	See Centennial Kindergarten Training School for Teachers (Table III).
Germania Kindergarten	La Crosse, Wis	Superseded by Kindergarten des Frauenvereins.
First English Kindergarten (Mrs. Eudora Hailmann).	Milwaukee, Wis	See Mr. and Mrs. Hailmann's Training Class for Kindergartners, Detroit, Mich. (Table III).
West Side Kindergarten	Milwaukee, Wis	Closed; principal removed.
Misses Pollock and Noerr's German-American Kindergarten.	Washington, D. C	Name changed to Fröbel Institute and Kindergarten.
Select School and Kindergarten	Washington, D. C	See Metropolitan Seminary and Kindergarten; identical.

TABLE VI. — Statistics of institutions for secondary instruction for 1879; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.		Female instructors.		Number of students.												
							7	8	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	Trinity School	Athens, Ala.	1849	1849	Miss M. F. Wells	Cong.	1	2	102	2	102	10	11	12	13	14	15	16	17	18	18		
2	Wilcox Female Institute	Camden, Ala.	0	1847	Mrs. Mary Boyd	Non-sect	1	2	55	15	40	5	6	7	8	9	10	11	12	13	14	15	
3	Greene Springs School	Greene Springs, Ala.	0	1847	Henry Trivler, L. D.	Non-sect	1	2	656	650	6	5	6	7	8	9	10	11	12	13	14	15	
4	Lowry's Industrial Academy	Huntsville, Ala.	1879	1876	Sammel R. Lowry, pres.	Non-sect	2	1	99	56	43	74	16	0	0	0	0	0	0	0	0	0	0
5	La Fayette Male and Female Col- lege.	La Fayette, Ala.	1854	1854	Rev. C. S. Johnson and A. F. Trimble.	Non-sect	2	1	99	56	43	74	16	0	0	0	0	0	0	0	0	0	0
6	Hamner Hall	Montgomery, Ala.	1860	1860	Rev. Geo. M. Everhart, D. D.	P. E.	2	4	50	50	3	29	0	0	0	0	0	0	0	0	0	0	0
7	Swayne School	Montgomery, Ala.	1866	1866	Miss Martha J. Adams	Cong.	6	6	470	0	470	0	0	0	0	0	0	0	0	0	0	0	0
8	Barnell School	Selma, Ala.	1875	1875	E. C. Shlaby	Cong.	5	448	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Germania Institute*	Talladega, Ala.	1875	1875	James Barker	Non-sect	2	1	64	44	20	64	18	12	8	3	3	3	3	3	3	3	3
10	Southwood Male High School	Talladega, Ala.	1869	1869	W. M. Betha	Non-sect	4	8	212	115	97	203	13	1	3	1	1	1	1	1	1	1	1
11	Talladega College	Talladega, Ala.	1869	1869	Rev. Henry S. De Forest, president.	Cong.	4	8	212	115	97	203	13	1	3	1	1	1	1	1	1	1	1
12	Ursuline Institute of St. John Baptist.*	Tuscaloosa, Ala.	1866	1866	Madame St. Charles Weed	R. C.	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	Park High School	Tuskegee, Ala.	1877	1877	James F. Park, A. M.	Non-sect	4	0	105	105	0	57	48	6	0	0	0	0	0	0	0	0	0
14	Arkadelphia Baptist High School	Arkadelphia, Ark.	1873	1873	B. J. Dunn	Baptist	2	1	80	35	45	70	10	10	10	10	10	10	10	10	10	10	10
15	Austin High School	Austin, Ark.	0	1877	J. S. Willbanks	Non-sect	2	2	150	80	70	123	24	0	3	0	0	0	0	0	0	0	0
16	Centre Hill Academy	Centre Hill, Ark.	1875	1875	Daniel Harris	Non-sect	1	2	65	20	35	63	7	10	5	5	5	5	5	5	5	5	5
17	El Dorado High School	El Dorado, Ark.	1875	1875	W. L. Hodce	Non-sect	1	2	99	40	59	15	18	4	0	20	20	20	20	20	20	20	20
18	Evening Shade College	Evening Shade, Ark.	1873	1874	W. P. Melkie	Meth.	2	2	116	65	51	50	35	31	75	36	12	25	25	25	25	25	25
19	Arkansas Conference Seminary	Harrison, Ark.	0	1873	Rev. J. M. Longcoy, A. M.	M. E.	1	1	169	53	53	69	3	5	5	5	5	5	5	5	5	5	5
20	Lonoke High School	Lonoke, Ark.	1873	1873	J. F. Howell, superintendent	Non-sect	1	3	123	69	63	100	20	5	3	3	3	3	3	3	3	3	3
21	Searcy District High School*	Searcy, Ark.	1873	1873	John V. Jones, A. M.	Meth. So	1	3	123	69	63	100	20	5	3	3	3	3	3	3	3	3	3

a. Average number.

* From Report of the Commissioner of Education for 1878.

40	Mrs. Coigate Baker's English, French, and German Boarding and Day School for Young Ladies.	San Francisco, Cal. (Station A).	0	1877	Mrs. M. E. Baker	P. E.	1	12	80	0	80	3	75	3	0	0	0
41	Sacred Heart College	San Francisco, Cal.	1874	1874	Rev. Bro. Gonebern	R. C.	24	775	775	500	100	150					
42	University (City) College	San Francisco, Cal. (Haight street).	1859	1859	Rev. James Matthews, D. D.	Presb.	4	4	52	38	14	52	19	17			
43	Urban Academy	San Francisco, Cal. (Mason and (heavy streets).	0	1864	Nathan W. Moore	Non-sect	8	2	80	80	0	45	35	71	17	3	3
44	Miss West's School for Girls	San Francisco, Cal.	1873	1873	Mary B. West	Non-sect	1	8	70	70	16	32					
45	Madame Zeitska's Institute.	San Francisco, Cal. (922 Post street).	1868	1868	Madame B. Zeitska	Non-sect	4	10	165	165	165	8					
46	Laurel Hall	San Mateo, Cal.	1864	1864	Mrs. I. Manson-Buckmaster	Non-sect	2	7	45	45							
47	St. Matthew's Hall	San Mateo, Cal.	1866	1866	Rev. Alfred Lee Brewer, M. A.	P. E.	9	3	128	128	90	38	50	20	8	2	
48	School of the Holy Cross	Santa Cruz, Cal.	1862	1862	Sister Rose-Gonovieve Phelan	R. C.	7	125	125	125	73						
49	Wolfe Hall	Denver, Colo.	1868	1868	Mrs. Anna Palmer	P. E.	2	7	120	120	120	12	35				
50	The Commercial School for Girls	Bethlehem, Conn.	1875	1875	Frederick S. Curtis, Ph. B.	Non-sect	1	1	7	2	5						
51	Commercial and Military Institute.	Bridgeport, Conn.	1862	1862	Benjamin B. Penfield, M. A.	Non-sect	1	0	25	25	6	4	2	0	0	0	0
52	Golden Hill Institute and Family Boarding School.	Bridgeport, Conn.	1859	1859	Rev. G. B. Day, M. A.	Non-sect	1	1	24	13	11	18	14	7	10	3	1
53	Golden Hill Seminary.	Bridgeport, Conn.	1857	1857	Mrs. Emily Nelson	Non-sect	3	6	70	70	70	35	20				
54	Hillside Seminary	Bridgeport, Conn.	1876	1876	Mariana B. Slade	Non-sect	1	8	72	72	60	30	50	3			
55	Durham Academy*	Durham, Conn.	1842	1842	L. P. Bissell, A. M.	Non-sect	1	2	80	82	28	46	6				
56	Glastonbury Academy	Glastonbury, Conn.	0	1870	F. H. Brewer	Non-sect	1	1	87	50	37	37	43	7	8	2	0
57	Maple Grove Academy	Green's Farms, Conn.	1867	1867	Bessie R. Taylor	Cong.	1	16	9	7	16	1					
58	Greenwich Academy	Greenwich, Conn.	1827	1827	Frank Shepard, A. M.	Non-sect	3	2	58	33	25	58	25	1	15	2	3
59	Harry Peck's School for Boys.	Greenwich, Conn.	1827	1827	Harry Peck	P. E.	1	1	20	20	20						
60	Brainard Academy*	Haddam, Conn.	1839	1839	Mrs. Mary J. H. Chapman	Cong.	1	2	62	32	30	61	1	2	0	0	0
61	Miss Haines's School for Young Ladies and Girls.	Hartford, Conn.	1875	1875	Miss Elizabeth H. Haines	Non-sect	3	5	50	0	50	7	45	1			
62	Kent Seminary*	Kent, Conn.	1870	1870	Miss M. A. Hopson	Cong.	1	1	15	8	7	10	5	1	(1)		
63	Young Ladies' Seminary	Middletown, Conn.	1876	1876	Rev. B. A. Smith, A. M.	Non-sect	1	3	45	20	25	45	16	10			
64	Mystic Valley English and Classical Institute.	Mystic Bridge, Conn.	1868	1868	John K. Buckley, A. M., LL. D.	Non-sect	1	2	68	42	26	39	22	16	8	2	1
65	Burrill School	New Britain, Conn.	1870	1870	David N. Camp, A. M.	Non-sect	2	3	54	28	26	54	16	15	4	4	
66	New Britain Seminary	New Britain, Conn. (36 Sherman avenue).	1873	1873	E. C. and S. J. Bangs	Non-sect	3	7	36	5	31	15	15	6			
67	The Eldridge School.	New Haven, Conn. (33 Wall street).	1873	1873	Miss Lydia P. Nott	Non-sect	9	60	60	60	60	30	33				
68	Miss Nott's English and French Family and Day School.	New Haven, Conn. (99 Howe street).	1870	1870	Mrs. S. L. Cady	Cong.	5	60	60	60	45	15	10				
69	West End Institute*	New London, Conn.	1873	1873	Eugene B. Colchester	Non-sect	2	0	45	45	0						
70	Bulkeley School	New Preston, Conn.	1864	1864	Gould C. Whiteley	Cong.	1	3	100	47	53	80	14	9	1	2	0
71	Warmaning Academy	Noroton, Conn.	1864	1864	Myra J. Davis	Non-sect	3	5	100	47	53	80	14	9	1	2	0
72	Fitch's Home School for Young Ladies and Boys.	Norwalk, Conn.	1868	1868	Dr. J. C. Fitch	Baptist.	2	2	52	40	12						
73	Hillside School for Boys	Norwich, Conn. (56 Washington street).	1865	1865	Miss Meeker	Cong.	1	4	30	30	30	20	2				
74	Miss Meeker's Boarding and Day School for Young Ladies.	Saybrook, Conn.	1865	1865	Rev. P. L. Shepard, M. A.	P. E.	2	4	70	50	29	70	8	3	5	2	1
75	Seabury Institute*	Stamford, Conn.	1855	1855	Miss Catharine Aiken	Presb.	1	6	40	0	40	40	9	36			
76	Miss Aiken's School.	Stamford, Conn.			*From Report of the Commissioner of Education for 1878.												

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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
77 Day School for Boys*	Stamford, Conn	.....	1875	H. U. King.....	P. E.....	4	.....	42	42	.....	.....	.....	6	11	5	1	.....
78 Select Boarding and Day School	Stamford, Conn	.....	1854	George B. Glendinning, A. M.	P. E.....	2	.....	25	25	.....	20	10	12	6	.....	4	.....
79 English and Classical School	Stratford, Conn	0	1847	Fredrick Sedgwick.....	Cong.	1	1	24	14	10	24	7	0	2	2	0	0
80 Stratford Academy	Stratford, Conn	.....	.....	E. E. Clark.....	Non-sect	1	1	13	12	1	13	5	1	5	.....	.....	.....
81 Stratford Institute for Young Ladies.	Stratford, Conn	.....	1876	Mrs. E. E. Clark.....	Non-sect	1	3	18	18	18	18	5	3	.....	.....	.....	.....
82 The Gurnery	Washington, Conn	1852	.....	F. W. Gunn.....	Non-sect	2	4	43	40	3	20	23	19	6	3	.....	.....
83 St. Margaret's Diocesan School for Girls.	Waterbury, Conn	1875	.....	Rev. Francis T. Russell, M. A.	P. E.....	3	8	101	101	.....	.....	.....	.....	.....	.....	.....	.....
84 Oak Hill Seminary	West Haven, Conn.	0	1816	Charles C. Wetseil.....	Non-sect	1	4	33	8	25	26	7	3	4	.....	1	.....
85 Wilton Academy	Wilton, Conn.	.....	1852	Edward Olmstead.....	Cong.	1	0	15	10	5	30	.....	.....	6	.....	1	.....
86 Wilton Boarding Academy	Wilton, Conn.	.....	1852	Augustus Whitlock.....	Non-sect	2	1	30	30	.....	.....	.....	.....	.....	.....	.....	.....
87 Academy of St. Margaret of Cor-tona.	Winsted, Conn.	.....	1865	Sister Celso.....	R. C.	4	4	45	45	45	45	.....	.....	.....	.....	.....	.....
88 Parker Academy	Woodbury, Conn.	.....	.....	Wilbur V. Hood.....	.....	1	1	47	31	16	36	11	.....	.....	.....	.....	.....
89 Family School for Young Girls*	Claymont, Del	.....	1873	Mrs. A. B. Washington.....	P. E.....	1	5	10	10	10	10	5	.....	.....	.....	.....	.....
90 Select Family School for Boys	Claymont, Del	0	1852	Rev. John B. Clemons, D. D.	P. E.....	2	1	18	18	.....	.....	.....	.....	.....	.....	.....	.....
91 Wilmington Conference Academy*	Dover, Del	1874	1873	R. H. Skinner, A. M.	M. E.	5	113	45	68	.....	.....	.....	.....	.....	.....	.....	.....
92 Felton Seminary	Felton, Del	1867	1868	Rev. L. A. T. Lobe	Non-sect	3	2	60	20	40	.....	.....	.....	.....	.....	.....	.....
93 Georgetown Academy*	Georgetown, Del	1812	1812	McKendree Downham	Non-sect	1	1	20	8	12	20	6	.....	.....	.....	.....	.....
94 Laurel Classical and Commercial Academy.*	Laurel, Del	1867	1865	Robert W. Breerwood.....	Non-sect	1	1	30	18	12	20	10	.....	.....	.....	.....	.....
95 Milford Seminary	Milford, Del	.....	.....	R. E. Maranville, A. M.	.....	1	2	62	27	35	62	16	5	7	.....	4	.....
96 Milton Academy	Milton, Del	1830	.....	Rev. F. Thompson, M. A.	Non-sect	2	0	60	30	30	.....	.....	.....	.....	.....	.....	.....
97 Academy of Newark	Newark, Del.	1769	1768	Rev. J. L. Polk, A. M.	Non-sect	2	2	93	40	15	30	40	15	30	15	2	.....
98 Rugby Academy	Wilmington, Del	.....	1872	Samuel W. Murphy, A. M., M. D.	Non-sect	7	4	98	98	98	98	46	2	9	6	4	.....

	1	1	91	56	35	82	6	3	
170	Marietta High School for Boys and Girls.*								
171	Marietta Military Institute	1855	1855						
172	Marshallville High School	1870	1871						
173	Milner High School	0	1872						
174	Montezuma High School	0	1870						
175	Spalding Seminary*	1869	1869						
176	Mountville Academy	0	1866						
177	Nacoochee Male and Female High School.*		1875						
178	Brinkley Academy								
179	Anthony School	1870	1870						
180	Perry Male School		1874						
181	Pine Log Masonic Academy*		1871						
182	Powelson Male and Female School*								
183	Quitman Academy*								
184	Rabun Gap High School		1873						
185	Reynolds Academy*		1855						
186	Mt. Vernon Institute	1858	1858						
187	Masonic Literary Institute	1870	1871						
188	Rome Male High School		1870						
189	Camden County Academy a								
190	Sandersville High School		1873						
191	Beach Institute								
192	St. Augustine's School								
193	Scarboro' Academy a.								
194	Smithville High School*								
195	Sparta Male and Female High School.								
196	Spring Place High School	0	1875						
197	Stilesboro' Institute*	1856	1859						
198	Stone Mountain Institute*	0	1874						
199	Sunach Seminary		1869						
200	Summerville Academy	0							
201	Sylvania Academy*		1875						
202	Collinsworth Institute and Leveritt College.	{ 1838 }	{ 1856 }						
203	Excelsior High School*		1872						
204	Tazewell High School*	0	1850						
205	Thomaston High School a.		1836						
206	Fletcher Institute c		1838						
207	Thomson High School	0	1874						
208	Thomson School for Boys and Girls	0	1874						
209	Fulton High School		1872						
210	Union Point High School		1865						
211	Waltherville Academy	1823	1823						
212	Warrenton Male and Female Academy.	1829	1829						
213	Washington Female Seminary								

* Since superseded by Franklin Institute.
 b Since merged with South Georgia College of Agriculture and the Mechanic Arts.
 c From report of the Commissioner of Education for 1878.
 a From report of State school commissioner for 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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	
273 Friends' Select School	Coal Creek, Iowa.		1876	Mary Ward	Friends													
274 St. Francis' Academy for Young Ladies.	Council Bluffs, Iowa		1872	Sisters of Charity	R. C.		8	169	160									
275 Schaefer's German-American Institute.	Davenport, Iowa.		1865	Fritz Schaefer	Non-sect	2		50	20	30	50							
276 Trinity School*	Davenport, Iowa.	1874	1877	Miss Sarah Rice	P. E.	4	4	29	2	27	24	5	13					
277 Decorah Institute	Decorah, Iowa		1874	J. Breckearidge		3	2	204	141	63	11	14	4	10				
278 Denmark Academy	Denmark, Iowa	1843	1843	George W. Bingham, A. M.	Cong.	2	3	147	74	73	48	13	0	0				
279 Des Moines Collegiate Institute	Des Moines, Iowa		1870	Miss Harriet H. Horr	Non-sect	1		20			10	1	9					
280 Young Ladies' School.	Dubuque, Iowa		1877	Charles Robert Stroh	P. E.	2	1	48	37	9	18	37						
281 Boardman Seminary	Durand, Iowa		1878	William P. Clark	Friends	3		26	15	11	20	5	1	2	1	0		
282 Bear Creek Academy*	Earlham, Iowa		1878	Rev. O. L. Kirkeberg	Luth.	3	2	36	24	12	20	7	10	7	20			
283 Danish High School	Elkhorst, Iowa	1857	1858	J. B. Albrook, A. M.	M. E.	3	2	106	56	50	20	7	10	7	20			
284 Epworth Seminary	Epworth, Iowa	1847	1848	Jesse Macy, A. M.	Cong.	2	2	147	87	60	35	92	29	12	19			
285 Academy of Iowa College	Grimell, Iowa	1864	1864	Rev. Samuel Hodges, D. D.	Presb	5	2	185	107	78	84	55	14					
286 Lenox Collegiate Institute.	Hopkinton, Iowa.	1873	1879	John McLeod														
287 McLeod's Select School	Humboldt, Iowa		1872	Amos Hiatt, A. M.		3	5	406	189	117				20	30	30	18	
288 Iowa City Academy	Iowa City, Iowa		1872	A. Hull		3	3	200	125	75	150	20	30	50	75	40	20	
289 Preparatory and Normal School	Iowa City, Iowa	1872	1865	Rev. Father William Emonds	R. C.	3	2	200	125	75	150	20	30	50	75	40	20	
290 St. Joseph's Institute	Iowa City, Iowa		1862	Arthur J. Craven	Non-sect	1	1	80	44	36	80							
291 Irving Institute*	Irvine, Iowa		1875	J. S. Dunning		2	3	116	54	62	116	10	18	6	3	4		
292 Jefferson Academy	Jefferson, Iowa	1867	1858	G. T. Eldridge		2	1	644	18	26	10	14		4	3	4		
293 Kossuth Normal Academy	Kossuth, Iowa		1875	Morris P. Wright, A. B.	Friends	1	2	82	40	42				2	2	5	0	
294 Friends' Academy	Le Grand, Iowa.		1865	Rev. J. Q. Evans	Christian	1	2	60	31	29	60			1				
295 Le Grand Christian Institute c.	Le Grand, Iowa.		1865	W. W. Gregg	Friends	1	2	60	31	29	60			1				
296 Lynnville Academy	Lynnville, Iowa.		1876		Friends	1	2	60	31	29	60			1				

297	Riverside Institute.....	Lyons, Iowa.....	1879	1875	Rev. William T. Currie, A. M., M. D.	P. E.....	2	4	80	51	29	72	8	6	3
298	Centennial Academy.....	Malvern, Iowa.....	1870	1876	Roe M. Bridges, A. M.	Baptist.	2	3	75	35	40	67	8	8	6
299	Mitchell Seminary*.....	Mitchellville, Iowa.....	1870	1871	Elzaore Chase, A. M.	Univ.	3	3	30	15	30	30	8	8	0
300	New London Academy*.....	New London, Iowa.....	1867	1868	Benjamin F. Stow.....	Non-sect	1	1	115	57	58	115	3	3	0
301	Hazel Dell Academy*.....	Newton, Iowa.....	0	1875	Darius Thomas, A. M.	Non-sect	0	1	37	20	17	37	3	3	0
302	Cedar Valley Seminary.....	Oselwein, Iowa.....	0	1863	Mrs. Rev. Mary E. McMillan	U. P.	0	2	172	100	72	45	20	107	7
303	Ottumwa Seminary for Young Ladies.....	Ottumwa, Iowa.....	1873	1873	Rev. Alva Bush, A. M.	Baptist.	4	2	19	8	11	19	5	5	1
305	Pleasant Plain Academy.....	Pleasant Plain, Iowa.....	1875	1876	Nathan Rosenberger.....	Friends.	1	2	97	45	52	5	5	5	1
306	German Evangelical Lutheran Congregational School.....	Sherrill's Mount, Iowa.....	0	1856	Rev. Andrew Gratchmann.....	Ev. Luth.	1	1	18	9	9	9	9	9	9
307	Troy Academy.....	Troy, Iowa.....	1853	1871	H. A. Field.....	Non-sect	1	1	59	34	25	270	34	31	40
308	Tilford Collegiate Academy.....	Vinton, Iowa.....	1872	1874	Prof. Thomas Tobin, A. M.....	Non-sect	3	2	304	175	129	270	34	31	40
309	Washington Academy.....	Washington, Iowa.....	1870	1870	W. P. Johnston.....	Non-sect	2	2	149	74	75	119	30	10	18
310	Ainsworth's Grammar and High School.....	West Union, Iowa.....	1876	1870	G. G. Ainsworth, A. M.....	Non-sect	1	83	51	32	78	5	5	5	3
311	Wilton Collegiate Institute*.....	Wilton, Iowa.....	1868	1868	Delbert M. Bonner, A. B.....	F. W. Bap	2	2	60	29	31	20	30	10	17
312	Archison Institute.....	Atchison, Kans.....	1866	1870	Mrs. Harriet E. Monroe.....	Non-sect	4	9	215	(215)	100	100	70	70	4
313	Geneva Academy.....	Geneva, Kans.....	1866	1866	Prof. W. H. Robertson.....	Presb	0	13	0	9	15	0	0	0	0
314	St. Ann's Academy.....	Osage Mission, Kans.....	1870	1870	Mother Bridget Hayden.....	R. C.	0	65	65	65	65	65	6	6	0
315	Bellewood Seminary and Kentucky Presbyterian Normal School.....	Anchorage, Ky.....	1876	1860	Prof. R. C. Morison and Mrs. Daniel P. Young.....	Presb	4	6	91	91	91	91	91	91	91
316	Forest Academy*.....	Anchorage, Ky.....	1865	1855	Col. J. N. Current, M. A.....	Non-sect	4	50	50	50	30	10	10	10	10
317	Bracken Academy.....	Augusta, Ky.....	1860	1863	Rev. Daniel Stevenson, D. D.....	M. E.	2	2	68	33	35	53	15	15	15
318	Bardstown Male and Female Institute.....	Bardstown, Ky.....	1850	1840	H. J. Greenwell, A. M.....	Baptist.	5	4	86	52	34	70	16	4	6
319	Nazareth Literary and Benevolent Institution.....	Near Bardstown, Ky.....	1829	1814	Mother Helena Torney.....	R. C.	0	16	100	100	100	100	70	70	70
320	Rosehand Female Academy*.....	Bardstown, Ky.....	1836	1868	Mrs. Maggie P. Cosby.....	Presb	2	3	50	50	50	50	3	7	7
321	Alexander College.....	Barkesville, Ky.....	1872	1868	Rev. James P. McMillan.....	Presb	1	4	83	30	33	40	30	0	4
322	Carroll County Academy.....	Carrollton, Ky.....	1860	1860	John T. English, A. M.....	Non-sect	2	2	100	100	100	100	100	100	100
323	Columbus College.....	Columbus, Ky.....	1877	1877	W. H. Campbell.....	Non-sect	4	3	121	58	63	63	63	63	63
324	Dunville College*.....	Dunville, Ky.....	1860	1878	James L. Ford.....	P. E.	1	3	75	25	50	75	10	10	10
325	Eminence Male and Female Seminary.....	Eminence, Ky.....	1862	1860	Miss M. M. Porter.....	Baptist.	1	3	75	25	50	75	10	10	10
326	Kakamont High School.....	Flemingsburg, Ky.....	0	1876	Rev. James P. Hendrick.....	Presb	1	2	35	18	17	35	16	16	2
327	Greenwood Female Seminary.....	Frankfort, Ky.....	1871	1846	Mrs. Mary T. Runyan.....	Non-sect	1	2	54	12	42	5	5	5	2
328	Kentucky Electric Institute.....	Frankfort, Ky.....	1871	1871	W. E. Fumley, A. M.....	Non-sect	1	1	28	13	15	14	4	4	1
329	St. Aloysius Academy.....	Frankfort, Ky.....	0	1863	Rev. Brother Flavian.....	R. C.	3	0	80	80	80	80	60	5	3
330	St. Joseph's Academy.....	Frankfort, Ky.....	0	1870	Sister Vincenta.....	R. C.	3	0	83	0	85	85	85	85	85
331	United Schools of the Abbey of Gethsemani for Boys.....	Gethsemane, Ky.....	1868	1851	Rt. Rev. B. M. Benedict, abbot.....	R. C.	3	0	47	47	47	47	0	0	3
332	Ghent College*.....	Ghent, Ky.....	1867	1867	William J. Barbee.....	Non-sect	3	2	75	35	40	75	25	15	20
333	Owen College*.....	Harrisburgh, Ky.....	0	1870	Hon. C. W. Threlkeld, sec'y.....	Non-sect	3	65	40	25	25	25	3	2	2
334	Hodgenville Seminary.....	Hodgenville, Ky.....	0	1847	C. W. Matthis and James E. Wright.....	Non-sect	3	1	140	90	50	109	25	4	29
335	Hustonville College.....	Hustonville, Ky.....	1860	1860	J. S. Reppert, A. M.....	Non-sect	3	3	80	30	50	80	15	4	0

b This number in the academy proper; in all the grades there was an enrollment of 170.
 c Temporarily closed.

* From Report of the Commissioner of Education for 1878.
 a Includes students in normal department.

TABLE VI.—Statistics of institutions for secondary instruction for 1870, &c.—Continued.

No.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Total.	Number of students.									
										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.	
336	Home School for Girls	Lebanon, Ky.	1854	1879	Mrs. M. J. Thompson	Non-sect	7	6	9	9	10	11	12	13	14	15	16	17	18
337	Sayre Female Institute	Lexington, Ky.	1854	1879	H. B. McClellan, A. M.	Presb.	5	3	20	20	161	150	55	26					
338	Threlkeld Select School	Lexington, Ky.	1854	1879	W. L. Threlkeld	Non-sect	3	5	40	40	40	20	12	18	10	4			
339	Loretto Academy	Loretto, Ky.	1839	1866	Mother Dattosa Smith	R. C.	12	7	85	45	40	85	0	7					
340	German and English Academy*	Louisville, Ky.	1866	1878	William Mueller	Non-sect	2	2	85	45	40	85	0	7					
341	Miss Hampton's English and Classical School for Girls.	Louisville, Ky. (205 Sixth street)	1878	1878	Miss L. D. Hampton	Non-sect	1	7	80	80	80	40	20						
342	Holyoke Academy	Louisville, Ky. (82 W. Broadway)	1869	1867	Norman Robinson, A. M.	Baptist	4	5	60	60			14	12					
343	Home School	Louisville, Ky.	1876	1865	Miss Belle S. Peers	P. E.	2	9	125	125			38						
344	Louisville Rugby School	Louisville, Ky.	1876	1874	W. N. and A. L. McDonald	Non-sect	4	1	75	75	0	75							
345	Preparatory School for Girls	Louisville, Ky. (60 Brock-inridge street)	1876	1874	Miss E. D. Powell	Non-sect	4	1	75	75	0	75							
346	Marion Academy	Marion, Ky.	1868	1867	J. J. Nall	Non-sect	2	2	169	81	88	169	22	7	22	9			
347	Mayfield Seminary*	Mayfield, Ky.	1831	1870	C. M. Williams	Non-sect	1	1	81	34	47	24	70	15	8				
348	Maysville Seminary	Maysville, Ky.	1831	1822	H. R. Blaisdell	Non-sect	2	2	65	35	30	41	14	2	1				
349	Union Academy	Morganfield, Ky.	1832	1850	W. O. Haynes	Non-sect	1	2	113	53	60	113	12						
350	Henry Male and Female College	New Castle, Ky.	1851	1850	Rev. Robert Ryland, D. D.	Non-sect	2	3	32	32	0	32	23	0	23	3			
351	Bethel Academy	Nicholasville, Ky.	1798	1790	A. N. Gordon	Non-sect	2	1	32	32	0	32	23	0	23	3			
352	Jessamine Female Institute*	Nicholasville, Ky.	1852	1854	John M. Davis	Non-sect	1	3	70	18	52	48	22	8	6	10	3	0	
353	Browder Institute	Nicholasville, Ky.	1868	1866	Hanson W. Browder	Non-sect	1	1	27	13	14	27	3	1	1				
354	Owenton High School	Owenton, Ky.	1873	1874	George C. Crove	Non-sect	1	2	80	40	40	80	10						
355	Bath Seminary	Owingsville, Ky.	1873	1874	Rev. Daniel S. C. M. Potter, A. M.	Non-sect	1	1	68	38	30	68	20						
356	Princeton Collegiate Institute	Princeton, Ky.	1857	1861	Robert Henry Adams	Non-sect	2	2	158	83	75	135	8						
357	Madison Female Institute	Richmond, Ky.	1856	1856	E. J. Pinkerton	Christian	1	3	50	10	40	50							

356	Bethlehem Literary Institution*.	Saint John, Hardin County, Ky.	1875	1848	R. A. Calvert	R. C.	2	1	90	50	40	61	61	20	4
359	Sharpsburg Male and Female College,*	Sharpsburg, Ky.	1879	1869	Rev. H. F. Jordan	Baptist	1	2	41	20	21	41	2	2	4
360	Fair View Male and Female Seminary.	Simpsonville, Ky.	1848	1849	S. C. Humphreys	Non-sect	1	1	60	(60)	47	13	0		
361	Spencer Institute.	Taylorsville, Ky.	1878	1872	Rev. L. B. Pierson	M. E.	2	1	33	13	20	33	5		
362	Riverside Seminary	Yanceyburg, Ky.	1877	1872	F. M. Ingram	Christian	1	1	44	36	100	40	20	13	6
363	West Liberty High School*.	West Liberty, Ky.	0	1864	Th. Smith.	Non-sect	2	100	44	56	100	40	20	13	10
364	Winchester High School*.	Winchester, Ky.	1870	1866	Arthur D. Bayles	M. E.	2	45	45	40	25	4	6		
365	Morehouse College.	Bastrop, La.	1869	1866	Miss M. B. McCalmont.	R. C.	1	4	674	14	60	10	4		
366	Millwood Female Institute *	Jackson, La.	1869	1866	Sister Mary Hyacinth	R. C.	0	4	36	0	36	35	0	0	0
367	Convent of the Presentation *	Marksville, La.	1866	1866	Sister M. Seraphina.	R. C.	0	5	23	0	23	23	0	0	0
368	St. Hyacinth's Academy*.	Monroe, La. (Washita Parish).	.....	.....	R. H. Jesse, dean.	Non-sect	8	60	60	.....	.....	.....	.....	.....	.....
369	Academical department, University of Louisiana.	New Orleans, La.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
370	Locquet-Leroy Institute	New Orleans, La. (box 1130).	.....	1871	Mrs. S. B. Locquet-Leroy	Non-sect	5	10	662	0	662	.....	.....	.....	.....
371	St. Isidore's Institute	New Orleans, La (3d district).	.....	1879	Rev. A. Fourmand, c. s. c.	R. C.	4	33	33	.....	.....	.....	.....	.....	.....
372	{ St. Joseph's School for Boys* } { St. Joseph's School for Girls* }	New Orleans, La.	0	.....	{ Rev. A. Krabler. Sister Rose Genevieve }	R. C.	0	8	373	198	175	.....	0	.....	.....
373	University High School.	New Orleans, La.	0	1874	George C. Preot.	Non-sect	3	65	65	.....	65	25	39	18	0
374	Somerset Academy	Athens, Me.	1846	1847	Frank S. Wade	Non-sect	2	3	689	652	688	1	0	1	6
375	Gould's Academy*.	Bethel, Me.	1836	1836	D. T. Timberlake, A. B.	Non-sect	3	4	128	65	63	89	27	0	10
376	East Maine Conference Seminary.	Bucksport, Me.	1850	1852	Rev. George Forsyth, A. M.	M. E.	3	2	201	103	98	.....	24	33	12
377	Corinna Union Academy	Corinna, Me.	1851	1851	Wynnan B. Piper.	Non-sect	2	2	104	60	44	67	27	5	13
378	Greely Institute	Cumberland Centre, Me.	.....	1868	David Blin Fuller	Non-sect	2	1	176	125	51	65	34	7	13
379	Westbrook Seminary and Female College.	Derink, Me. (Stevens Plains P. O.)	1831	1833	James P. Westen	Univ	4	4	90	50	40	.....	.....	.....	.....
380	Exeter High School*	Exeter, Me.	1870	1856	W. L. Watson.	Non-sect	1	1	35	17	18	33	3	.....	.....
381	Abbott Family School for Boys, Little Blue.	Farmington, Me.	1870	1844	A. H. Abbott.	Non-sect	3	1	25	15	.....	15	10	.....	.....
382	Foxcroft Academy*.	Foxcroft, Me.	1823	1823	E. P. Sampson, A. B.	Non-sect	2	1	139	71	68	116	20	3	5
383	Freedom Academy	Freedom, Me.	1836	1837	John Stephenson	Cong	1	1	60	30	30	50	10	1	2
384	Fryburg Academy	Fryburg, Me.	1792	1792	John W. Fiske.	Cong	1	1	40	(40)	.....	.....	.....	.....	.....
385	Hallowell Classical and Scientific Academy.	Hallowell, Me.	1872	1874	Rev. Almon W. Burr, A. M.	Cong	2	5	112	52	60	38	22	18	22
386	Harpwell Academy*.	Harpwell, Me.	1858	1859	William M. Pennell	Non-sect	1	1	42	20	22	42	.....	.....	.....
387	Harland Academy*	Harland, Me.	1839	1839	G. P. Youngman	Non-sect	1	1	92	42	50	80	10	2	2
388	Lee Normal Academy*	Lee, Me.	1845	1845	Marion Douglas, A. B.	Non-sect	2	1	38	47	51	91	7	.....	.....
389	Monmouth Academy*	Litchfield Corners, Me.	1803	1797	Frank Alvin Rogers, M. D.	Cong	3	38	53	45	77	21	21	7	3
390	Northfield Academy*	Monmouth, Me.	1803	1803	Edison E. Owen	Cong	1	1	30	.....	66	.....	30	.....	.....
391	Lincoln Academy	New Castle, Me.	1801	1804	G. M. Thurlow, A. M.	Non-sect	1	1	171	105	72	155	0	30	0
392	Eaton Family and Day School	Norridgewock, Me.	1856	1856	Hamlin F. Eaton, A. M.	Non-sect	2	2	165	92	73	155	0	7	1
393	Paris Hill Academy	Paris, Me.	1862	1857	Charles R. Pike	Non-sect	1	.....	45	20	25	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.

† Also one student preparing for medical course.

‡ During the spring term.

§ These statistics are from a return for 1878.

¶ These statistics are for the year 1878, since which time the school has been in suspension.

* From Report of the Commissioner of Education for 1878.

† Of these, 14 are boys in primary class.

‡ In 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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.
394 Patten Academy and Free High School.*	Patten, Me	1846	1847	Charles H. Benjamin.....	Non-sect	1	1	71	38	33	49	11	11	0	0	0
395 City of Portland School*	Portland, Me	.....	1877	Daniel D. Patten.....	Non-sect	2	2	41	34	7	23	19	5	9	10	2
396 Berwick Academy.....	South Berwick, Me.	1791	1793	Orlando M. Lord, A. B.	Non-sect	1	1	75	40	35	75	20	15	.....	.....	.....
397 Franklin Family School	Topsham, Me.	1872	1837	D. L. Smith.....	Non-sect	2	2	24	17	12	8	5	2	3	1	.....
398 Oak Grove Seminary	Vassalboro', Me.	1857	1837	Edward H. Cook, A. B.	Friends	3	3	95	60	35	60	25	10	0	2	.....
399 Boys' School of St. Paul's Parish.	Baltimore, Md. (95 St. Paul st.).	1853	1853	I. Randolph Geare.....	P. E.	1	1	14	14	.....	.....	.....	.....	.....	.....	.....
400 F. Knapp's German and English Institute.	Baltimore, Md. (29, 31, and 33 N. Holiday st.).	1864	1852	F. Knapp.....	.....	6	3	350	230	120	350	.....	.....	.....	8	.....
401 Morrison Academy*.....	Baltimore, Md	.....	.....	Helen S. Fletcher.....	.....	4	4	50	50	50	50	.....	.....	.....	.....	.....
402 Mt. Vernon Institute.....	Baltimore, Md. (46 Mt. Vernon Place).	.....	1859	Mrs. M. J. Jones and Mrs. B. Matland.	P. E.	5	7	660	660	660	660	40	.....	.....	.....	.....
403 Newton Academy.....	Baltimore, Md. (798 W. Baltimore st.).	.....	1845	Thomas Lester.....	.....	5	5	30	30	30	30	.....	.....	.....	.....	.....
404 Oxford School for Boys.....	Baltimore, Md. (McMechen st., near Madison ave.).	.....	1873	W. C. Eynds, A. M.....	Non-sect	2	2	22	22	22	22	13	7	10	.....	.....
405 Patterson Park Seminary.....	Baltimore, Md. (322 E. Baltimore st.).	.....	1872	Misses French and Randolph.	.....	4	4	25	25	25	25	.....	.....	.....	.....	.....
406 Roland Academy.....	Baltimore, Md. (253 Hoffman st.).	.....	1872	Miss Rebecca McConkey.....	Non-sect	1	7	70	70	70	70	20	70	.....	.....	.....
407 St. Francis' Academy.....	Baltimore, Md	.....	.....	Sisters of Providence.....	R. C.	.....	.....	50	50	50	50	.....	.....	.....	.....	.....
408 St. Joseph's Academy.....	Baltimore, Md. (79 Saratoga st.).	.....	1845	Rev. Brother Gustavus.....	R. C.	9	9	190	190	100	100	25	80	.....	10	.....

409	School for Boys.....	Baltimore, Md. (265 N. Eutaw st.).....	1864	George G. Carey, A. M.....	5	39	39	36	14	1
410	School for Young Ladies.....	Baltimore, Md. (205 W. Biddle st.).....	.....	S. A. Jenness.....	2	20	20	8	8	.....
411	Southern Home School.....	Baltimore, Md. (197 N. Charles st.).....	1840	Mrs. W. M. Cary and Miss J. M. Cary.....	6	50	50	.....	.....	.....
412	Stenart Hall Collegiate and Commercial Institute.*	Baltimore, Md. (1023 W. Baltimore st.).....	1867	Rev. J. N. Hank, A. M.....	4	44	44	16	20	6
413	Zion School of Baltimore.....	Baltimore, Md. (N. Gay st.).....	1836	Rev. Henry Sheib.....	7	410	240	170	410	0
414	Brookville Academy.....	Brookville, Md.....	1815	Edward M. Magruder.....	1	13	13	8	4	1
415	Overlea Home School for Young Gentlemen.....	Catonsville, Md.....	1862	Rev. George W. Ebeling, P. E.....	2	28	25	3	18	7
416	Charlotte Hall School.....	Charlotte Hall, Md.....	1774	William T. Briscoe.....	3	49	49	49	37	14
417	Holy Trinity School.....	Churchville, Md.....	1869	Rev. Edward A. Colburn, P. E.....	1	28	15	13	15	10
418	College of St. James Grammar School.....	College of St. James, Md.....	1844	Henry Onderdonk, A. M.....	4	25	25	25	20	5
419	West Nottingham Academy.....	Colona, Md.....	1812	George K. Bechtel, A. M.....	2	45	45	23	22	1
420	Elkton Academy.....	Elkton, Md.....	1812	T. L. Graham, A. M.....	3	57	30	27	41	16
421	Academy of the Visitation*.....	Frederick, Md.....	.....	Sisters of the Visitation, R. V. M.....	7	75	75	75	.....	7
422	St. John's Literary Institution*.....	Frederick, Md.....	1829	Rev. A. J. Tisdall.....	3	60	60	60	5	2
423	Shrewsbury Seminary.....	Galeua, Md.....	.....	.....	129	.....	.....	.....	.....	.....
424	Hagerstown Female Seminary.....	Hagerstown, Md.....	1854	Rev. C. L. Keedy, A. M., M. D.....	3	95	95	95	33	.....
425	Mt. St. Clement's Preparatory College.....	Ichester, Md.....	1852	Rev. Jos. M. Schwarz, C. S. S. R.....	8	0	107	0	107	42
426	Lutherville Female Seminary.....	Lutherville, Md.....	1853	Rev. J. H. Turner.....	4	5	40	40	.....	.....
427	New Windsor College*.....	New Windsor, Md.....	1848	Rev. A. M. Jelly, D. D.....	7	4	75	33	32	50
428	McDonogh School.....	Owings' Mills, Md.....	1873	William Allan, A. M.....	3	0	50	0	50	0
429	The Hannah More Academy.....	Reisterstown, Md.....	1852	Rev. Arthur J. Rich, A. M., M. D., rector.....	4	37	37	35	19	14
430	St. George's Hall for Boys*.....	Reisterstown, Md.....	0	Prof. James C. Kinear, A. M.....	4	0	40	0	30	10
431	St. Mary's Female Seminary.....	St. Mary's Co., Md.....	.....	.....	(4)	20	20	.....	.....	2
432	Rockland School for Girls.....	Sandy Spring, Md.....	1878	Henry C. Hallowell, A. M.....	2	3	34	3	34	8
433	Pen Luey School for Boys.....	Waverly, Md.....	.....	Richard Malcolm Johnston.....	1	20	20	13	.....	.....
434	Mt. Pleasant Institute for Boys.....	Amherst, Mass.....	1846	Henry C. Nash, A. M.....	2	10	10	10	5	4
435	Punchard Free School.....	Andover, Mass.....	1851	William G. Goldsmith, A. M.....	2	08	31	37	08	0
436	Powers Institute*.....	Barnston, Mass.....	1866	Mary C. Pratt.....	2	4	16	0	16	4
437	Hove School.....	Billerica, Mass.....	1858	F. E. Stratton, A. M.....	2	104	51	53	36	39
438	Codman Mansion Home School*.....	Boston, Mass.....	1832	Samuel Tueker.....	1	35	9	26	35	0
439	Day and Boarding School for Young Ladies and Children.....	Boston, Mass. (West Chester Park).....	1848	C. R. Whitcombe.....	1	55	31	24	.....	2
440	.....	.....	1867	Mrs. S. M. Coelrane.....	2	5	16	16	.....	.....
441	.....	.....	.....	Mr. B. Pickman Mann.....	.....	.....	.....	.....	.....	.....
442	.....	.....	.....	Miss M. S. Devreux.....	5	6	45	45	40	36
443	.....	.....	1872	Mrs. Clara Barnes Martin.....	3	5	45	45	.....	.....

* From Report of the Commissioner of Education for 1878. α In infant, primary, and collegiate departments.

	1797	1783	1	2	40	20	20	30	10	1	1
Derby Academy	1797	1783	Non-sect								
Leicester Academy a	1784	1784	Non-sect								
St. Patrick's Female Academy	1852	1852	R. C.	10	125	125	125	32	75		
Barnstow School	1870	1870		1	29	10	19	29	12	0	0
Eaton Family School	1854	1854		1	37	31	6	25	2	0	0
Perice Academy	1855	1855	Baptist	4	69	35	25	40	15	3	2
Admiral Sir Isaac Coffin's Lancas- terian School*	1827	1827	Non-sect	1	3	80	35	45	30	0	1
Friends' Academy	1708	1708	Friends	2	1	29	15	14		7	
Consolidated High and Putnam Schools*	1838	1843	Non-sect	3	229	102	127	157	72	51	6
South Berkshire Institute	1855	1856	Non-sect	2	4	65	35	30	35	20	16
New Salem Academy	1847	1847	Non-sect	1	3	14	4	10	5	9	5
Home and Day School	1871	1871	Non-sect	1	1	32	15	14	29	17	7
Sawin Academy	1782	1763	Non-sect	1	1	29	22	10	19	3	4
Dummer Academy	1875	1875	Non-sect	1	3	13		13	3	9	
Hillsdale Home*	1860	1860	Cong.	2	60	25	35				2
Waltham New Church School*	1824	1825	N. Jer. C	8	287	176	111	172	90	27	47
Wesleyan Academy	1876	1876	M. E.	2	2	12	12	12	12	9	1
English and Classical School	1856	1856	Cong.	5	3	49	18	31	9		4
Highland Military Academy	1873	1873	Non-sect	2	5	28	0	28	28	12	28
School of Modern Languages	1851	1851	Non-sect	2	1	99	60	39	88	11	18
Miss Williams' School	1877	1877	Friends	8	120	120				100	90
Raisin Valley Seminary	1859	1859	R. C.	6	13	200	200	175	15	35	6
Detroit College	1859	1859	Non-sect	2	3	139	87	52	139		0
Detroit Female Seminary	1874	1874	Non-sect	1	3	55		55			
German-American Seminary	1869	1869	Non-sect	8	220	70	150	220			
The Misses Bacon's School for Young Ladies and Children.	1845	1845	R. C.	10	80	80	80	7		2	2
St. Joseph's Academy	1868	1868	R. C.	1	17	9	8				
St. Mary's Academy	1865	1865	Non-sect	8	310	160	150				
Somerville School	1860	1860	R. C.	7	2	128	128	74	54	28	10
Somerville School	1873	1873	P. E.	2	35	35		35	6		6
St. Croix Valley Academy	1873	1873	Non-sect	2	5	30	30			4	0
Bellevue Academy and Parish School	1878	1878	R. C.	4	5	265	120	145	40	12	12
Shattuck School	1862	1862	R. C.	3	1	63	50	13	42	9	3
Grove Lake Academy	1873	1873	Luth.	3	1	63	71	82	32	25	92
Convent of the Blessed Sacrament	1878	1878	Baptist	3	3	153	153	60	60	20	3
School of the Holy Apostles*	1862	1862	P. E.	1	1	71	30	41	66		
St. Olaf's School	1862	1862	P. E.	1	1	71	30	41	66		
Minnesota Academy	1862	1862	P. E.	1	1	71	30	41	66		
Owatonna Academy	1862	1862	P. E.	1	1	71	30	41	66		
Red Wing, Minn.	1862	1862	P. E.	1	1	71	30	41	66		
Christ Church Parish School	1862	1862	P. E.	1	1	71	30	41	66		

* From Report of the Commissioner of Education for 1878.

a Temporarily suspended.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.								Entered scientific school since 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.	
500 Rochester English and Classical School.*	Rochester, Minn.	Sanford Niles
501 Assumption School*	St. Paul, Minn.	1855	Valentine Strimmler	4	5	490	190	300	430	100	200	50	12	5
502 St. Louis School*	St. Paul, Minn.	1871	Sisters of St. Joseph	R. C.	2	120	80	120
503 St. Paul Home School.....	St. Paul, Minn. (36 Igte-hart st.)	1836	Mrs. M. W. Brown	P. E.	5	9	71	32	39	60	11	71	11	2	4
504 Gustavus Adolphus College*	St. Peter, Minn.	1874	1876	Rev. J. P. Nyquist	Ev. Luth	3	0	65	59	6	.....	15	13	.....	6	.....	.....
505 Wesleyan Methodist Seminary	Wassioja, Minn.	1873	1873	E. G. Paine, A. M.	Wes. Me	1	2	79	46	33	50	25	4	18	20	1	0
506 Brandon Female College	Brandon, Miss.	1845	1849	Miss F. A. Johnson	Non-sect	3	80	20	60	15	10	4	1	.....	.....	.....	.....
507 Brookhaven Male Academy	Brookhaven, Miss.	.....	1879	Graduigo J. Young	.....	1	.....	50	40	10	25	10	.....	.....	.....	.....	.....
508 Waverley Institute	Byhalia, Miss.
509 Mt. Hermon Female Seminary	Clinton, Miss.	1873	1875	Sarah A. Dickey	Non-sect	3	6155	673	682	.....	.....	.....	.....	.....	.....	.....	.....
510 Corinth Female College	Corinth, Miss.	1876	.....	M. C. Connelly	Presb.	.....	.....	60	60	.....	.....	.....	.....	.....	.....	.....	.....
511 Grace High School *	Fayette, Miss.	.....	1876	J. E. Blankenship	Non-sect	1	2	80	59	41	23	4	.....	.....	.....	.....	.....
512 Chalmers Institute.....	Holly Springs, Miss.	.....	.....	W. A. Anderson	.....	.....	.....	97	97	.....	.....	.....	.....	.....	.....	.....	.....
513 Inka Female Institute.....	Inka, Miss.	1866	1866	Rev. W. H. Armstrong	M. E. So.	1	4	94	38	50	65	28	13	.....	.....	.....	.....
514 Kosciusko Male and Female Insti-tute.	Kosciusko, Miss.	1877	1874	T. A. S. Adams	M. E. So.	1	3	64	28	36	39	23	4	15	15	7	.....
515 McComb City Academy.....	McComb City, Miss.	.....	1873	Miss Ellen Hamerton	Non-sect	2	2	60	30	20	.....	.....	.....	.....	.....	.....	.....
516 Natchez Seminary.....	Natchez, Miss.	0	1877	Rev. Charles Ayer	Baptist	2	2	45	32	13	37	8	.....	.....	.....	.....	.....
517 Oakland Female Seminary	Oakland, Miss.	W. N. Thatcher	Non-sect	2	4	78	45	33	78	9	3	6	2	6	1
518 Okolona Female College	Okolona, Miss.	1855	1859	J. G. Deupree	Non-sect	2	4	120	0	120	15	8	30	59	.....	.....	.....
519 Okolona Male Academy	Okolona, Miss.	1872	1870	G. W. Turner	Non-sect	3	112	112	0	112	19	0	15	27	3	2
520 Pontotoc Male Academy	Pontotoc, Miss.	.....	.....	F. C. Austin	Non-sect	.....	.....	57	57	.....	.....	.....	.....	.....	.....	.....	.....
521 Sardis Institute.....	Sardis, Miss.	1872	1865	J. A. Rainwater	Non-sect	2	3	210	110	106	.....	.....	.....	.....	.....	.....	.....
522 Starkville Female Institute.....	Starkville, Miss.	1873	1869	T. G. Sellers	Baptist.	1	7	159	19	140	139	30	2	.....	.....	.....	.....

523	Vaiden Male and Female Institute.	Vaiden, Miss.	1872	J. Scott Colmery, A. M.	1	2	96	56	40	90	6	1	5	2	4
524	North Mississippi Male and Female College.	Verona, Miss.	1870	T. L. Carothers, president.	2	3	142	78	64	142	12	4	130	130	1
525	Walthall Male and Female High School.	Walthall, Miss.	0	Samuel L. Cooke	3	2	122	59	63	100	22	5	22	3	4
526	Jefferson College.	Washington, Miss.	1802	Joseph S. Raymond	2	4	65	65	0	45	20	0	20	0	0
527	Arcadia College and Academy of the Ursuline Sisters.	Arcadia, Mo.	1877	Mother Mary J. Rose	Non-sect	Non-sect	40	40	40	40	25	.....	.....	.....	.....
528	Watson Seminary.	Ashley, Mo.	1847	Jos. C. Watkins, A. M.	2	1	77	42	35	77	12	0	12	0	0
529	The Kemper Family School.	Boonville, Mo.	0	E. T. Kemper, A. M.	4	2	51	51	0	40	8	4	2	1	1
530	Burder Academy.	Burder, Mo.	1876	James M. Naylor, A. M.	2	105	43	62	75	30	12	6	2	2	5
531	Bellevue Collegiate Institute *	Caledonia, Mo.	1867	Rev. Thos. M. Finney, D. D., president.	3	2	140	68	72	.....	2	.....	.....	.....	.....
532	Grand River College *	Edinburg, Mo.	1859	Rev. Thomas H. Storrs, A. M.	2	3	100	50	100	20	5	50	30	.....	.....
533	Carleton Institute	Farmington, Mo.	1854	Miss Eliza A. Carleton, A. M., president.	2	3	100	55	45	.....	7	.....	.....	.....	.....
534	Fruitland High School.	Jackson, Mo.	1879	W. A. McNeely	1	2	70	40	30	70	.....	.....	.....	.....	.....
535	Kirkwood Seminary.	Kirkwood, Mo.	1868	Miss Anna C. Sneed	3	8	70	17	53	55	5	10	0	0	0
536	Marionville Collegiate Institute.	Marionville, Mo.	1872	Rev. Jasper A. Smith, A. M.	2	2	100	58	42	100	33	.....	.....	.....	.....
537	Morrisville Male and Female Collegiate Institute.	Morrisville, Mo.	1876	Rev. W. C. Montgomery, president.	2	3	122	66	56	110	12	5	.....	.....	.....
538	Oak Ridge High School.	Oak Ridge, Mo.	1877	W. F. Carrington	2	2	128	70	58	128	8	.....	.....	.....	.....
539	Ingleside College	Palmyra, Mo.	1874	Rev. J. A. Wainwright, A. M., M. D., president.	3	3	64	39	25	50	10	16	20	2	.....
540	St. Paul's College	Palmyra, Mo.	1852	Rev. J. A. Wainwright, A. M., M. D., president.	4	3	64	39	25	50	10	16	20	2	.....
541	St. Charles College	Saint Charles, Mo.	1838	B. S. Newland, president.	1	3	44	20	24	.....	4	12	.....	.....	.....
542	Young Ladies' Institute	Saint Joseph, Mo.	1869	Rev. Charles Martin, M. D.	2	6	90	90	90	5	15	.....	.....	.....	.....
543	Mrs. Cuthbert's Seminary for Young Ladies.	Saint Louis, Mo. (cor. 16th and Pine sts.)	1865	Mrs. Eugenia Cuthbert	4	7	134	.....	134	134	100	134	.....	.....	.....
544	German Institute	Saint Louis, Mo. (215 south 3d st.)	1857	John Eysar	4	.....	80	80	80	20	50	.....	.....	.....	.....
545	School of the Good Shepherd *	Saint Louis, Mo. (2029 Park ave.)	1873	Sister Catharine	2	10	44	4	40	44	8	16	.....	.....	.....
546	Salem Academy	Salem, Mo.	0	William H. Lynch, A. M.	4	4	397	198	109	397	15	12	15	.....	.....
547	Sedalia Collegiate Institute *	Sedalia, Mo.	1877	J. B. Van Petten and E. R. Booth.	(5)	250	126	124	.....	.....	.....	.....	.....	.....	.....
548	Weaublean Christian Institute.	Weaublean City, Mo.	1869	Rev. Emerson Barber	2	.....	92	49	43	.....	8	0	5	.....	.....
549	Brownell Hall *	Omaha, Nebr.	1867	Rev. Robert Doherty	3	5	80	6	74	80	22	26	2	0	1
550	Atkinson Academy	Atkinson, N. H.	1791	Barthelt H. Weston	1	1	39	22	17	.....	0	0	0	0	0
551	Chester Academy	Chester, N. H.	0	Jacob T. Choate	1	1	39	22	17	.....	0	0	0	0	0
552	Stevens High School.	Chevermont, N. H.	1835	Arthur J. Swain, A. M.	2	111	47	64	71	40	16	8	1	2	0
553	Colebrook Academy *	Colebrook, N. H.	1879	D. M. McPherson	1	2	80	40	60	15	10	1	.....	.....	.....
554	Gay's English and Classical School.	Concord, N. H.	1879	George E. Gay	1	30	28	2	25	5	2	3	.....	.....	.....
555	Contoocook Academy	Contoocook, N. H.	1852	A. G. Lombard, R. S.	1	1	61	28	33	46	14	5	2	.....	.....
556	Deering High School *	Deering, N. H.	1863	Herod Chase, secretary	1	1	61	28	33	46	14	5	2	.....	.....
557	Pinkerton Academy *	Derry, N. H.	1814	Edmund R. Angell, A. M.	1	1	52	27	25	45	15	7	10	1	.....
558	Franklin Academy	Dover, N. H.	1818	John Scales, A. M.	1	2	70	40	30	50	20	6	.....	.....	.....
559	Pennacook Academy and School of Practice.	Fisherville, N. H.	1866	J. H. Larry	3	1	46	35	11	39	5	.....	.....	.....	.....
560	Francetown Academy *	Francetown, N. H.	1819	Hervey S. Cowell, A. M.	1	4	107	63	44	74	33	6	18	1	0

* From Report of the Commissioner of Education for 1878.

† These are in the public school department.

‡ School not in session at present.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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
617 Tallman Seminary*	Paterson, N. J. (Yorkave.)	0	1862	Mrs. G. C. Tallman, jr.	Non-sect	1	5	75	35	40	75	25	20	.....	.....	2	2
618 Pennington Institute*	Pennington, N. J.	0	1844	Rev. A. P. Lasher	Non-sect	2	1	51	35	16	51	2	0	0	.....	2	.....
619 Miss Conroy's Select School.	Plainfield, N. J.	0	1870	Miss Hattie M. Conroy	Non-sect	0	0	20	10	10	10	0	0	0	0	0	0
620 North Plainfield Seminary	Plainfield, N. J.	.....	1876	Miss M. Helen Burrows	Non-sect	1	5	25	25	3	20	3	20	3	.....	.....	.....
621 Seminary at Ringoes.	Ringoes, N. J.	.....	1870	Mrs. K. B. Larson	.....	1	3	34	8	26	29	5	.....	.....	.....	.....	.....
622 Collegiate Institute.	Salem, N. J.	.....	1878	H. P. Davidson, A. M.	.....	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
623 Miss Sarah B. Mathews's School.	Summit, N. J.	.....	1878	Miss Sarah B. Mathews	Non-sect	0	4	25	9	16	.....	.....	.....	.....	.....	.....	.....
624 Trenton Academy	Trenton, N. J.	1781	1781	J. W. Fairley	Non-sect	1	.....	18	18	.....	17	3	.....	1	.....	.....	.....
625 Vineland Institute*	Vineland, N. J.	.....	1876	Fratonia E. Parkhurst	Non-sect	1	.....	623	.....	.....	.....	.....	.....	.....	.....	.....	.....
626 Home Boarding School for Young Men and Boys.	Waterford, N. J.	.....	1877	Rev. James G. Shinn, A. M.	Non-sect	1	1	7	7	0	7	4	5	1	3	0	0
627 Itingerford Collegiate Institute	Adams, N. Y.	1864	1864	Albert B. Watkins, A. M., PH. D.	Non-sect	5	4	186	95	91	51	21	12	9	5	2	.....
628 Albany Academy	Albany, N. Y.	1813	1814	Merrill E. Gates, A. M.	Non-sect	9	3	245	249	.....	120	150	60	70	20	7	2
629 Christian Brothers' Academy	Albany, N. Y.	.....	.....	Brother Leonard	R. C.	7	.....	135	135	.....	135	27	48	21	0	7	0
630 English, French, and Classical Institute.*	Albany, N. Y. (131 N. Pearl street).	.....	1874	Monsieur and Madame Commette.	Non-sect	.....	.....	684	.....	684	.....	.....	.....	.....	.....	.....	.....
631 Albion Union School.	Albion, N. Y.	.....	1877	Frecman A. Greene	Non-sect	2	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
632 Alfred University (academic department).	Alfred, N. Y.	.....	.....	Rev. J. Allen, D. D., PH. D.	Non-sect	10	5	415	.....	.....	113	.....	.....	.....	.....	.....	.....
633 Amenia Seminary	Amenia, N. Y.	1834	1835	Prof. E. C. Allen, A. M.	Non-sect	1	5	120	67	53	82	14	31	3	.....	0	0
634 Amsterdam Academy and Female Seminary.*	Amsterdam, N. Y.	1839	1839	William W. Thompson, A. M.	Non-sect	4	3	210	112	98	68	42	90	37	0	28	3
635 Ives Seminary*	Antwerp, N. Y.	(1856)	1861	Rev. George G. Dains, A. M.	Meth.	3	4	140	64	76	.....	.....	12	5	1	.....	.....
636 Argyle Academy*	Argyle, N. Y.	(1811)	1841	Geo. A. Hendley, A. M., C. E.	Non-sect	1	1	73	56	17	71	2	0	1	1	0	0
637 Cayuga Lake Academy*	Aurora, N. Y.	1801	1798	Charles Kelsey, M. A.	Non-sect	1	4	82	51	31	65	14	3	5	5	1	1

	1826	1809	C. Le R. Wheeler.	1	4	191	9	5	4	182	9	3	9	1	1
638 Bedford Academy	1826	1809	C. Le R. Wheeler.	1	4	191	9	5	4	182	9	3	9	1	1
639 Genesee Valley Seminary and Union School.	1857	1837	F. M. Orndall	1	4	191	9	5	4	182	9	3	9	1	1
640 Union Academy of Belleville*	1824	1822	George F. Sawyer, A. B.	3	5	155	73	82	82	20	15	15	15	1	0
641 Bridge Hampton Literary and Commercial Institute. ^b	1847	1848	Lewis W. Hallock, A. B.	2	2	75	75	75	75	15	15	(69)	15		
642 Brookfield Union School and Academy.	1847	1848	Lyman B. Blakeman	1	4	190	90	100	130	10	5	4	6	3	0
643 Academic department of Brooklyn Collegiate and Polytechnic Institute.	1854	1855	Edward C. Seymour, A. M.	18	2	506	506	506	506	100	100	100	100		
644 Adelphi Academy	1869	1869	Stephon G. Taylor, A. M.	18	15	550	340	210	450	42	131	20	2	12	3
645 Chênévère Institute	1865	1865	Plu. D. Mlle. E. Longchamp and Miss M. W. Mead.	1	5	39	39	39	39	39	39	39	39		
646 College Grammar School*	0	1849	Rev. L. W. Hart, A. M.	3	1	d30	d30	0	25	19	7	6	3	0	0
647 Professor Davison's Institute	0	1859	Rev. I. S. Davison	1	0	20	20	0	10	10	0	5	0	3	0
648 Female Institution of the Visitation.*	1863	1865	Mother M. Philomena	16	120	120	120	120	120	120	120	120	120	0	0
649 Friends' Seminary	1867	1867	Clara Lockwood	Friends.	6	73	37	36	36	12	12	12	12		
650 German, English, and French Institute.*	1872	1872	Miss Emily Christiansen	Non-sect	6	70	20	50	70	70	70	70	70		
651 Juvenile High School	1854	1854	Misses A. S. Dobbin and S. E. Rogers.	Non-sect	1	6	140	140	0	140	0	0	0	0	0
652 Lafayette Academy	1877	1877	Rev. Dan Marvin, Jr., A. M.	P. E.	2	18	18	18	13	5	2	3	0	0	0
653 St. Mary's School*	1865	1865	Brother Ignatius	R. C	7	600	600	600	600	600	600	600	600		
654 State Street Academy	1862	1862	Mrs. E. Medler	P. E.	1	2	54	35	19	54	5	20	20		
655 Buffalo Practical School	1875	1875	Herman Poole	Non-sect	1	1	66	60	6	66	66	66	66	3	3
656 Heathcote School	0	1865	Lester Wheeler, A. M.	P. E.	2	1	45	45	25	20	6	9	0	0	0
657 Canandaigua Academy	1795	1795	Noah T. Clarke, P. D.	Non-sect	4	137	125	e12	95	30	20	30	4	4	0
658 Canisteo Academy	1870	1871	D. M. Estee, A. M.	Non-sect	1	3	109	36	73	81	18	10	4	3	3
659 Drew Seminary and Female College.*	1866	1867	George Crosby Smith, A. M., president.	M. E.	3	4	70	30	40	40	40	40	40		
660 Chappaqua Mountain Institute*	1870	1870	S. C. Collins, M. A.	Friends.	2	4	76	57	19	19	19	19	19		
661 Cincinnati Academy	1857	1857	Rev. Edson Rogers, A. M.	Non-sect	1	4	73	36	73	14	5	6	3	1	1
662 Clifton Springs Seminary	1868	1868	Miss C. E. Hahn	P. E.	1	5	30	30	30	4	4	4	4		
663 Foster School for Young Ladies*	1817	1817	Rev. George Loomis, D. D.	Non-sect	5	7	69	0	69	(69)	69	69	69		
664 Clinton Grammar School	1817	1815	Rev. Isaac O. Best, A. M.	Non-sect	2	2	115	115	80	35	35	35	35	5	4
665 Dwight's Home School for Young Ladies.	1874	1874	Rev. Benjamin W. Dwight.	Presb.	1	3	13	13	13	13	13	13	13		
666 Houghton Seminary	1861	1861	John C. Gallup, A. M., M. D.	Presb.	2	8	75	75	75	75	75	75	75	23	23
667 Leesehan's Institute*	0	1860	Adolph von Uechtritz	Non-sect	6	8	75	34	34	34	34	34	34	0	0

^d Average number. ^e These are normal students.
^b From the ninety-second regents' report of the University of the State of New York.
^c Course not specified.

* From Report of the Commissioner of Education for 1878.
^a Includes primary and special students.

692	Elmwood Seminary, Commercial and Select School.*	J. N. Whipple	2	3	134	78	50	30	20	5	3
693	Glen's Falls Academy	Daniel C. Farr, A. M.	1	6	250	100	150	200	30	20	5
694	Goshen Institute	Joel Wilson	2	5	80	85	45	50	2	20	2
695	Gouverneur Wesleyan Seminary	Hiram W. Hunt, A. M.	2	3	177	85	92	140	23	11	23
696	Greenville Academy	James V. D. Ayers	2	1	69	13	14	13	4	4	4
697	Hartwick Seminary, N. Y.	Rev. James Fletcher, A. M.	3	1	52	34	18	38	14	6	5
698	Hartwick Seminary*	Lavallette Wilson, A. M.	2	2	66	60	12	12	6	1	1
699	Mountain Institute	E. Hinds, A. M.	2	2	20	18	2	20	4	20	Non-sect
700	Hempstead Academy	Rev. William D. Perry	3	3	124	84	40	103	21	22	5
701	Hudson Academy	Elizabeth Peake and S. C. Penke	0	4	30	0	30	30	6	24	0
702	Hudson Young Ladies' Seminary		3	41	41	15	7	7	7	7	7
703	The Misses Skinner's School for Young Ladies	Sarah R. Skinner	3	6	333	70	70	70	(b10)	2	2
704	Jamestown Union School and College Institute, a	Samm'l G. Lovc, A. M.	2	2	78	33	45	72	6	0	0
705	Lansingburgh Academy	C. T. R. Smith, A. M.	2	1	260	108	92	177	23	5	2
706	Lawrenceville Academy	Barney Whitney	2	4	126	74	52	30	12	3	4
707	Le Roy Academic Institute	Frank M. Comstock and E. Parsons Mckercher	1	2	90	40	50	90	...	...	...
708	Liberty Normal Institute	John Dwyer	6	5	305	150	155	...	...	...	...
709	Genesee Wesleyan Seminary	Rev. G. H. Bridgman, A. M., D. D.	2	3	260	120	140	200	65	20	5
710	Lisle Academy	William R. Adams, A. M.	1	1	53	38	15	...	...	...	...
711	Lowville Academy	D. D. Van Allen	1	1	101	47	54	60	21	12	2
712	Macedon Academy	M. E. McClary, A. B.	7	2	38	28	7	31	8	10	2
713	St. John's School for Boys	Rev. Theodore Babcock, D. D.	2	2	109	38	51	87	14	8	3
714	Marion Academy	Charles E. Allen	1	2	90	50	40	52	20	18	10
715	Marion Collegiate Institute	Mrs. S. E. King Ames	1	7	12	4	8	12	3	2	2
716	Mechanicsville Academy*	Rev. R. G. Williams	1	2	150	80	64	150	39	10	17
717	Mechanicsville School	James M. Gifford, B. A.	1	5	69	40	29	42	27	16	3
718	Mexico Academy	J. can Isidore Charlotis	1	1	57	23	34	53	4	1	0
719	Middleburgh English, French and Classical Institute	B. C. Nevins, A. M.	2	3	143	75	68	143	1	0	0
720	Montgomery Academy	F. G. Snook	1	2	70	30	40	46	24	0	0
721	Monticello Academy*	Edward J. Owen, A. M.	1	6	900	175	125	300	25	0	0
722	Sherman Academy	Hiram B. Parmet	1	1	85	50	35	60	12	13	0
723	Naples Union Free School	John M. Hawkins, A. M.	4	38	38	16	10	16	8	9	7
724	New Berlin Academy	Misses J. S. Lourie and M. Shiland	2	6	40	40	40	6	2	1	1
725	New Brighton, Staten Island, N. Y.	Miss E. J. Mackie	3	7	60	60	60	20	20	20	20
726	Gormly Seminary		2	2	60	35	25	45	15	25	3
727	Miss Mackie's Boarding and Day School for Young Ladies and Children.*	Dr. H. M. Bauscher	2	11	150	40	110	150	50	50	50
728	New Paltz Academy	Sister Mary Helena	2	2	60	35	25	45	15	25	3
729	Academy of the Holy Cross		2	11	150	40	110	150	50	50	50

* From Report of the Commissioner of Education for 1878. a From the ninety-second regents' report of the University of the State of New York. b Course not specified.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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 last academic year.	Entered since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
729 Miss Ballow's English and French School for Young Ladies.*	New York, N. Y. (24 East 22d street).	.....	1848	Miss Ballow	.....	7	12	90	90	90	90	90	90	90	90	90	90	
730 The Collegiate School	New York, N. Y. (2 East 60th street).	.....	1820	Rev. Henry B. Chapin, Ph.D.	Non-sect	7	.....	50	50	.....	24	26	14	12	2	2	3
731 Duane S. Everson's Collegiate School for Boys.	New York, N. Y. (729 6th avenue).	.....	1865	Duane S. Everson, A. M.	.....	8	2	125	125	0	53	72	110	8	2	.....	.....	
732 English, Classical, and Mathematical School for Boys.	New York, N. Y. (1267 Broadway).	.....	1868	James H. Morse, A. M.	.....	4	2	25	25	.....	.....	.....	.....	.....	.....	.....	6
733 English, French, and German Boarding and Day School.	New York, N. Y. (13 East 31st street).	.....	1870	Mrs. Frederick Jonson and Miss Agnes L. Jones.	Non-sect	10	10	100	100	.....	.....	.....	.....	.....	.....	.....	.....
734 The Fifth Avenue School for Boys.	New York, N. Y. (578 5th avenue).	0	1873	E. A. Gibbens and D. Beach, jr	.....	7	.....	95	95	.....	30	65	50	15	6	7	0
735 Fort Washington French College*.	New York, N. Y. (Station M).	.....	1854	Prof. Alfred M. Coffe, M. A.	R. C.	10	0	45	45	0	45	12	45	8	10	1	1		
736 French Protestant Institution	New York, N. Y. (36 East 35th street).	.....	1871	Mmes. F. and M. Charbonnier	Non-sect	4	15	64	64	.....	64	64	64	64	64	64	64	
737 Friends' Seminary	New York, N. Y. (corner Rutherford Place and East 10th street).	0	1860	Benjamin Smith, A. M.	Friends	4	9	140	80	60	134	6	40	6	1	1	1			
738 Mrs. Froehlich's School.	New York, N. Y. (28 East 50th street).	.....	1867	Mrs. Bellina Froehlich.	.....	7	15	162	10	142	.....	.....	.....	.....	.....	.....	.....
739 Miss Jaudon's Boarding and Day School.*	New York, N. Y. (32 East 31st street).	.....	1867	Miss Lucy B. Jaudon	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
740 John MacMullen's School	New York, N. Y. (1262 Broadway).	0	1850	John MacMullen, A. M.	Non-sect	5	0	26	26	0	13	13	18	13	2	1	0			

No.	Name	Year	Age	Sex	Profession	Parents	Siblings	Spouse	Children	Religion	Other
741	Dr. J. Sachs' Collegiate Institute.	New York, N. Y. (121 West 49th street).	1872	.....	Dr. Julius Sachs.....	.....	.....	.....	.....	Non-sect	.....
742	Mlle. M. D. Tardivel's Institute for Young Ladies.*	New York, N. Y. (25 West 46th street).	1867	0	Mlle. M. Tardivel du Saret..	.....	.....	.....	.....	Non-sect	.....
743	Manhattan Academy	New York, N. Y. (213 West 32d street).	1864	.....	Brother Quintinian.....	.....	.....	.....	.....	R. C.....	.....
744	The Misses Marshall's School.	New York, N. Y. (250 West 36th street).	1849	.....	S. C. and C. S. Marshall.....	.....	.....	.....	.....	Non-sect	.....
745	Murray Hill Institute	New York, N. Y. (1 West 39th street).	1864	0	Joseph D. Hull.....	.....	.....	.....	.....	Non-sect	.....
746	Mrs. Roberts and Miss Walker's English and French School for Young Ladies.	New York, N. Y. (148 Madison avenue).	.....	.....	Mrs. J. J. Roberts and Miss Walker.	.....	.....	.....	.....	.....	.....
747	St. John's School*	New York, N. Y. (21 and 23 West 32d st.)	1873	.....	Rev. Theodore Irving, LL. D., Rector.	.....	.....	.....	.....	P. E.....	.....
748	St. Mary's School.	New York, N. Y. (8 East 46th street).	1868	.....	Sister Agnes.....	.....	.....	.....	.....	P. E.....	.....
749	St. Matthew's Academy	New York, N. Y. (corner broome and Elizabeth streets).	.....	.....	Edmund Bohm, director.....	.....	.....	.....	.....	Ev. Luth	.....
750	School for Girls	New York, N. Y. (9 West 39th street).	1872	.....	Anna C. Brackett.....	.....	.....	.....	.....	.....	.....
751	Suburban Seminary	New York, N. Y. (Morrisania).	1878	.....	Rev. Edwin Johnson.....	.....	.....	.....	.....	Cong	.....
752	Van Norman Institute.	New York, N. Y. (316 West 58th street).	1857	0	Rev. D. C. Van Norman, LL. D	.....	.....	.....	.....	Non-sect	.....
753	Chili Seminary	North Chili, N. Y.	1869	.....	Albert H. Stillwell.....	.....	.....	.....	.....	Fr. Meth	.....
754	Rockville Military Academy	North Granville, N. Y.	1878	.....	W. C. Wilcox, A. M.....	.....	.....	.....	.....	Non-sect	.....
755	Rockland College.	New York, N. Y. (Hudson, N. Y.)	.....	.....	William H. Bannister, A. M.....	.....	.....	.....	.....	Non-sect	.....
756	Cary Collegiate Seminary*	Oakfield, N. Y.	1845	.....	Rev. H. M. Brown.....	.....	.....	.....	.....	P. E.....	.....
757	De Lancy School*	Oneida, N. Y.	1874	.....	Miss L. M. Marsh.....	.....	.....	.....	.....	P. E.....	.....
758	Onondaga Academy	Onondaga Valley, N. Y.	1813	.....	W. O. Sturdevant.....	.....	.....	.....	.....	Non-sect	.....
759	Oxford Academy	Oxford, N. Y.	1794	.....	James A. Brown.....	.....	.....	.....	.....	Non-sect	.....
760	Pawling Institute*	Pawling, N. Y.	1874	.....	R. A. Jacobs.....	.....	.....	.....	.....	Non-sect	.....
761	Peekskill Academy	Peekskill, N. Y.	1838	.....	Col. Charles J. Wright, A. M.	.....	.....	.....	.....	Non-sect	.....
762	St. Gabriel's School.	Peekskill-on-the-Hudson, N. Y.	1872	.....	Sister Dolores.....	.....	.....	.....	.....	P. E.....	.....
763	Penn Yan Academy	Penn Yan, N. Y.	.....	.....	Francis D. Hodgson, A. M.....	.....	.....	.....	.....	.....	.....
764	Evans Academy*	Peterboro, N. Y.	1853	.....	Byron Wells, A. B.....	.....	.....	.....	.....	Non-sect	.....
765	Pike Seminary*	Pike, N. Y.	1856	.....	Irving E. Smith, A. M.....	.....	.....	.....	.....	Non-sect	.....
766	Seymour Smith Academy	Phie Plains, N. Y.	1879	.....	Rev. Abraham Mattice, A. M.	.....	.....	.....	.....	Non-sect	.....
767	Pompey Academy b.	Pompey, N. Y.	1811	.....	J. H. Brinsmaid, A. M.....	.....	.....	.....	.....	Non-sect	.....
768	Port Byron Free School and Academy. b	Port Byron, N. Y.	.....	.....	Dr. William S. Annock.....	.....	.....	.....	.....	Non-sect	.....
769	Starr's Military Institute.	Port Chester, N. Y.	1854	.....	O. Winthrop Starr, A. M.....	.....	.....	.....	.....	Non-sect	.....
770	Bishop's English and Classical School for Boys.*	Poughkeepsie, N. Y. (Academy street).	.....	.....	Stephen H. Bishop.....	.....	.....	.....	.....	Non-sect	.....

b From the ninety-second regents' report of the University of the State of New York.
c Course not specified.

* From report of the Commissioner of Education for 1878.
a Includes pupils in course in modern languages.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Total.	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 last academic year.	Entered scientific school since last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
771	Mrs. Boeckée's Seminary for Young Ladies.	Poughkeepsie, N. Y.	1866	Catharine W. Boeckée	P. E.	2	3	5	2	32	34	6	15						
772	Brooks Seminary for Young Ladies	Poughkeepsie, N. Y.	1871	Mrs. M. B. White	Non-sect	5	4	9	46	46									
773	Palham Institute	Poughkeepsie, N. Y.	1864	Stewart Palham, A. M.	Ref'med	2	1	3	32	5	35	2							
774	Dr. Warring's Military Boarding School.	Poughkeepsie, N. Y.	1863	C. B. Warring, Ph. D.	Presb.	3	1	4	39	2	39	15	3		1		0		
775	Franklin Academy and Union Free School.	Prattsburgh, N. Y.	1824	Frank E. Wells		1	5	6	139	657	682	109	630	4					
776	Pulaski Academy.	Pulaski, N. Y.	1853	S. Duffy, A. M.	Meth.	1	3	4	101	48	53	40	20	10	8	3	0		
777	Chamberlain Institute and Female College.	Randolph, N. Y.	1851	Rev. J. T. Edwards, A. M., D. D.	M. E.	6	4	10	405	203	200	80	40	30	25	12	4		
778	Rensselaerville Academy.	Rensselaerville, N. Y.	1844	Benjamin F. Eaton.	Non-sect	1	1	2	60	33	27	54	9	2	3				
779	De Garmo Institute	Rhinebeck, N. Y.	1864	James M. DeGarmo, A. M., Ph. D.	Non-sect	5	5	10	138	71	67	138	62	13	4	0	1		
780	French Boarding and Day School for Young Ladies.	Rochester, N. Y. (27 N. St. Paul street).	1875	Miss M. Cruttenden	Non-sect		9	9	80		80	80	40	80					
781	Female Academy of the Sacred Heart.	Rochester, N. Y.	1858	Madam Amelia Fowler	R. C.			55		55	55			55					
782	Livingston Park Seminary	Rochester, N. Y.	1858	Mrs. C. M. Curtis	P. E.	1	7	8	65	0	65	60	12	30					
783	Nazareth Academy	Rochester, N. Y.	1871	Madam Mary Stanislaus	R. C.			100		100	100	16	16						
784	Rochester Female Academy b.	Rochester, N. Y.	1836	Mrs. S. J. Nichols	Non-sect		8	8	52		52	15		2					
785	Rochester Realschule.	Rochester, N. Y. (7 and 9 Mortimer street).	1855	Hermann Pfafflin	Non-sect	2	5	7	101	42	59	101	3	6	4				
786	St. Andrew's Preparatory Seminary.	Rochester, N. Y. (Broome street).	1870	Rev. H. DeRegge	R. C.	5		19	19	19	19	19	19	19		4			

787	Rome, N. Y.	1873	Mother Ignatius, superior ..	R. C.	10	350	230	350	45
788	St. Peter's Academy and Parochial School.	1791	John A. McFarland, A. M.	Non-sect	2	125	44	64	6
789	Washington Academy ^b	1872	J. Edman Masse.	Non-sect	2	3	89	45	4
790	Sandy Creek Union School (academic department).	1843	Albert B. Wiggin, A. M.	Baptist	1	2	40	25	20
791	Saugerties Institute.	1847	Timothy H. Roberts, A. M.	Baptist	5	3	145	80	65
792	Sauquoit Academy.	1860	Rev. D. A. Holbrook,	Non-sect	5	30	30	20	8
793	Holbrook's Military School.	1832	Maj. W. V. Benjamin and J. H. Allen, A. M.	Non-sect	7	75	75	40	35
794	Mt. Pleasant Military Academy.	0	Rev. C. D. Rice, A. M.	Non-sect	2	7	85	5	80
795	Ossining Institute for Young Ladies.	1870	Col. H. C. Symonds	P. E.	3	24	21	3	24
796	Virena.	1855	Elisha Curtis, M. A.	Non-sect	1	4	136	60	76
797	Sodus, N. Y.	1852	Lewis McHenry	Non-sect	2	3	47	31	40
798	Rogersville Union Seminary	1867	James R. Robinson, A. B.	Presb.	1	2	46	32	14
799	Southold Academy	1827	George W. Ellis, A. B.	Non-sect	1	8	429	79	44
800	Griffith Institute and Springville Union School.	1872	A. F. Bartlett	Non-sect	3	4	71	38	33
801	Stamford Seminary	1878	Dr. G. Outdall and H. Stevings	Non-sect	3	1	70	36	34
802	German-American Institute	1867	Wesley C. Ginn, A. M.	Non-sect	2	3	39	26	13
803	Syracuse Classical School.	1859	Misses H. L. Bulkeley and E. C. Plumley	Non-sect	2	5	35	35	28
804	Miss Bulkeley's School	1837	A. Armagnac, A. M., and David A. Rowe, A. M.	Non-sect	5	35	35	27	8
805	Tarrytown, N. Y.	1842	Rev. Jas. Starr Clark, S. T. D.	P. E.	6	45	45	10	35
806	Ticonderoga, N. Y.	1834	Prof. T. Newton Willson, A. M.	Non-sect	3	1	92	92	0
807	Academy	1815	Emily T. Wilcox	Non-sect	1	5	92	0	10
808	Trinity School	1837	Thomas P. Ballard	Non-sect	3	116	51	65	23
809	Troy Academy	1852	Elijah Cook, jr.	Non-sect	2	3	110	57	53
810	Troy Female Seminary	1860	Samuel S. Hartwell	Friends	2	1	23	19	4
811	Unadilla Academy	1889	Mrs. J. C. G. Platt	Presb.	2	11	95	70	30
812	Unionville, N. Y.	1853	Strong Comstock, A. M.	Non-sect	1	1	87	30	60
813	Utica Female Academy	1884	J. Carlton Norris	Non-sect	3	1	102	65	37
814	Walton Academy and Union School.	1842	W. S. Austin	Non-sect	1	3	162	75	87
815	Walworth Academy	1856	Alvin P. Chapin, A. M.	Non-sect	2	7	455	210	245
816	Warrensburg Academy	1853	A. G. McAllister, A. M.	Non-sect	1	6	350	128	222
817	Warsaw Union School and Academy	1854	Rev. A. W. Cummings, D. D., LL. D.	Meth.	2	3	85	43	42
818	Warwick Institute	1854	Seward D. Allen and James B. McGiffert	Non-sect	2	2	121	54	67
819	Webster Academy	1854	Oliver R. Willis, A. M., Ph. D.	Presb.	4	0	30	30	25
820	Wellsville, N. Y.	1879	James S. Gardner, A. M., Ph. D.	Presb.	4	4	210	135	75
821	West Winfield Academy	1851	L. W. Baker	Non-sect	2	1	70	30	40
822	Alexander Institute	0	Prof. E. L. Maxson, A. M.	Non-sect	1	2	145	70	75
823	Whitestown Seminary	1845		Non-sect	1	2	145	70	75
824	Red Creek Union Seminary	1839		Non-sect	1	2	145	70	75
825	Woodhull Academy and Union School.	1868		Non-sect	1	2	145	70	75

^bFrom the ninety-second regents' report of the University of the State of New York.

^cCourse not specified.

* From Report of the Commissioner of Education for 1878.

^aIn academic department only.

846	New Garden Boarding School	1837	L. Lyndon Hobbs, A. B.	1	2	100	54	46	41	15	8	1	1
847	Catawba High School	1853	Rev. J. C. Clapp, A. B.	3	75	75	75	30	12	30	12	4	4
848	Pittsboro' Academy	1870	James S. Manning	2	0	39	25	14	37	6	25	5	5
849	Raleigh Female Seminary*	1872	F. P. Hobgood	1	5	90	90	70	20	5	27	5	5
850	Raleigh Male Academy	1878	John J. Fray and Hugh Morson	2	0	82	82	0	49	33	11	5	5
851	Washington School	0	Thomas W. Martin	3	149	43	106						2
852	Reynoldson Male Institute	1855	Thomas E. Warf	1	19	17	2	12	7	7	3	3	3
853	Vine Hill Academy	1812	L. W. Bagley, A. B.	1	2	69	39	30	45	25	6	20	8
854	Sylvan Academy	1866	W. V. Marshburn, A. B.	1	1	65	35	30	15	0	20	5	1
855	Rev. Daniel Morrelle's English and Classical School	1859	Rev. Daniel Morrelle	1	0	8	8	0	3	5	4	1	1
856	St. Barnabas School*		Mrs. Fanny S. Jackson	100									
857	Wilson Collegiate Institute	1872	Sylvester Hassell, A. M.	2	2	65	43	22	46	16	4	0	1
858	The Grange High School	1878	Julien Henri Piroot, LL. D.	2	65	40	25	20	10	25	4	0	0
859	Yadkin College	1868	Rev. S. Simpson, A. M., pres't.	4	80	80	80	20	15	10	25	0	4
860	Albany Enterprise Academy	1863	Rev. T. J. Ferguson	2	64	28	36	24	15	25	0	8	2
861	Alum Creek Academy	1875	R. Ella Levering, B. S.	4	2	307	176	22	26	5	0	1	0
862	Grand River Institute	1832	J. Truckerman, M. A., Ph. D.	4	2	292	106	121	153	104	50	5	5
863	Friends' Boarding School	0	Barclay Stratton, sup't.	62	2	601	632	a29	61	9			
864	Beverly College*	1842	R. J. Smith	1	1	61	30	31	50	10	0	3	0
865	Academy of Central College	1840	Rev. F. A. Wilber, Ph. D.	1	2	30	18	12					
866	Academy of the Sisters of Notre Dame	1843	Sister Louise	14	150	150							
867	Mt. St. Vincent's Academy		Mother Regina Mattingly	20									
868	Miss Nourse's Family and Day School		Miss Nourse										
869	Clermont Academy	1839	James K. Parker	1	3	34	21	13	21	13			
870	Cleveland Academy	1866	Miss L. T. Guilford and Isaac Bridgman, A. M.	1	3	57	25	32	40	17	3	3	0
871	St. Mary's Institute	1850	Rev. George Meyer	11	133	133			133				
872	Evington Academy	1857	R. R. Banc, A. B.	2	37	20	17	37	0	0	0	1	1
873	Fostoria Academy	1879	W. T. Jackson, Ph. D.	1	4	288	159	129	288	46	23	20	29
874	Galla Academy and Normal College	1811	Henry Collins, A. M.	1	4	288	159	129	288	46	23	20	29
875	Gambier Place Academy	1851	Jno. D. H. McKinley, A. M.	5	25	25			10	15	7	8	5
876	Greentown Academy*	1865	J. C. Sample, A. M.	(4)	130	65	65						
877	Harlem Springs Academy*	1870	A. T. Aller, B. A.	1	1	50	30	20	48	2			
878	Hartford Academic Institute	1871	L. G. Spencer, B. S.	1	1	82	43	39					
879	Vermillion Institute	1847	Rev. Sanders Diefendorf, D. D.	5	4	140			140				
880	Hopedale Normal School*	1852	W. Binkertioff, LL. D.	(5)	141	83	56						
881	Atwood Institute	1855	M. F. Parrish	1	1	62	35	27					
882	Lexington Male and Female Seminary	1860	Miss Jane Galley	1	1	81	40	41	81	10	8	20	4
883	Madison Seminary*	1846	A. B. Price and Mrs. N. A. S. Bliss	1	3	52	24	28					
884	Madison Academy	1869	Prof. S. L. Rutledge, A. B.	3	2	65	25	15	10	30			20
885	New Hagerstown Academy	1837	J. Howard Brown	2	1	65	35	30					5
886	Poland Union Seminary	1868	Rev. William Dickson, D. D.	2	2	110	60	50	100	20	18	5	2
887	Ursuline Academy for Young Ladies*	1847	Sister M. Theresa Sherlock	20	91	91			91	91	31		31

* From Report of the Commissioner of Education for 1878.

a During winter term only.

910	St. Michael's College.....	1871	1871	Rev. A. J. Glorieux	R. C.	4	0	90	0	90	25	
911	St. Paul's Academy.....			Rev. Sister Mary Peter, superioress.	R. C.		5	45	45			
912	Academy of the Sacred Heart*.....			Rev. Sister Mary of the Sacred Heart, superioress.	R. C.		12	100	100			
913	Academy of Mary Immaculate.....			Sister Mary Justina.....	R. C.	0	4	80	0	80	1	0
914	Umpqua Academy.....	1865	1865	Henry L. Johnson.....	M. E.	2	2	149	73	76	104	9
915	School for Girls.....	1857	1857	Miss Mary Mainland.....	Non-sect	1	4	20	1	13	20	2
916	Andalusia Hall.....	0		A. H. Fetterolf, A. M., Ph. D.	P. E.	2	2	25	25	0	(25)	3
917	St. Xavier's Academy*.....			Sisters of Mercy.....	R. C.	12	55	55	55	20	20	6
918	Beaver College and Musical Institute.....			Rev. R. T. Taylor, A. M., D. D.	Meth.	6	8	188	40	148	75	113
919	Bellefonte Academy*.....	1806	1806	Rev. J. P. Hughes.....	Non-sect	2	2	70	40	30	40	20
920	Mountain Seminary.....	1853	1853	L. G. Grier.....	Presb.	4	5	75	75	30	15	
921	Kalynuean Academy b.....	0		I. B. Hankov, A. M.	Luth.	3	1	50	40	10	40	2
922	Home and Day School for Young Ladies.....			Miss Amelia Morrham.....	Non-sect	5	40	40	40			
923	Witherspoon Institute.....	1849	1849	P. S. Bancroft, A. M.	Non-sect	3	1	75	45	20	75	25
924	Chester Academy.....			George Gilbert.....	Friends	5	3	61	41	20	50	11
925	Maplewood Institute.....	1870	1862	Joseph Shortidge, A. M.	Friends	5	3	45	25	20	40	6
926	Chester Valley Academy.....	1870	1870	F. Donleavy Long, A. M.	Non-sect	3	2	40	40	10	6	3
927	Doylstown Seminary.....	1876	1868	M. E. Scheibner.....	Non-sect	3	3	90	50	40	58	25
928	Trach's Academy.....		1872	R. H. Trach.....	Presb.	3	1	110	80	30	70	16
929	Eldersridge Academy for Males and Females.....	1876	1847	Rev. Alexander Donaldson, D. D.	Presb.	3	0	66	58	8	60	35
930	Erie Academy.....	1817	1823	H. A. Strong, A. M.	Non-sect	3	5	157	72	85	150	7
931	St. Benedict's Academy.....	1868	1854	M. Scholastica Burkhardt, O. S. B.	R. C.		19	50	50	40	20	20
932	Keystone Academy.....	1870	1870	Rev. William C. Tilden, A. M.	Baptist	3	2	131	80	51	67	59
933	Collegiate Institute.....		1854	George R. Barker, A. M.	P. E.	3						2
934	Friends' School.....		1861	Sallie J. Ackley.....	Friends		3	45	26	19		
935	Holidaysburg Young Ladies' Seminary.....		1866	W. P. Hussey, A. M.	Presb.	2	8	65	65		20	
936	Eclectic Institute*.....		1852	H. D. Patton, A. M.	Presb.	2	3	65	35	30	32	22
937	Marin Academy.....		1873	A. W. Potter.....	Friends	1	2	70	36	34		1
938	Lecheburg Lutheran Academy c.....		1865	Rev. F. T. Hoover, A. M., pres't board of directors.	Ev. Luth							
939	Linden Hall Seminary.....	1863	1794	Rev. H. A. Brickenstein.....	Morav'n	2	8	58	58	15	2	13
940	Littiz Academy*.....	1837	1822	F. D. Rickett and George W. Hepp.	Morav'n	3		40	40		40	5
941	Hazard's Academy.....			David Denlinger, A. M.	Meth.	3	2	31	25	6	31	2
942	Cedar Hill Seminary.....	0	1874	Rev. Johnston E. Walter.....	Baptist	1	5	59	35	24		15
943	Western Pennsylvania Classical and Scientific Institute.....		1873	Rev. G. M. Sparrowe.....	Non-sect	2	0	35	27	8	19	16
944	Laird Institute.....	0	1862	Rev. Eugene Leibert.....	Morav'n	8	0	60	60	0	60	4
945	Nazareth Hall.....	1863	1844	John W. Looch, A. M., Ph. D.	Non-sect	6	1	65	61	4	41	24
946	Treemount Seminary.....		1857	M. E. Alexander, A. B.	Non-sect							7
947	Parkesburg Classical Institute.....		1866	D. M. Wolfe.....	Non-sect	2		36	6	22	14	
948	Penn Hall Academy*.....	0			Non-sect	2		36	6	22	14	

c School closed at present.

b Since suspended.

a For all departments.

* From Report of the Commissioner of Education for 1878.

	1853	1858	1858	Sisters of St. Joseph	R. C.	12	60	60	60	60	60	60	60	60
Mount St. Joseph Academy	Philadelphia, Pa. (Chestnut Hill).	1858	Sisters of St. Joseph	.....	12	60	60	60	60	60	60	60	60
Philadelphia Seminary	Philadelphia, Pa. (1325 N. Broad street).	1871	Miss Rebecca E. Judkins	.....	3	8	82	82	82	17	82	2	.....
Rittenhouse Academy*	Philadelphia, Pa. (N. E. cor. 18th and Chestnut streets).	0	Lucius Barrows, A. M., and De Bonneville K. Ludwig, A. M.	Non-sect	5	0	34	34	0	32	13	2	0
R. S. Ashbridge's School for Girls.	Philadelphia, Pa. (145 North 20th street).	1875	Rachel S. Ashbridge.	Friends.	1	2	18	18	13	5	18	.....	.....
Rugby Academy*	Philadelphia, Pa. (1415 Locust street).	1865	Edw. Clarence Smith, A. M.	.....	11	2	125	125	75	50	30	20	12
St. Sauveur French and English School for Young Ladies.*	Philadelphia, Pa. (26 and 28 South 21st street).	1875	Louise Boname	P. E.	7	22	22	22	22	22	22	.....	.....
School for Young Ladies.	Philadelphia, Pa. (1733 Filbert street).	1867	Annie and Sarah Cooper	Friends.	3	5	58	58	51	7	58	.....	.....
Seminary for Young Ladies and Little Girls.*	Philadelphia, Pa. (601 North 18th street).	1867	Mary E. Clarke.	Non-sect	2	6	20	0	20	20	12	20	.....
Supply Institute	Philadelphia, Pa. (1713 Spruce street).	1855	Rev. Enoch H. Supplee, A. M.	P. E.	2	4	40	40	40	40	20	37	.....
S. W. Janney and Sisters' Select School.*	Philadelphia, Pa. (1806 Wallace street).	1878	Susan W. Janney	Friends.	5	35	35	35	35	.....	.....	.....	.....
West Chestnut Street Institute	Philadelphia, Pa. (4035 Chestnut street).	.....	Mrs. Julia A. Bogardus	Presb.	6	45	45	45	45	.....	.....	.....	.....
West Chestnut Street Seminary*.	Philadelphia, Pa. (1707 Chestnut street).	1878	Miss M. B. Cochran	Meth.	5	8	50	50	50	40	10	50	.....
William Penn Charter School*	Philadelphia, Pa. (8 South 12th street).	1711	Richard M. Jones, D. A.	Friends.	3	4	80	80	0	(80)	.....	3	2
Young Ladies' Academy and Select School for Children.	Philadelphia, Pa. (1313 Poplar street).	1851	Mary Ann Fisher	P. E.	2	2	35	20	15	35	3	.....	.....
Classical Academy a.	Pittsburgh, Pa.	1867	Francis Schmid, M. A.	.....	2	1	42	42	22	20	27	11	3
Airy View Academy*	Port Royal, Pa.	1852	Jerome T. Alhman	.....	2	77	45	32	58	19	2	5	.....
Coffrage Seminary for Young Ladies	Pottstown, Pa.	1850	George G. Butler, A. M.	Non-sect	2	5	30	30	30	5	15	.....	.....
Reid Institute	Reidsburg, Pa.	1863	C. A. Gilbert	Baptist	1	2	33	5	28	33	.....	.....	.....
Ridley Park Seminary	Ridley Park, Pa.	.....	Rev. John Wilson, A. M., Ph. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clarion Collegiate Institute	Rimersburg, Pa.	1859	Rev. J. J. Pennepacker, A. M.	Ref. Ch. in U. S.	4	27	15	12	12	18	1	2	.....
Merrill's Academic School	Scranton, Pa.	0	Hubert H. Merrill, M. A.	Non-sect	1	3	89	52	37	89	19	27	9
Classical department of Missionary Institute.	Scrims Grove, Pa.	1859	P. Born	Luth.	3	1	85	73	12	70	15	26	4
Sewickley Academy	Sewickley, Pa.	0	John Way, jr., sup't.	.....	3	5	100	00	40	70	30	12	.....
Academy of the Holy Child Jesus*	Sharon Hill, Pa.	1866	Mother M. Warburga White.	R. C.	9	30	30	30	30	30	.....	.....	.....
Cheltenham Academy	Shoemaker town, Pa.	0	Rev. Samuel Clements, A. M.	P. E.	6	0	50	0	(50)	20	.....	3	0
Stewartstown English and Classical Academy.	Stewartstown, Pa.	1857	Rev. H. B. Scott.	Non-sect	2	35	22	13	29	6	.....	2	1
Westtown Boarding School	Street Road, Pa.	1799	Benj. W. Passmore, sup't.	Friends	6	6	182	67	113	54	.....	.....	.....
Toughkenamon Boarding School.	Toughkenamon, Pa.	1867	Hanna M. Cope	Friends	5	45	45	45	45	45	.....	.....	.....
Susquehanna Collegiate Institute*	Towanda, Pa.	1853	Edwin E. Quinlan, A. M.	Presb.	3	5	183	111	72	168	67	16	8
Washington Hall Collegiate Institute.	Trappe, Pa.	0	A. Rambo, A. M.	Non-sect	1	2	60	35	25	54	6	0	0
Unionville Academy	Unionville, Pa.	0	A. A. Meader	Non-sect	1	0	29	17	12	29	0	0	0

a Since closed.

b To medical school.

* From Report of the Commissioner of Education for 1878.

c Attendance during winter.

1865	S. D. Gaylord.	1870	1875	1880	1885	1890	1895	1900	1905	1910	1915	1920	1925	1930	1935	1940	1945	1950	Cong.
1008	Avery Normal Institute.	Charleston, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Presb.
1009	High School for Colored Pupils	Charleston, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Presb.
1010	Wallingford Academy	Charleston, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Presb.
1011	Brainerd Institute	Chester, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Presb.
1012	Benedict Institute	Columbia, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Presb.
1013	Gowensville Seminary	Gowensville, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1014	Lexington High School	Lexington, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1015	Reidville Female College.	Reidville, S. C.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Presb.
1016	Masonic Male and Female Acad- emy.	Alexandria, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1017	Sullivan Female College	Bristol, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Meth.
1018	Euon Seminary <i>a</i> .	Butler, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Baptist
1019	Buffalo Institute.	Cave Springs, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Christian
1020	Centreville High School	Centreville, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1021	Chapel Hill Academy	Chapel Hill, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1022	Charleston Academy.	Charleston, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1023	Chatata Seminary.	Chatata, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1024	Chattanooga Female Seminary	Chattanooga, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1025	Clarksville Female Academy	Clarksville, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	M. E. So.
1026	Clifton Masonic Academy*	Clifton, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1027	Cane Creek Academy	Cog Hill, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1028	Columbia High School ^b	Columbia, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1029	Tipton Female Seminary.	Covington, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1030	Calicooka Institute.	Calicooka, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Meth.
1031	Lauderdale Male and Female In- stitute.*	Durhamville, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1032	Friendsville Institute*	Friendsville, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Friends
1033	Tannehill College <i>b</i>	Gainsboro', Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1034	Edwards Academy.	Greenville, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	U. Breth
1035	Harrison Academy <i>a</i> .	Harrison, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1036	Odd Fellows' Male and Female College.	Humboldt, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1037	Huntington High School	Huntington, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1038	Henderson Masonic Male and Fe- male Institute.	Henderson, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1039	Irving College.	Irving College, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1040	Sam Houston Academy*	Jasper, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1041	Martin Academy	Jonesboro', Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1042	Greenwood Seminary	Near Lebanon, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect
1043	Preparatory department, Cumber- land University School for Girls.*	Lebanon, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Cum b.
1044	Masonic Academy.	Liberty, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	U. Presb.
1045	Hopewell Academy*	Lincoln, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	& Meth.
1046	Savannah Grove Academy.	Long Savannah, Tenn.	1874	1888	1869	1879	1887	1898	1877	1856	1877	1887	1898	1868	1879	1887	1898	1908	Non-sect

* From Report of the Commissioner of Education for 1878.
a Not in session for several years past, but will be reopened February, 1880.
b Institution destroyed by fire in December, 1879; report is for 1878.
c Average attendance.
d Not in session during the year 1879; statistics are for 1878.
e Date of organization of university; school for girls was opened in 1877.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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
1047 London High School*	London, Tenn.	1869	1870	G. W. Scribner, A. B.	Cum b. Presb.	1	1	102	68	34							
1048 Lynchburg Academy.	Lynchburg, Tenn.	0	1855	E. Studebaker	Non-sect	1	2	89	45	44						2	3
1049 Macedonia Male and Female Institute.*	Macedonia, Tenn.		1867	W. A. Dinwiddie		1	2	127	68	59	24	2	1	8	2	13	3
1050 Waters and Walling College.	McMinnville, Tenn.	1879	1870	A. P. Scitz	Non-sect	2	2	76	42	34	64	12	0				
1051 West Tennessee Preparatory School.	Mason, Tenn.		1877	C. E. Alexander	Meth.	1	1	76	41	35	76						
1052 Canfield School.	Memphis, Tenn.		1879	Lyon G. Tyler, M. A.	Non-sect	2	2	60	60	0	60	25					
1053 Memphis Institute	Memphis, Tenn.		1875	Jenny M. Higbee	Presb.	1	5	130	130	0	130	10					
1054 Presbyterian Grammar and High School.	Memphis, Tenn.																
1055 St. Agnes Academy a	Memphis, Tenn.			Sister Mary Thomas, sup	P. E.	4	8	70	70	70	85	48					
1056 St. Mary's School.	Memphis, Tenn.		1873	Sisters of St. Mary	P. E.												
1057 Young Ladies' School	Memphis, Tenn.			Miss Clara Conway	P. E.	5	5	40	40	40	6	40					
1058 Fairmount	Morristown, Tenn.	1872	1873	Mrs. H. B. Kells	M. E. So.	1	2	90	90	90	12	0	0	0	0	4	
1059 Morristown Female High School.	Morristown, Tenn.	1855		Rev. T. F. Summers, A. M.	Non-sect	1	1	81	81	81	20						
1060 Morristown Male High School.	Morristown, Tenn.	0	1867	R. A. Lowry	Non-sect	1	2	50	20	30	45	3	0	0			
1061 Mt. Pleasant Male and Female Academy.	Mt. Pleasant, Tenn.			S. A. R. Swann	Non-sect	1	2	50	20	30	45	3	0	0			
1062 McMinn County Agricultural and Scientific School.*	Mouse Creek, Tenn.	0	1876	Z. T. John	Non-sect	1	1	49	25	24	49	2	0	2	0	0	0
1063 Edgefield Male Academy	Nashville, Tenn.		1865	James F. Lipscomb	Non-sect	2	2	50	50	50	25	25	18				
1064 Montgomery Bell Academy*	Nashville, Tenn.		1866	J. W. Yeatman, M. A.	Non-sect	3	3	87	87	87	12	75	8	0	4	0	0
1065 Nashville Academy	Nashville, Tenn.			M. M. O'Bryan	Presb.			75	75	75							
1066 Southern Union Normal School.	Newbern, Tenn.		1873	S. L. Cuckroft, A. M.	Non-sect	3	2	240	130	110	0	3	4	15	56	2	2

1067	Holston Seminary	1828	S. P. Fowler, A. B.	2	130	80	50	110	20	20	5
1068	Oak Hill Collegiate Institute	1868	P. Himebaugh	1	150	80	70	140	10	10	0
1069	Ooltwah Academy*	1867	W. F. McCarron	1	100	50	100	100	8	8	4
1070	Bledsoe Institute	1872	Thos. O. Brown	1	52	25	27	52	0	0	3
1071	Mrs. Dr. Milam's School for Girls	1853	Mrs. Dr. Milam	1	30	30	30	30	0	0	1
1072	Paris Male High School	1850	T. H. M. Hunter, A. B.	1	40	40	40	10	0	0	3
1073	The Mrs. S. H. Welch High School	1877	Mrs. S. H. Welch	1	70	20	40	65	5	5	30
1074	People's College	1872	Rev. W. B. Stratley, A. M.	2	88	50	38	23	65	6	6
1075	Arlington Academy	1879	George Patton	2	50	23	27	50	1	1	10
1076	Pulaski High School	1878	W. T. Mann, A. B.	3	130	130	100	30	10	10	11
1077	Clear Spring Academy	1849	J. E. L. Seneker	2	65	37	28	48	17	9	7
1078	Sequachie College	1858	W. E. Stephens	2	110	60	50	70	40	10	20
1079	Hardin College	1879	W. D. Wills, A. M., president	1	5	100	20	80	100	30	4
1080	Collegiate Institute	1852	Rev. John H. Thompson	1	190	129	61	172	18	3	0
1081	Eaton Institute	1875	Prof. B. G. Manard, A. B.	2	85	45	40	30	30	0	0
1082	Tazewell College	1880	T. P. Walker	2	85	50	35	85	0	0	2
1083	Obion College*	1874	Perry A. Wall	1	45	25	20	35	12	0	0
1084	Pleasant Grove Seminary	1795	Rev. J. E. Alexander and Mrs. C. M. Alexander	1	59	35	24	59	4	2	5
1085	Washington College	0	H. H. Ruble	1	32	15	17	27	5	6	3
1086	Woolsey College, Tenn	0	Rev. H. B. Burr, A. M.	2	149	68	81	129	20	3	3
1087	Live Oak Seminary	0	Rev. J. E. Alexander and Mrs. C. M. Alexander	2	27	27	0	27	5	1	0
1088	Calvert Academy*	1878	Capt. William H. Coit	2	60	30	30	60	15	3	6
1089	Corpus Christi Military and Commercial Academy	1853	P. H. Hensley, president	1	2	119	65	54	20	12	40
1090	Gonzales Male and Female College	1879	Rev. W. M. Reese, president of board of trustees	5	110	70	40	110	2	1	2
1091	Sabine Valley University	1875	C. M. Lyon	1	47	26	21	44	8	6	2
1092	Lancaster Masonic Institute	1876	George I. Watkins	3	123	74	49	65	36	20	16
1093	Linn Flat Academy	0	Rev. W. H. Davis, A. M.	1	36	20	16	36	0	0	3
1094	Wiley University*	1877	G. D. Borer	2	35	5	30	277	3	150	3
1095	Pine Hill Academy*	0	Columbia Rossy	15	0	980	280	277	3	150	3
1096	Alamo Select School	1851	Brother Charles Francis	12	130	130	130	120	100	100	0
1097	St. Mary's Institute	1851	Sister M. Magdalen, superior	2	197	94	103	197	24	3	3
1098	Ursuline Convent	1869	R. O. Kounsavall, A. M.	7	110	70	60	110	6	6	44
1099	Coronal Institute	1876	Rev. Jas. Larracochea, S. J.	1	110	50	60	110	6	6	90
1100	Guadalupe College	1874	W. H. Robert, Jr., A. M.	3	300	200	100	220	80	12	140
1101	Guadalupe Academy*	1872	A. Clark, president	8	48	20	28	40	8	48	3
1102	Add Ran College	1857	H. R. Monteith	1	181	131	50	54	127	20	5
1103	East Texas University	1852	J. S. Spaulding, A. M., LL. D., president	4	106	55	51	30	15	20	15
1104	McIndoes Falls Academy	1863	Henry Priest	4	18	18	18	11	16	11	4
1105	Barre Academy	1868	Miss Jane Haggood	2	35	20	10	6	2	1	0
1106	Goddard Seminary	1850	George W. Yates, A. M.	1	2	103	47	56	103	18	0
1107	St. Agnes' Hall*	1855	Leicester F. Benton, A. M.	2	103	47	56	103	18	0	3
1108	Mt. Anthony Seminary*	1855	Leicester F. Benton, A. M.	2	103	47	56	103	18	0	3
1109	Bristol Academy	1855	Leicester F. Benton, A. M.	2	103	47	56	103	18	0	3

α Suspended during 1879.

* From Report of the Commissioner of Education for 1878.

1132	Underhill, Vt.	1848	Charles G. Church, A. B., and Rev. John D. Emerson.	1	1	58	28	30	32	15	8	7	1	1
1133	Glenwood Classical Seminary.....	1876	Clarence E. Blake, A. M.....	Non-sect	1	4	60	(60)	60	8	0	2	0	0
1134	Abingdon Male Academy*.....	1803	John C. Pettus, A. M.....	Non-sect	3	2	50	50	50	4	15	4	10	0
1135	Bella Haven Institute.....	1859	Giles A. Penick.....	Non-sect	1	83	83	83	83	67	44	8	2	2
1136	Episcopal High School of Virginia*.....	1869	Launcelot M. Blackford, M. A.....	P. E.	5	33	33	33	33	19	6	6	5	2
1137	Potomac Academy.....	0	John S. Blackburn.....	R. C.	3	77	76	63	62	14	6	5	2	0
1138	St. Mary's Academy.....	1869	Richard L. Carne, A. M.....	R. C.	9	63	63	63	63	14	3	1	2	0
1139	St. Mary's Academy.....	1871	Miss F. Page Robinson.....	Non-sect	0	13	0	13	11	9	14	3	1	2
1140	Mt. Pisgah Academy.....	1868	Miss F. Page Robinson.....	Non-sect	7	98	98	0	35	65	38	8	2	2
1141	Bethel Classical and Military Academy.....	1855	Rev. Charles H. Corey, A. M.....	Non-sect	1	6	50	50	50	6	20	0	0	0
1142	Piedmont Female Institute.....	1876	J. V. Ashenburch.....	P. E.	1	213	112	101	213	0	0	0	0	0
1143	Thyme Institute.....	0	W. W. Smith, A. B.....	M. E. So.	1	50	25	25	48	1	1	4	4	0
1144	Elk Creek Academy.....	1869	William R. Vaughan, M. D.....	Non-sect	3	6	70	70	70	17	25	7	2	2
1145	Gordonsville Female Institute.....	1878	Mrs. M. M. Castleman.....	P. E.	0	2	23	8	15	23	2	4	3	0
1146	Herndon Female Seminary*.....	0	Thomas Williamson.....	Non-sect	2	0	7	7	7	3	1	3	0	3
1147	Leesburg Academy*.....	1800	Andrew J. Shipman, A. B.....	R. C.	4	31	17	14	16	7	10	4	4	9
1148	Villanova Academy.....	1878	A. J. Gordon, A. M.....	Non-sect	2	56	56	56	50	35	20	18	4	2
1149	Locust Dale Academy.....	0	Mrs. Leache and Wood.....	Non-sect	2	9	125	0	125	25	75	60	0	2
1150	Leache-Wood Seminary.....	1880	Sisters of Charity.....	R. C.	5	60	60	60	60	25	0	25	0	2
1151	Leche-Wood Seminary.....	1852	Prof. N. B. Webster, A. M.....	Non-sect	4	60	60	60	60	25	0	25	0	2
1152	St. Mary's Female Academy.....	1869	Sister M. M. Baptista Hitselberg, etc.	R. C.	4	10	70	70	70	20	20	20	20	2
1153	Webster Military Institute*.....	1868	Rev. Charles H. Corey, A. M.....	Baptist.	3	92	92	92	80	10	4	4	4	4
1154	Academy of the Visitation, Monte Maria.....	1876	Thomas W. Cain.....	P. E.	1	1	100	30	70	100	4	4	4	4
1155	Richmond Institute.....	1875	H. L. Hoover.....	Christin	4	2	106	50	56	24	6	6	6	6
1156	St. Philip's Church, School.....	1872	P. J. Kermedle, A. M.....	Yeth	3	0	87	87	62	15	20	1	1	1
1157	Hoover's Select High School.....	1880	Sally A. Finney.....	Presb	2	8	95	18	77	95	12	43	1	1
1158	Suffolk Collegiate Institute.....	1869	Miss Mary E. Billings.....	Non-sect	1	25	25	25	25	22	7	20	10	6
1159	Suffolk Female Institute.....	1874	James E. Thornton, A. B.....	R. C.	3	52	20	32	32	32	32	32	32	32
1160	Fairfax Hall.....	1874	Sister Mary Vincent, directress.	Presb	1	2	44	26	18	44	23	2	5	2
1161	Prince Edward Academy.....	1871	J. Loomis Gould.....	FreeBap	4	2	44	26	18	44	23	2	5	2
1162	French Creek Institute.....	1868	Rev. N. C. Brackett, A. M.....	R. C.	4	97	97	97	97	97	97	97	97	97
1163	Academic department of Storer College.....	1848	Sisters of the Visitation B. V. M.....	R. C.	4	27	27	27	27	27	27	27	27	27
1164	Wheeling Female Academy*.....	1848	Miss Annie M. Hanson.....	P. E.	4	47	47	47	47	47	47	47	47	47
1165	Parkersburg Seminary*.....	1878	Rev. P. B. Reynolds, pres t	Baptist.	4	180	180	180	180	180	180	180	180	180
1166	Shelton College*.....	1875	Sisters of St. Joseph.....	R. C.	0	3	80	80	80	80	80	80	80	80
1167	St. Alphonsus' School.....	1868	Miss Pauline H. Seguin.....	Non-sect	1	5	5	5	5	5	5	5	5	5
1168	Wheeling, W. Va., (51 Seventeenth street). Albion Academy and Normal Institute,*	1863	Rev. A. R. Cornwall, A. M.....	S. D. Bap	5	4	264	138	136	231	33	0	23	7
1169	Elroy Seminary.....	1873	Rev. F. M. Washburn, A. M.....	U. Breth	2	2	90	49	41	82	8	8	10	3
1170	Fox Lake Seminary (Academy).....	1855	Mrs. Julia A. Warner.....	Non-sect	2	5	75	20	55	55	55	55	55	55
1171	Lake Geneva Seminary.....	1871	I. Koller.....	Non-sect	9	3	233	137	96	233	50	233	50	233
1172	German and English Academy.....	1851		Non-sect	9	3	233	137	96	233	50	233	50	233

* From Report of the Commissioner of Education for 1878.

α Includes students in normal department.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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		
1174 St. Mary's Day School*	Milwaukee, Wis.	1869	1850	Mary Ernesta, ss. DE N. D.	R. C.	2	20	290	220	290	18	150	0	0	0	0	0		
1175 St. Mary's Institute	Milwaukee, Wis.	1869	1850	Sister M. F. Scraphica, ss. DE N. D.	R. C.	3	18	109	104	109	29	71	0	0	0	0	0		
1176 Oconomowoc Seminary	Oconomowoc, Wis.	1856	1856	Grace P. Jones	P. E.	4	4	25	25	25	3	10	0	0	0	0	0		
1177 St. Mary's Institute	Prairie du Chien, Wis.	1877	1872	Sister M. Patricia.	R. C.	16	16	240	240	240	3	40	0	0	0	0	0		
1178 St. Catharine's Female Academy	Racine, Wis.	1874	1874	Sister M. Hyacintha, O. S. D., president.	R. C.	9	9	69	69	69	3	40	0	0	0	0	0		
1179 Rochester Seminary	Rochester, Wis.	1867	1867	A. E. Schaub, A. P.	F. W. Bap	2	2	107	59	48	29	7	16	1	3	3	5		
1180 Seminary of St. Francis of Sales	St. Francis Station, Wis.	1877	1856	Rev. Kilian C. Wlasch	R. C.	13	2	225	225	225	(125)	125	5	5	2	2	2		
1181 Big Foot Academy	Waukegan, Wis.	1855	1857	Prof. F. O. Burdick, Ph. M.	S. D. Bap	2	2	78	51	27	74	4	15	0	0	0	0		
1182 Carroll College*	Waukesha, Wis.	1845	1846	W. L. Rankin, A. M.	Presb	2	2	92	55	37	26	15	0	0	0	0	0		
1183 Academy of the Visitation	Georgetown, D. C.	1799	1799	Miss Lucy Stephenson	R. C.	3	3	80	80	80	30	12	0	0	0	0	0		
1184 Georgetown Collegiate Institute*	Georgetown, D. C.	1874	1874	Sister Mary Augustine Dyer, superioress.	Non-sect	3	5	117	117	117	80	30	12	0	0	0	0		
1185 Academy of the Visitation*	Washington, D. C.	1853	1850	Sister Mary Augustine Dyer, superioress.	R. C.	20	20	115	115	115	0	0	0	0	0	0	0		
1186 The Archer Institute*	Washington, D. C. (1401 Massachusetts ave.)	.....	1878	Mrs. M. R. Archer	Non-sect	8	5	50	50	50	40	50	0	0	0	0	0	
1187 Avenue Select School*	Washington, D. C. (121 Pennsylvania ave.)	.....	1878	Miss Florence J. Hopkins	Non-sect	0	2	22	8	14	22	0	0	0	0	0	0	
1188 Boys' English and Classical High School*	Washington, D. C. (lock-box 535)	.....	1868	J. W. Hunt, A. M.	Non-sect	1	0	31	31	0	31	27	0	13	2	2	2	
1189 Miss Calkins's Select School	Washington, D. C. (209 Penn. ave. S. E.)	.....	.....	Miss R. N. Calkins	.....	.....	2	33	18	15	.....	.....	.....	.....	.....	.....	.....
1190 Eclectic Seminary	Washington, D. C. (1434 Q street)	0	1878	Z. Richards	Non-sect	1	3	64	50	14	64	0	0	0	0	0	0		

Year	Institution	Location	Year	Name	Non-sect	Year	Name	Non-sect	Year	Name	Non-sect	Year	Name	Non-sect	Year	Name	Non-sect	Year	Name	Non-sect			
1191	Emerson Institute	Washington, D. C. (14th street, bet. J and K)	1852	Charles B. Young, Jr	Non-sect	1852	Charles B. Young, Jr	Non-sect	1852	Charles B. Young, Jr	Non-sect	1852	Charles B. Young, Jr	Non-sect	1852	Charles B. Young, Jr	Non-sect	1852	Charles B. Young, Jr	Non-sect	1852	Charles B. Young, Jr	Non-sect
1192	Incarnation Church School*	Washington, D. C. (1115 M street)	1869	Miss Euphemia H. MacLeod	P. E.	1869	Miss Euphemia H. MacLeod	P. E.	1869	Miss Euphemia H. MacLeod	P. E.	1869	Miss Euphemia H. MacLeod	P. E.	1869	Miss Euphemia H. MacLeod	P. E.	1869	Miss Euphemia H. MacLeod	P. E.	1869	Miss Euphemia H. MacLeod	P. E.
1193	Metropolitan Seminary	Washington, D. C. (800 18th street)	1876	E. C. Graves	Non-sect	1876	E. C. Graves	Non-sect	1876	E. C. Graves	Non-sect	1876	E. C. Graves	Non-sect	1876	E. C. Graves	Non-sect	1876	E. C. Graves	Non-sect	1876	E. C. Graves	Non-sect
1194	Mt. Vernon Seminary	Washington, D. C. (1100 M street)	1875	Mrs. J. Eddy Somers	Non-sect	1875	Mrs. J. Eddy Somers	Non-sect	1875	Mrs. J. Eddy Somers	Non-sect	1875	Mrs. J. Eddy Somers	Non-sect	1875	Mrs. J. Eddy Somers	Non-sect	1875	Mrs. J. Eddy Somers	Non-sect	1875	Mrs. J. Eddy Somers	Non-sect
1195	Park Seminary*	Washington, D. C. (506 5th street)	1869	Mrs. G. M. Condron	Non-sect	1869	Mrs. G. M. Condron	Non-sect	1869	Mrs. G. M. Condron	Non-sect	1869	Mrs. G. M. Condron	Non-sect	1869	Mrs. G. M. Condron	Non-sect	1869	Mrs. G. M. Condron	Non-sect	1869	Mrs. G. M. Condron	Non-sect
1196	Rittenhouse Academy	Washington, D. C. (306 Indiana avenue)	1840	O. C. Wight	Non-sect	1840	O. C. Wight	Non-sect	1840	O. C. Wight	Non-sect	1840	O. C. Wight	Non-sect	1840	O. C. Wight	Non-sect	1840	O. C. Wight	Non-sect	1840	O. C. Wight	Non-sect
1197	Rosslyn Seminary*	Washington, D. C. (1536 I street)	1867	Miss B. Ross	Non-sect	1867	Miss B. Ross	Non-sect	1867	Miss B. Ross	Non-sect	1867	Miss B. Ross	Non-sect	1867	Miss B. Ross	Non-sect	1867	Miss B. Ross	Non-sect	1867	Miss B. Ross	Non-sect
1198	Roy's English and Classical Academy*	Washington, D. C.	0	Chase Roys, A. M., M. D., LL. B.	Non-sect	1869	Chase Roys, A. M., M. D., LL. B.	Non-sect	1869	Chase Roys, A. M., M. D., LL. B.	Non-sect	1869	Chase Roys, A. M., M. D., LL. B.	Non-sect	1869	Chase Roys, A. M., M. D., LL. B.	Non-sect	1869	Chase Roys, A. M., M. D., LL. B.	Non-sect	1869	Chase Roys, A. M., M. D., LL. B.	Non-sect
1199	St. Cecilia's Academy	Washington, D. C. (601 E. Capitol street)	1877	Sister M. Ambrose	R. C.	1877	Sister M. Ambrose	R. C.	1877	Sister M. Ambrose	R. C.	1877	Sister M. Ambrose	R. C.	1877	Sister M. Ambrose	R. C.	1877	Sister M. Ambrose	R. C.	1877	Sister M. Ambrose	R. C.
1200	St. Mary's School	Washington, D. C.	1870	Brother Tobias	P. E.	1870	Brother Tobias	P. E.	1870	Brother Tobias	P. E.	1870	Brother Tobias	P. E.	1870	Brother Tobias	P. E.	1870	Brother Tobias	P. E.	1870	Brother Tobias	P. E.
1201	St. Matthew's Institute	Washington, D. C. (K st., bet. 14th and 15th)	1870	Brother Tobias	R. C.	1870	Brother Tobias	R. C.	1870	Brother Tobias	R. C.	1870	Brother Tobias	R. C.	1870	Brother Tobias	R. C.	1870	Brother Tobias	R. C.	1870	Brother Tobias	R. C.
1202	Washington Female Seminary	Washington, D. C. (1023 12th street)	1874	Mrs. Zelia D. Butcher and Miss Mary C. Douglas	Non-sect	1874	Mrs. Zelia D. Butcher and Miss Mary C. Douglas	Non-sect	1874	Mrs. Zelia D. Butcher and Miss Mary C. Douglas	Non-sect	1874	Mrs. Zelia D. Butcher and Miss Mary C. Douglas	Non-sect	1874	Mrs. Zelia D. Butcher and Miss Mary C. Douglas	Non-sect	1874	Mrs. Zelia D. Butcher and Miss Mary C. Douglas	Non-sect	1874	Mrs. Zelia D. Butcher and Miss Mary C. Douglas	Non-sect
1203	Waverley Seminary	Washington, D. C. (1412 H street)	1878	Miss S. A. Lipscomb	Non-sect	1878	Miss S. A. Lipscomb	Non-sect	1878	Miss S. A. Lipscomb	Non-sect	1878	Miss S. A. Lipscomb	Non-sect	1878	Miss S. A. Lipscomb	Non-sect	1878	Miss S. A. Lipscomb	Non-sect	1878	Miss S. A. Lipscomb	Non-sect
1204	West End Seminary	Washington, D. C. (1915 H street)	1873	Miss Faust	Non-sect	1873	Miss Faust	Non-sect	1873	Miss Faust	Non-sect	1873	Miss Faust	Non-sect	1873	Miss Faust	Non-sect	1873	Miss Faust	Non-sect	1873	Miss Faust	Non-sect
1205	Young Ladies' French and English Boating and Day School	Washington, D. C. (943 M street)	1870	Laura L. Osborne	P. E.	1870	Laura L. Osborne	P. E.	1870	Laura L. Osborne	P. E.	1870	Laura L. Osborne	P. E.	1870	Laura L. Osborne	P. E.	1870	Laura L. Osborne	P. E.	1870	Laura L. Osborne	P. E.
1206	Prescott Free Academy	Doaksville, Ariz.	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres
1207	Spencer Academy	Doaksville, Ind. T o F. (Choctaw Nation)	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres	1842	Rev. J. J. Read	O. S. Pres
1208	Montana Collegiate Institute a	Deer Lodge County, Mont	1878			1878			1878			1878			1878			1878			1878		
1209	St. Vincent's Academy	Helena, Mont	1879	Charles S. Howe, B. S.	Non-sect	1879	Charles S. Howe, B. S.	Non-sect	1879	Charles S. Howe, B. S.	Non-sect	1879	Charles S. Howe, B. S.	Non-sect	1879	Charles S. Howe, B. S.	Non-sect	1879	Charles S. Howe, B. S.	Non-sect	1879	Charles S. Howe, B. S.	Non-sect
1210	Albuquerque Academy	Albuquerque, N. Mex.	0	Rev. S. Person, S. J.	R. C.	1877	Rev. S. Person, S. J.	R. C.	1877	Rev. S. Person, S. J.	R. C.	1877	Rev. S. Person, S. J.	R. C.	1877	Rev. S. Person, S. J.	R. C.	1877	Rev. S. Person, S. J.	R. C.	1877	Rev. S. Person, S. J.	R. C.
1211	Las Vegas College	Las Vegas, N. Mex.	0	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect
1212	San Miguel County Educational and Literary Institute	Las Vegas, N. Mex.	0	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect	1877	Miss L. P. Annin	Non-sect
1213	Academy of Our Lady of Light*	Santa Fe, N. Mex.	1874	Mother M. Magdalen Hayden	R. C.	1874	Mother M. Magdalen Hayden	R. C.	1874	Mother M. Magdalen Hayden	R. C.	1874	Mother M. Magdalen Hayden	R. C.	1874	Mother M. Magdalen Hayden	R. C.	1874	Mother M. Magdalen Hayden	R. C.	1874	Mother M. Magdalen Hayden	R. C.
1214	St. Michael's College	Santa Fe, N. Mex.	1874	Rev. Bro. Botolph	R. C.	1874	Rev. Bro. Botolph	R. C.	1874	Rev. Bro. Botolph	R. C.	1874	Rev. Bro. Botolph	R. C.	1874	Rev. Bro. Botolph	R. C.	1874	Rev. Bro. Botolph	R. C.	1874	Rev. Bro. Botolph	R. C.
1215	Santa Fe Academy	Santa Fe, N. Mex.	1878	William Strieby, E. M.	Non-sect	1878	William Strieby, E. M.	Non-sect	1878	William Strieby, E. M.	Non-sect	1878	William Strieby, E. M.	Non-sect	1878	William Strieby, E. M.	Non-sect	1878	William Strieby, E. M.	Non-sect	1878	William Strieby, E. M.	Non-sect
1216	Beaver Seminary*	Beaver, Utah	1873	Miss Ida E. Bardwell	Meth.	1873	Miss Ida E. Bardwell	Meth.	1873	Miss Ida E. Bardwell	Meth.	1873	Miss Ida E. Bardwell	Meth.	1873	Miss Ida E. Bardwell	Meth.	1873	Miss Ida E. Bardwell	Meth.	1873	Miss Ida E. Bardwell	Meth.
1217	Brigham Young College	Logan, Utah	0	Miss Ida Cook	Presb.	1878	Miss Ida Cook	Presb.	1878	Miss Ida Cook	Presb.	1878	Miss Ida Cook	Presb.	1878	Miss Ida Cook	Presb.	1878	Miss Ida Cook	Presb.	1878	Miss Ida Cook	Presb.
1218	Cache Valley Seminary	Logan, Utah	1873	Mrs. C. M. Parks	P. E.	1873	Mrs. C. M. Parks	P. E.	1873	Mrs. C. M. Parks	P. E.	1873	Mrs. C. M. Parks	P. E.	1873	Mrs. C. M. Parks	P. E.	1873	Mrs. C. M. Parks	P. E.	1873	Mrs. C. M. Parks	P. E.
1219	St. John's School	Logan, Utah	1873	Inez D. Earle	P. E.	1873	Inez D. Earle	P. E.	1873	Inez D. Earle	P. E.	1873	Inez D. Earle	P. E.	1873	Inez D. Earle	P. E.	1873	Inez D. Earle	P. E.	1873	Inez D. Earle	P. E.
1220	Wahsatch Academy	Mt. Pleasant, Utah	1875	Rev. D. J. McMillan, A. M.	Presb.	1875	Rev. D. J. McMillan, A. M.	Presb.	1875	Rev. D. J. McMillan, A. M.	Presb.	1875	Rev. D. J. McMillan, A. M.	Presb.	1875	Rev. D. J. McMillan, A. M.	Presb.	1875	Rev. D. J. McMillan, A. M.	Presb.	1875	Rev. D. J. McMillan, A. M.	Presb.
1221	Ogden Academy	Ogden, Utah	0	H. L. Griffin	Meth.	1878	H. L. Griffin	Meth.	1878	H. L. Griffin	Meth.	1878	H. L. Griffin	Meth.	1878	H. L. Griffin	Meth.	1878	H. L. Griffin	Meth.	1878	H. L. Griffin	Meth.
1222	Sacred Heart Academy	Ogden, Utah	1878	Sister Francis	R. C.	1878	Sister Francis	R. C.	1878	Sister Francis	R. C.	1878	Sister Francis	R. C.	1878	Sister Francis	R. C.	1878	Sister Francis	R. C.	1878	Sister Francis	R. C.
1223	School of the Good Shepherd	Ogden, Utah	1870	Charles G. Davis	P. E.	1870	Charles G. Davis	P. E.	1870	Charles G. Davis	P. E.	1870	Charles G. Davis	P. E.	1870	Charles G. Davis	P. E.	1870	Charles G. Davis	P. E.	1870	Charles G. Davis	P. E.
1224	Presbyterian Mission School	Payson, Utah	1877	Rev. G. W. Leonard	Presb.	1877	Rev. G. W. Leonard	Presb.	1877	Rev. G. W. Leonard	Presb.	1877	Rev. G. W. Leonard	Presb.	1877	Rev. G. W. Leonard	Presb.	1877	Rev. G. W. Leonard	Presb.	1877	Rev. G. W. Leonard	Presb.

* From Report of the Commissioner of Education for 1878.

a From report of the territorial superintendent for 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

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
1225 Brigham Young Academy	Provo City, Utah	.....	1875	Prof. Karl G. Maeser	Lat. D. S	5	2	370	228	142	54	15	6	0	0	0	0
1226 Rocky Mountain Seminary*	Salt Lake City, Utah	.....	1870	Rev. J. McEldowney, D. D	M. E.	3	3	85	30	55	.....	.....	.....	.....	.....	.....	.....
1227 St. Mark's Grammar School	Salt Lake City, Utah	.....	1867	Rev. G. D. B. Miller, A. M	P. E.	3	14	450	236	214	428	22	4	7	.....	.....	.....
1228 St. Mark's School for Girls	Salt Lake City, Utah	.....	1871	Mary E. Seymour	P. E.	4	4	80	80	80	.....	.....	.....	.....	.....	.....	.....
1229 St. Mary's Academy	Salt Lake City, Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1230 Salt Lake Academy	Salt Lake City, Utah	.....	1878	Edward Benner, A. M	.....	2	1	107	50	57	97	10	3	6	.....	.....	.....
1231 Salt Lake Collegiate Institute	Salt Lake City, Utah	.....	1878	John M. Coyner, Ph. D.	Presb	1	4	179	98	81	150	20	0	6	4	1	.....
1232 Slatersville Educational Institute.	Slatersville, Utah, Weber County,	.....	.....	Leo Hefeli	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1233 Presbyterian Mission School	Springville, Utah	.....	1877	Miss Anna Noble	Presb	.....	2	82	.....	.....	.....	.....	.....	.....	.....	.....	.....
1234 Alden Academy	Anacortes, Fidalgo Island, Wash. Ter.	.....	1879	Arthur T. Burnell, A. M.	Cong.	2	2	21	12	9	16	.....	.....	.....	.....	.....	.....
1235 St. Paul's School	Walla Walla, Wash. Ter.	.....	1872	Miss H. B. Garretson	P. E.	1	6	80	80	80	17	2	.....	.....	.....	.....	.....
1236 Evanston Select School	Evanston, Wyo.	.....	1878	Frank H. Griffin	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1 Trinity School.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Wilcox Female Institute.....	×	×	0	0	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 Greene Springs School.....	0	0	0	0	×	×	2,500	.....	.....	.....	.....	.....	.....	.....	.....
4 Lowery's Industrial Academy.....	0	0	×	×	×	×	0	0	30	.....	.....	.....	.....	.....	.....
5 La Fayette Male and Female College.*	0	0	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 Hamner Hall.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 Swayne School.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
8 Burrill School.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Germania Institute*.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
10 Southwood Male High School.....	0	0	×	×	×	×	1,000	450	12	49,000	0	.....	.....	.....	.....
11 Talladega College.....	0	0	×	×	×	×	1,800	.....	6175	20,000	0	.....	.....	.....	.....
12 Ursuline Institute of St. John Baptist.*	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 Park High School.....	0	0	0	0	0	0	1,400	300	.....	.....	.....	.....	.....	.....	.....
14 Arkadelphia Baptist High School.....	0	0	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
15 Austin High School.....	0	0	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
16 Centre Hill Academy.....	×	×	0	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
17 El Dorado High School.....	×	×	0	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
18 Evrening Shade College.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
19 Arkansas Conference Seminary.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
20 Lonoke High School.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
21 Scarney District High School*.....	0	0	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
22 Centennial Institute.....	0	0	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....
23 St. Mary's Hall*.....	×	×	×	×	×	×	300	.....	.....	.....	.....	.....	.....	.....	.....
24 Mills Seminary.....	×	×	×	×	×	×	1,500	100	6330	160,000	15,000	1,050	.....	.....	.....
25 Convent of Mary Immaculate.....	0	0	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1875.

^a Average charge.

^b Includes board.

50	The Curtis School for Girls.....	x	x	x	x	0	0	0	0	150	a3600	.....	.....	.....	.....	.....	.....	.....	40	September.
51	Commercial and Military Institute.	x	x	x	x	0	0	0	0	1,576	60	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
52	Golden Hill Institute and Family Boarding School.	0	x	x	x	0	0	0	0	.....	50-75	25,000	0	0	.....	.....	.....	.....	40	September 1.
53	Golden Hill Seminary.....	x	x	x	x	x	x	x	x	1,000	100	20,000	.....	.....	.....	.....	.....	.....	38	September 20.
54	Hillside Seminary.....	x	x	x	x	x	x	x	x	50	50-100	22,000	.....	.....	.....	.....	.....	.....	40	Sept., 2d Wed.
55	Durham Academy*.....	x	x	x	x	x	x	x	x	1,200	25	6,000	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
56	Glastonbury Academy.....	0	0	0	0	0	0	0	0	430	75	10,000	0	0	.....	.....	.....	.....	40	September 1.
57	Maple Grove Academy.....	x	x	x	x	x	x	x	x	.....	24-40	1,500	.....	.....	.....	.....	.....	.....	40	September 1.
58	Greenwich Academy.....	x	x	x	x	x	x	x	x	.....	32-50	5,000	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
59	Harry Peck's School for Boys.....	x	x	x	x	x	x	x	x	.....	a400	.....	.....	.....	.....	.....	.....	.....	36	September 16.
60	Bainard Academy*.....	x	x	x	x	0	0	0	0	.....	22	2,500	.....	.....	.....	.....	.....	.....	40	September 16.
61	Miss Haines' School for Young Ladies and Girls.	x	x	x	x	x	x	x	x	.....	a400	.....	.....	.....	.....	.....	.....	.....	40	September 16.
62	Kent Seminary*.....	0	x	x	x	0	0	0	0	.....	30 1/2	4,000	.....	.....	.....	.....	.....	.....	36	September.
63	Young Ladies' Seminary.....	0	x	x	x	0	0	0	0	1,200	40-60	20,000	.....	.....	.....	.....	.....	.....	38	September 8-15.
64	Myrtle Valley English and Classi- cal Institute.	x	x	x	x	x	x	x	x	50	50	10,000	0	0	.....	.....	.....	.....	40	Aug., last Mon.
65	Burrill School.....	x	x	x	x	x	x	x	x	.....	40-100	20,000	.....	.....	.....	.....	.....	.....	40	September 2.
66	New Britain Seminary.....	x	x	x	x	x	x	x	x	180	30	.....	.....	.....	.....	.....	.....	.....	36	September 20.
67	The Eldersge School.....	x	x	x	x	x	x	x	x	200	60	.....	.....	.....	.....	.....	.....	.....	40	September 17.
68	Miss Notli's English and French Family and Day School.	x	x	x	x	x	x	x	x	400	70-100	.....	.....	.....	.....	.....	.....	.....	36	September 1.
69	West End Institute*.....	x	x	x	x	0	0	0	0	.....	36-60	.....	.....	.....	.....	.....	.....	.....	40	September 11.
70	Bulkeley School.....	0	0	0	0	0	0	0	0	.....	0	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
71	Waramang Academy.....	x	x	x	x	x	x	x	x	2,500	20	40,000	14,000	840	.....	.....	.....	.....	40	September 20.
72	Fitch's Home School for Young Ladies and Boys.	x	x	x	x	x	x	x	x	.....	60-75	20,000	.....	.....	.....	.....	.....	.....	39	September 9.
73	Hillside School for Boys.....	x	x	x	x	0	0	0	0	.....	40-100	30,000	.....	.....	.....	.....	.....	.....	38	September 20.
74	Miss Meeker's Boarding and Day School for Young Ladies.	x	x	x	x	0	0	0	0	.....	20	30,000	.....	.....	.....	.....	.....	.....	40	September 15.
75	Seabury Institute*.....	x	x	x	x	0	0	0	0	200	20	.....	.....	.....	.....	.....	.....	.....	44	Sept., 1st Mon.
76	Miss Aiken's School.....	x	x	x	x	0	0	0	0	250	50-125	32,000	.....	.....	.....	.....	.....	.....	40	September 20.
77	Day School for Boys*.....	0	0	0	0	0	0	0	0	125	100	15,000	.....	.....	.....	.....	.....	.....	38	Sept., 1st Mon.
78	Select Boarding and Day School.....	x	x	x	x	0	0	0	0	.....	60	8,000	.....	.....	.....	.....	.....	.....	40	September 12.
79	English and Classical School.....	x	x	x	x	0	0	0	0	.....	30	8,000	.....	.....	.....	.....	.....	.....	40	September 18.
80	Stratford Academy.....	x	x	x	x	0	0	0	0	.....	a300	.....	.....	.....	.....	.....	.....	.....	40	September 20.
81	Stratford Institute for Young Lar- dies.	x	x	x	x	x	x	x	x	300	48, 60	.....	.....	.....	.....	.....	.....	.....	40	September 16.
82	The Gummy.....	x	x	x	x	0	0	0	0	700	a400	15,000	.....	.....	.....	.....	.....	.....	38	Sept., 2d Wed.
83	St. Margaret's Diocesan School for Girls.	x	x	x	x	x	x	x	x	.....	54	75,000	12,500	900	.....	.....	.....	.....	40	September 15.
84	Oak Hill Seminary.....	x	x	x	x	x	x	x	x	300	0	8,000	.....	.....	.....	.....	.....	.....	39	Sept., 3d Wed.
85	Wilton Academy.....	x	x	x	x	x	x	x	x	.....	40-50	10,000	.....	.....	.....	.....	.....	.....	40	September 15.
86	Wilton Boarding Academy.....	x	x	x	x	x	x	x	x	.....	a200-300	16,000	.....	.....	.....	.....	.....	.....	48	May 1.
87	Academy of St. Margaret of Cor- tona.	x	x	x	x	x	x	x	x	400	150	.....	.....	.....	.....	.....	.....	.....	42	Sept., 1st Mon.
88	Parker Academy.....	0	0	0	0	0	0	0	0	.....	40-48	.....	.....	.....	.....	.....	.....	.....	38	September.
89	Family School for Young Girls*.....	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	September 20.
90	Select Family School for Boys.....	x	x	x	x	x	x	x	x	.....	.....	20,000	.....	.....	.....	.....	.....	.....	40	Sept., 3d Wed.

b Average charge.

a Includes board.

* From Report of the Commissioner of Education for 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Wilmington Conference Academy*	×	×	×	×	×	×	300	300	\$40	\$45,000	\$0	\$0	\$3,500	40	Sept., 1st Mon.
Felton Seminary	×	×	×	×	×	×	300	300	20,30,40	8,000	7,000	400	500	40	Sept., 3d Wed.
Georgetown Academy*	×	×	×	×	×	×	500	50	30,45	20,000	400	400	1,500	40	September 1.
Laurel Classical and Commercial Academy.*	×	×	×	×	×	×	250	30	660	7,000	255,000	2,800	2,200	39	Sept., 1st Mon.
Milford Seminary	×	×	×	×	×	×	100	0	633	3,500	0	0	0	40	Sept., 1st Mon.
Milton Academy	×	×	×	×	×	×	1,500	247	0	4,000	63,500	0	0	28	Sept., 1st Mon.
Academy of Newark	×	×	×	×	×	×	0	0	20	0	0	0	0	43	Sept., 1st Mon.
Ridgely Academy	×	×	×	×	×	×	0	0	0	0	0	0	0	36	October 1.
Wyoming Institute of Delaware	0	0	0	0	0	0	0	0	27,30,45	3,000	783,400	2,500	1,000	36	October 1.
East Florida Seminary	0	0	0	0	0	0	0	0	0	12,000	0	0	0	40	October, 1st Mon.
Cookman Institute*	0	0	0	0	0	0	500	0	0	1,200	0	0	700	10	January.
Convent of Mary Immaculate	0	0	0	0	0	0	0	0	0	10,000	0	0	600	36	September 17.
Santa Rosa County Graded Free School.*	0	0	0	0	×	×	2,000	0	20	12,500	0	0	350	40	January 20.
Christ Church School	×	×	×	×	×	×	0	0	40	0	0	0	6,250	40	September 1.
West Florida Seminary	0	0	0	0	×	×	0	0	0	0	0	0	0	40	October, 1st Mon.
Adairsville Academy*	0	0	×	×	×	×	0	0	0	0	0	0	0	10	January.
Clark University	0	0	×	×	×	×	500	0	0	0	0	0	0	36	September 17.
Storrs School	0	0	×	×	×	×	0	0	0	0	0	0	0	40	January 20.
Boards-town Academy	×	×	×	×	×	×	2,000	0	0	0	0	0	0	40	September 1.
Gordon Institute	×	×	×	×	×	×	0	0	0	0	0	0	0	40	September 1.
J. G. Kyles's School*	0	×	×	×	0	0	0	0	3	2,500	0	1,200	1,000	40	January 15.
Franclin Academy	×	×	×	×	0	0	0	0	0	1,000	0	0	700	40	January.
Grooverville Academy	×	×	×	×	0	0	0	0	0	0	0	0	0	26	January.
Stonewall Academy	×	×	×	×	0	0	0	0	0	0	0	0	0	40	January, 1st Mon.
Brooks' Station Academy ^b	0	0	×	×	0	0	0	0	0	1,000	0	0	0	03	January, 1st Mon.
Buena Vista High School*	0	0	×	×	0	0	0	0	0	0	0	0	0	03	January, 1st Mon.
Peach Orchard High School	0	0	×	×	0	0	0	0	0	0	0	0	0	03	January, 1st Mon.

118	Butler Female College and Male Institute.	0	0	0	0	0	0	0	0	0	15, 25, 35	7, 500	2, 400	40	Sept., 1st Mon.
119	Byron Academy*	0	0	0	0	0	0	0	0	0	<i>g</i> 30	300	600	40	January 14.
120	Calhoun Academy	0	0	0	0	0	0	0	0	0	<i>g</i> 10-40	0	800	40	January, 1st Mon.
121	Camak Academy*	0	0	0	0	0	0	0	0	0	<i>g</i> 10-20	0	585	40	January.
122	Paris Hill Academy*	0	0	0	0	0	0	0	0	0	<i>g</i> 20, 28, 36	150	1,000	40	January, 1st Mon.
123	Franklin Institute.	0	0	0	0	0	0	0	0	0	<i>g</i> 12, 20	1,000	1,500	40	January, 1st Mon.
124	Carroll Masonic Institute.	0	0	0	0	0	0	0	0	0	<i>g</i> 12, 30	2,500	1,500	36	January 21.
125	The African Methodist Episcopal School.	0	0	0	0	0	0	0	0	0	<i>g</i> 10	500	150	40	January 1.
126	Cartersville High School	0	0	0	0	0	0	0	0	0	30	1,600	1,100	40	January.
127	Cartersville Seminary*	0	0	0	0	0	0	0	0	0	<i>g</i> 29	2,000	600	40	September 1.
128	Erwin Street School ^b	0	0	0	0	0	0	0	0	0	10, 20, 25	5,000	600	40	September 1.
129	Female Seminary*	0	0	0	0	0	0	0	0	0	<i>g</i> 110	1,000	600	40	February 1.
130	Hearn Manual Labor School*	0	0	0	0	0	0	0	0	0	<i>g</i> 110	8,456	600	40	January 13.
131	Chincapin Grove High School.	0	0	0	0	0	0	0	0	0	60	5,000	36	September 15.	
132	Cochran High School*	0	0	0	0	0	0	0	0	0	133-223	600	600	40	January 12.
133	Slade's School for Boys	0	0	0	0	0	0	0	0	0	<i>g</i> 20-35	1,000	600	40	January, 2d Mon.
134	Corinth School	0	0	0	0	0	0	0	0	0	30	8,500	3,100	38	September 13.
135	Crawford Academy*	0	0	0	0	0	0	0	0	0	8	600	3,290	32	October, 1st Mon.
136	Grange Institute ^b .	0	0	0	0	0	0	0	0	0	25	10,000	1,300	40	January, 2d Mon.
137	Howard Normal Institute.	0	0	0	0	0	0	0	0	0	<i>g</i> 12-35	400	270	41	January, 2d Mon.
138	Crawford High School.	0	0	0	0	0	0	0	0	0	<i>g</i>	200	500	40	January, 2d Mon.
139	Delhi High School.	0	0	0	0	0	0	0	0	0	<i>g</i> 15-35	1,000	575	40	January, 1st Mon.
140	Decatur High School*	0	0	0	0	0	0	0	0	0	15, 25, 30	3,000	700	40	January.
141	Dirt Town Academy*	0	0	0	0	0	0	0	0	0	<i>g</i>	2,500	1,200	40	January.
142	Farmersville Academy	0	0	0	0	0	0	0	0	0	<i>g</i> 16	1,000	470	32	January, 1st Mon.
143	Eastman High School	0	0	0	0	0	0	0	0	0	25	2,500	0	40	January.
144	Andrew Male High School*	0	0	0	0	0	0	0	0	0	10-30	<i>g</i> 2,000	0	20	January, 2d Mon.
145	Mt. Paran Academy	0	0	0	0	0	0	0	0	0	13	500	27	23	January.
146	The Fairburn Academy*	0	0	0	0	0	0	0	0	0	<i>g</i> 18	10,000	1,200	42	January 15.
147	Fairmount Academy.	0	0	0	0	0	0	0	0	0	20	500	1,500	40	January, 2d Mon.
148	Fayetteville Seminary ^b .	0	0	0	0	0	0	0	0	0	<i>g</i> 18	3,000	3,000	42	September 1.
149	Fayetteville Male Academy ^b .	0	0	0	0	0	0	0	0	0	30	5,000	3,000	42	September 1.
150	Franklin High School.	0	0	0	0	0	0	0	0	0	<i>g</i> 30-50	8,000	400	32	January, 2d Mon.
151	Samuel Bailey Male Institute.	0	0	0	0	0	0	0	0	0	15-30	1,000	600	40	January.
152	Hawkinsville Institute	0	0	0	0	0	0	0	0	0	<i>g</i> 5	2,000	600	32	January.
153	Heplizah High School*	0	0	0	0	0	0	0	0	0	<i>g</i> 40	200	400	42	January, 1st Wed.
154	Braswell Academy.	0	0	0	0	0	0	0	0	0	15	4,000	400	39	November.
155	Planters' High School*	0	0	0	0	0	0	0	0	0	<i>g</i> 5	6,000	1,500	40	January 7.
156	Jewell's Mills School	0	0	0	0	0	0	0	0	0	20-50	400	1,500	40	January.
157	Kingston High School	0	0	0	0	0	0	0	0	0	<i>g</i> 2	200	1,500	40	January.
158	Mayson School*	0	0	0	0	0	0	0	0	0	<i>g</i> 2	400	1,500	40	January.
159	La Grange Seminary.	0	0	0	0	0	0	0	0	0	<i>g</i> 2	400	1,500	40	January.
160	Meson Academy	0	0	0	0	0	0	0	0	0	<i>g</i> 2	400	1,500	40	January.
161	Liberty Hill High School*	0	0	0	0	0	0	0	0	0	<i>g</i> 2	400	1,500	40	January.

^aFrom Report of the Commissioner of Education for 1878.
^aAverage charge.
^bAlso public lands, the value of which is not specified.
^cValue of grounds.
^dAmount of contribution during year.
^eReceipts for Masonic Academy.
^fFunds of East and West Florida Seminaries.
^gPartly supported by public tax.
^hFrom report of State school commissioner for 1878.
ⁱPer term.
^jGrounds and buildings.
^kSince merged in the Southwest Georgia Agricultural College.
^lSince superseded by Franklin Institute.
^mPer month.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
162 Adams' Practical School*	x	x	x	x	x	x	40	0	\$18, 27, 36	\$400	\$0	\$0	\$600	37	January, 1st Mon.
163 Long Cane Academy.....	x	0	0	0	0	0	0	0	60	1, 000	.....	.....	.....	36	January, 3d Mon.
164 Hunter's School for Boys.....	x	.....	.....	.....	.....	.....	.....	.....	50, 60	.....	.....	.....	1, 800	44	September 1.
165 Lewis High School.....	.....	.....	.....	.....	.....	.....	.....	.....	8	10, 000	.....	.....	.....	42	October.
166 Forest Home Institute.....	x	x	x	0	0	0	75	.....	25-30	0	0	0	700	32	September.
167 Madison Male High School.....	0	0	0	0	0	0	50	0	40	0	0	0	1, 500	40	Sept., 1st Wed.
168 Temperance Hill High School.....	0	0	x	0	0	0	0	0	18	.....	.....	.....	0	28	February 1.
169 Kennesaw High School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170 Marietta High School for Boys and Girls.*	.....	.....	.....	.....	.....	.....	.....	.....	20-50	.....	.....	.....	.....	40	August, last Mon.
171 Marietta Military Institute.....	x	x	0	0	0	0	225	.....	.....	.....	.....	.....	.....	.....	.....
172 Marshallville High School.....	0	0	0	0	0	0	0	.....	.....	5, 000	0	0	1, 100	40	January 12.
173 Milner High School.....	0	0	0	0	0	0	0	0	20	.....	.....	.....	900	40	January, 1st Mon.
174 Montezuma High School.....	0	0	0	0	0	0	0	0	15, 25, 35	500	0	0	.....	40	January 12.
175 Spalding Seminary*.....	0	0	0	0	0	0	0	0	20-50	3, 000	0	0	.....	40	September 15.
176 Mountville Academy.....	0	0	0	0	0	0	0	0	16-25	5, 500	0	0	400	32	January.
177 Nacoochee Male and Female High School.*	.....	.....	x	x	0	0	.....	.....	616	5, 000	.....	.....	1, 000	40	Sept., 1st Mon.
178 Brinkley Academy.....	x	.....	x	x	.....	.....	.....	.....	15-95	.....	.....	.....	.....	36	August 16.
179 Andron School.....	.....	.....	.....	.....	.....	.....	.....	.....	85	.....	.....	.....	.....	36	January 1.
180 Perry Male School.....	.....	.....	.....	.....	x	.....	.....	.....	204	.....	.....	.....	.....	40	.....
181 Pine Log Masonic Academy*.....	0	0	0	0	0	0	0	0	.....	500	.....	.....	.....	34	January, 1st Mon.
182 Powelson Male and Female School*.....	0	0	0	0	0	0	0	0	a25	300	0	0	600	32	January, 2d Mon.
183 Quitman Academy*.....	0	0	0	0	0	0	400	.....	.....	.....	.....	.....	.....	.....	.....
184 Rabun Gap High School.....	0	0	x	.....	0	0	0	.....	a20	2, 000	.....	.....	.....	40	July 1.
185 Reynolds Academy*.....	0	0	0	0	0	0	0	.....	b18	800	.....	.....	800	40	January, 3d Mon.
186 Mt. Vernon Institute.....	x	0	0	0	0	0	0	.....	18	1, 200	.....	.....	800	40	January, 1st Mon.
187 Masonic Literary Institute.....	.....	0	0	x	0	0	0	.....	a20	6, 500	.....	.....	800	40	January, 1st Mon.
188 Rome Male High School.....	.....	.....	.....	.....	0	0	0	.....	40	3, 000	.....	.....	.....	40	January, 2d Mon.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, *etc.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
231 German Institute.....	x	x	x	x	0	0	400	300	\$500	\$3,500	\$0	\$0	\$21,000	39	September 16.
232 Misses Grant's Seminary.....	x	x	x	x	x	x	1,200	100	250	250,000	0	0	28,000	40	September 10.
233 Park Institute.....	x	x	x	x	0	0	500	100	250	250,000	0	0	28,000	40	Sept., 1st Mon.
234 St. Francis Xavier's Academy.....	x	x	x	x	0	0	3,000	0	40-50	200,000	0	0	40,000	38	Sept., 1st Mon.
235 Saints Benedict and Scholastica's Select School.*	x	x	x	x	x	x	500	100	40	20,000	0	0	10,000	38	September 6.
236 Howe Literary Institute.....	x	x	x	x	0	0	700	0	15-30	20,000	0	0	0	40	Sept., 1st week.
237 Northern Illinois College.....	0	x	x	x	x	x	3,000	0	40-50	200,000	0	0	40,000	38	September 8.
238 Monticello Ladies' Seminary.....	x	x	x	x	x	x	500	100	40	20,000	0	0	10,000	40	September 10.
239 Family School for Boys.....	x	x	x	x	x	x	400	20	24	50,000	0	0	2,200	40	September 9.
240 The Young Ladies' Athenaeum.....	x	x	x	x	x	x	1,600	20	24	28,000	16,000	1,600	2,200	40	August, last Tues.
241 McDonough Normal, Scientific, and Commercial College.....	x	x	x	x	0	0	500	20	24-30	4,000	0	0	1,600	36	September 10.
242 Morgan Park Military Academy.....	x	x	x	x	0	0	250	50	40	150,000	0	0	0	39	Sept. 3-6.
243 Grand Prairie Seminary, Commercial College, and Conservatory of Music.....	0	0	0	0	0	0	500	20	24	4,000	0	0	0	40	Sept., 1st Mon.
244 Edgar Collegiate Institute.....	x	x	x	x	x	x	750	102	30	30,000	0	0	5,000	40	Sept., 1st Wed.
245 Chaddock College*.....	x	x	x	x	x	x	500	20	30-50	30,000	0	0	1,111	36	Oct., 1st Mon.
246 St. Mary's Institute.....	0	0	0	0	0	0	500	20	30	2,500	0	0	0	40	September 1.
247 Betts Seminary.....	0	0	0	0	0	0	300	0	14	15,000	6,200	496	1,200	36	September 1.
248 Lee's Academy.....	0	0	0	0	0	0	300	0	15-24	4,500	0	0	25	36	October 1.
249 Todd Seminary for Boys.....	0	0	0	0	0	0	25	0	20-28	5,000	2,000	800	25	36	Sept., 1st Mon.
250 Battle Ground Collegiate Institute*.....	0	0	0	0	0	0	20	0	27	2,000	4,000	350	40	40	September 30.
251 Friends' Bloomingdale Academy.....	x	x	x	x	x	x	20	0	27	4,000	0	0	0	40	September 30.
252 Bourbon Graded School.....	x	x	x	x	x	x	20	0	27	4,000	0	0	0	40	September 30.
253 Barnett Academy.....	x	x	x	x	x	x	20	0	27	4,000	0	0	0	40	September 30.
254 Gladewood Seminary and Normal School.*	x	x	x	x	x	x	20	0	27	4,000	0	0	0	40	September 30.

255	St. Augustine's School.....	x	x	x	x	x	x	x	20	10,000			2,100	44	September 1.
256	German-English Independent School.....	x	x	x	x	x	x	x	e26	12,000			2,860	44	August 15.
257	St. Mary's Academy*	x	x	x	x	x	x	25	e28	9,000	3,000	200	5,300	40	Sept., 1st Mon.
258	Spiceand Academy.....	x	x	x	x	x	x	200	24	15,000			36	September 15.	
259	Stockwell Institute*	x	x	x	x	x	x	400	e61	10,000			42	Sept., 1st Mon.	
260	St. Paul's Academy.....	0	0	0	0	0	0		d0	15,000	32,200	3,500	39	Sept., 1st Mon.	
261	Academic department of Vincennes University.....														
262	Ackworth Institute.....								21-25	6,200			1,460	36	Sept., 2d Tues.
263	Albion Seminary.....	x	x	x	x	x	x	500	18-22	10,000	16,000		36	September 14.	
264	Jones County Academy.....	x	x	x	x	x	x		12-18				36	Sept., 1st Mon.	
265	Bedford School.....	x	x	x	x	x	x	0	23	35,000			128	September 1.	
266	Birmingham Academy and Boarding School.....	x	x	x	x	x	x	50	22	6,000			800	43	August, 3d week.
267	German Evangelical Zion School*.....	x	x	x	x	x	x	0	12	20,000			620	45	August.
268	True Gordon School.....	x	x	x	x	x	x	1,000	50-100	5,000			1,980	40	September 10.
269	Graff's School.....	0	0	0	0	0	0		16-24				37	September 1.	
270	Coe Collegiate Institute.....	0	0	0	0	0	0	175	33	23,000	3,000	300	40	September 14.	
271	St. Joseph's Academy of the Sacred Heart*.....	x	x	x	x	x	x	150		20,000				44	September 1.
272	Evangelical Lutheran Parish School.....	x	x	x	x	x	x								
273	Friends' Select School.....	x	x	x	x	x	x		10-25	20,000					September 1.
274	St. Francis' Academy for Young Ladies.....	x	x	x	x	x	x	40	36	2,500			1,200	46	May 1.
275	Schaefer's German-American Institute.....	0	0	0	0	0	0		30	6,000			900	40	September 9.
276	Trinity School*.....	x	x	x	x	x	x		20	20,000			1,650	40	September.
277	Decorah Institute.....	0	0	0	0	0	0	500	5				39	Sept., 1st Tues.	
278	Denmark Academy.....	x	x	x	x	x	x								
279	Des Moines Collegiate Institute.....	x	x	x	x	x	x	20	40-60					40	Sept., 1st Mon.
280	Young Ladies' School.....	x	x	x	x	x	x	100	25-75	1,800	2,500	245	300	44	September 1.
281	Boarman Seminary.....	0	0	0	0	0	0	500	12-20	2,500			400	36	May and Novem'r.
282	Bear Creek Academy*.....	0	0	0	0	0	0		74-9	10,000			1,600	37	September 3.
283	Danish High School.....	x	x	x	x	x	x	50	17-20						
284	Epworth Seminary.....	0	0	0	0	0	0	552	30	15,000	16,780	1,298	2,944	37	Sept., 1st Wed.
285	Academy of Iowa College.....	x	x	x	x	x	x		27	5,000			5,000	37	September 13.
286	Lenox Collegiate Institute.....	x	x	x	x	x	x	200	24	12,000	0	0	2,000	42	September 15.
287	McLeod's Select School.....	x	x	x	x	x	x	900	12, 18, 24	4,500			e426	36	Sept., 1st week.
288	Iowa City Academy.....	x	x	x	x	x	x		22	6,000			900	38	September 15.
289	Preparatory and Normal School.....	0	0	0	0	0	0	100	19	5,000	0	0			September 15.
290	St. Joseph's Institute.....	x	x	x	x	x	x	300	10						September 15.
291	Irving Institute*.....	x	x	x	x	x	x	0	0						September 15.
292	Jefferson Academy.....	x	x	x	x	x	x								September 15.
293	Kossuth Normal Academy*.....	x	x	x	x	x	x								September 15.
294	Friends' Academy.....	0	0	0	0	0	0								September 15.
295	Le Grand Christian Institute f.....														

* From Report of the Commissioners of Education for 1878.

a Includes board.

b Partly supported by public tax.

c Average charge.

d In academic department; \$9 in preparatory. f Temporarily closed.

e Income from "independent district."

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies 1 or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
296 Lynnville Academy.....		x	x	x	x	x	400		\$18	\$2,000			\$780	22	September 13.
297 Riverside Institute.....							100		20-40	6,000				40	September 6.
298 Centennial Academy a.....			x	x	x	x	200		20-33	2,500	\$0	\$0	2,000	40	September 2.
299 Mitchell Seminary*.....		x	x	0	0	0	0	0	20	3,000			100	40	Sept., 1st Mon.
300 New London Academy*.....	0	x	x	0	0	0	0	0	19-25	5,000			944	38	Sept., 1st Mon.
301 Hazel Dell Academy*.....	0	0	0	0	0	0	0	0	15	6150			103	40	Sept., 2d Tues.
302 Oelwein Seminary.....	0	0	x	x	x	x	200	50	18-24	15,000	8,000	400	2,000	39	September.
303 Cedar Valley Seminary.....		x	x	x	x	x			16	6,000			86	40	Sept., 1st Mon.
304 Ottumwa Seminary for Young Ladies.....							23	21		2,500			852	38	September 20.
305 Pleasant Plain Academy.....					0	0	14			1,000				28	November 1.
306 German Evangelical Lutheran Congregational School.....															
307 Troy Academy.....	0	0	0	0	0	0	600	40	24	1,000				40	September.
308 Tilton Collegiate Academy.....	x	x	x	0	0	0	273		273	30,000	0	0	11,248	34	September 1.
309 Washington Academy.....	0	0	x	0	0	0	0		26-32	12,000	0	0	4,054	40	September 1.
310 Answorth's Grammar and High School.....													4,700	30	September.
311 Wilton Collegiate Institute*.....	x	x	x	x	0	0	0	0	15, 18, 21	25,000			500	38	September 2.
312 Atchison Institute.....	x	x	x	x	x	x	400	100	40	12,000	0	0	7,000	40	August 30.
313 Geneva Academy.....			x	x	x	x	50		e1-2	40				40	September.
314 St. Ann's Academy.....		x	x	x	x	x	100	10	120-180	20,000			4,500	42	September 1.
315 Bellewood Seminary and Kentucky Presbyterian Normal School.....			x	x	x	x			40	50,000			210,000	39	September 1.
316 Forest Academy*.....	0	0	0	0	x	x			50	15,000			2,000	40	Sept., 2d week.
317 Braekon Academy.....			x	x	0	0	1,500		24-44					40	September 13.
318 Bardstowm Male and Female Institute.....	x	x	x	x	0	0		0	35	10,000	0	0	3,000	40	September 13.

319	Nazareth Literary and Benevolent Institution.	x	x	x	x	x	3,000	d154-176	0	0	10,000	40	Sept., 1st Mon.
320	Roseland Female Academy*	x	x	x	x	x	600	30	0	0	10,000	40	Sept., 2d Mon.
321	Alexander College.	0	0	0	0	0	800	0	0	0	15,000	40	Sept., 1st Mon.
322	Carroll County Academy.	0	0	0	0	0	0	e18	0	0	4,000	40	Sept., 1st Mon.
323	Columbus College.	x	x	x	x	x	0	20, 30, 40	0	0	3,000	40	Sept., 1st Mon.
324	Danville College.	x	x	x	x	x	0	30-60	0	0	2,500	40	September 3.
325	Eminence Male and Female Seminary.	x	x	x	x	x	0	25-50	0	0	2,500	40	August, last Mon.
326	Kalamont High School.	0	0	0	0	0	0	40	0	0	10,000	40	Sept., 2d Mon.
327	Greenwood Female Seminary	x	x	x	x	x	0	15, 20, 25	0	0	3,000	40	Sept., 1st Mon.
328	Kentucky Eclectic Institute.	0	0	0	0	0	0	40, 60, 80	0	0	1,585	40	Sept., 1st Mon.
329	St. Aloysius Academy.	x	x	x	x	x	500	150	0	0	5,000	44	September 1.
330	St. Joseph's Academy.	x	x	x	x	x	600	20-40	0	0	900	44	Sept., 1st Mon.
331	United Schools of the Abbey of Gethsemani for Boys.	0	0	0	0	0	110	10	0	0	b2,500	43	Sept., 1st Mon.
332	Ghent College*.	0	0	0	0	0	0	20, 30, 50	0	0	2,000	40	September 1.
333	Owen College*.	0	0	0	0	0	0	10, 15, 20	0	0	3,000	40	September 1.
334	Hodgenville Seminary.	0	0	0	0	0	0	30	0	0	1,200	40	September 1.
335	Christian College.	0	0	0	0	0	0	30	0	0	10,000	40	September 1.
336	Home School for Girls.	x	x	x	x	x	0	34, 42	0	0	2,700	40	Sept., 2d Mon.
337	Sayre Female Institute.	x	x	x	x	x	0	60	0	0	f200	40	Sept., 1st Mon.
338	Threlkeld Select School.	x	x	x	x	x	30	80	0	0	2,700	42	Sept., 1st Mon.
339	Loretto Academy.	x	x	x	x	x	1,200	d150	0	0	5,000	40	Sept., 1st Mon.
340	German and English Academy*.	x	x	x	x	x	0	36-52	0	0	10,000	35	September 15.
341	Miss Hampton's English and Classical School for Girls.	x	x	x	x	x	500	125	0	0	75,000	40	September 6.
342	Holyoke Academy.	x	x	x	x	x	0	50-100	0	0	f1,500	40	September 6.
343	Home School.	x	x	x	x	x	0	d100	0	0	6,900	40	Sept., 1st Mon.
344	Louisville Rugby School.	x	0	x	x	x	0	50, 60	0	0	3,000	20	Sept., 1st Mon.
345	Preparatory School for Girls.	x	x	x	x	x	100	15-30	0	0	2,500	40	Sept., 1st Mon.
346	Marion Academy.	0	0	0	0	0	0	20-50	0	0	3,000	40	Sept., 1st Mon.
347	Mayfield Seminary*.	x	x	x	x	x	1,000	50	0	0	1,000	40	Sept., 1st Mon.
348	Maysville Seminary.	x	x	x	x	x	0	30	0	0	15,000	40	Sept., 1st Mon.
349	Union Academy.	0	0	0	0	0	400	30-44	0	0	10,000	40	Sept., 1st Mon.
350	Henry Male and Female College.	0	0	0	0	0	0	50, 60	0	0	5,000	40	Sept., 1st Mon.
351	Bethel Academy.	0	0	0	0	0	0	18-24	0	0	6,000	36	September 1.
352	Jessamine Female Institute*.	0	0	0	0	0	0	25, 35	0	0	1,200	40	Sept., 1st Mon.
353	Browder Institute.	0	0	0	0	0	0	18-24	0	0	3,500	40	Sept., 1st Mon.
354	Owenton High School.	0	0	0	0	0	0	25, 35	0	0	1,200	40	Sept., 1st Mon.
355	Bath Seminary.	0	0	0	0	0	0	24, 32, 40	0	0	4,000	40	September.
356	Princeton Collegiate Institute.	0	0	0	0	0	500	e223	0	0	25,000	40	Sept., 2d Tues.
357	Madison Female Institute.	0	0	0	0	0	100	d140	0	0	2,500	40	Sept., 1st Mon.
358	Bethlehem Literary Institution*.	0	0	0	0	0	0	20, 30, 50	0	0	1,000	40	Sept., 1st Mon.
359	Sharpsburg Male and Female College*.	0	0	0	0	0	0	20, 30, 40	0	0	1,000	40	Sept., 1st Mon.
360	Fair View Male and Female Seminary.	x	x	x	x	x	0	e28	0	0	1,500	36	Sept., 1st Mon.

f Value of apparatus.

d Includes board.
e Average charge.

b Value of buildings and apparatus.
c Charge for tuition a month.

* From Report of the Commissioner of Education for 1878.
a Temporarily closed.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, *etc.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —			
	Mechanical.	Free hand.	Vocal.				Instrumental.	Number of volumes.			Increase in the last school year.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			30	31	32
			19	20																21	22	23	24	25	26	27	28	29	30	31	32
361 Spencer Institute.....	0	0	x	x	x	0	0	0	\$35	\$5,000	\$0	\$0	\$900	40	Sept., 1st Mon.				
362 Riverside Seminary.....	.....	.....	.....	.....	.....	.....	.....	.....	26	3,000	.....	.....	1,000	40	Sept., 1st Mon.
363 West Liberty High School*	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	.....	.....	.....	40	September.
364 Winchester High School*	.....	.....	x	x	x	x	500	45	45	10,000	.....	.....	4,000	40	September 1.
365 Morehouse College*	0	0	x	x	x	x	0	30, 40, 50	30, 40, 50	8,000	.....	.....	1,500	40	September 1.		
366 Millwood Female Institute*	.....	.....	x	x	x	x	0	40	40	10,000	.....	.....	2,000	40	September 16.
367 Convent of the Presentation*	x	x	x	x	x	x	300	30, 40, 50	30, 40, 50	600	.....	.....	600	44	September 15.		
368 St. Hyacinth's Academy*	0	0	x	x	x	x	75	10-50	10-50	2,500	0	0	61,374	40	September 15.				
369 Academeical department, University of Louisiana.	.....	.....	.....	.....	.....	.....	.....	36	36	.....	.....	.....	.....	39	October 1.
370 Locquet-Levy Institute.....	.....	.....	x	x	x	x	.....	6355	6355	.....	.....	.....	.....	40	Sept., 1st Mon.
371 St. Isidore's Institute.....	.....	.....	x	x	x	x	1,000	95	95	.....	.....	.....	.....	40	September 1.
372 { St. Joseph's School for Boys* { St. Joseph's School for Girls* }	.....	.....	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	40	September.
373 University High School.....	0	0	0	0	0	0	0	60-100	60-100	2,000	0, 272	313	225	22	August, 4th Mon.				
374 Somerset Academy.....	0	x	x	x	x	x	400	63, 33, 4	63, 33, 4	3,500	4,000	225	1,700	34	August, 3d Tues.				
375 Gould's Academy.....	.....	.....	x	x	x	x	1,400	22	22	19,000	19,000	1,500	450	20	August 4.		
376 East Maine Conference Seminary.	.....	.....	x	x	x	x	198	10 1/2-15	10 1/2-15	2,000	2,092	108	450	20	August, 3d Mon.		
377 Corinna Union Academy.....	x	x	x	x	x	x	500	15	15	20,000	21,000	1,260	145	33	August, last Mon.				
378 Greeley Institute.....	.....	.....	x	x	x	x	500	20, 25	20, 25	8,000	.....	.....	.....	36	September 2.
379 Westbrook Seminary and Female College.	.....	.....	x	x	x	x	.....	.....	.....	3,000	700	42	.....	32	September 1.
380 Exeter High School*.....	.....	.....	x	x	x	x	2,000	2250, 300	2250, 300	40,000	.....	.....	.....	.....	.....
381 Abbott Family School for Boys, Little Blue.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
382 Foxcroft Academy*.....	0	0	0	0	0	0	200	8-13	8-13	3,000	1,600	100	800	22	September 1.				
383 Freedom Academy.....	0	0	0	0	0	0	.....	12	12	2,000	0	0	0	.....	.....		
384 Fryeburg Academy d.....	.....	.....	x	x	x	x	500	16, 20, 24	16, 20, 24	10,000	3,500	200	.....	42	Sept., 1st Wed.	

	385		x	x	x	x	x	x	75	25	24, 30	60, 000	1, 000	50	2, 300	39	September 1.
Hallowell Classical and Scientific Academy																	September 1.
Harpwell Academy ^e	386										10	1, 000	1, 050	65	500	20	Sept. 1st Mon.
Hartland Academy [*]	387										7, 8, 10	8, 000	4, 000	300	392	22	Sept., 1st Tues.
Lee Normal Academy [*]	388		x						200	0	7, 8, 9, 10	1, 800	1, 100	66	380	21	August, last Tues.
Litchfield Academy [*]	389		x						200		7, 8, 10	5, 000	3, 000	300		22	Feb. and Aug.
Monmouth Academy [*]	390		x								16-24	3, 000	10, 300	600		40	Sept., 1st Mon.
Lincoln Academy	391		0						400	50	20-50	10, 000	1, 000	60	2, 800	39	Sept., 1st Mon.
Easton Family and Day School	392		x						0	0	3-5	3, 000	3, 100	200		11	September.
Paris Hill Academy	393		0								99-12	1, 500			30	September 1.	
Patien Academy and Free High School [*]	394		0								60-80	10, 000	0	0	2, 500	40	Sept., 1st Mon.
City of Portland School [*]	395		0						250	50	20	8, 000	10, 000	700	700	40	August 30.
Berwick Academy	396								600		20	8, 000	10, 000	0	64 500	39	Sept., 3d week.
Franklin Family School	397								450	0	20	5, 000		0	1, 200	33	August.
Oak Grove Seminary	398		x						150	0	0	15, 000	0	0		48	Sept., 2d week.
Boys' School of St. Paul's Parish	399		0						200		0	50, 000	13, 000			40	September 1.
F. Knapp's German and English Institute.	400		x								25					40	September 20.
Morison Academy [*]	401										60-130					35	September 20.
Mt. Vernon Institute	402		x								80	15, 000				40	September.
Newton Academy	403		x						300		40-120					40	September 13.
Oxford School for Boys	404		x						300		60, 100			1, 200		40	September.
Patterson Park Seminary	405		x													40	September.
Rolland Academy	406		x													40	Sept., 1st Mon.
St. Francis Academy	407															40	September 15.
St. Joseph's Academy	408		0								130					38	September.
School for Boys	409		x								40-80					40	Sept., 3d Wed.
School for Young Ladies	410										2500					40	Sept., 2d Mon.
Southern Home School	411		x													40	Sept., 1st Mon.
Steuart Hall Collegiate and Commercial Institute. [*]	412		x						500		30-40	7, 150	0	0	300	40	September 15.
Zion School of Baltimore	413		x						200		270	18, 000			2, 030	40	September 6.
Brookville Academy	414										30	20, 000				42	September 1.
Orelea Home School for Young Gentlemen.	415								1, 500	60	30				700	42	September 15.
Charlotte Hall School	416										30					40	Sept., 1st Mon.
Holy Trinity School	417		x						8, 500		2300				7, 500	42	Sept., 1st Mon.
College of St. James Grammar School.	418		x													40	Sept., 1st Mon.
West Nottingham Academy	419								80		32-60	7, 200		1500		40	Sept., 1st Mon.
Elkton Academy	420		x								2000					40	Sept., 1st Mon.
Academy of the Visitation [*]	421		x								10-30					40	Sept., 1st Mon.
St. John's Literary Institution [*]	422								2, 500	25						40	Sept., 1st Mon.
Shrewsbury Seminary	423		x													40	September 1.
Hagerstown Female Seminary	424		x						600	40	15-100	25, 000				40	September 1.

* From the Report of the Commissioner of Education for 1878. ^e These statistics are for the year 1878, since which time the school has been in suspension.
^a Includes board.
^b Includes board and incidentals.
^c Charge for a term.
^d These statistics are from a return for 1878.
^f Average charge.
^g Free to residents.
^h \$1,600 from the State and \$200 from rents.
ⁱ State appropriation.
^j Receives \$400 per annum from State.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
425 Mt. St. Clement's Preparatory College.	0	0	0	0	0	0	200	28	\$200	.....	\$0	\$0	\$4,400	42	September 1.
426 Latherville Female Seminary.	x	x	x	x	x	x	500	.....	.....	\$50,000	.....	.....	4,000	40	September 15.
427 New Windsor College*.	.....	.....	.....	.....	.....	.....	1,500	.....	.....	125,000	.....	.....	.....	39	September 18.
428 McDonogh School.	x	x	x	x	x	x	1,300	300	.....	700,000	39,000	.....	0	42	Aug., 2d Mon.
429 The Hannibal More Academy.	x	x	x	x	.....	.....	216	.....	40	8,000	4,000	.....	.....	40	Sept., 3d Wed.
430 St. George's Hall for Boys*.	x	x	x	x	x	x	600	.....	.....	30,000	.....	.....	5,000	40	September 15.
431 St. Mary's Female Seminary.	.....	.....	.....	.....	.....	.....	300	30	40	15,000	.....	.....	.....	39	September 15.
432 Rockland School for Girls.	.....	.....	.....	.....	.....	.....	.....	.....	100	20,000	.....	.....	.....	38	September 15.
433 Pen Lucy School for Boys.	0	x	0	0	0	0	500	20	100	40,000	0	.....	.....	38	September 11.
434 Mt. Pleasant Institute for Boys.	x	x	x	x	x	x	86	1	60	5,000	4,600	.....	.....	36	Aug., last Wed.
435 Punchard Free School.	x	x	x	x	x	x	200	.....	60	5,000	0	.....	.....	35	September 23.
436 Wayside Institute*.	x	x	x	x	x	x	3,757	184	24	10,000	700	.....	600	33	Aug., last Wed.
437 Powers Institute*.	0	0	0	0	0	0	100	.....	6	15,000	30,000	1,500	228	40	Aug., last Mon.
438 Howe School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 25.
439 Houghton School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36	Sept., 3d Wed.
440 Godman Mansion Home School*.	x	x	x	x	.....	.....	.....	.....	60-100	.....	.....	.....	.....	34	October 1.
441 Day and Boarding School for Young Ladies and Children.	x	x	x	x	.....	.....	.....	.....	80-800	.....	.....	.....	.....	38	September 25.
442 Newbury Street School.	x	x	x	x	.....	.....	1,600	.....	.....	11,000	.....	.....	.....	36	September 30.
443 Otis Place School.	.....	.....	.....	.....	.....	.....	.....	.....	100-200	.....	.....	.....	.....	38	September 25.
444 Miss Putnam's English and Classical Family and Day School.	.....	.....	.....	.....	x	.....	1,000	.....	.....	.....	.....	.....	.....	36	September 30.
445 Mrs. S. H. Hayes Home and Day School.	.....	.....	.....	.....	0	x	3,000	.....	100-200	30,000	.....	.....	6,000	38	September 25.
446 St. Margaret's School.	x	x	x	x	0	0	550	.....	50-200	.....	.....	.....	.....	40	Sept., last Wed.
447 Institute of Languages.	.....	.....	.....	.....	0	0	100	.....	.....	.....	.....	.....	1,100	40	September 1.
448 Union Park School for Young Ladies.	x	x	0	0	0	x	100	.....	80-200	.....	.....	.....	5,500	38	September.
449 Thayer Academy.	0	x	x	0	.....	.....	100	0	(d)	.....	225,000	10,000	.....	38	September.

430	Hitehook Free High School*	x	x	x	1,300	100	0	12,000	77,500	4,500	0	41	August.
431	St. Mary's Parochial School*	x	x	x	1,800	100	0	25,000	50,000	3,000	0	41	Sept., 1st Mon.
432	Deerfield Academy and Dickinson High School.*	x	x	x	300	300	f25	25,000	50,000	3,000	100	38	August.
433	Nichols Academy	x	x	x	93	0	0	15,000	6,000	420	226	38	September 1.
434	Partridge Academy	x	x	x	300	20	0	10,000	25,000	1,750	250	40	Sept., 1st Mon.
435	Home School for Young Ladies	x	x	x	300	0	75	7,000	10,000	600	450	36	Sept., 1st Mon.
436	Lawrence Academy	x	x	x	30	0	18	2,500	100,000	6,000	1,680	39	September 7.
437	Dean Academy	x	x	x	700	32	0	200,000	17,000	0	800	37	September 8.
438	Sedgwick Institute	x	x	x	1,000	50	a250-285	4,000	2,000	100	0	36	September 17.
439	Prospect Hill School*	x	x	x	300	50	20,23	10,000	30,000	1,800	0	36	September 17.
440	The Elms*	x	x	x	100	0	g26	27	10,000	3,000	375	40	September 1.
461	Hanover Academy	x	x	x	150	0	0	10,000	45,000	3,000	0	44	Sept., 1st Mon.
462	Derby Academy	x	x	x	300	0	0	8,000	15,000	0	0	38	September.
463	Leicester Academy ^h .	x	x	x	650	0	0	18,000	11,000	750	1,200	38	Sept., 2d Mon.
464	St. Patrick's Female Academy	x	x	x	30	0	40	8,000	0	0	0	39	Aug., last Wed.
465	Barstow School	x	x	x	4,000	475	30-42	11,000	45,000	2,400	640	40	September 1.
466	Eaton Family School	x	x	x	943	0	8	11,000	56,352	3,761	0	40	September 1.
467	Peirce Academy*	x	x	x	2,000	0	125	40,500	0	0	0	43	Aug., last Mon.
468	Admiral Sir Isaac Coffin's Lancas- terian School *	x	x	x	30	0	0	20,000	6,750	1,200	1,200	38	September.
469	Friends' Academy.	x	x	x	310	0	15-24	10,700	18,000	1,200	569	38	Dec., 1st Tues.
470	Consolidated High and Putnam Schools.*	x	x	x	0	0	40	25,000	16,000	1,000	325	38	Sept., 3d Wed.
471	South Berkshire Institute	x	x	x	300	0	f40-75	6,000	18,000	1,000	175	38	September.
472	New Salem Academy	x	x	x	0	0	21	20,000	13,000	700	350	37	Aug., 4th Tues.
473	Home and Day School	x	x	x	0	0	55	100	0	0	2,800	38	September 11.
474	Sawin Academy	x	x	x	6,375	1,200	f50	154,073	0	0	7,000	39½	August 21.
475	Drummer Academy	x	x	x	0	0	a50	5,000	0	0	40	September 1.	
476	Hillside Home*	x	x	x	1,000	0	a50	60,000	0	0	0	38	Sept., 2d week.
477	Walsham New Church School*	x	x	x	0	0	0	20,000	25,000	2,000	2,000	40	September 17.
478	Wesleyan Academy*	x	x	x	200	10	150	30,000	25,000	2,000	1,650	40	Sept., 3d W ed.
479	English and Classical School	x	x	x	600	0	22	40	0	0	3,000	44	September.
480	Hughland Military Academy	x	x	x	49	25	40-100	35,000	10,000	10,000	40	Sept., 1st Mon.	
481	School of Modern Languages	x	x	x	500	0	16-30	25,000	0	0	40	September 6.	
482	Miss Williams' School	x	x	x	0	0	0	0	0	0	44	September 1.	
483	Raisin Valley Seminary	x	x	x	0	0	0	0	0	0	40	September 1.	
484	Detroit College	x	x	x	0	0	0	0	0	0	40	September.	
485	Detroit Female Seminary	x	x	x	0	0	0	0	0	0	40	September.	
486	German-American Seminary	x	x	x	0	0	0	0	0	0	40	September.	
487	The Misses Bacon's School for Young Ladies and Children.	x	x	x	0	0	0	0	0	0	40	September.	
488	St. Joseph's Academy	x	x	x	300	50	5	25,000	2,400	2,400	44	Sept., 1st Mon.	
489	St. Mary's Academy	x	x	x	650	6	120	0	0	0	40	Sept., 1st Mon.	
490	Somerville School	x	x	x	500	0	30	2,500	0	0	40	September 17.	
491	St. Croix Valley Academy	x	x	x	0	0	0	0	0	0	40	September 17.	

* From Report of the Commissioner of Education for 1878.

^a Includes board.

^b For non-residents.

^c Value of apparatus.

^d Free to residents of Braintree, Quincy, Randolph, and
Hobbs; \$75 per annum to others.

^e Value of grounds and buildings.

^f Average charge.

^g For non-residents; \$6 to residents.

^h Temporarily suspended.

ⁱ Partly supported by public tax.

^j For non-residents; free to residents.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—					
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	28			29	30	31	32	33
492 Bethlehem Academy and Parish School.....	x	x	x	x	.....	.....	315	.....	\$16, 24, 32	\$25, 000	.....	.....	.....	40	Sept., 1st Mon.
493 Shattuck School.....	.....	x	x	x	x	x	450	25	50	90, 000	\$0	\$0	30, 988	38	September 11.					
494 Grove Lake Academy.....	.....	x	x	x	0	0	100	.....	160	3, 000	.....	.....	.....	45	Sept., 1st Mon.	
495 Convent of the Blessed Sacrament.....	x	x	x	x	0	0	.....	.....	120	5, 000	.....	.....	.....	.....	September.
496 School of the Holy Apostles*.....	.....	x	x	x	0	0	.....	.....	.....	.....	.....	.....	.....	40	September 1.
497 St. Olaf's School.....	0	0	x	x	0	0	100	50	30	30, 000	50	0	1, 560	40	July 1.						
498 Minnesota Academy.....	0	0	x	x	x	x	750	30	21	7, 000	5, 390	385	1, 475	40	Sept., 1st Tues.						
499 Christ Church Parish School.....	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
500 Rochester English and Classical School*.....	x	x	x	x	.....	.....	.....	21	.....	.....	.....	.....	.....	.....	September 9.
501 Assumption School*.....	0	x	x	x	0	0	300	50	.....	14, 000	0	0	800	40	Sept., 1st Mon.					
502 St. Louis School*.....	x	x	x	x	.....	.....	100	.....	.....	1, 500	.....	.....	.....	42	September 1.
503 St. Paul Home School.....	.....	x	x	x	x	x	506	25	80	8, 000	.....	.....	5, 000	40	Sept., 1st Mon.			
504 Gustavus Adolphus College*.....	.....	x	x	x	0	0	400	.....	20	25, 000	0	0	1, 000	35	September 2.				
505 Wesleyan Methodist Seminary.....	0	x	x	x	0	0	412	70	18	20, 000	14, 300	1, 430	374	40	September 10.						
506 Brandon Female College.....	.....	x	x	x	x	x	100	.....	(b)	10, 000	.....	.....	2, 000	40	Sept., 1st Mon.		
507 Brookhaven Male Academy.....	.....	x	x	x	.....	.....	.....	.....	675	8, 000	.....	.....	.....	44	Sept., 1st Mon.
508 Waverley Institute.....	.....	x	x	x	.....	.....	170	15	6500	8, 000	.....	.....	6500	40	October 4.	
509 Mt. Hermon Female Seminary.....	x	x	x	x	0	0	250	40	30, 40, 50	3, 500	0	0	1, 000	40	Sept., 1st Mon.						
510 Corinth Female College.....	0	0	0	0	0	0	.....	.....	.....	10, 000	.....	.....	800	40	September.	
511 Grange High School*.....	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
512 Chalmers Institute.....	0	0	x	x	0	0	.....	.....	30, 40, 50	2, 000	.....	.....	.....	40	Sept., 1st Mon.	
513 Tuksa Female Institute.....	0	0	x	x	0	0	.....	.....	62-4	3, 000	0	0	1, 400	40	Sept., 1st Mon.				
514 Kosciusko Male and Female Institute.....	.....	x	x	x	.....	.....	.....	.....	23, 32, 42	5, 000	.....	.....	1, 261	40	Sept., 1st Wed.
515 McComb City Academy.....	0	x	x	x	0	0	0	.....	bc2	60, 000	.....	.....	.....	.....	September 1.	
516 Natchez Seminary.....	.....	x	x	x	0	0	.....	.....	.....	.....	.....	.....	250	36	October 4.
517 Oakland Female Seminary.....	0	x	x	x	0	0	0	0	bd20, 30, 40	7, 500	0	0	.....	40	Sept., 2d Mon.					

518	Okolona Female College	x	x	x	x	x	x	311	43	b2-5	3,500	0	0	550	40	January 1.
519	Okolona Male Academy	x	0	0	0	0	275	36	b10-20	6,500	0	0	750	40	January 1.	
520	Pontorec Male Academy	x	0	0	0	0	0	0	b20-40	3,000	0	0	750	40	Oct., 1st Mon.	
521	Sardis Institute	x	0	x	x	x	1,000	50	b20-40	4,000	0	0	2,000	40	September 1.	
522	Starkville Female Institute	x	x	x	x	x	300	25	20-50	10,000	0	0	1,000	40	Sept., 31 Mon.	
523	Vaiden Male and Female Institute.	x	x	x	x	x	0	0	b21-31	4,000	0	0	2,000	40	January.	
524	North Mississippi Male and Female College.	x	x	x	x	x	0	0	b25-50	4,000	0	0	2,500	40	September 1.	
525	Walhall Male and Female High School.	x	x	x	x	x	398	0	b2-5	1,000	0	0	2,500	40	Sept., 1st Mon.	
526	Jefferson College	0	0	0	0	0	2,500	0	20	20,000	30,000	2,500	600	40	Sept., 3d Thurs.	
527	Arcadia College and Academy of the Ursuline Sisters.	x	x	x	x	x	400	300		d25,000				40	September 1.	
528	Watson Seminary	x	x	x	x	x	350	28	22,32,42	4,000	9,000	900	722	40	Sept., 1st Tues.	
529	The Kemper Family School	x	x	x	x	x	150	25	a310	20,000	0	0	1,035	40	Sept., 2d Thurs.	
530	Butler Academy	0	0	0	0	0	0	0	25	4,500	0	0	1,000	40	September 5.	
531	Belleuve Collegiate Institute*	0	0	0	0	0	0	0	16,24,40	8,000	0	0	1,600	40	September 9.	
532	Grand River College*	0	0	0	0	0	500	300	10-35	10,000	0	0	1,500	36	September 22.	
533	Carlton Institute	x	x	x	x	x	300	25	14-24	10,000	0	0	600	38	September 8.	
534	Fruitland High School	x	x	x	x	x	150	25	30-50	2,000	0	0	600	40	September 1.	
535	Kirkwood Seminary	0	0	0	0	0	640	10	10-80	2,500	0	0	14,000	38	September 2.	
536	Marionville Collegiate Institute.	x	x	x	x	x	0	0	15-30	20,000	0	0	1,850	40	Sept., 1st Tues.	
537	Morrisville Male and Female Collegiate Institute.	0	0	0	0	0	0	0	35-40	7,000	0	0	1,850	40	September 1.	
538	Oak Ridge High School	0	x	x	x	x	75	0	32	8,000	0	0	1,300	38	August 30.	
539	Ingleside College	x	x	x	x	x	2,000	40	20-40	3,500	0	0	4,500	40	September 8.	
540	St. Paul's College	x	x	x	x	x	500	0	40	10,000	23,000	1,300	0	40	September 1.	
541	St. Charles College	x	x	x	x	x	0	0	20-40	10,000	0	0	3,500	42	Sept., 1st Mon.	
542	Young Ladies' Institute	x	x	x	x	x	1,800	0	60-150	10,000	0	0	17,000	40	Sept., 1st Mon.	
543	Mrs. Cuthbert's Seminary for Young Ladies.	x	x	x	x	x	1,000	6	40-64	16,000	0	0	0	40	September.	
544	German Institute	x	x	x	x	x	120	120	40-130	15,000	0	0	5,000	40	Sept., 2d Wed.	
545	School of the Good Shepherd*	0	0	0	0	0	1,000	0	25	0	0	0	0	40	Sept., 1st Mon.	
546	Salem Academy	x	x	x	x	x	0	0	36	2,000	0	0	600	39	Sept., 2d Mon.	
547	Sedalia Collegiate Institute*	x	x	x	x	x	2,500	0	21	12,000	6,000	300	2,800	40	Sept., 1st Wed.	
548	Waubesaun Christian Institute	x	0	0	0	0	1,000	0	32-60	4,000	0	0	360	36	September 1.	
549	Brownwell Hall*	x	0	0	0	0	0	0	20-25	2,500	0	0	0	31	August 30.	
550	Atkinson Academy	0	0	0	0	0	0	0	13½-16½	30,000	10,000	600	229	39	Sept., 1st Wed.	
551	Chester Academy	0	0	0	0	0	500	30	e21	4,000	1,200	72	600	22	September 1.	
552	Stevens High School	0	0	0	0	0	0	0	45-75	3,000	0	0	375	36	August 27.	
553	Colebrook Academy*	0	0	0	0	0	0	0	10½-15	5,000	20,000	1,200	725	40	August 25.	
554	Gay's English and Classical School	x	0	0	0	0	350	0	21	10,000	6,000	0	1,200	40	September.	
555	Contoocook Academy	0	0	0	0	0	750	50	25	30,000	0	0	1,200	40	September 1.	
556	Deering High School	0	0	0	0	0	55	0	24-32	30,000	0	0	0	40	September 1.	
557	Pinkerton Academy*	0	0	0	0	0	0	0								
558	Franklin Academy	x	x	x	x	x	0	0								
559	Penacook Academy and School of Practice.	x	x	x	x	x	0	0								

* From Report of Commissioner of Education for 1878.
 a Includes board.
 b Partly supported from public school fund.

c Charge for tuition a month.
 d Grounds and buildings.

e For non-residents.
 f School not in session at present.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
560 Francestown Academy*.....	0	x	0	x	x	x	340	3	\$18.21	\$1,000	\$11,000	\$465	\$897	35	August, last Tues.
561 Gilmanston Academy.....	0	0	x	x	x	x	840	50	15.18	10,000	10,000	600	500	36	Sept., 1st Wed.
562 Brackett Academy*.....	0	0	0	0	x	0	90	40	15	5,000	0	.....	550	36	Sept., 1st Wed.
563 Hillsborough Bridge Union School and Valley Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	410	5,000	.....	.....	.....	40	May.
564 Kingston Academy.....	x	.....	.....	.....	.....	.....	.....	.....	20	10,000	3,000	150	700	34	September 15.
565 Lancaster Academy.....	0	0	0	0	x	x	.....	.....	.....	2,000	120	.....	600	39	Sept., 1st Mon.
566 Milton Classical Institute.....	x	x	x	x	0	0	0	0	9-15	2,000	0	0	.....	31	May 20.
567 New Hampton Literary Institution.....	x	x	x	x	x	x	4,000	0	20-26	30,000	10,000	600	.....	40	August 23.
568 Appleton Academy.....	x	x	x	x	x	x	500	24	15,000	25,000	1,500	.....	600	37	September.
569 North Conway Academy.....	x	x	x	x	x	x	500	24	12-18	2,000	32	.....	580	30	September 20.
570 Northwood Seminary.....	x	x	x	x	x	x	400	0	18	5,000	7,800	463	841	33	Sept., 1st Tues.
571 Pembroke Academy.....	0	0	0	0	x	x	300	50	17-21	5,200	1,500	90	.....	37	Sept., 1st Tues.
572 Pittsfield Academy.....	x	x	x	x	x	0	500	.....	25	3,000	1,500	0	.....	39	September 1.
573 Miss Morgan's English, French, and German School for Young Ladies.....	x	x	x	x	0	0	600	.....	100	20,000	0	0	.....	39	Sept., 4th Wed.
574 Smith's Academy and Commercial College.....	x	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
575 McGaw Normal Institute.....	x	x	x	x	x	x	350	250	16.25	7,000	10,000	550	579	38	Sept., 1st Wed.
576 New Hampshire Conference Seminary and Female College.....	x	x	x	x	x	x	600	.....	18-36	25,000	12,000	700	2,600	39	August 25.
577 Simonds Free High School.....	0	0	0	x	0	0	200	.....	15	10,000	25,000	13,500	.....	39	August 18.
578 Tubbs' Union Academy.....	x	x	x	x	x	x	100	.....	3	5,000	1,500	90	.....	.....	.....
579 Kearsarge School of Practice.....	x	x	x	x	x	x	.....	.....	6150	.....	.....	.....	1,200	.....	.....
580 Atco Academy.....	x	x	x	x	x	x	.....	.....	22-60	.....	.....	.....	.....	40	September 1.
581 Blair Presbyterian Academy.....	x	x	x	x	0	0	800	200	40	100,000	37,500	2,620	.....	40	Sept., 1st week.
582 South Jersey Institute*.....	x	x	x	x	x	x	800	200	40,50	100,000	0	0	612,000	40	Sept., 1st Wed.

583	Brainerd Institute*	x	x	0	0	450	32	10,000	0	0	0	5,000	40	September 4.
584	The Elizabeth Institute	x	x	0	0	450	6400	20,000	0	0	0	5,000	40	Sept., 3d Wed.
585	Misses Hayward's English and French School for Young Ladies.*	x	x	0	0	600	40-100	4,000	0	0	0	1,087	40	September 13.
586	Jefferson Park Academy.....	x	x	0	0	203	20-40	50,000	0	0	0	1,087	40	Sept., 1st Tues.
587	English and Classical School.....	x	x	0	0	2,000	6350	50,000	0	0	0	1,087	40	Sept., 2d Tues.
588	Freeland Institute.....	x	x	0	0	2,000	40-120	200,000	0	0	0	616	40	September 13.
589	Hackensack Academy.....	x	x	0	0	0	42	8,000	0	0	0	616	39	September 3.
590	Centenary Collegiate Institute*.....	x	x	0	0	0	14½	0	0	0	0	616	40	Sept., 1st Mon.
591	The "Home" Seminary.....	x	x	0	0	0	0	0	0	0	0	616	40	Sept., 1st Mon.
592	Academy of the Sacred Heart.....	x	x	0	0	0	0	0	0	0	0	616	40	Sept., 1st Mon.
593	German-American School*.....	x	x	0	0	0	25	0	0	0	0	3,500	40	Sept., 1st Mon.
594	German-American School in the Martha Institute.....	x	x	0	0	0	22-80	22,000	0	0	0	16,055	44	September 1.
595	Hoboken Academy.....	x	x	0	0	700	200	20,000	0	0	0	16,055	44	September 2.
596	Young Ladies' Institute*.....	x	x	0	0	350	32	10,000	0	0	0	2,200	40	September 8.
597	Hopewell Seminary.....	x	x	0	0	50	40, 50, 60	20,000	0	0	0	2,200	40	September 17.
598	Jamesburg Institute*.....	x	x	0	0	150	100	35,000	0	0	0	35,000	38	September 12.
599	Hasbrouck Institute.....	x	x	0	0	2,300	6330	9,000	0	0	0	3,700	38	September.
600	St. Aloysius Academy.....	x	x	0	0	0	45	7,500	0	0	0	1,000	37	September 15.
601	Classical and Commercial High School.....	x	x	0	0	0	24-100	3,000	0	0	0	2,500	40	Sept., 2d Tues.
602	Lawrenceville Young Ladies' Seminary.....	x	x	0	0	1,400	40-120	25,000	0	0	0	12,000	40	September 1.
603	Glenwood Institute.....	0	0	0	0	500	100	0	0	0	0	2,400	45	September 20.
604	St. Stephen's School.....	0	0	0	0	0	44-84	110	0	0	0	2,400	39	September 17.
605	Moorestown Academy.....	0	0	0	0	0	110	655,000	0	0	0	2,400	38	Sept., 2d Tues.
606	English and French Boarding and Day School.....	0	0	0	0	0	40-60	5,000	0	0	0	2,400	40	September 8.
607	Miss Longwell's Seminary.....	x	x	0	0	42	8	8,500	0	0	0	2,400	45	Sept., 2d Mon.
608	Morris Academy.....	x	x	0	0	0	0	0	0	0	0	2,400	45	April 1.
609	Morris Classical Institute.....	x	x	0	0	0	0	0	0	0	0	2,400	45	April 1.
610	Mt. Holly Boys' Academy.....	x	x	0	0	0	0	0	0	0	0	2,400	45	April 1.
611	First German and English Presbyterian School.....	x	x	0	0	0	0	0	0	0	0	2,400	45	April 1.
612	The Misses Bucknall's Boarding and Day School for Young Ladies.....	x	x	0	0	250	48, 64, 80	0	0	0	0	63,500	40	Sept., 3d Wed.
613	Mrs. Park's Seminary for Young Ladies.....	x	x	0	0	200	20-50	7,000	0	0	0	1,100	40	September 8.
614	Newton Collegiate Institute.....	x	x	0	0	238	47	16,000	0	0	0	3,000	40	September 7.
615	Passaic Classical School.....	x	x	0	0	500	50, 74, 98	10,000	0	0	0	3,000	40	September 17.
616	Passaic Falls Institute.....	0	0	0	0	600	25	30,000	0	0	0	1,000	44	September 1.
617	Tullman Seminary*.....	x	x	0	0	2,500	0	0	0	0	0	1,000	40	September 15.
618	Pennington Institute*.....	x	x	0	0	0	0	0	0	0	0	1,000	40	September 15.
619	Miss Conroy's Select School.....	0	0	0	0	0	40	0	0	0	0	1,000	40	September 15.

* From Report of the Commissioner of Education for 1876.

a Partly supported by public tax.
b Includes board.

c Value of library, and lyceum building in which the school is held.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.			Number of weeks in scholastic year.	Scholastic year begins—					
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			31	29	30	32	33
620 North Plainfield Seminary.....		x	x	x			600	200	\$100					40	September 16.					
621 Seminary at Ringoes.....		x	x	x			1,000	5						42	September 1.					
622 Collegiate Institute.....		x	x	x				0	50-125					40	September 21.					
623 Miss Sarah B. Mathews's School.....	x	x	x	x	0	0	200	0	36			\$1,800		38	September 5.					
624 Trenton Academy.....		x		x	x			25				\$1,000		40	September 9.					
625 Vineland Institute*.....		x		x	0	0	200	20	100				560	40	September.					
626 Home Boarding School for Young Men and Boys.*		x		x	x	x	1,200	60	27-45	\$50,000				39	September 1.					
627 Hungerford Collegiate Institute.....	x	x	x	0	x	x	1,200	300	20-88	90,000	\$3,500	200		41	Sept., 1st Mon.					
628 Albany Academy.....	0	0	x	x	x	x	1,500	200	20-36	54,000		3,000		42	September 1.					
629 Christian Brothers' Academy.....		x	x	x																
630 English, French, and Classical Institute.*																				
631 Albion Union School.....	0	0	0		x	x	5,676		18	45,000	65,000	0		40	Sept., 1st Mon.					
632 Alfred University (academic department). ^a					x	x	1,500		35	15,000										
633 Amenia Seminary.....	0	x	x	x	x	x	1,700	800	63	40,000		0		39	September 9.					
634 Amsterdam Academy and Female Seminary.*	x	x	x	x	x	x							\$7,210	42	September 3.					
635 Ives Seminary*.....			0	x	x	x	500	21-33	21-33	40,000			1,826	39	August 28.					
636 Argyle Academy*.....	x	0	x	x	0	0	952	20-26	20-26	3,752			1,725	40	August 1.					
637 Cayuga Lake Academy*.....	x	x	x	x	x	x	2,766	3	24-32	17,341	5,800	414		40	Sept., 2d Tues.					
638 Bedford Academy.....		0	0	0	0	0	0	32	32	2,000				39	September 6.					
639 Genesee Valley Seminary and Union School.....	x	0	x	x	x	x	487	6	5,7	7,589			477	40	Sept., 1st Mon.					
640 Union Academy of Belleville*.....	x	x	x	x	x	x	840	3	30	20,000	25,000	1,200		39	July 17.					
641 Bridge Hampton Literary and Commercial Institute. ^a							66			64,400		\$269								

642	Brookfield Union School and Academy.	x	x	x	x	x	225	08	15	5,182	428	39
643	Academic department of Brooklyn Collegiate and Polytechnic Institute.	x	x	x	x	x	(e)	(e)	80-140	(e)	.....	40
644	Adelphi Institute.....	x	x	x	x	x	914	12	80	160,000	0	40
645	Chênivière Academy.....	x	x	x	x	x	1,500	.....	10-25	.....	0	40
646	College Grammar School*.....	x	x	x	x	x	300	20	15-25	.....	0	40
647	Professor Davison's Institute.....	0	0	0	0	0	1,000	.....	130	0	0	40
648	Female Institution of the Visitation.*	x	x	x	x	x	600	.....	.....	.....	.....	40
649	Friends' Seminary.....	x	x	x	x	x	.....	.....	10,12,15	.....	.....	40
650	German, English, and French Institute.*	x	x	x	x	x	.....	.....	32-100	.....	.....	40
651	Juvenile High School.....	x	x	x	x	x	0	0	80	75,000	0	40
652	Lafayette Academy.....	0	0	0	0	0	1,200	100	40-140	60,000	0	44
653	St. Mary's School*.....	x	x	x	x	x	.....	.....	24-48	10,000	.....	44
654	State Street Academy.....	x	x	x	x	x	850	.....	32-100	1,000	.....	48
655	Buffalo Practical School.....	0	0	0	0	0	.....	.....	40-120	12,000	0	40
656	Heathcote School.....	x	x	x	x	x	1,200	10	18,000	840	0	40
657	Canastota Academy.....	x	x	x	x	x	521	24	17,000	150	0	39
658	Drew Seminary and Female College.*	x	x	x	x	x	3,000	0	24-32	60,000	0	38
659	.....	x	x	x	x	x	.....	.....	d235	55,000	.....	.....
660	Chappaqua Mountain Institute*.....	0	0	0	0	0	400	4	20	4,987	0	42
661	Cincinnati Academy.....	x	x	x	x	x	350	.....	250	10,000	.....	40
662	Clifton Springs Seminary.....	x	x	x	x	x	300	.....	40-80	.....	.....	.....
663	Foster School for Young Ladies*.....	x	x	x	x	x	3,000	.....	20,40	4,255	.....	40
664	Glyton Grammar School.....	x	x	x	x	x	250	28	d300	20,000	.....	38
665	Dwight's Home School for Young Ladies.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....
666	Houghton Seminary.....	x	x	x	x	x	1,200	20	28	25,000	d1,250	40
667	Leseman's Institute*.....	x	x	x	x	x	180	.....	.....	.....	.....	49
668	Poppenshusen Institute.....	x	x	x	x	x	900	.....	0	75,000	3,800	.....
669	Cornwall Heights School.....	x	x	x	x	x	150	d500	10,000	55,000	.....	.....
670	Coxsackie Academy.....	0	0	0	0	0	.....	.....	20	.....	.....	44
671	Academy.....	x	x	x	x	x	731	.....	.....	b27,175	c5,858	.....
672	Dansville Seminary a.....	x	x	x	x	x	.....	.....	.....	.....	.....	36
673	Deansville Academy.....	0	0	0	0	0	1,629	100	24-30	31,548	105	42
674	Delaware Academy.....	0	0	0	0	0	558	8	f224	16,748	1,198	39
675	Aurora Academy.....	0	0	0	0	0	697	5	4-10	4,000	0	40
676	East Homburg Select School.....	0	0	0	0	0	.....	.....	.....	b97,632	e1,165	.....
677	Rural Seminary.....	0	0	0	0	0	1,549	23	18,21,24	20,000	11,000	39
678	Starkey Seminary a.....	x	x	x	x	x	831	.....	.....	10,000	1,700	39
679	Munro Collegiate Institute.....	x	x	x	x	x	3,000	50	40	10,000	0	42
680	Fairfield Seminary.....	x	x	x	x	x	400	.....	.....	.....	.....	40
681	Fergusville Academy.....	x	x	x	x	x	2,576	.....	24-80	6,000	420	40
682	Erasmus Hall Academy.....	x	x	x	x	x	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.
 a From the ninety-second regents' report of the University of the State of New York.
 b Value of all academic property.
 c Income from all sources except tuition.
 d Includes board.
 e Academic and collegiate departments are in the same building and use the same apparatus and library.
 f Average charge.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		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
683 S. Seward Institute.....	x	0	x	x	0	x	220	4	\$20, 25, 30	\$20,000	\$1,400	.....	40	September 3.
684 Flushing Institute.....	x	x	.....	.....	.....	.....	.....	.....	.....	0	0	.....	40	September.
685 Delaware Literary Institute.....	.....	.....	.....	.....	.....	.....	2,000	.....	27-36	\$30,000	.....	.....	43	Aug., last Wed.
686 Ten Broeck Free Academy.....	x	x	x	x	x	x	5,000	.....	10-17	25,000	3,500	\$1,200	39	August 20.
687 Friendship Academy.....	.....	.....	.....	.....	.....	.....	800	.....	.....	15,000	.....	.....	39	September 1.
688 Folley Seminary.....	0	0	0	x	x	x	730	0	30	18,000	0	908	40	Sept., 1st Mon.	
689 St. Mary's School.....	x	x	x	x	0	0	.....	.....	50-70	.....	.....	.....	40	September 10.
690 St. Paul's (Cathedral) School*.....	x	x	x	x	0	0	.....	.....	300	.....	.....	12,000	40	Sept., 2d Mon.
691 Gilbertsville Academy and College Institute.....	0	x	x	x	0	x	471	.....	a254	6,215	190	61,331	39	July 1.
692 Enbrook Seminary, Commercial and Select School.*.....	.....	.....	.....	x	.....	.....	.....	.....	.....	6,000	.....	1,850	40	Sept., 1st Mon.
693 Glen's Falls Academy.....	x	x	x	x	x	x	700	200	40	12,000	.....	4,500	40	September 1.
694 Goshen Institute.....	0	x	x	x	x	x	300	.....	50	6,000	0	3,735	42	September.
695 Gouverneur Wesleyan Seminary.....	.....	.....	.....	.....	.....	.....	1,024	14	24-30	16,000	1,100	2,300	39	June 10.
696 Greenville Academy.....	.....	.....	.....	.....	.....	.....	354	.....	.....	23,963	205	648	.....	.....
697 Hartwick Seminary.....	x	x	0	x	x	x	3,000	30	29	35,000	900	.....	39	September 10.
698 Mountain Institute.....	x	x	0	x	x	x	250	.....	30	4,000	0	.....	42	Sept., 1st Mon.
699 Hempstead Institute.....	x	x	x	x	x	x	500	100	\$200-350	12,000	0	\$5,000	48	January 3.	
700 Hudson Academy.....	0	x	x	0	x	x	236	0	26-50	12,873	0	3,575	40	August 1.	
701 Hudson Young Ladies' Seminary.....	x	x	x	x	0	0	.....	.....	.....	16,000	.....	1,400	40	Sept., 1st Mon.
702 The Misses Skinner's School for Young Ladies.....	.....	.....	.....	.....	0	0	50	24-48	.....	8,000	.....	.....	40	Sept., 2d Mon.
703 Jamestown Union School and College Institute, c.....	.....	.....	.....	.....	.....	.....	1,386	.....	.....	694,097	e3,688	3,000	.....	.....
704 Lawrenceburgh Academy.....	x	x	x	0	x	x	451	3	24	8,868	420	921	40	September 4.	
705 Le Roy Academic Institute.....	0	x	0	x	x	x	400	5	a22	5,500	.....	1,463	40	June 23.
706 Liberty Normal Institute.....	0	x	0	x	x	x	1,050	.....	12-28	8,000	560	2,403	40	Sept., 2d week.
707	.....	x	.....	x	.....	.....	200	.....	.....	2,000	.....	674	40	September 6.

708	Genesee Wesleyan Seminary.....	x	x	x	x	x	4, 000	(i)	54, 000	22, 000	1, 050	2, 998	39	August 28.
709	Academy.....	0	0	x	x	2, 791	50	a40	15, 000	0	0	0	39	August 1.
710	Lowville Academy.....	0	0	0	x	1, 700	500	15, 18	3, 000	46, 000	210	0	39	August 30.
711	Macedon Academy*.....	0	0	0	x	530	30	f400	0	60, 000	0	0	40	July 15.
712	Franklin Academy.....	0	0	x	x	625	10	14, 954	0	10, 500	0	0	39	Sept., 2d Tues.
713	St. John's School for Boys.....	x	x	x	x	275	6	4 1/2	0	8, 148	0	0	39	August 31.
714	Marion Collegiate Institute.....	x	x	x	x	1, 000	100	12, 000	0	1, 800	0	0	39	September 1.
715	Mechanicsville Academy*.....	x	x	x	x	1, 287	50	40, 80, 100	0	17, 206	0	0	40	Sept., 1st Wed.
716	Select School*.....	x	x	x	x	250	50					0	39	August 24.
717	Middleburgh English, French and	x	x	x	x	516	0	10 1/2-42	0	7, 944	0	0	42	August 1.
718	Classical Institute.....	0	0	x	x	179	0	20, 24, 32	0	10, 200	0	0	40	September 2.
719	Montgomery Academy.....	0	0	x	x	36, 542	12	36, 542	30, 000	2, 100	0	1, 782	40	Sept., 1st Mon.
720	Monticello Academy*.....	0	0	x	x	503	3	j12-24	0	20, 272	0	78	39	Sept., 1st Mon.
721	Sherman Academy.....	0	0	0	x	364	1	a15	5, 000	5, 000	0	590	39	September 1.
722	Naples Union Free School.....	0	0	x	x	1, 268	68	150	150	20, 000	0	5, 300	40	September 1.
723	New Berlin Academy.....	0	0	x	x	300	0	12-24	0	10, 000	0	7, 000	40	September 20.
724	Trinity School*.....	x	x	x	x								40	September 15.
725	Gornly Seminary.....	x	x	x	x								37	September 18.
726	Miss Mackie's Boarding and Day													
	School for Young Ladies and													
	Children.*.....	x	x	x	x	630	12	50	10, 000	0	0	3, 000	40	September 8.
727	New Paltz Academy.....	x	x	x	x	450	0					0	42	Sept., 1st Mon.
728	Academy of the Holy Cross.....	x	x	x	x								40	Sept., last week.
729	Miss Ballou's English and French													
	School for Young Ladies.*.....	0	0	0	0			75-240					38	Sept., 3d Mon.
730	The Collegiate School.....	0	0	0	0			a200					38	September 20.
731	Duane S. Everson's Collegiate													
	School.....	x	x	x	x			150, 200					38	October.
732	English, Classical, and Mathemat-	x	x	x	x									
	ical School for Boys.....	x	x	x	x								37	September 28.
733	English, French, and German													
	Boarding and Day School.....	x	x	x	x			a200					39	September 15.
734	The Fifth Avenue School for Boys.	x	x	0	0	500	25	f450	140, 000	140, 000	0	0	40	September 20.
735	Fort Washington French College*.....	x	x	x	x								40	Sept., last Thurs.
736	French Protestant Institution.....	x	x	x	x								40	September 10.
737	Friends' Seminary.....	x	x	x	x								38	September 21.
738	Mrs. Froehlich's School.....	x	x	0	0									
739	Miss Jaudon's Boarding and Day													
	School*.....	x	x	0	0	500	0	100-250	0	0	0	5, 500	40	September 15.
740	John MacMillen's School.....	x	x	0	0	100		100-200					40	September 15.
741	Dr. J. Seels' Collegiate Institute.....	x	x	0	0	1, 300	300		k2, 000				39	September 21.
742	Mlle. M. J. Tardivel's Institute for	x	x	x	x									
	Young Ladies.*.....	x	x	x	x									
743	Manhattan Academy.....	x	x	x	x									
744	The Misses Marshall's School.....	x	x	0	0								40	September.

k Includes value of library and furniture.
l Tuition in solid branches free.
j Free to residents.
k Value of apparatus.

d Value of all academic property.
e Income from all sources except tuition.
f Includes board.
g State appropriation.

* From Report of the Commissioner of Education for 1878.
a Average charge.
b From "literary fund."
c From the ninety-second regents' report of the University of the State of New York.

No.	Name of Institution	Sex	Age	Enrollment	Value of all academic property	From ninety-second regents' report of the University of the State of New York	Income from all sources except tuition. Property of Judson Association.	Month
770	Bishop's English and Classical School for Boys.	x	0	500	10,000		2,500	Sept., 2d Mon.
771	Mrs. Bocke's Seminary for Young Ladies.	x	x	500	50-75			Sept., 2d Wed.
772	Brooks Seminary for Young Ladies.	x	x	500	50	8,000	1,200	September 9.
773	Pelham Institute	x	x	500	60	37,500	1,500	September 15.
774	Dr. Warring's Military Boarding School.	0	0	1,400	18	11,200	306	August, last Mon.
775	Franklin Academy and Union Free School.	x	x	400	30	7,000	1,500	August 22.
776	Pulaski Academy.	x	x	1,600	18	60,000	4,500	August 26.
777	Chamberlain Institute and Female College.	x	x	206	12	5,207	594	September 1.
778	Rensselaerville Academy.	0	0	600	40	25,000	4,280	Sept., 1st Thurs.
779	De Garmo Institute.	x	x	600	40-80		0	September 15.
780	Miss Crutenden's English and French Boarding and Day School for Young Ladies.	x	x	500	a200			Sept., 1st Wed.
781	Female Academy of the Sacred Heart.	x	x	350	60	25,000		September 16.
782	Livingston Park Seminary.	x	x	0	250	50,000		September 16.
783	Nazareth Academy.	x	0	200	a400	67,956	1,944	
784	Rochester Female Academy c.	x	0	400	12-34	17,000	2,500	May 1.
785	Rochester Realschule.	x	x	100	0	12,000	0	Sept., 1st Mon.
786	St. Andrews' Preparatory Seminary	x	x	699		a28,230	1,273	Sept., 1st Mon.
787	St. Peter's Academy and Parochial School.	x	x	193	15-24	11,879	167	August 1.
788	Washington Academy c.	x	x	193	16-80	4,000	1,000	Sept., 1st Mon.
789	Sandy Creek Union School (academic department).	0	0	1,500	25	5,000	2,000	September 3.
790	Saugerties Institute.*	x	x	30	a400	25,000	10,000	September 15.
791	Saugnet Academy*	x	x	12,000	90	75,000	0	September 16.
792	Holbrook's Military School.	x	x	1,200	30-60	35,000	0	September 10-15.
793	Mt. Pleasant Military Academy.	x	x	1,200	a450	20,000		September 18.
794	Ossining Institute for Young Ladies.	x	x	249	20	4,446	970	August 16.
795	Vireun'.	x	x	225	18-24	9,000	292	Sept., 1st Thurs.
796	Sodus Academy*.	0	0	0	28			Sept., 1st Mon.
797	Rogersville Union Seminary.	x	x	247	0	10,650	480	August 30.
798	Southold Academy.	x	x	0	15-30	13,000	895	September 2.
799	Griffith Institute and Springville Union School.	0	0	1,915	40-100		3,055	Sept., 1st Mon.
800	Stamford Seminary.	0	0	212	45-105		3,005	Sept., 1st Mon.
801	German-American Institute	x	x	100	a300			September 15.
802	Syracuse Classical School.	x	x	1,000	a500			September 15.
803	Miss Bulkley's School.	x	0	1,000				September 12.
804	Irving Institute.	x	0					
805	Academy.	x	0					

* From Report of the Commissioner of Education for 1878.
 a Includes board.
 b Free to residents.
 c From ninety-second regents' report of the University of the State of New York.
 d Value of all academic property.
 e Income from all sources except tuition.
 f Property of Judson Association.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Amount of productive funds.	Value of grounds, buildings, and apparatus.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
806 Trinity School.....							275	50	\$400	\$35,000			\$16,000	38	September 9.
807 Troy Academy.....	×	×	0	×	0	×	210	3	656	16,600	0	0	3,510	40	September 8.
808 Troy Female Seminary.....	0	×	0	×	×	×	1,514	6	64 80	75,000	0	0	4,709	40	Sept., 3d Wed.
809 Unadilla Academy.....			×	×	×	×	349	4	627	4,114	\$10,000	\$700	6888	40	September 1.
810 Oakwood Seminary.....		×					600	35	40	38,487			2,659	40	September 15.
811 Hartwell's Family School for Boys.....				×	0	0	1,500	600	100	11,000			1,600	40	Sept., 2d Mon.
812 Utica Female Academy.....	×	×	0	×	×	×	623	0	30	87,000			411	40	September 15.
813 Walton Academy and Union School.....	×	×	0	×	×	×	500	213	30	10,136			411	42	August 16.
814 Walworth Academy.....	×	×	×	×	×	×	208	4	20	4,305	800	56	1,500	42	July 15.
815 Warrensburg Academy.....	×	×	×	×	×	×	1,240	4	18	45,000	0	0	1,110	35	September 2.
816 Warsaw Union School and Academy.....	×	×	0	×	×	×	400	0	18, 22, 26	9, 200	0	0	310	43	August, last Mon.
817 Warwick Institute.....	×	×	0	×	×	×	1,500	20	632	5,000	0	0	4,000	40	Sept., 1st Mon.
818 Webster Academy.....			×	×	×	×	500	0	630	13,000	0	0	3,000	40	September 1.
819 Riverside Seminary.....	0	×	×	×	×	×	1,000	0	6400	25,000	0	0	6,000	39	Sept., 3d Wed.
820 West Winfield Academy.....	×	×	×	×	×	×	2,000	0	18-30	86,273			3,556	39	August 30.
821 Alexander Institute.....	×	×	×	×	×	×	300	3	12, 725	12, 725			1, 200	40	August 23.
822 Whitestown Seminary.....	×	×	0	×	0	×	200	0	415	5,000			400	39	September 1.
823 Red Creek Union Seminary.....				×			1, 200	2	18	6, 300	5, 500	385	760	39	September.
824 Woodhall Academy and Union School.....				×	×	×	200	0	20-32	4, 900	0	0	900	40	August 30.
825 Middlebury Academy*.....	0	0	×	×	×	×	585	0	80-120				3, 300	36	September.
826 Yates Academy.....	×	×	×	×	0	0	110	0	6-20	500			600	40	Sept., last Mon.
827 School for Young Ladies and Children.....	0	0	×	×	0	0	254	11	25	2, 000	0	0	825	40	March.
828 Belvidere Academy.....	0	0	×	×	0	0	250	0	250	25, 000	0	0	8, 000	40	January 12.
829 Brevard Classical School*.....	0	0	×	×	×	×	1, 200	100	0	17, 000			0	40	Sept., 2d Wed.
830 Hughes' Academy.....	0	0	×	×	×	×									
831 Charlotte Institute for Young Ladies.....	0	0	×	×	×	×									
832 Scotia Seminary.....	0	0	×	×	0	0	1, 200	100	0	17, 000			0	32	Nov., 1st Tues.

833	Bethel Academy*	0	0	0	0	0	0	0	0	0	0	500	0	0	700	40	July 20.
834	Denver Seminary	x	x	0	0	0	0	0	0	0	0	2,500	0	0	550	38	Aug., 3d Wed.
835	East Bend Academy	0	0	0	0	0	0	0	0	0	0	.....	0	0	400	40	January.
836	Fremont Institute	0	0	0	0	0	0	0	0	0	0	.....	0	0	400	40	August 4.
837	Graham High School	0	0	0	0	0	0	0	0	0	0	.....	0	0	2,000	40	Aug., last Mon.
838	Hayesville Academy	0	0	x	x	0	0	0	0	0	0	3,000	0	0	600	20	August.
839	Somerville Female Institute	0	0	x	x	0	0	0	0	0	0	2,000	0	0	.....	40	January 15.
840	Lincolnton Male and Female Academies*	x	x	x	x	0	0	0	0	0	0	2,000	0	0	.....	40	September 1.
841	Bingham School	0	0	0	0	0	0	0	0	0	0	30,000	0	0	.....	40	July 30.
842	Monroe High School	0	0	0	0	0	0	0	0	0	0	10,000	0	0	2,500	20	Aug., 1st Mon.
843	Mt. Airy Male Academy*	0	0	x	x	0	0	0	0	0	0	21,500	0	0	600	40	September 1.
844	Mt. Pleasant Female Seminary	0	x	0	0	0	0	0	0	0	0	3,500	0	0	.....	40	Aug., 1st Mon.
845	St. Augustine's School	x	x	x	x	1,200	0	0	0	0	0	20,000	700	765	40	July 3d Mon.	
846	New Garden Boarding School	x	0	0	0	2,000	0	0	0	0	8,000	0	0	1,200	36	August 18.	
847	Catawba High School	0	0	0	0	0	0	0	0	0	0	2,000	0	0	.....	40	September.
848	Pittsboro' Academy	x	x	x	x	800	0	0	0	0	0	15,000	0	0	.....	40	Sept., 1st Mon.
849	Raleigh Female Seminary*	x	x	x	x	0	0	0	0	0	0	4,000	0	0	400	40	Oct., 1st Mon.
850	Raleigh Male Academy	x	x	x	x	0	0	0	0	0	0	12,000	0	0	400	40	Oct., 1st Mon.
851	Washington School	x	x	x	x	5	0	0	0	0	0	4,000	0	0	.....	40	August 1.
852	Reynoldson School	x	x	x	x	16-30	0	0	0	0	0	1,000	0	0	550	40	August 20.
853	Vine Hill Academy	x	x	0	0	34	0	0	0	0	3,000	0	0	.....	40	Oct., 1st Thurs.	
854	Sylvan Academy	0	x	0	0	10-26	0	0	0	0	750	0	0	.....	40	Oct., 1st Thurs.	
855	Rev. Daniel Morrelle's English and Classical School	x	x	x	x	50,06,75	0	0	0	0	5,009	0	0	.....	40	Oct., 1st Thurs.	
856	St. Barnabas School*	0	0	x	x	1,300	100	45	10,000	0	0	10,000	0	0	1,950	38	Oct., 1st Mfon.
857	Wilson Collegiate Institute	0	0	x	x	500	0	30	1,200	0	0	1,200	0	0	900	20	Sept., 1st Mon.
858	The Grange High School	x	x	0	0	0	0	0	0	0	0	0	0	0	1,000	41	Sept., 1st Mon.
859	Yadkin College	x	x	0	0	0	0	9	10,000	2,000	160	10,000	0	0	500	34	Aug. 2d Tues.
860	Albany Enterprise Academy	0	0	0	0	400	20	9	10,000	0	0	800	0	0	200	36	September.
861	Alum Creek Academy	0	0	x	x	800	0	24	800	0	0	800	0	0	200	39	August 16.
862	Grand River Institute	0	0	x	x	510	0	115	40,000	4,200	294	40,000	4,200	294	5,290	40	Oct., 2d week.
863	Friends' Boarding School	0	0	0	0	0	0	20-25	5,000	2,250	175	5,000	2,250	175	1,000	38	August 26.
864	Beverly College	0	0	0	0	500	0	18-24	15,000	0	0	15,000	0	0	.....	39	Sept., 1st Wed.
865	Academy of Central College	x	x	x	x	500	0	0	0	0	0	0	0	0	.....	44	Sept., 1st Mon.
866	Academy of the Sisters of Notre Dame	x	x	x	x	500	0	0	0	0	0	0	0	0	.....	44	Sept., 1st Mon.
867	Mt. St. Vincent's Academy	x	x	x	x	1,800	0	0	0	0	0	0	0	0	.....	44	Sept., 1st Mon.
868	Miss Nourse's Family and Day School	x	x	x	x	400	0	0	0	0	0	0	0	0	.....	44	September 22.
869	Clermont Academy	x	x	x	x	400	0	30	25,000	0	0	25,000	0	0	544	36	September 29.
870	Cleveland Academy	x	x	0	x	700	130	60-100	140,000	0	0	140,000	0	0	.....	42	Sept., 2d Wed.
871	St. Mary's Institute	x	x	0	0	0	0	28	1,500	0	0	1,500	0	0	300	36	Sept., 1st Mon.
872	Ewington Academy	x	0	0	0	200	200	22	30,000	7,500	7,500	30,000	7,500	965	300	36	Sept., 1st Mon.
873	Fostoria Academy	x	x	0	0	600	100	21,24	28,000	0	0	28,000	0	0	.....	36	August 31.
874	Gallia Academy and Normal College.	x	x	x	x	0	0	0	0	0	0	0	0	0	.....	36	Sept., 1st Mon.
875	Harcourt Place Academy	x	x	0	0	1,400	0	a400	12,000	0	0	12,000	0	0	8,000	40	Sept., 1st Wed.
876	Greentown Academy*	x	x	0	0	1,400	0	27 ² / ₃	10,000	0	0	10,000	0	0	f1,500	36	Sept., 1st Wed.

e Grounds and buildings.
f Yearly income from all sources.

c Also \$518 from State.
d Free to residents.

a Includes board.
b Average charge.

* From Report of the Commissioner of Education for 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.		Number of weeks in scholastic year.	Scholastic year begins—	
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.			Amount of productive funds.	Income from productive funds.			Receipts for the last year from tuition fees.
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
877 Harlow Springs Academy*					0	x	45		\$33	\$10,000			\$700	40	August 20.
878 Hartford Academic Institute			x	x			275		18	2,000			408	38	June, 3d Tues.
879 Vermillion Institute	0	0	x	x			1,200		24, 28	8,000				42	August 22.
880 Hopdale Normal School*			x	x	x		0		40					40	Sept., 1st Tues.
881 Atwood Institute.	0	0	x	0	0	0	0		15-18	1,500			600	33	September 1.
882 Lexington Male and Female Seminary.	0	0	x	x	0	0	0		21	2,500	\$0		700	42	Sept., 1st Mon.
883 Madison Seminary*	0	0	x	x	0	x	400	40	15	5,000				38	September.
884 Madison Academy.							100		24	3,000			900	39	Sept., 1st Mon.
885 New Haverstown Academy.			x	x			400		12-32					40	Sept., 1st Mon.
886 Poland Union Seminary.			x	x	x	x	400		27	20,000	1,000	600	1,600	39	August 24.
887 Ursuline Academy for Young Ladies.*		x	x	x	x	x	500		24		2,300	180		40	Sept., 1st Mon.
888 Savannah Male and Female Academy.*	0	0	x	x	x	x	100							40	August 20.
889 Starr's Institute				x			600	50	22-28	3,500				40	September 1.
890 Smithville High School			0	x	0	x	300	300	15-30	10,000			1,032	44	Aug., 1st Tues.
891 Northern Ohio Collegiate and Business Institute.		x	x	x	0	x	3,000			15,000				39	August 31.
892 Springfield Seminary		x	x	x	x	x	600	0	25	15,000				37	September 10.
893 Steubenville Female Seminary.	x	x	x	x	x	x	550	50	20-36	35,000				39	September 11.
894 College of Ursuline Sisters.	0	0	0	0	0	0	1,000		25	9,000	0		500	44	Sept., 1st Mon.
895 Plains Seminary	0	0	0	0	0	0	600	0	20	10,000	0			40	July 4.
896 Twinsburg Institute	0	0	0	0	0	0	350	50	10	25,000	0		2,400	40	Sept., 1st Wed.
897 Darne's Collegiate Institute*	0	0	x	x	x	x	1,000		30-40	25,000	3,200	250		40	August 19.
898 Western Reserve Seminary*	0	0	x	x	x	x	3,000	300	18	30,000	10,000	5,000		38	September 6.
899 Rayon High School	0	0	x	0	0	x	3,000		(6)	25,000	10,000			39	September 8.
900 Putnam Seminary		x	x	x	x	x	3,000	300	20-45	25,000	10,000			38	September 1.
901 Ashland College and Normal School.	x	x	x	x	0	x		40	40	8,500		2,800		38	September 1.

902	Graco Church Parish School*	0	0	0	0	0	0	0	0	0	20	8,000	0	0	40	Sept. 1.
903	Notre Dame Academy*	0	0	0	100	30	20-40	3,500	0	500	900	42	Aug. last week.			
904	La Creole Academic Institute*	0	0	0	0	0	9					40	Sept., 1st Mon.			
905	St. Mary's Academy for Young Ladies.*	0	0	0	0	0						40				
906	Jederson Institute*	0	x	0	1,500		16½-40	5,000	450	4,500	1,700	42	Sept., 1st Mon.			
907	Bishop Scott Grammar School	0	x	x	1,500		40,60	50,000	1,000	10,000	5,108	40	Aug., 31.			
908	Independent German School	0	x	0	0	0	20	9,000				40	September 1.			
909	St. Mary's Academy*	0	x	x	300	50	32	12,000				44	Sept., 1st Mon.			
910	St. Michael's Collego	0	x	x	0	0										
911	St. Paul's Academy*	0	x	x	300		24,32,40					42	Aug. last Mon.			
912	Academy of the Sacred Heart*	0	x	0	200	20	15-36	5,000	0	0	1,700	40	September 6.			
913	Academy of Mary Immaculate	0	x	x	0	0	80					40	September.			
914	Umpqua Academy	0	x	0	400		a225	12,000				36	September 10.			
915	School for Girls	0	x	0	600		a208					41	September 1.			
916	Andalusia Hall	0	x	x	675	100	10-15				500	41	September 14.			
917	St. Xavier's Academy*	0	x	x	0	0										
918	Beaver College and Musical Institute.	0	x	x	1,000	100	50	20,000	0	0		40	Sept., 1st Wed.			
919	Bellefonte Academy*	0	x	x	1,500	100	45	30,000	45			37	September 10.			
920	Montrian Seminary	0	x	x	0	0	21				800	44	August, 1st Mon.			
921	Kallynean Academy c	0	x	x	0	0	25-40					40	Sept., 2d week.			
922	Home and Day School for Young Ladies.	0	x	x	0	0										
923	Witherspoon Institute.	0	x	x	400	11	24	7,000				42	September 1.			
924	Chester Academy	0	x	x	500	10	51	13,000			2,700	39	Sept., 2d Mon.			
925	Maplewood Institute	0	x	x	500	0	60	30,000				40	September 8.			
926	Chester Valley Academy	0	x	x	500	0	50	25,000				50	Sept., 2d Wed.			
927	Doylstown Seminary	0	x	x	500	0	60	20,000			3,000	40	August 31.			
928	Trach's Academy	0	x	x	40	0	36-80	15,000				52	August 18.			
929	Eldersridge Academy for Males and Penates.	0	0	0	700	0	30	3,000	0	0	725	40	August 30.			
930	Erre Academy	0	x	x	0	0	9	50,000	18,000	18,000		39	August 30.			
931	St. Benedict's Academy	0	x	0	600	50	24-30	18,000	0	0	2,200	40	Sept. last Tues.			
932	Keystone Academy	0	x	x	0	130	75-100					40	Sept., 2d Mon.			
933	Collegiate Institute	0	x	x	0	0						40	Sept., 2d week.			
934	Friends' School*	0	x	x	1,000		e150	75,500				40	June, 3d Wed.			
935	Holidaysburg Young Ladies' Seminary.	0	x	x	0	0										
936	Eclectic Institute*	0	x	x	200		40	20,000			1,200	40	Sept., 1st Mon.			
937	Martin Academy	0	x	0	300		40	20,000				40	Sept., 1st Mon.			
938	Leechburg Lutheran Academy f	0	x	0	0	0		3,000								
939	Linden Hall Seminary	0	x	x	3,000		75	40,000								
940	Littitz Academy	0	x	x	473		43-96½	2,500	0	0	1,500	40	September 1.			
941	Hazzard's Academy	0	x	x	1,200	20	40	12,000				44	August 4.			
942	Cedar Hill Seminary	0	x	x	150		24-36	25,000				39	September 2.			
943	Western Pennsylvania Classical and Scientific Institute.	0	x	x	0	0										

* From Report of the Commissioner of Education for 1878.

a Includes board.
b Free to residents.

c Since suspended.
d Value of building.

e Average charge.
f School closed at present.

969	Seminary for Young Ladies and Little Girls.*	x	x	x	x	x	x	x	40-125					40
970	Supplee Institute	x	x	x	x	x	x	x	125					40
971	S. W. Jamney and Sisters' Select School.*	x	x	x	x	x	x	x	50-30					40
972	West Chestnut Street Institute.	x	x	x	x	x	x	x	50-100					35
973	West Chestnut Street Seminary*.	x	x	x	x	x	x	x	80-100					40
974	William Penn Charter School*.	x	x	x	x	x	x	x	13-50	50,000	50,000	3,000		40
975	Young Ladies' Academy and Select School for Children.	x	x	x	x	x	x	x	60-80					43
976	Classical Academy d	x	x	x	x	x	x	x	30	6,000				40
977	Airy View Academy*.	x	x	x	x	x	x	x	50	20,000				40
978	Cottage Seminary for Young Ladies	x	x	x	x	x	x	x	25	10,000	1,000			40
979	Reid Institute	x	x	x	x	x	x	x	30-70					40
980	Ridley Park Seminary	x	x	x	x	x	x	x	20	5,000				40
981	Marion Collegiate Institute	x	x	x	x	x	x	x	60	12,000	0			40
982	Merrill's Academic School	x	x	x	x	x	x	x	30					40
983	Classical department of Missionary Institute.	x	x	x	x	x	x	x	50-60	20,000				40
984	Sewickley Academy	x	x	x	x	x	x	x	6400	50,000				44
985	Academy of the Holy Child Jesus*	x	x	x	x	x	x	x	30,40	9,000				44
986	Cheltenham Academy.	x	x	x	x	x	x	x						40
987	Stewartstown English and Classical Academy.	x	x	x	x	x	x	x						40
988	Westtown Boarding School.	x	x	x	x	x	x	x	7150					44
989	Toughkenamon Boarding School.	x	x	x	x	x	x	x	c30	25,000				40
990	Susquehanna Collegiate Institute*.	x	x	x	x	x	x	x	7200	15,000	0	0		44
991	Washington Hall Collegiate Institute.	x	x	x	x	x	x	x	75					44
992	Unionville Academy	x	x	x	x	x	x	x	40	4,000	0	0		32
993	Trinity Hall	x	x	x	x	x	x	x	50	25,000				40
994	Darlington Seminary for Young Ladies.	x	x	x	x	x	x	x	45-100					40
995	Miss Smith's Family and Day School.	x	x	x	x	x	x	x	40-100					39
996	Home School for Girls*.	x	x	x	x	x	x	x	60-80					40
997	Lucretia M. B. Mitchell's School for Girls.	x	x	x	x	x	x	x						40
998	Ravlin's West Philadelphia Academy.	x	x	x	x	x	x	x	100					40
999	Williamsport Dickinson Seminary.	x	x	x	x	x	x	x	c30	100,000				40
1000	York County Academy	0	0	0	0	0	0	0	36-40	10,000	6,000			40
1001	Prince's Hill Family and Day School.*	x	x	x	x	x	x	x	6300	8,000	0	0		40
1002	Family and Day School for Girls.	x	x	x	x	x	x	x						36
1003	Island High School	0	0	0	0	0	0	0						40
1004	Female Academy of the Sacred Heart.	x	x	x	x	x	x	x	40	80,000	0	0		40

d Since closed.

b Includes board.

c Average charge.

* From Report of the Commissioner of Education for 1878.

a Value of apparatus.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, *9c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none;indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1005 Friends' New England Boarding School	x	x	x	x	x	x	3,000	100	\$300	\$500,000	.....	.....	.....	40	September 1.
1006 St. Mary's Young Ladies' Seminary	x	x	x	x	0	0	500	24	205	35,000	.....	\$6,000	.....	40	September 1.
1007 Polytechnic and Industrial Institute.	0	x	x	x	0	x	238	.....	9	.....	.....	.....	.....	40	October 1.
1008 Avery Normal Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1009 High School for Colored Pupils	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1010 Wallingford Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1011 Brainerd Institute	x	x	.....	.....	x	0	100	3	4	4,000	\$0	.....	.....	36	October 1.
1012 Benedict Institute	0	0	x	.....	0	0	950	100	4	16,000	.....	.....	.....	32	October 1.
1013 Gowansville Seminary	0	0	x	.....	0	0	0	.....	.....	2,000	0	0	.....	40	February 1.
1014 Lexington High School	x	0	0	x	0	0	60	10	13-36	0	0	0	.....	40	September 1.
1015 Reidville Female College	x	x	x	x	x	x	.....	.....	20-40	15,000	0	0	.....	40	Sept., 2d Wed.
1016 Masonic Male and Female Academy.	.....	.....	.....	.....	.....	.....	.....	.....	20	2,000	.....	.....	.....	40	August.
1017 Sullins Female College	x	.....	x	x	0	0	0	0	20-40	10,000	.....	.....	.....	40	Aug., last Thurs.
1018 Enon Seminary <i>c.</i>	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....	.....
1019 Buffalo Institute*	.....	x	x	x	0	0	20	29	12-26	3,000	.....	.....	.....	36	Sept., 1st Mon.
1020 Centerville High School	0	0	x	x	0	0	0	0	22-42	2,000	0	0	.....	40	Sept., 2d Mon.
1021 Chapel Hill Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....	.....	40	Aug., 1st Mon.
1022 Charleston Academy	0	0	0	0	0	0	0	0	16-34	63,700	.....	.....	.....	40	August 3.
1023 Chatata Seminary	0	0	0	0	0	0	105	0	10, 20, 30	1,120	335	20	.....	20	August.
1024 Chattanooga Female Seminary	.....	x	x	x	.....	.....	.....	.....	636	50,000	.....	.....	.....	40	Sept., 1st Mon.
1025 Clarksville Female Academy	x	x	x	x	x	x	0	.....	25	.....	.....	.....	.....	40	Sept., 1st Mon.
1026 Clifton Masonic Academy*	.....	.....	.....	.....	.....	.....	800	.....	15-30	10,000	0	0	.....	40	Aug., 1st Mon.
1027 Cane Creek Academy	0	0	x	x	0	0	0	0	.....	45,000	0	0	.....	40	Sept., 1st Mon.
1028 Columbia High School*	0	0	x	x	0	0	0	0	24	3,000	.....	1,700	.....	40	Sept., 1st Mon.
1029 Tipton Female Seminary	0	0	x	x	0	0	0	0	36	.....	.....	.....	.....	40	September 1.
1030 Culleoka Institute	0	0	0	0	0	0	900	100	50	2,500	0	0	.....	40	August.

	0	0	0	0	0	0	0	0	0	25	€30	2,500	0	0	850	32	
1031 Landerdale Male and Female In-stitute.*																Sept., 1st Mon.	
1032 Friendsville Institute*	0	0	0	0	0	0	0	0	0	250	€14½	3,000	0	0	700	36	
1033 Tannehill College†	0	0	0	0	0	0	0	0	0	0	12½-30	2,500	0	0	1,500	36	
1034 Edwards Academy	0	0	0	0	0	0	0	0	0	75	15-22½	10,000	0	0	500	36	
1035 Harrison Academy‡	0	0	0	0	0	0	0	0	0	0	8	1,000	0	0	400	40	
1036 Old Fellows' Male and Female College.	0	0	0	0	0	0	0	0	0	0	(b)	5,000	0	0	40	40	
1037 Huntington High School	0	0	0	0	0	0	0	0	0	0	30	1,500	0	0	20	September 1.	
1038 Henderson Masonic Male and Female Institute.																	
1039 Irving College	0	0	0	0	0	0	0	0	0	0	15-25	5,000	5,000	300	40	Feb., 1st Mon.	
1040 Sam Houston Academy*	0	0	0	0	0	0	0	0	0	0	9-24	20,000	4,500	40	36	September 6.	
1041 Martin Academy	0	0	0	0	0	0	0	0	0	3,000	€200-250	2,500	2,500	40	40	Sept., 1st Mon.	
1042 Greenwood Seminary	0	0	0	0	0	0	0	0	0	0	€30	2,500	2,500	40	40	Sept., 1st Mon.	
1043 Preparatory department, Cumberland University School for Girls.*	0	0	0	0	0	0	0	0	0	0	€30	2,500	2,500	40	40	Sept., 1st Mon.	
1044 Masonic Academy	0	0	0	0	0	0	0	0	0	0	€22	1,400	600	40	40	Aug., 2d week.	
1045 Hopewell Academy*	0	0	0	0	0	0	0	0	0	0	10	2,000	600	40	40	September.	
1046 Savannah Grove Academy	0	0	0	0	0	0	0	0	0	0	17	500	1,020	40	40	January 5.	
1047 London High School*	0	0	0	0	0	0	0	0	0	0	20-50	7,500	0	0	40	40	Aug., 1st Mon.
1048 Lynchburg Academy	0	0	0	0	0	0	0	0	0	0	69-27	700	700	20	36	September 1.	
1049 Macedonia Male and Female Institute.*	0	0	0	0	0	0	0	0	0	0	€12½	5,000	5,000	40	40	September 1.	
1050 Waters and Walling College.	0	0	0	0	0	0	0	0	0	0	15-39	5,000	1,400	40	40	Aug., 1st Mon.	
1051 West Tennessee Preparatory School.	0	0	0	0	0	0	0	0	0	0	69	1,000	450	36	36	September.	
1052 Canfield School	0	0	0	0	0	0	0	0	0	0	50-70	2,000	2,000	32	32	September 6.	
1053 Memphis Institute	0	0	0	0	0	0	0	0	0	0	50,60	40	40	40	40	September 6.	
1054 Presbyterian Grammar and High School.	0	0	0	0	0	0	0	0	0	0	30-120	40	40	40	40	September.	
1055 St. Agnes Academy ^b	0	0	0	0	0	0	0	0	0	0	190	€25,000	8,000	40	40	March 15.	
1056 St. Mary's School*	0	0	0	0	0	0	0	0	0	0	10-40	5,000	2,000	40	40	September 1.	
1057 Young Ladies' School.	0	0	0	0	0	0	0	0	0	0	€16	2,000	40	40	40	Sept., 1st Mon.	
1058 Fairmount	0	0	0	0	0	0	0	0	0	0	40	4,000	40	40	40	Jan., 1st week.	
1059 Morristown Female High School*	0	0	0	0	0	0	0	0	0	0	€18	2,500	700	40	40	Aug., 1st Mon.	
1060 Morristown Male High School*	0	0	0	0	0	0	0	0	0	0	60	5,000	2,900	40	40	September 4.	
1061 Mount Pleasant Male and Female Academy.	0	0	0	0	0	0	0	0	0	0	60-80	5,300	3,000	40	40	September.	
1062 McMinn County Agricultural and Scientific School.*	0	0	0	0	0	0	0	0	0	0	16-40	10,000	2,000	40	40	Sept., 2d Mon.	
1063 Edgefield Male Academy	0	0	0	0	0	0	0	0	0	0	15-25	40	40	40	40	August 9.	
1064 Montgomery Bell Academy*	0	0	0	0	0	0	0	0	0	0	€30	2,000	2,000	40	40	August 9.	
1065 Nashville Academy	0	0	0	0	0	0	0	0	0	0	€30	2,000	2,000	40	40	August 9.	
1066 Southern Union Normal School	0	0	0	0	0	0	0	0	0	0	€30	2,000	2,000	40	40	August 9.	
1067 Holston Seminary	0	0	0	0	0	0	0	0	0	0	€30	2,000	2,000	40	40	August 9.	

* From Report of Commissioner of Education for 1878.
 a Includes board.
 b Partly supported by public tax.
 c Not in session for several years past, but will be reopened February, 1880.
 d Grounds and buildings.
 e Average charge.
 f Institution destroyed by fire in December, 1879; report is for 1878.
 g Not in session during the year 1879 statistics are for 1878.
 h Suspended during 1879.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.			Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			31	32	33
1068 Oak Hill Collegiate Institute.....	x	0	x	x	x	x	150	0	\$25	\$7,000	\$0	\$0	\$500	40	Aug., 1st Mon.
1069 Ooltewah Academy*	x	x	x	x	0	0	.....	.....	10-20	2,500	.....	.....	280	40	October 1.
1070 Blessed Institute.....	0	0	0	0	0	0	0	0	20	2,000	.....	.....	700	40	February.
1071 Mrs. Dr. Milam's School for Girls.	0	0	x	x	0	0	0	0	32	4,000	0	0	600	40	January 12.
1072 Paris Male High School.....	0	0	0	0	0	0	0	0	25	2,500	0	0	900	42	September 1.
1073 The Mrs. S. H. Welch High School.	0	0	x	x	.....	.....	.....	.....	26	3,000	.....	.....	1,500	40	Sept., 1st Mon.
1074 People's College.....	0	0	x	x	x	x	2,000	30	16,000	16,000	.....	.....	2,640	40	August 3.
1075 Arlington Academy.....	0	0	0	0	0	0	1,500	30-50	3,000	3,000	.....	.....	2,000	40	September 1.
1076 Pulaski High School*	0	0	0	0	0	0	.....	68-16	3,000	3,000	.....	.....	1,800	32	Sept., 1st Mon.
1077 Clear Spring Academy.....	0	0	x	x	0	0	0	32	13,000	13,000	.....	.....	1,800	40	July, 3d Mon.
1078 Sequachee College.....	0	0	x	x	0	0	0	15-40	12,000	12,000	.....	.....	1,500	40	Sept., 1st Mon.
1079 Hardin College.....	0	0	x	x	x	x	.....	18-42	12,000	12,000	.....	.....	2,000	40	Sept., 1st Mon.
1080 Collegiate Institute.....	0	0	x	x	0	0	.....	40	3,000	3,000	.....	.....	1,500	40	Sept., 1st Mon.
1081 Eaton Institute.....	0	0	x	x	0	0	.....	.....	6,000	6,000	.....	.....	1,500	40	August 23.
1082 Tazewell College.....	0	0	x	x	0	0	.....	.....	1,500	1,500	.....	.....	320	40	Sept., 1st Mon.
1083 Obion College*	0	0	0	0	0	0	0	64	6,000	6,000	.....	.....	520	38	January 13.
1084 Pleasant Grove Seminary.....	0	0	0	0	0	0	0	9-25	6,000	6,000	2,000	100	38	September 1.	
1085 Washington College.....	0	0	x	x	0	0	5	66	4,000	4,000	.....	.....	500	26	September 1.
1086 Woolsey College.....	0	0	x	x	0	0	700	20	5,000	5,000	0	0	23	October 6.	
1087 Live Oak Seminary.....	0	0	x	x	0	0	.....	20, 30, 40	8,000	8,000	.....	.....	1,000	40	Sept., 1st Mon.
1088 Calvert Academy.....	0	0	0	0	0	0	.....	52	3,000	3,000	.....	.....	1,000	40	September 1.
1089 Corpus Christi Military and Commercial Academy.	0	0	0	0	0	0	100	620-50	9,500	9,500	0	0	1,000	40	September 6.
1090 Gonzales Male and Female College.	x	x	x	x	x	x	550	20, 25, 30	650	650	10,000	500	1,800	40	Sept., 1st Mon.
1091 Sabine Valley University.....	x	x	x	x	x	x	.....	15-30	3,000	3,000	.....	.....	600	40	Sept., 1st Mon.
1092 Lancaster Masonic Institute.....	0	0	x	x	0	0	.....	20	1,000	1,000	.....	.....	210	37	September 22.
1093 Linn Flat Academy.....	0	0	0	0	0	0	1,200	20-35	9,000	9,000	.....	.....	210	36	September 1.
1094 Wiley University*.....	0	0	0	0	0	0	.....	.....	9,000	9,000	.....	.....	210	36	September 1.
1095 Pine Hill Academy*.....	0	0	0	0	0	0	.....	.....	500	500	.....	.....	210	36	September 1.

No.	Name of Institution	Sex	Religion	Age	Value of Apparatus	Partly supported by public tax	Free to residents	Includes board	Month	Days
1096	Alamo Select School	x	x							
1097	St. Mary's Institute	x	x							
1098	Ursuline Convent	x	x							
1099	Corunna Institute	x	x							
1100	Guadalupe College	x	x							
1101	The Grove Academy*	x	x							
1102	Add Ran College	x	x							
1103	East Texas University	0	0							
1104	McIndoes Falls Academy	0	0							
1105	Barre Academy	0	0							
1106	Godlard Seminary	0	0							
1107	St. Agnes' Hall*	0	0							
1108	Mt. Anthony Seminary*	0	0							
1109	Bristol Academy	0	0							
1110	Vermont Episcopal Institute	0	0							
1111	Derby Academy	0	0							
1112	Essex Classical Institute	0	0							
1113	New Hampton Institution*	0	0							
1114	Orleans Liberal Institute	0	0							
1115	Hardwick Academy	0	0							
1116	Champlain Hall*	0	0							
1117	Lamoille Central Academy	0	0							
1118	Black River Academy	0	0							
1119	Lyndon Literary Institution*	0	0							
1120	Montebello Institute	0	0							
1121	Becman Academy	0	0							
1122	Caledonia County Grammar School	0	0							
1123	Troy Conference Academy	0	0							
1124	Rural Home	0	0							
1125	Villa Barlow Boarding and Select School of the Sisters of Notre Dame	x	x							
1126	St. Johnsbury Academy	0	0							
1127	Vermont Academy	0	0							
1128	Newton Academy	0	0							
1129	Green Mountain Perkins Academy	0	0							
1130	Theford Academy and Boarding School	0	0							
1131	Leland and Gray Seminary	0	0							
1132	Bell Institute*	0	0							
1133	Glenwood Classical Seminary	0	0							
1134	Abington Male Academy*	0	0							
1135	Belle Haven Institute	0	0							
1136	Episcopal High School of Virginia*	0	0							
1137	Potomac Academy	0	0							
1138	St. John's Academy	0	0							
1139	St. Mary's Academy*	0	0							
1140	Mt. Pigan Academy	0	0							

* From Report of Commissioner of Education for 1878.
a Average charge.
b Partly supported by public tax.
c Value of apparatus.
d Free to residents.
e Includes board.

TABLE VI.—Statistics of institutions for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none;..... indicates no answer.

Name.	Is drawing taught? *		Is music taught? †		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			23	24		25	26	27	28			29	30	31	32	33
1141 Bethel Classical and Military Academy.	0	0	0	0	x	x	800	50	\$60	\$20,000	\$25,000	\$4,000	\$6,000	40	Sept., 3d Thurs.
1142 Piedmont Female Institute.....	x	x	x	x	0	0	1,000	0	20-105	10,000	0	0	2,000	40	September 15.
1143 Thyme Institute.....	0	0	0	0	0	0	0	0	0	3,500	0	0	0	40	Sept., 1st Mon.
1144 Elk Creek Academy.....	0	0	x	x	0	0	0	0	0-10-30	1,000	0	0	350	20	Sept., 1st Mon.
1145 Gordonsville Female Institute.....	0	0	x	x	0	0	0	0	30-70	0	0	0	0	40	September 15.
1146 Herndon Female Seminary*.....	0	0	x	x	0	0	150	0	618	1,200	0	0	680	39	September 9.
1147 Leesburg Academy*.....	0	0	0	0	x	x	0	0	20-50	0	0	0	0	40	Sept., 1st Mon.
1148 Villanova Academy.....	0	0	0	0	x	x	500	100	40-50	15,000	0	0	2,000	41	Sept., 1st Tues.
1149 Locust Dale Academy.....	x	x	x	x	x	x	55	10	50	15,000	0	0	5,200	40	Sept., 3d Mon.
1150 Leaside Wood Seminary.....	x	x	x	x	x	x	3,000	0	40-70	10,000	0	0	3,000	50	Sept., 3d Mon.
1151 St. Mary's Female Academy.....	x	x	0	0	x	0	3,100	0	10-30	30,000	0	0	0	42	Sept., 1st Mon.
1152 Webster Military Institute*.....	x	x	0	0	0	0	2,300	100	8	30,000	0	0	0	36	October 1.
1153 Academy of the Visitation, Monte Maria.	x	x	x	x	0	0	300	75	6	2,500	0	0	0	40	September 1.
1154 Richmond Institute.....	0	0	0	0	0	0	0	0	60	0	0	0	0	37	September 8.
1155 St. Philip's Church School.....	0	0	0	0	0	0	400	20	250	3,000	0	0	0	40	Sept., 2d Mon.
1156 Hoover's Select High School.....	x	x	x	x	0	0	0	0	25-40	10,000	0	0	0	40	Sept., 2d Mon.
1157 Suffolk Collegiate Institute.....	x	x	x	x	0	0	0	0	10-50	0	0	0	0	40	Sept., 2d Mon.
1158 Suffolk Female Institute.....	x	x	x	x	0	0	0	0	50-65	3,500	0	0	1,200	40	September 1.
1159 Fairfax Hall.....	0	0	0	0	0	0	0	0	6-16	1,600	0	0	225	44	Sept., 1st week.
1160 Prince Edward Academy.....	0	0	0	0	0	0	0	0	8-12	50,000	7,000	500	300	16	April 8.
1161 St. Mary's Academy.....	x	x	x	x	0	0	3,000	300	200	45, 60	30	0	910	32	Oct., 1st Tues.
1162 French Creek Institute.....	x	x	x	x	0	0	0	0	45, 60	20,000	0	0	0	40	Sept., 1st Mon.
1163 Academic dept of Storer College.....	x	x	x	x	0	0	0	0	30	0	0	0	0	40	October 1.
1164 Wheeling Female Academy.....	x	x	x	x	0	0	0	0	0	0	0	0	0	40	September 1.
1165 Parkersburg Seminary.....	x	x	x	x	0	0	0	0	0	0	0	0	0	40	September 1.
1166 Shelton College*.....	0	0	0	0	0	0	200	0	0	0	0	0	0	40	September 1.
1167 St. Alphonsus' School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	40	September 1.

1168	Seguin Collegiate Institute	x	x	x	x	x	x	x	18, 21, 24	75, 000				44	Aug., last Mon.
1169	Albion Academy and Normal Institute ^a	x	x	x	x	x	x	x						42	Aug., last Tues.
1170	Elroy Seminary	x	x	0	100	30			23	3, 000		1, 100	39	August.	
1171	Fox Lake Seminary (Academy)	x	x	x	1, 000				28	50, 000		3, 000	38	September 17.	
1172	Lake Geneva Seminary	x	x	x	430	50			32				44	September 1.	
1173	German and English Academy	x	x	x	1, 500				18-40		0		42	Sept., 1st Mon.	
1174	St. Mary's Day School ^b	x	x	x	500	100			180	100, 000		47, 000	44	Sept., 1st Mon.	
1175	St. Mary's Institute	x	x	x	500				4300	20, 000			40	September 15.	
1176	Oconomowoc Seminary	x	x	x									44	Sept., 1st Mon.	
1177	St. Mary's Institute	x	x	x	100	0			140	5, 000	0	350	38	Sept., 1st Mon.	
1178	St. Catharine's Female Academy	x	x	x	6, 500				18-24	100, 000			43	Sept., 1st Tues.	
1179	Rochester Seminary	x	x	x	125				4165	2, 500		598	38	September.	
1180	Seminary of St. Francis of Sales	0	0	x	1, 100	0			21-24	15, 000	2, 000	150	40	Sept., 1st Mon.	
1181	Big Foot Academy	0	0	x					30	15, 000		1, 519	40	Sept., 1st Mon.	
1182	Carroll College	0	0	x	500				25-75	10, 000			40	September 12.	
1183	Academy of the Visitation	x	x	x	2, 000					50, 000			43	Sept., 1st Mon.	
1184	Georgetown Collegiate Institute ^c	x	x	x	2, 000				4150				40	October 1.	
1185	Academy of the Visitation ^c	x	x	x	2, 000				20-40				36	September 15.	
1186	The Archer Institute ^c	x	x	x					84			2, 500	40	Aug., last Mon.	
1187	Avenue Select School ^c	x	x	x									40	Sept., 1st Mon.	
1188	Boys' English and Classical High School ^c	x	x	x									40	September.	
1189	Miss Calkins' Select School	x	x	0	0	0			50		0	2, 000	40	September.	
1190	Eclectic Seminary	x	x	0	0								40	September.	
1191	Emerson Institute	x	x	200	50				e40				38	September 20.	
1192	Incarnation Church School ^b	x	x	600					e90				40	September.	
1193	Metropolitan Seminary	x	x	300					60-150	5, 600		3, 150	41	Sept., 2d Mon.	
1194	Mt. Vernon Seminary	x	x	100					e75		0	600	38	September.	
1195	Park Seminary ^c	x	x	40					10-15		0		40	Sept., 1st Mon.	
1196	Rittenhouse Academy	0	0	0									44	Sept., 1st Mon.	
1197	Rosslyn Seminary ^c	x	x	500									40	Sept., 1st Mon.	
1198	Boys' English and Classical Academy ^c	x	x	0	0								40	Sept., 1st Mon.	
1199	St. Cecilia's Academy	x	x	0	0								40	Sept., 1st Mon.	
1200	St. Mary's School	x	x	300	50				60	6, 000			40	Sept., 1st Mon.	
1201	St. Matthew's Institute	x	x	300					d 350				40	September 15.	
1202	Washington Female Seminary	x	x	300									40	September 18.	
1203	Waverley Seminary	x	x	300					11, 13, 16				40	September 13.	
1204	West End Seminary	x	x										40	September 6.	
1205	Young Ladies' French and English Boarding and Day School	x	x										40	September 6.	
1206	Prescott Free Academy	x	x	0	300				f0	16, 000	96, 000	0	40	Oct., 1st Mon.	
1207	Spencer Academy	x	x	0									39	September.	
1208	Montana Collegiate Institute ^h	x	x	0											
1209	St. Vincent's Academy	x	x	0											
1210	Albuquerque Academy	0	0	55					27		0	1, 000	39	September.	

* From report of the Commissioner of Education for 1878. ^d Includes board tuition in English and French. ^e Value of grounds and apparatus. ^f Ten dollars a month allowed by Choctaw government for board, clothing, &c. ^g Annual appropriation from the United States Government. ^h From report of the territorial superintendent for 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for each student for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.			Number of weeks in school last year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1211 Las Vegas College.....	0	0	x	x	.....	.....	1,500	.....	\$15	\$25,000	.....	.....	.....	44	Oct., 3d Mon.
1212 San Miguel County Educational and Literary Institute.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1213 Academy of Our Lady of Light ^v.....	.....	.....	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	Nov., 1st Mon.
1214 St. Michael's College.....	0	0	x	x	0	0	750	150	30	24,000	\$0	\$0	8,000	42	November 1.
1215 Santa Fe Academy.....	0	0	0	x	x	x	.....	.....	30	.....	.....	.....	1,500	40	September 1.
1216 Beaver Seminary*.....	0	x	x	0	0	0	.....	.....	63,4,5	2,000	.....	.....	700	36	September 15.
1217 Brigham Young College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
1218 Cache Valley Seminary.....	.....	.....	x	.....	.....	.....	150	.....	10	4,000	.....	.....	.....	40	Sept., 1st Mon.
1219 St. John's School.....	.....	.....	.....	.....	.....	.....	.....	.....	9	2,000	.....	.....	.....	40	Sept., 1st Mon.
1220 Wahsatch Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	36	September 5.
1221 Ogden Academy.....	.....	x	x	.....	.....	.....	50	10	25	12,000	.....	.....	.....	40	September 1.
1222 Sacred Heart Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	10-25	10,000	.....	.....	.....	40	Sept., 1st Mon.
1223 School of the Good Shepherd.....	.....	.....	.....	.....	.....	.....	.....	.....	73-10	775	.....	.....	.....	40	September 1-15.
1224 Presbyterian Mission School.....	.....	x	x	x	x	x	455	.....	12-40	11,000	.....	600	4,024	40	August 25.
1225 Brigham Young Academy.....	.....	x	x	.....	.....	.....	.....	.....	20-40	655,000	.....	80	1,700	41	Sept., 1st Mon.
1226 Rocky Mountain Seminary*.....	.....	x	x	x	0	0	750	45	32-40	25,000	1,000	.....	1,500	40	Aug., last Mon.
1227 St. Mark's Grammar School.....	x	x	x	x	0	0	.....	.....	.....	.....	.....	.....	.....	40	August.
1228 St. Mark's School for Girls.....	x	x	x	x	0	0	.....	.....	.....	.....	.....	.....	.....	40	September 1.
1229 St. Mary's Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,500	.....	.....	1,756	40	September 1.
1230 Salt Lake Academy.....	0	0	x	0	0	x	100	100	32	5,000	.....	.....	2,025	40	September 1.
1231 Salt Lake Collegiate Institute.....	0	0	x	0	x	0	100	0	20-40	5,000	.....	.....	.....	40	September 1.
1232 Statersville Educational Institute*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,625	.....	.....	150	40	Sept., 1st Thurs.
1233 Presbyterian Mission School.....	.....	x	x	x	0	0	350	100	20,40,50	7,000	.....	.....	2,000	40	Sept., 1st Thurs.
1234 Alden Academy.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	45	August.
1235 St. Paul's School.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1236 Evanston Select School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*From Report of the Commissioner of Education for 1878. a Charge for a term. b Value of apparatus. c Cost of church buildings with which the school is connected.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
Andrews Institute	Andrews Institute, Ala.	Minerva Male and Female College.	Minerva, Ky.
Dadeville Masonic Female Institute.	Dadeville, Ala.	Garth Female College	Paris, Ky.
Greenwood Male and Female Institute.	Greenwood, Ark.	Prof. W. H. Lockhart's School	Paris, Ky.
Napa Ladies' Seminary	Napa City, Cal.	Masonic Institute	Somerset, Ky.
St. Joseph's College	Rohnerville, Cal.	Academy of St. Catherine of Sienna.	Springfield, Ky.
Howe's High School and Normal Institute.	Sacramento, Cal.	Vanceburg Male and Female Academy.	Vanceburg, Ky.
Sacramento Home School	Sacramento, Cal.	West Liberty Male and Female Seminary.	West Liberty, Ky.
Home Institute	San Francisco, Cal.	Feliciana Female Collegiate Institute.	Jackson, La.
St. Mary's Academy of the Sisters of Loretto.	Denver, Colo.	St. Matthew's Academy	Monroe, La.
Everest Rectory School	Centreville, Conn.	St. Aloysius Academy	New Orleans, La.
Bacon Academy	Colchester, Conn.	Trinity School	New Orleans, La.
Woodburn	Hartford, Conn.	St. Catherine's Hall	Augusta, Me.
Rocky Dell Institute	Lime Rock, Conn.	China Academy	China, Me.
The Sellock School	Norwalk, Conn.	Hampden Academy	Hampden, Me.
Boarding and Day School for Young Ladies (Mrs. M. W. Hakes).	Norwich, Conn.	Mattanawcook Academy	Lincoln, Me.
Saybrook Seminary	Saybrook, Conn.	Boarding and Day School for Young Ladies.	Portland, Me.
Betts Military Academy	Stamford, Conn.	Pembroke School for Boys	Baltimore, Md.
The Maples; Family School for Young Ladies.	Stamford, Conn.	School of Letters and Sciences for Boys.	Baltimore (78 Read st.), Md.
Alworth Hall	Tyler City, Conn.	Glenwood Institute	Glenwood, Md.
Riverside Institute	Jacksonville, Fla.	Notre Dame of Maryland, Collegiate Institute for Young Ladies.	Govanstown, Md.
St. Joseph's Academy	Jacksonville, Fla.	St. John's Female Seminary	Near Knoxville, Md.
Mulberry Grove Academy	Antioch, Ga.	Highland Hall	Millbury, Mass.
The Southern Academy	Blackshear, Ga.	Miss Salisbury's School for Young Ladies.	Pittsfield, Mass.
Lodge Academy	Bullard's Station, Ga.	Family and Day School for Young Ladies.	Springfield, Mass.
The Methodist Episcopal School.	Cartersville, Ga.	Willow Park Seminary	Westboro, Mass.
Wofford Academy	Cass Station, Ga.	Caledonia Academy	Caledonia, Minn.
Plenitude Academy	Clinton, Ga.	St. Boniface Academy	Hastings, Minn.
St. Joseph's Academy	Columbus, Ga.	Norwood Hall	St. Paul, Minn.
Conyers Female College	Conyers, Ga.	St. Joseph's Academy	St. Paul, Minn.
Conyers High School	Conyers, Ga.	Yazoo District High School	Black Hawk, Miss.
St. Cloud High School	Corinth, Ga.	Grenada Female College	Grenada, Miss.
Cuthbert Male High School	Cuthbert, Ga.	Summerville Institute	Gholson, Miss.
Elberton Female Collegiate Institute.	Elberton, Ga.	Chillicothe Academy	Chillicothe, Mo.
Moss Hill Academy	Ellaville, Ga.	St. Joseph's Academy	Edina, Mo.
Fort Valley Female Seminary	Fort Valley, Ga.	Palmyra Seminary	Palmyra, Mo.
Oak Grove Academy	Garden Valley, Ga.	St. Patrick's Academy	St. Louis, Mo.
Bradwell Institute	Hinesville, Ga.	St. Mary's School	Virginia City, Nev.
Hogansville School	Hogansville, Ga.	Proctor Academy	Anderson, N. H.
Farmers' High School	Houston, Ga.	Beede's Academic and Normal Institute.	Centre Sandwich, N. H.
Martin Institute	Jefferson, Ga.	Dover High School	Dover, N. H.
Auburn Institute	Jeffersonville, Ga.	Hampton Academy	Hampton, N. H.
Mt. de Sales Academy	Macon, Ga.	Coe's Northwood Academy	Northwood, N. H.
Zion School	Oglethorpe, Ga.	Dearborn Academy	Seabrook, N. H.
Rome Military Institute	Rome, Ga.	Barnard Academy	South Hampton, N. H.
C. P. Beman School	Sparta, Ga.	Trinity Hall	Beverly, N. J.
Union Academy	Stegall's Depot, Ga.	Boarding and Day School for Young Ladies.	Elizabeth, N. J.
Denver College and Normal School.	Deaver, Ind.	Adrian Institute	Iselin, N. J.
St. Mary's Academy	La Fayette, Ind.	St. Elizabeth's Academy	Madison, N. J.
Collegiate Institute	La Grange, Ind.	St. Joseph's Preparatory Boarding School.	Near Madison, N. J.
Academy of the Assumption	South Bend, Ind.	Boarding School for Boys	Morristown, N. J.
St. Rose's Boarding and Day School.	Vincennes, Ind.	Union Academy	Shiloh, N. J.
Blairstown Academy	Blairstown, Iowa.	Stevensdale Institute	South Amboy, N. J.
Bradford Academy	Bradford, Iowa.	Summit Institute	Summit, N. J.
St. Joseph's Academy	Dubuque, Iowa.	Albany Female Academy	Albany, N. Y.
Eldora Academy	Eldora, Iowa.	St. Mary's School for Girls	Albany, N. Y.
Eclectic Institute	Vinton, Iowa.	St. Elizabeth's Academy	Allegany, N. Y.
St. Mary's Female Academy	Leavenworth, Kans.	Almond Academy	Almond, N. Y.
La Rue English and Classical Institute.	Buffalo, Ky.	Young Ladies' Institute	Auburn, N. Y.
Green River Academy and Science School.	Elkton, Ky.	Classical and Bible College	Binghamton, N. Y.
Franklin Institute	Lancaster, Ky.	Carroll Park School	Brooklyn, N. Y.
Lancaster Male Academy	Lancaster, Ky.	Columbian Institute	Brooklyn, N. Y.
Calvary Academy	Near Lebanon, Ky.	Lockwood's Academy	Brooklyn, N. Y.
High School	Manchester, Ky.		
Graves College	Mayfield, Ky.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Chatham Academy	Chatham Village, N. Y.	Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa.
Clarence Classical Union School.	Clarence, N. Y.	School for Young Ladies	Philadelphia, Pa. (2023 Delancey Place).
Clinton Liberal Institute	Clinton, N. Y.	School for Young Ladies	Philadelphia, Pa. (1519 Walnut st.).
Cottage Seminary	Clinton, N. Y.	Ury House Academy	Philadelphia, Pa. (Oxford Church P. O.).
Friends' Seminary of Easton.	Easton, N. Y.	The Bishop Bowman Institute.	Pittsburgh, Pa.
St. Joseph's Academy	Flushing, N. Y.	English, French, and German Boarding School.	Providence, R. I.
Hamilton Female Seminary.	Hamilton, N. Y.	Brewer Normal School	Greenwood, S. C.
School for Young Ladies and Children.	Irvington-on-Hudson, N. Y.	Curryton Baptist High School.	Hamburg, S. C.
Union Hall Seminary	Jamaica (L. I.), N. Y.	Limestone Springs Female High School.	Limestone Springs, S. C.
St. Paul's School	Lewisboro', N. Y.	Male Academy	Williamston, S. C.
Martin Institute	Martinsburg, N. Y.	Yorkville Female Institute	Yorkville, S. C.
Nassau Academy	Nassau, N. Y.	Tracy Academy	Charlotte, Tenn.
Classical School	New York, N. Y. (1267 Broadway).	Stonewall Male and Female College.	Cross Plains, Tenn.
Holladay Collegiate Institute.	New York, N. Y.	Flag Pond Seminary	Flag Pond, Tenn.
Moeller Institute	New York, N. Y.	West Tennessee Seminary	Hollow Rock, Tenn.
Mount Washington Collegiate Institute.	New York, N. Y.	South Normal and Business Institute (academic department).	Jonesboro', Tenn.
Notre Dame Institute	New York, N. Y.	Macedonia Academy	Near McKenzie, Tenn.
St. Vincent's Free School	New York, N. Y. (Riverdale, P. O.).	Martin Male and Female Academy.	Martin, Tenn.
School for Boys	New York, N. Y. (723 6th ave.).	Branner Female Institute	Mossy Creek, Tenn.
Sisterhood of Gray Nuns	Ogdensburg, N. Y.	Oak Grove Academy	Pin Hook Landing, Tenn.
Villa de Sales, Academy of the Visitation.	Near Parkville, N. Y.	Ripley Academy	Ripley, Tenn.
Miss Germond's School	Peekskill, N. Y.	West Tennessee Normal School and Business Institute.	Ripley, Tenn.
Port Richmond Union School.	Port Richmond, N. Y.	Madison Academy	Rutledge, Tenn.
Riverview Academy	Poughkeepsie, N. Y.	Fulton Academy	Smithville, Tenn.
Boarding and Day School for Young Ladies.	Rye, N. Y.	Cumberland Institute	Near Sparta, Tenn.
Rye Seminary	Rye, N. Y.	Nourse Seminary	Sparta, Tenn.
Temple Grove Seminary	Saratoga Springs, N. Y.	White Seminary	Sparta, Tenn.
Mountain Institute	Suffern, N. Y.	Watanga Academy	Watauga, Tenn.
White Plains Seminary	White Plains, N. Y.	Ursuline Academy	Laredo, Tex.
The Old School for Boys	Yonkers, N. Y.	Burlington Young Ladies' School.	Burlington, Vt.
Ravenscroft School	Asheville, N. C.	Jericho Academy	Jericho Centre, Vt.
Cary Female Seminary	Cary, N. C.	Montpelier Union School	Montpelier, Vt.
Raleigh High School	Raleigh, N. C.	Morgan Academy	Morgan, Vt.
Backhorn Academy	Riddicksville, N. C.	Shoreham Central High School.	Shoreham, Vt.
Salem Female Academy	Salem, N. C.	Academy of the Visitation	Abingdon, Va.
Williston Academy	Wilmington, N. C.	Alexandria Academy	Alexandria, Va.
Geauga Seminary	Chester Cross Roads, Ohio.	Yeates' Lower School	Belleville, Va.
Morning Sun Academy	Morning Sun, Ohio.	Yeates' Upper School	Belleville, Va.
Port-mouth Young Ladies' Seminary.	Portsmouth, Ohio.	White Rock Female High School.	Near Fork Union, Va.
Salem Academy	South Salem, Ohio.	Ann Smith Academy	Lexington, Va.
Albany Collegiate Institute.	Albany, Oreg.	Union Academy	Spout Spring, Va.
Baker City Academy	Baker City, Oreg.	Landon Female School	Stevensville, Va.
Bethel Institute	Bethel, Oreg.	Academy of the Sisters of St. Joseph.	Clarksburg, W. Va.
Grand Ronde Indian Agency Manual Labor Boarding and Day School.	Grand Ronde, Oreg.	Monongalia Academy	Morgantown, W. Va.
Portland Academy and Female Seminary.	Portland, Oreg.	Morgantown Female Seminary.	Morgantown, W. Va.
Bishopthorpe School	Bethlehem, Pa.	St. Joseph's Academy	Wheeling, W. Va.
Linden Female Seminary	Doylestown, Pa.	St. Mary's School	Wheeling, W. Va.
Friends' Graded School	Germantown, Pa.	Dupont Academy	Dupont, Wis.
Female Seminary	Greensburgh, Pa.	St. John's Female School	Milwaukee, Wis.
Swithin Shortlidge's Media Academy for Boys.	Media, Pa.	Georgetown Institute for Males.	Georgetown, D. C.
Greenwood Seminary	Millville, Pa.	Academy of the Sacred Heart of Mary.	Washington, D. C.
Lake Shore Seminary	North East, Pa.	Capitol Hill Female Seminary.	Washington, D. C.
Classical, Mathematical, and English Seminary.	Philadelphia, Pa. (11 S. 16th st.).	English and French Boarding and Day School.	Washington, D. C. (1018 17th st.).
Miss D. B. Burt's School	Philadelphia, Pa.	Mt. Vernon Institute	Washington, D. C. (1530 1st.).
Friends' Central School	Philadelphia, Pa.		
Friends' Select School	Philadelphia, Pa. (Germantown ave.).		
La Grange School	Philadelphia, Pa.		
Miss Laird's Seminary for Young Ladies.	Philadelphia, Pa.		
Lauderbach Academy	Philadelphia, Pa.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Pinkney Institute	Washington, D. C.	Thompson Academy.....	Washington, D. C.
School for Young Ladies.....	Washington, D. C. (New York ave.).	Young Ladies' Seminary.....	Washington, D. C. (1336 I st.)
School for Young Ladies and Children.	Washington, D. C. (908 12th st.).	Cherokee Female Seminary..	Near Tahlequah, Ind. Ter.

TABLE VI.—Memoranda.

Name.	Location.	Remarks.
Harrison College.....	Harrison, Ark.....	See Arkansas Conference Seminary; probably identical.
Point Loma Seminary.....	San Diego, Cal.....	Suspended.
Seminary for Young Ladies (Mrs. R. T. Huddart).	San Francisco, Cal.....	Closed.
Hill's Academy.....	Essex, Conn.....	Closed.
Young Ladies' School.....	Greenwich, Conn.....	Closed.
Gothic Hall.....	Stamford, Conn.....	See Miss Aiken's School.
Green's Farms Academy.....	Westport, Conn.....	Closed.
Milford High School.....	Milford, Del.....	Closed.
A. B. Brumby's School for Boys.....	Athens, Ga.....	Principal dead.
Gilmer Street School.....	Cartersville, Ga.....	Closed.
Danburg High School.....	Danburg, Ga.....	Closed.
Cedar Grove Academy.....	Decatur, Ga.....	Closed.
La Grange Military Institute.....	La Grange, Ga.....	Closed.
Mercer High School.....	Penfield, Ga.....	Suspended.
Rock River Seminary.....	Mount Morris, Ill.....	Reorganized under name of Mt. Morris College; see Table IX.
Waveland Collegiate Institute.....	Waveland, Ind.....	Closed.
Danville Classical and Military Academy.	Danville, Ky.....	Closed.
Collegiate School for Young Ladies.....	Louisville, Ky.....	See Miss Hampton's English and Classical School for Girls.
Marvin Female Academy.....	Louisville, Ky.....	Suspended.
Morganfield Collegiate Institute.....	Morganfield, Ky.....	See Union Academy; identical.
Hebrew Educational Institute.....	New Orleans, La.....	Closed.
Family School for Girls at "The Willows."	Farmington, Me.....	Closed.
Family School.....	Belmont, Mass.....	See Wayside School; identical.
Blackstone Square School.....	Boston, Mass.....	Not found.
Wayside School.....	Concord, Mass.....	Removed to Belmont.
Hillside Boarding and Day School.....	Newton, Mass.....	Closed.
Mrs. Towle's School.....	Detroit, Mich.....	See Detroit Female Seminary.
Michigan Military Academy.....	Orchard Lake, Mich.....	See Table VII.
Leighton Academy.....	Saint Paul, Minn.....	Closed.
Arcadia College.....	Arcadia, Mo.....	Purchased by the Roman Catholic denomination and now known as the Arcadia College and Academy of the Ursuline Sisters.
Shelby High School.....	Shelbyville, Mo.....	Succeeded by the high school department of Shelbyville public schools.
Stewartsville Seminary.....	Stewartsville, Mo.....	See Stewartsville College, Table IX.
Nashua Literary Institution.....	Nashua, N. H.....	Closed.
New Jersey Collegiate Institute.....	Bordentown, N. J.....	Closed.
West Jersey Academy.....	Bridgeton, N. J.....	Suspended.
Young Ladies' Seminary.....	Hightstown, N. J.....	See The "Home" Seminary.
Hillside Cottage Seminary.....	Montclair, N. J.....	Closed.
Montrose Military Institute.....	Orange, N. J.....	Closed.
Augusta Academy.....	Augusta, N. Y.....	Not in existence.
Bay View Institute.....	Babylon, N. Y.....	Closed.
Dr. H. Medler's English, German, and French Academy.	Brooklyn, N. Y.....	See State Street Academy.
East Hamburg Friends' Institute.....	East Hamburg, N. Y.....	Closed; superseded by East Hamburg Select School.
Boarding and Day School.....	New York, N. Y. (37 East 29th street).	Now an elementary school.
Boarding and Day School for Young Ladies.	New York, N. Y. (7 East 42d street).	Closed.
Boarding and Day School for Young Ladies (Anna Van Wagenen).	New York, N. Y. (13 East 49th street).	Closed.
English and French School for Young Ladies (Miss Ayres).	New York, N. Y. (15 West 42d street).	Closed.
English, French, and German Boarding and Day School.	New York, N. Y. (52 West 47th street).	Removed; not found.
English, French, and German School for Young Ladies (Miss Haines).	New York, N. Y.....	Closed.
Fezandis Institute.....	New York, N. Y.....	Closed.

TABLE VI.—*Memoranda*—Continued.

Names.	Location.	Remarks.
French and English School (Mlle. Lenz)	New York, N. Y	Not found.
New York Latin School	New York, N. Y	See Table VII.
Port Chester Military Institute	Port Chester, N. Y	See Starr's Military Institute.
Poughkeepsie Military Institute	Poughkeepsie, N. Y	Name changed to Dr. Warring's Military Boarding School.
Methessel Institute	Stapleton, N. Y	Superseded by German-American Institute.
Oakside Family School for Boys	Unionville, N. Y	See Hartwell's Family School for Boys; identical.
Locust Hill Seminary	Pittsboro', N. C	Closed.
Peace Institute	Raleigh, N. C	See Table VIII.
St. Augustine's Normal School	Raleigh, N. C	See Table III.
Hopewell Academy	Stantonsburg, N. C	Not in existence.
Randall Academy	Berlin, Ohio	Closed.
St. Joseph's College	Cincinnati, Ohio	See Table IX.
Germantown Institute	Germantown, Ohio	Suspended.
Goshen Seminary	Goshen, Ohio	Suspended.
Ashland Academy	Ashland, Oreg	Superseded by Ashland College and Normal Schools.
Mt. Pleasant Seminary	Boyerstown, Pa	Closed.
Eaton Female Institute	Kennett Square, Pa	Closed.
Miss E. M. Bennett's School	Philadelphia, Pa	Closed.
Logan Square Seminary for Young Ladies	Philadelphia, Pa	Not found.
Hamiltonian Institute	Uniontown, Pa	Closed; being succeeded by Hazzard's Academy, Monongahela City.
Oak Grove Academy	Cave Spring, Tenn	A public elementary school.
Edgefield Female Seminary	Edgefield, Tenn	Consolidated with W. E. Ward's Seminary for Young Ladies; see Table VIII.
Edgefield Male Academy	Edgefield, Tenn	See Nashville.
Reegan High School	Morristown, Tenn	Closed.
Nashville Normal and Theological Institute	Nashville, Tenn	See Tables III and XI.
Paris Female Seminary	Paris, Tenn	Superseded by Mrs. Dr. Milam's School for Girls.
German-American Ladies' College	Austin, Tex	Closed.
Military Institute	San Antonio, Tex	Not in existence.
Sullins Female College	Bristol, Va	See Bristol, Tenn.
Southern Female Institute	Richmond, Va	Closed.
Waupaca County Academy	Baldwin's Mills, Wis	Not in existence.
Wisconsin Female College	Fox Lake, Wis	See Table VIII.
Lakeside Seminary	Oconomowoc, Wis	Name changed to Oconomowoc Seminary.
School for Boys (John B. Davidson)	Georgetown, D. C	Closed.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1879; from replies to inquiries by the United States Bureau of Education.

NOTE—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

1	2	3	4	5	6	7	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.	Number of years in full course of study.	
1	Berkeley Gymnasium.....	.....	1877	John F. Burriss, A. B.....	Non-sect	12	24	20	88	10	18	3	1	4	40
2	Oak Mound School for Boys.....	.....	1873	C. M. Walker.....	Non-sect	5	9	16	45	7	2	.....	7	4	40
3	California Military Academy.....	0	1865	Rev. David McClure, Ph. D.....	Non-sect	9	15	20	14	14	.....	.....	3	4	40
4	Oakland High School.....	0	1869	J. B. McClesney, A. M.....	Non-sect	11	6	10	250	14	6	1	35	3	43
5	Franciscan College.....	.....	1868	Rev. Joseph J. O'Keefe, O. S. F.....	R. C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Santa Barbara College.....	1869	1869	Mrs. Ellwood Cooper.....	Non-sect	7	6	0	.....	.....	2	20	4	5	40
7	Golden Academy*.....	0	1878	Rev. T. L. Bellam, A. M.....	P. E.	2	3	6	21	9	.....	.....	.....	6	40
8	Hartford Public High School.....	0	1847	Joseph Hall, A. M.....	Non-sect	16	100	.....	350	12	14	4	40	4	40
9	Illopinis Grammar School.....	.....	1860	W. L. Onshing.....	Non-sect	5	75	25	0	11	29	7	3	5	38
10	Norwich Free Academy*.....	1854	1856	Rev. William Hutchinson, A. M.....	Non-sect	7	30	.....	140	.....	5	3	16	4	42
11	Connecticut Literary Institution.....	1833	1833	J. A. Shores, A. M.....	Cong.	7	40	.....	.....	.....	6	.....	6	4	40
12	Woodstock Academy.....	1802	1802	William E. Buntin.....	Cong.	3	8	.....	85	(a)	5	.....	6	4	40
13	Academy of Richmond County.....	1783	.....	George W. Rains, M. D.....	Cong.	3	6	.....	64	(a)	.....	.....	17	4	36
14	South Georgia Male Institute.....	1871	1871	W. H. Allen and J. W. F. Lowrey.....	Non-sect	8	6	.....	80	8	86	.....	9	40	40
15	Allen Academy and Polytechnic Institute.....	.....	1874	Ira W. Allen, A. M., LL. D.....	Non-sect	13	45	25	57	6	.....	.....	10	40	40
16	Yale School.....	.....	1879	Mrs. A. E. Bates; Nathaniel Butler, Jr., M. A. (master). George W. Bailey (secretary). Rev. Anselmus Müller, O. S. F. (rector).	Non-sect	5	12	.....	13	12	.....	.....	.....	7	40
17	Whipple Academy*.....	.....	1869	.....	Non-sect	(b)	11	19	.....	.....	.....	.....	.....	.....	38
18	St. Francis Solanus College.....	1873	1859	.....	R. C.	5	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.
 a. Not specified.
 b. Under faculty of Illinois College (see Table IX), having only 1 instructor, exclusive of those in college.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1879, &c.—Continued.

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 full course of study.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
19	Indianapolis Classical School.....	.....	.....	.....	.....	3	.....	.....	.....	12	6	.....	.....	5	38
20	Burlington University.....	1852	1876	Sewall and Abbot.....	Non-sect	5	.....	.....	52	.....	2	.....	0	3	38
21	Classical School.....	.....	1879	E. F. Stearns.....	Baptist	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Lynnland Institute*.....	1867	1879	Prof. A. J. Schlager.....	.....	6	19	15	52	(c)	.....	.....	8	5	40
23	Edward Little High School.....	1870	1870	Gen. William F. Perry.....	Non-sect	4	20	0	138	12	5	0	15	4	36
24	Hebron Academy*.....	1804	1807	J. W. V. Rich.....	Baptist	6	30	0	60	(c)	14	.....	.....	4	33
25	Houlton Academy.....	1847	1847	E. A. Daniels.....	Baptist	4	.....	(172)	.....	.....	.....	.....	.....	.....	.....
26	Nichols Latin School*.....	1868	1868	Rev. W. S. Knowlton, A. M.....	Free Bap	5	65	.....	5	14	12	2	0	3	39
27	Maine Central Institute.....	1866	1866	Fritz W. Baldwin, A. M.....	F. W. B	4	.....	(229)	.....	(c)	19	1	.....	3	40
28	Waterville Classical Institute.....	1841	1829	J. H. Hanson, LL. D.....	Baptist	13	20	5	206	8	8	.....	.....	9	41
29	Friends' Elementary and High School.....	.....	1864	Eli M. Lamb.....	Friends	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	Rockville Academy.....	1805	1809	Cooke D. Luckett.....	.....	1	.....	.....	31	.....	.....	.....	.....	.....	42
31	Phillips Academy.....	1780	1778	Cecil F. J. Bancroft, PH. D.....	Non-sect	8	129	80	.....	.....	32	4	23	4	384
32	Chauncy Hall School.....	.....	1828	William H. Ladd.....	.....	17	(9182)	.....	26	9	.....	.....	.....	6	40
33	English and Classical School for Boys.....	.....	1860	William N. Eayrs.....	.....	5	13	13	15	10	7	0	5	6	40
34	English High School.....	.....	1821	Edwin P. Seaver.....	Non-sect	19	0	20	460	13	0	7	64	3	40
35	Girls' High School.....	.....	.....	Homer B. Sprague.....	Non-sect	19	.....	.....	6512	.....	.....	.....	.....	4	40
36	Girls' Latin School.....	.....	1879	John Tetlow.....	Non-sect	4	.....	.....	665	.....	.....	.....	.....	6	40
37	Private Classical School.....	.....	1868	J. P. Hopkinson.....	.....	5	(70)	.....	.....	10	10	.....	.....	7	38

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.						Number of years in full course of study.	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.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
77	Brittain Brothers' Preparatory Scientific School.	New York, N. Y. (1267 Broadway).	1878	T. J. and A. W. Brittain.	.....	3	.....	.....	18	8	.....	.....	.....	4	40
78	Charlier Institute.	New York, N. Y. (Central Park).	0	Prof. Elie Charlier	Non-sect	25	50	20	80	7	10	5	10	10	36
79	Columbia Grammar School.	New York, N. Y. (323 Fourth avenue).	1764	Dr. R. S. Bacon, A. M., and B. H. Campbell, A. M.	Non-sect	15	65	18	105	8	18	6	11	8	40
80	De La Salle Institute	New York, N. Y. (48 Second street).	.....	Brother Abban.	R. C.	.....	(200)	.....	.....	.....	.....	.....	.....	.....	.....
81	New York Latin School.	New York, N. Y. (22 East 49th street).	1877	Virginius Dalney.	P. E.	11	70	15	5	.....	4	2	.....	.....	40
82	Preparatory Scientific School.	New York, N. Y. (341 Madison avenue).	0	Prof. Alfred Colin, M. E.	Non-sect	4	7	10	.....	.....	1	1	0	6	38
83	University Grammar School.	New York, N. Y. (1481 Broadway).	1837	M. M. Hobby and W. L. Akin, A. M.	.....	9	10	8	63	7	3	1	.....	.....	40
84	Park Institute.	Rye, N. Y.	1869	Henry Tuckock, A. M.	Non-sect	5	21	2	22	6	7	1	2	12	38
85	St. John's School*.	Sing Sing, N. Y.	1869	Rev. J. E. Gibson, D. D.	P. E.	8	35	.....	48	10-15	1	2	7	6	40
86	De Vaux College.	Suspension Bridge, N. Y.	1853	Rev. Geo. Herbert Patterson, A. M., D. D., president.	P. E.	7	(58)	.....	.....	9-12	.....	.....	.....	7	40
87	Rev. M. R. Hooper's Academy for Boys.	Yonkers, N. Y.	0	Rev. Monig. R. Hooper, A. M.	Non-sect	5	20	5	25	.....	1	1	1	8	40
88	Chickering Classical and Scientific Institute.	Cincinnati, Ohio (George st. bet. Smith and John sts.).	1855	J. B. Chickering, A. M.	Non-sect	16	40	80	100	7-20	8	4	4	10	40
89	Collegiate School.	Cincinnati, Ohio	1863	Rev. J. Eabin, A. B.	P. E.	6	10	4	32	7	4	.....	10	6	40

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1879, &c.—Continued.

Name.	17		18		19		20		21		22	23	Property, income, &c.				28
	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Number of volumes.	Increase in the last school year.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.			Receipts for the last year from tuition fees.	Scholastic year begins—			
1 Berkeley Gymnasium.....	0	x	x	200	100	\$100	\$250	\$25,000							\$11,880	July 12.	
2 Oak Mount School for Boys.....	0	x	x	275	0	50-70	6320	6,500							3,500	Aug., 1st Tues.	
3 California Military Academy.....	x	x	x	1,500	0	(360)		80,000							400	July 19.	
4 Oakland High School.....	x	x	x	350	0	640	250	35,000								July.	
5 Franciscan College.....	0	0	x	1,000	0		200	75,000								Aug., 1st Mon.	
6 Santa Barbara College.....	0	x	x	2,500	200	50	250	3,000							6700	Sept., 1st week.	
7 Golden Academy*.....	x	x	x			60	300	200,000							5,000	May 15.	
8 Hartford Public High School.....	x	x	x			65										September.	
9 Hopkins Grammar School.....	x	x	x	4,000	60			65,583							3,000	September 10.	
10 Norwich Free Academy*.....	x	x	x	1,200	36	36	150	140,000							1,200	Aug., last Wed.	
11 Connecticut Literary Institution.....	x	x	x	500	25	18 1/2-23 1/2	140	20,000							5,400	August.	
12 Woodstock Academy.....	x	x	x	0	0	20	200	50,000							1,300	October 1.	
13 Academy of Richmond County.....	x	x	x	100	30	30	100	5,000							1,500	Aug., 1st Mon.	
14 South Georgia Male Institute.....	x	x	x	2,700		60-200	200-400									Sept., 1st Mon.	
15 Allen Academy and Polytechnic Institute.....	0	x	x													September 12.	
16 Yale School.....	0	x	x	(d)		36		25,000								Sept., 24 Wed.	
17 Whipple Academy*.....	(d)	(d)														September 1.	
18 St. Francis Solanus College.....	0	0	x			100											
19 Indianapolis Classical School.....	x	x	x	2,400		30	100	80,000							7750		
20 Bangor University.....	x	x	x			50											
21 Classical School.....	0	0	0			15-18	75	5,000								Sept., 1st Mon.	
22 Lyman Institute*.....	x	x	x	200	0		160	90,000							4,000	September 25.	
23 Edward Little High School.....	0	0	0	300	125			32,000								Feb., 3d Tues.	
24 Hebron Academy*.....	0	0	0					5,000							780	September 3.	
25 Houlton Academy.....	x	x	x			10 1/2											

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

26	Nichols Latin School ^a	0	0	0	100	15,000	0	0	1,200	Aug. 20.
27	Maine Central Institute.....	0	0	0	120	7,500	30,000	1,800	2,000	Aug. 18.
28	Waterville Classical Institute.....	0	0	0	160	*50,000	0	0	12,000	Sept., 1st Mon.
29	Friends' Elementary and High School.....	0	0	0	150	4,000	203,192	12,804	11,231	September 1.
30	Rockville Academy.....	0	0	0	300	100,000	0	0	6,700	September 1.
31	Phillips Academy.....	0	0	0	300	100,000	0	0	0	September 8.
32	Chamney Hall School.....	0	0	0	140-200	100,000	0	0	0	September 15.
33	English and Classical School for Boys.....	0	0	0	160	11,500	0	0	0	Sept., 1st Mon.
34	English High School.....	0	0	0	0	0	0	0	0	Sept., 1st Mon.
35	Girls' High School.....	0	0	0	0	0	0	0	0	Sept., 1st Mon.
36	Girls' Latin School.....	0	0	0	0	0	0	0	0	Sept., 1st Mon.
37	Private Classical School.....	0	0	0	200	20,000	0	0	0	Sept., 2d Mon.
38	Private Classical School.....	0	0	0	200	20,000	0	0	0	Sept., 1st Mon.
39	Public Latin School.....	0	0	0	25	90,000	0	800	0	Sept., 1st Mon.
40	Cambridge High School.....	0	0	0	650	10,000	3,000	150	180	Aug., 4th Mon.
41	Day and Family School.....	0	0	0	630	130,000	160,000	10,056	12,000	Sept., 1st Mon.
42	Public High School.....	0	0	0	60	130,000	160,000	10,056	12,000	Sept., 1st Mon.
43	Williston Seminary.....	0	0	0	21-24	33,000	35,000	2,015	1,600	Aug. 25.
44	Lawrence Academy.....	0	0	0	21-24	137	35,000	2,015	1,600	Aug. 25.
45	Monson Academy.....	0	0	0	21-27	130	125,000	11,600	1,350	Aug. 25.
46	Classical School for Girls.....	0	0	0	100	12,000	0	0	0	Sept., 1st Mon.
47	Mr. Knapp's Home School ^a	0	0	0	(650)	0	0	0	0	Sept., 1st Mon.
48	Adams Academy.....	0	0	0	100	12,000	0	0	0	Sept., 1st Mon.
49	St. Mark's School.....	0	0	0	350	740,000	0	0	0	Sept., 1st Mon.
50	Greylock Institute.....	0	0	0	75	50,000	0	0	0	Sept., 1st Mon.
51	Edwards Place School.....	0	0	0	400	20,000	0	0	0	Sept., 1st Mon.
52	West Newton English and Classical School.....	0	0	0	125	52,000	0	0	0	Sept., 3d Wed.
53	Worcester Academy.....	0	0	0	36-48	175,000	52,000	3,100	2,100	Sept., 1st Wed.
54	Michigan Military Academy.....	0	0	0	6350	40,000	0	0	0	Sept., 1st Wed.
55	Smith Academy.....	0	0	0	50-100	960,000	0	0	0	Sept., 1st Wed.
56	Austin Academy.....	0	0	0	50	2,000	0	0	0	Sept., 1st Wed.
57	St. Paul's School ^a	0	0	0	6-12	100,000	0	0	0	Sept., 1st week.
58	Phillips Exeter Academy.....	0	0	0	500	108,000	219,588	11,791	6,120	Sept., 1st Wed.
59	Kimball Union Academy.....	0	0	0	60	150	34,000	2,000	1,080	Sept., 1st Wed.
60	McCollum Institute.....	0	0	0	30	11,000	15,000	850	1,500	Sept., 1st Wed.
61	Colby Academy.....	0	0	0	18-21	135-250	81,000	5,110	2,000	Sept., 1st Wed.
62	Farmington Preparatory School.....	0	0	0	15-30	100,000	20,000	1,200	1,250	Sept., 1st Wed.
63	Peddle Institute.....	0	0	0	4-46	50,000	1,000	60	3,274	Sept., 1st Wed.
64	Keegan High School.....	0	0	0	170	100,000	0	0	0	Sept., 1st Wed.
65	Rutgers College Grammar School.....	0	0	0	60,150	926,000	0	0	0	Sept., 1st Wed.
66	Princeton College Preparatory School.....	0	0	0	36-72	20,000	0	0	0	Sept., 1st Wed.
67	Cazenovia Seminary.....	0	0	0	(500)	75,000	0	0	0	Sept., 1st Wed.

^a From Report of the Commissioner of Education for 1878.

^b Board and tuition.

^c Value of apparatus.

^d For non-residents only.

^e Only a partial report.

^f Has same apparatus and library as Illinois College (see Table IX).

^g Also funds in real estate.

^h In 1877.

ⁱ Value of apparatus.

^j For non-residents.

^k Uses that of Stevens Institute of Technology.

^l Has same apparatus and library as Illinois College (see Table IX).

^m Also funds in real estate.

ⁿ Includes rents.

^o Value of grounds and buildings.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1879, &c.—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

I	Name.	17	18	19	Library.		22	23	Property, income, &c.				25	26	27	Scolastic year be- gins—
					Has the school a chemical labo- ratory?	Has the school a philosophical cabinet and apparatus?			Has the school a gymnasium?	Number of volumes.	Increase in the last school year.	Annual charge to each student for tuition.					Average cost of board and lodg- ing per annum.	Value of grounds, build- ings, and apparatus.	24	25	Income from productive funds.	Receipts for the last year from tuition fees.
68	Claverack College and Hudson River Institute.*	×	×	×	1,287	0	\$50	350	\$61,087	\$0	\$0	\$11,123	\$0	September 8.		
69	Fort Edward Collegiate Institute.	0	×	×	1,200	215	30	185	310,000	30,000	2,100	2,429	2,100	Sept., 2d Mon.		
70	Colgate Academy.	×	×	×	650	80	36	125	60,000	175,000	0	5,528	0	Sept., 2d Wed.		
71	Cook Academy.	×	×	0	1,592	10	630	130	175,000	19,860	0	915	0	September 2.		
72	Ithaca High School.	×	×	0	450	30	50	150	19,860	0	0	0	0	July 5.		
73	Preparatory School.	0	×	0	850	30	636	250	3,000	45,000	0	1,825	0	Sept., 1st Wed.		
74	Kingston Free Academy.	×	×	×	400	75	75	400	30,000	30,000	0	336	0	September 1.		
75	Kingston Free Academy.	×	×	×	400	75	75	400	30,000	30,000	0	336	0	Sept., 2d Tues.		
76	Siglar's Preparatory School.	×	×	×	400	75	75	400	30,000	30,000	0	336	0	Sept., 1st Mon.		
77	Brittain Brothers' Preparatory Scientific School.*	×	×	×	3,500	100	100-300	450	500,000	500,000	0	0	0	September 15-20.		
78	Charlier Institute.	×	×	0	0	0	100	100	441,000	0	0	0	0	September 15.		
79	Columbia Grammar School.	0	0	0	0	0	100	100	61,000	61,000	0	12,000	0	Sept., 2d Mon.		
80	De La Salle Institute.	0	0	0	0	0	200-300	300	61,000	61,000	0	3,600	0	September 24.		
81	New York Latin School.	0	0	0	0	0	200-300	300	61,000	61,000	0	3,600	0	September 15.		
82	Preparatory Scientific School.	0	0	0	0	0	200-300	300	61,000	61,000	0	3,600	0	September 15.		
83	University Grammar School.	0	0	0	0	0	200-300	300	61,000	61,000	0	3,600	0	September 15.		
84	Park Institute.	0	×	×	700	100	60,80,120	7500	25,000	60,000	0	5,000	0	September 11.		
85	St. John's School.*	0	×	×	1,200	0	(600)	(400)	60,000	60,000	0	3,000	0	September 4.		
86	De Veaux College.	0	0	×	1,200	0	(600)	(400)	60,000	60,000	0	3,000	0	September 4.		
87	Rev. M. R. Hooper's Academy for Boys.	0	0	×	0	0	50-160	110	50,000	50,000	0	3,000	0	September 15.		
88	Chickering Classical and Scientific Institute.	×	×	×	700	50	110	350	50,000	50,000	0	17,500	0	September 20.		
89	Collegiate School.	×	×	×	700	50	110	350	50,000	50,000	0	17,500	0	Sept., 3d Mon.		

90	Brooks Academy	x	x	x	150	40,000	0	0	0	September 15.
91	Milnor Hall*	0	0	30	300	(g)	(g)	(g)	2,100	Sept., 1st Mon.
92	Department of preparatory instruction in Oberlin College	x	x	30	300	(g)	(g)	(g)	2,000	Sept., 1st Wed.
93	Miami Classical and Scientific Training School for Boys.	x	x	240	200	100,000	25,000	1,750	8,000	Sept., 2d Mon.
94	Chambersburg Academy	0	x	50	260	30,000	0	0	0	August 29.
95	Germantown Academy	x	x	50-100	250	50,000	0	0	0	September 2.
96	Wyoming Seminary*	x	0	28	1,500	150,000	0	0	0	September 4.
97	Franklin and Marshall Academy	0	0	50	150	(g)	(g)	(g)	(g)	September 3.
98	University Academy	0	0	30	135	(g)	0	0	0	Sept., 2d Mon.
99	Lewistown Academy	0	x	16-50	200	18,000	0	0	0	Sept., 2d Mon.
100	Cumberland Valley Institute ^j	0	x	80,100,120	250	e1,800	0	0	0	Sept., 1st Mon.
101	Fewsmith Classical and Mathematical School*	x	0	100,130,150	300	e6,500	0	0	0	Sept., 1st Mon.
102	North Broad Street Select School for Young Men and Boys.	x	x	100	1,200	75,000	30,000	1,800	3,250	August 30.
103	York Collegiate Institute	x	x	40	24,33	e75,000	0	0	0	Sept., 1st Mon.
104	Greenwich Academy	x	x	60	600	42,000	100,000	6,000	300	Sept., 1st Mon.
105	Rogers High School	x	x	25	1,050	100,000	0	0	20,745	September 1.
106	English and Classical School	x	x	60-125	200	(m)	0	0	0	September 6.
107	University Grammar School	0	0	60-125	150	6,000	0	0	0	December 1.
108	Mt. Zion Institute*	0	0	40-50	100	6,000	0	0	0	Sept., 1st Mon.
109	McKenzie College	0	x	9-18	108	e25,000	e10,000	e600	475	August 20.
110	St. Mary's Institute	0	x	50,65,80	170	20,000	0	0	0	Sept., 1st week.
111	Burr and Burton Seminary	x	x	80	300	9,500	0	0	0	September 11.
112	Green Mountain Seminary	x	x	(350)	225	3,500	0	0	0	September 15.
113	Kenmore University High School	0	x	(300)	50	15,000	0	0	0	October 1.
114	Belleuve High School	0	x	26	1,800	30,000	10,000	0	0	October 1.
115	University School	0	x	15	300	35,000	0	0	0	September.
116	Hanover Academy*	0	x	20	88	30,000	10,000	0	0	September 10.
117	Shenandoah Valley Academy	x	x	20	15	35,000	0	0	0	September.
118	Wayland University	x	x	20-40	100	15,000	0	0	0	September 1.
119	Berlin High School	0	0	100	250	5,000	0	0	0	Sept., 1st Mon.
120	Janesville Classical Academy*	x	0	100	240	107,200	0	0	0	September 1.
121	Markham Academy	0	0	25	300	0	0	0	0	September 1.
122	Racine Academy	0	0	25	200	0	0	0	0	September 1.
123	Grammar School of Racine Collegé.	x	x	(400)	2,000	0	0	0	0	September 9.

* From Report of the Commissioner of Education for 1878.

a Includes value of furniture and library.

b Value of grounds.

c For non-residents only.

d Includes value of library.

e Value of apparatus.

f Board and tuition.

g Reported with collegiate department (see Table IX).

h Average charge.

i Has access to university library.

Suspended during the scholastic year 1878-79.

k In 1877.

l Common school tuition free; classics or modern languages, higher mathematics or science, \$2.50 a month.

m Building destroyed by fire.

n Principal's library.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Collegiate and Commercial Institute.....	New Haven, Conn	No information received.
Lake Forest Academy.....	Lake Forest, Ill	Closed.
Bethlehem Academy.....	Elizabethtown, Ky	No information received.
Lebanon Academy.....	West Lebanon, Me	No information received.
Private Latin School.....	Boston, Mass	No information received.
Springfield Collegiate Institute.....	Springfield, Mass	No information received.
Warren Academy	Woburn, Mass	No information received.
Preparatory department of Burlington College	Burlington, N. J	No information received.
Mr. Kinne's School	Ithaca, N. Y	No information received.
Anthony Grammar School	New York, N. Y	No information received.
Dabney University School.....	New York, N. Y	Consolidated with New York Latin School.
Union Classical Institute	Schenectady, N. Y	No information received.
Easton Classical and Mathematical School....	Easton, Pa.	No information received.
"The Hill" School	Pottstown, Pa	No information received.
Lapham Institute	North Scituate, R. I.	No information received.
Norwood High School and College.....	Norwood, Va	No information received.
Preparatory department of Northwestern University.	Watertown, Wis.....	See Table IX.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1879; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

1	2	3	4	5	6	Corps of instruction.			Students.				16	
						Total.	Male.	Female.	Instructors in preparatory department.	Number in preparatory department.	In regular course.	In special or partial course.		Number of graduate students.	Total number in all departments.
Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Total.	Male.	Female.	Instructors in preparatory department.	Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.	Total number in all departments.
1 Union Female College.....	Fufanla, Ala.....	1857	1859	Rev. E. B. Olmsted.....	Non-sect	10	4	6	2	42	73	.....	.....	115
2 Florence Synodical Female College, ^a	Florence, Ala.....	1855	1850	.....	Presb.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 Huntsville Female College.....	Huntsville, Ala.....	1852	1852	Rev. George W. F. Price, D. D.....	M. E. So.	8	2	6	0	.....	93	.....	.....	93
4 Huntsville Female Seminary (Gotherwood Home).	Huntsville, Ala.....	1829	.....	Rev. F. A. Ross.....	Presb.....	8	2	6	.....	.....	.....	3	.....	87
5 Judson Female Institute.....	Marion, Ala.....	1839	1839	Rev. L. R. Gwaltney, D. D.....	Baptist..	10	3	7	1	45	59	.....	11	115
6 Marion Female Seminary.....	Marion, Ala.....	1840	1856	Rev. H. R. Raymond, D. D.....	Non-sect	9	2	7	1	25	69	4	6	104
7 Alabama Central Female College.	Tuscaloosa, Ala.....	1858	1858	A. K. Yancey.....	Baptist..	8	2	6	.....	.....	104	.....	.....	104
8 Tuscaloosa Female College.....	Tuscaloosa, Ala.....	1859	1859	Alonzo Hill, A. M.....	Non-sect	10	2	8	2	.....	.....	.....	.....	109
9 Alabama Conference Female College.	Tuskegee, Ala.....	1855	1856	John Massey, LL. D.....	Meth.....	10	2	8	2	40	95	2	2	139
10 Young Ladies' Seminary*.....	Pemica, Cal.....	0	1852	Mrs. Mary Atkins Lynch.....	Non-sect	10	2	8	(b)	.....	.....	.....	.....	51
11 College of Notre Dame.....	San José, Cal.....	1853	1851	Sister Mary Cornelia (superior).....	R. C.....	630	.....	.....	.....	.....	.....	.....	.....	d300
12 Hartford Female Seminary*.....	Hartford, Conn.....	1827	1815	William T. Gage, A. M.....	Non-sect	8	3	5	1	15	60	.....	.....	75
13 Congregation de Notre Dame.....	Waterbury, Conn.....	.....	1869	Madame St. Cecilia (superior).....	R. C.....	.....	.....	.....	.....	.....	.....	.....	.....	185
14 Wesleyan Female College.....	Wilmington, Del.....	1841	1837	Rev. J. M. Williams, A. M.....	M. E.....	8	4	4	.....	31	49	6	.....	86
15 Nassau College for Young Ladies	Fernandina, Fla.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16 Lucy Cobb Institute.....	Athens, Ga.....	1858	1858	Mrs. A. E. Wright and Rev. P. A. Heard.....	Non-sect	6	3	3	1	31	54	.....	.....	85
17 Columbus Female College.....	Columbus, Ga.....	.....	1875	Gustavus E. Glenn.....	Non-sect	10	5	5	.....	.....	110	12	.....	122
18 Andrew Female College.....	Cuthbert, Ga.....	.....	1854	Rev. A. L. Hamilton, D. D.....	Non-sect	10	.....	.....	.....	.....	.....	.....	.....	132
19 Dalton Female College.....	Dalton, Ga.....	.....	1872	Rufus W. Smith.....	Meth.....	7	3	4	1	49	69	7	45	170

* From Report of the Commissioner of Education for 1878.

^a Suspended.

^b Same teachers in preparatory and collegiate departments.

^c Total number in all departments.

^d Also 220 free scholars.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	Number in college department.			Total number in all departments.	
											In regular course.	In special or partial course.	Number of graduate students.		
1						7	8	9	10	11	12	13	14	15	16
20	Monroe Female College*				Baptist.	9	4	5	2	54	61			115	0
21	Georgia Baptist Seminary for Young Ladies.	1840	1878	R. T. Ashbury, A. M.	Baptist.	7	3	4	3	65	46	17		128	
22	Griffin Female College.	1848	1849	A. B. Niles, A. M.	Non-sect	7	2	5	2	44	58	12		114	0
23	La Grange Female College.	1842	1840	James R. Mayson	Meth.	8	3	5	1	42	58	0	0	100	0
24	Southern Female College.	1848	1842	J. F. Cox	Non-sect	10	7	3	2	20	76	8	3	107	0
25	Wesleyan Female College*	1836	1859	Rev. W. C. Bass, D. D.	M. E. So.	11	5	6	2	32	156	10	24	222	4
26	Marietta Female College*	1869	1872	J. Colton Lynes.	Non-sect	4	2	2	1	3	40			43	
27	College Temple		1853	Moses P. Kellogg, A. M.	Non-sect	7	1	6	1	30	90			120	3
28	Rome Female College.	1857	1857	J. M. M. Caldwell	Presb.	6								108	
29	Shorter College.			Rev. R. D. Mallary, A. M.	Non-sect	4	1	3	2	35	64		1	175	
30	Young Female College.		1869	John E. Baker	Meth.	8	(a)	(a)	(a)		41			154	
31	Woman's College of the Northwestern University.			Jane M. Bancroft, Ph. M., dean		(a)									
32	Knox Seminary			Mrs. Amelia F. Bangs	Non-sect									124	
33	Albina College	1859	1855	Mrs. Florence K. Houghton	Baptist.	7		7						61	
34	Highland College for Women*	1876	1876	Edward P. Weston, A. M.	Non-sect	11	3	8	(b)	15	52	10	3	80	
35	Illinois Female College*	1847	1848	Rev. William F. Short, A. M.	M. E.	5	2	3	2	30	74	33	3	140	
36	Jacksonville Female Academy	1835	1840	E. F. Bullard, A. M.	Presb.	7	2	5	5	24	52	27	5	108	0
37	St. Mary's School		1868	Rev. C. W. Leflingwell, D. D., rector.	P. E.	10	2	8						100	0
38	Ferry Hall, Lake Forest University		1869	Rev. A. G. Wilson, A. M.	Presb.	12	5	7	2	42	35		0	97	0
39	Chicago Female College*	1874	1873	Gilbert Thayer, M. D.	Non-sect	13	4	9	1	14	44	12	6	76	
40	St. Angela's Academy	1868	1857	Sister Claudine (superior)	R. C.									70	
41	Mt. Carroll Seminary	1852	1853	F. A. W. Shimer	Non-sect	14	3	11	3		175			175	5
42	Rockford Female Seminary	1847	1849	Miss Anna P. Sill	C. & P.	16	2	14	7	48	44	104	4	200	3

43	Moravian Seminary for Young Ladies.	1866	Rev. J. Blickensderfer	Morav	2	2	8	16	24
44	De Panw College	1852	Rev. W. R. Hjalstead, A. M.	M. E.	4	2	30	0	82
45	Immaculate Conception Academy	1869	Sister Mary Gonzaga	R. C.	17	8	114	15	175
46	Callahan College	1859	Rev. Charles K. Pomeroy, D. D.	R. C.	8	4	20	80	0
47	St. Agatha's Seminary	1861	Sister Mary Arnes	Non-sect	9	1	87	13	153
48	College of the Sisters of Bethany	1862	Rev. T. H. Vawb, D. D., LL. D.	P. E.	12	9	52	62	123
49	Bowling Green Female College	1871	T. S. Stevens	Presb.	2	4	35	30	85
50	Clinton College	1874	T. N. Wells	Baptist	5	1	74	34	108
51	Tarrant College	1875	Mrs. S. F. H. Tarrant	Baptist	4	2	51	21	75
52	Franklin Female College	1868	Col. J. S. Austin, A. M.	Non-sect	4	2	38	62	108
53	Georgetown Female College	1829	J. J. Knecker, A. M.	Baptist	9	3	48	62	110
54	Liberty Female College	1873	James H. Fuqua, A. M.	Baptist	1	5	2	50	143
55	Daughters College	1846	Jno. Aug. Williams	Non-sect	2	6	100	100	100
56	Bethel Female College*	1853	J. W. Rust, A. M.	Baptist	9	2	55	50	105
57	Christ Church Seminary*	1866	Miss Helen L. Toffen	P. E.	2	7	123	123	123
58	Hamilton Female College	1869	J. T. Patterson	Christian	12	6	4	1	44
59	Lexington Female College	1869	W. S. Ryland, A. M.	Baptist	6	2	18	26	4
60	St. Catharine's Female Academy*	1864	Sister Superiores	R. C.	12	12	80	80	80
61	Louisville Female Seminary*	1851	Mrs. W. B. Nold	Non-sect	15	4	70	85	155
62	Millersburg Female College	1856	Rev. Geo. T. Gould, A. M., D. D.	M. E. So.	11	4	4	70	155
63	Mt. Sterling Female College	1876	W. H. Savage, A. M.	Non-sect	4	1	16	49	211
64	Paducah Female College	1871	E. H. Randle	Non-sect	1	3	1	16	65
65	Bourbon Female College	1871	W. S. Jones	Non-sect	6	2	40	50	90
66	Kentucky College	1874	Rev. Erasmus Kowley, D. D.	Non-sect	4	2	40	50	90
67	Logan Female College	1874	A. B. Stark, LL. D.	M. E. So.	5	3	30	70	100
68	Science Hill School	1867	Rev. W. T. Poynter, D. D.	M. E. So.	10	4	27	90	117
69	Shelbyville Female College	1849	W. H. Stuart	Presb.	7	2	39	62	108
70	Stanford Female College	1870	Mrs. Sallie C. Trueheart, A. M.	Non-sect	7	1	40	89	129
71	Cedar Bluff Female College*	1864	B. F. Cabell, A. B.	Non-sect	7	1	10	60	70
72	Silliman Female Collegiate Institute.	1852	Edwin H. Fay, A. M.	Presb.	6	1	52	35	91
73	Keachi Female College	1857	Rev. J. H. Tucker	Baptist	5	1	25	40	65
74	Mansfield Female College*	1855	Rev. Thos. Armstrong, A. M.	M. E. So.	6	2	70	90	90
75	Minden Female College	1853	Thomas Owen Benton	Non-sect	6	1	34	43	77
76	Sylvester-Learned Institute for Young Ladies.	1868	Rev. B. M. Palmer, D. D., LL. D.	Presb.	6	1	25	91	127
77	Maine Wesleyan Seminary and Female College.	1821	Rev. Henry P. Torsey, D. D., LL. D.	M. E.	12	7	300	34	438
78	Waterville Classical Institute.	1841	J. H. Hanson, LL. D.	Baptist	e8	24	24	24	24
79	Baltimore Academy of the Visitation.	1837	Mother Mary Paula Combs	R. C.	25	25	10	160	160
80	Baltimore Female College	1849	N. C. Brooks, LL. D.	Non-sect	10	4	14	58	72
81	Barkittsville Female Seminary	1866	Rev. J. H. Turner, A. M.	Luth.	4	1	9	15	26
82	Cambridge Female Seminary	1864	J. F. Baugher, A. M.	Non-sect	4	1	6	20	26
83	Fredrick Female Seminary*	1840	Mrs. M. W. Haddock	Non-sect	1	7	8	54	80
84	Abbot Academy	1829	Miss P. Helena MacKeon	Non-sect	13	3	10	10	85

* Same teachers in preparatory and collegiate departments.
 b Total number in all departments.
 c Total number in all departments.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Comps of instruction.			Instructors in preparatory department.	Number in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.			In regular course.	In special or partial course.	Number of graduate students.	Total number in all departments.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
85	Andover, Mass.	1851	1851	Charles C. Bragdon, A. M.	M. E. Cong.	18	7	11	1	20	31	25	1	77	0	
86	Boston, Mass. (69 Ches-ter Square).	.....	1852	Rev. Geo. Gannett, A. M.	.....	18	6	12	.....	.....	.....	.....	.....	60	.....
87	Bradford, Mass.	1874	1875	Miss Annie E. Johnson	Non-sect	22	15	7	.....	32	52	42	.....	129	2
88	Smith College	1870	1875	Rev. L. Clark Seelye, D. D.	Non-sect	9	.....	.....	0	0	157	47	1	205	.....
89	Whetton Female Seminary*	1837	1834	Miss Ellen M. Haskell	Cong.	11	10	.....	13	68	25	.....	.....	106	61
90	Maplewood Institute for Young Ladies.	1848	1841	Rev. C. V. Spear, A. M.	Non-sect	11	6	5	.....	6	60	5	0	71	0
91	Mount Holyoke Female Seminary	1836	1837	Miss Julia E. Ward	Non-sect	34	5	29	0	0	273	.....	.....	273	(b)
92	Wellesley College	.....	1875	Miss Ada L. Howard	Non-sect	31	29	.....	46	208	2115	6	.....	375	.....
93	Michigan Female Seminary	1856	1866	Mrs. Esther E. Thompson	Non-sect	10	1	9	.....	.....	.....	.....	.....	44	.....
94	St. Mary's Hall	1866	1866	Rev. H. E. Whipple, D. D.	P. E.	10	1	9	.....	.....	.....	.....	.....	83	.....
95	Bennet Seminary	1870	1869	Miss E. E. Kenyon	Non-sect	5	4	.....	15	30	.....	.....	.....	45	.....
96	Blue Mountain Female College	1877	1873	M. P. Lowrey	Non-sect	7	2	5	1	41	30	4	.....	45	.....
97	Whitworth Female College	1860	1859	Rev. H. F. Johnson, D. D.	Non-sect	15	4	11	1	84	196	.....	3	283	.....
98	Central Female Institute	1853	1853	Rev. Walter Hillman, D. D.	Baptist.	7	2	5	2	27	27	.....	.....	54	.....
99	Columbus Female Institute	1847	1847	Mrs. Lorraine S. Street	Non-sect	6	1	5	.....	30	50	.....	.....	80	8
100	Franklin Female College	1849	1849	Mrs. M. B. Clark	Meth.	.....	.....	.....	.....	.....	.....	.....	.....	70	.....
101	Meridian Female College	1866	1865	Rev. C. M. Gordon, A. M.	Baptist.	5	1	4	1	35	44	1	0	80	0	
102	Union Female College*	1854	1854	Rev. J. S. Hayward, A. M.	Cumb.P.	8	1	7	2	.....	148	6	.....	154	.....
103	Chickasaw Female College	1852	1852	William V. Everson	Presb.	7	1	6	2	43	53	1	3	100	0	
104	Lea Female College	1877	1877	Rev. Charles H. Otken, A. M.	Baptist.	6	1	5	2	50	26	0	8	91	0	
105	Stephens Female College	1857	1856	R. P. Rider	Baptist.	10	3	7	2	82	85	10	.....	177	.....
106	Howard College	1838	1858	Rev. J. H. Pritchett, A. M.	Meth.	9	4	5	2	42	88	10	2	142	0	
107	Tipton Synodical Female College.	1870	1872	Rev. B. H. Charles	Presb.	11	4	7	2	40	.....	.....	.....	116	0
108	Independence Female College	1871	1871	P. F. Witherspoon	Presb.	8	2	6	.....	23	47	4	2	76	.....

100	Woodland College*	Independence, Mo	1874	1869	W. A. Buckner, A. M.	Christian	4	1	3	1	10	60	70
101	St. Louis Seminary	Jennings, Mo	1872	1871	B. T. Blowett, LL. D.	Non-sect	10	10	10	1	15	39	54
110	St. Teresa's Academy	Kansas City, Mo	1868	1866	Sister Herman Joseph	R. C	11	2	9	1	40	71	113
111	Daptist Female College	Lexington, Mo	1855	1855	A. F. Fleet, A. M.	Baptist	10	2	9	1	22	93	123
112	Central Female College*	Lexington, Mo	1869	1870	Rev. Marshall McIlhenny	M. E. So.	8	3	5	1	39	61	102
113	The Elizabeth Hull Female Seminary	Lexington, Mo	1859	1860	Rev. James A. Quarles, A. M.	Presb.	18	3	15	3	84	57	154
114	Clay Seminary*	Liberty, Mo	1854	1853	W. H. Bohart		4	2	2	1	28	45	73
115	Hardin Female College	Mexico, Mo	1873	1873	Rev. Robert Irwin, D. D.	Presb.	10	2	8		10	36	48
117	Lindenwood College for Young Ladies	St. Charles, Mo	1853	1850									
118	St. Joseph Female College	St. Joseph, Mo	1877	1876	Rev. E. S. Dulin, D. D., LL. D.	Baptist	12	2	10	1	45	51	23
119	Academy of the Visitation	St. Louis, Mo	1845	1832	C. S. Pennell, A. M.	R. C	20				2		111
120	Mary Institute (Washington University)	St. Louis, Mo	1853	1859		Non-sect	19	1	18				337
121	Ursuline Academy and Day School	St. Louis, Mo	.....	1849	Very Rev. Henry Muhlenstein, V. G.	R. C	34	1	33		50	30	130
122	Bishop Whitaker's School for Girls	Reno, Nev	.....	1876	Rt. Rev. O. W. Whitaker, D. D.	P. E.	7	2	5				1
123	Adams Academy	East Derry, N. H.	1823	1828	Miss E. F. Billings	Non-sect	9	1	8				187
124	Robinson Female Seminary	Exeter, N. H.	1867	1867	Annie M. Kitham	M. E	12	8	4		115	50	10
125	New Hampshire Conference Seminary and Female College	Tilton, N. H.	1852	1845	Rev. Silas E. Quimby, A. M.	M. E	12	8	4		46	31	5
126	Tilden Ladies' Seminary	West Lebanon, N. H.	1869	1855	Hiram Orcutt, A. M.	Non-sect	9	1	8		15		0
127	Berden town Female College*	Berden town, N. J.	1853	1851	Rev. William C. Bowen, A. M.	Non-sect	10	3	7	1	44	10	3
128	Ivy Hall*	Bridgeton, N. J.	1861	1861		Non-sect	7	1	6				50
129	Pennington Seminary and Female Collegiate Institute	Pennington, N. J.	1839	1840	Rev. Thomas Hamlon, D. D.	M. E.	15	9	6				175
130	Academy of the Sacred Heart	Near Albany, N. Y. (Albany, N. Y.)	1861	.....	Madam Sarah Jones	R. C	19	1	18				7
131	St. Agnes School*	Albany, N. Y.	1870	1869	Rt. Rev. W. C. Doane, S. T. D.	P. E.	28	8	20				23
132	Brooklyn Heights Seminary	Brooklyn, N. Y. (138 Montague Place)	0	1851	Charles E. West, M. D., LL. D.	Non-sect	24	8	16	7	131	75	8
133	Packer Collegiate Institute	Brooklyn, N. Y.	1845	1846	A. Crittenden, A. M., Ph. D.	Non-sect	35	3	32				26
134	Endulo Female Academy	Buffalo, N. Y.	1851	1851	Rev. A. T. Chester, D. D.	Non-sect	13	4	8	4	87	38	8
135	Holy Angels' Academy	Buffalo, N. Y.	1864	1876	Sister Mary Angela	R. C	8						0
136	Granger Place School*	Canandaigua, N. Y.	.....	1876	Miss Caroline A. Comstock	Non-sect	12	3	9		60	13	10
137	Claverack College and Hudson River Institute.*	Claverack, N. Y.	1869	1829	Rev. Alonzo Elcock, Ph. D., president; Georgio Newbush, principal.	Non-sect (e)							(e)
138	St. Joseph's Academy	Lockport, N. Y.	1866	1863	Sister Emelle	R. C	20				330	100	460
139	Academy of the Sacred Heart	Manhattanville, N. Y.	.....	1847	Madame Duane (superior)	R. C	42	7	35			40	3
140	Academy of Mt. St. Vincent-on-the-Hudson.	New York, N. Y.	1865	.....	Mary A. Ely								290
141	Academy of the Sacred Heart	New York, N. Y. (49 W. 17th street).	.....	.....	Madame Irene Robinson (superior)	R. C							135
142	Mrs. S. Peed's Boarding and Day School.*	New York, N. Y. (6 E. 53d street).	.....	1864	Mrs. Caroline G. Reed	P. E.							.....

e See Table VII.

f Includes 48 teachers admitted as students in collegiate courses.

g Includes pupils in the Kindergarten department.

* From Report of the Commissioner of Education for 1878.

a Also 7 partial.

b Education fund of \$25,000.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164	Name.	2 Location.	3 Date of charter.	4 Date of organization.	5 President or principal.	6 Religious denomination.	Corps of instruction.			10 Instructors in preparatory department.	11 Number in preparatory department.	Students.				16 Number of scholarships.
							Total.	Male.	Female.			12 In regular course.	13 In special or partial course.	14 Number of graduate students.	15 Total number in all departments.	
	D'Youville Academy	Plattsburgh, N. Y.	1871	1860	Sister Dugway (superioress)	R. C.	14		14		30	100			4	112
	Cook's Collegiate Institute	Poughkeepsie, N. Y.	1848	1848	George W. Cook, Ph. D.	Non-sect	16	3	13		69	44	1			118
	Ashville Female College	Ashville, N. C.	1854	1854	Rev. James Atkins, Jr.	M. E. So.	7	3	4		15	69	4			88
	Greensboro' Female College	Greensboro', N. C.	1839	1846	Rev. Turner M. Jones, D. D.	Meth.	9	3	6	1						
	Henderson College	Hendersonville, N. C.	1854	1855	William C. Douth, A. M.	M. E. So.	5	1	4			46				46
	Louisburg Female College	Louisburg, N. C.	1849	1848	Rev. A. McDowell, D. D.	Baptist.	8	2	6	0	9	55	4			68
	Chowan Baptist Female Institute	Knifreeshore, N. C.	1857	1872	Rev. R. Burwell and John B. Burwell.	Presb.	8	2	6							125
	Estey Seminary	Raleigh, N. C.	1842	1842	Rev. R. Burwell and John B. Burwell.	Presb.	8	2	6							102
	Peace Institute	Raleigh, N. C.	1857	1842	Rev. R. Burwell and John B. Burwell.	Presb.	8	2	6							74
	St. Mary's School	Raleigh, N. C.	1855	1849	Rev. Bennett Smedes, A. M.	P. E.	42	4	8		30	44				112
	Thomasville Female College*	Thomasville, N. C.	1855	1849	H. W. Reinhart.	Non-sect	8	2	6		30	44				74
	Bartholomew English and Classical School.	Cincinnati, Ohio (corner Fourth and John streets).	1842	1875	G. K. Bartholomew, A. M.	P. E.	18	5	13	3	48	59	5			112
	Cincinnati Wesleyan College	Cincinnati, Ohio	1842	1842	Rev. D. H. Moore, D. D.	Meth.	19	4	15	3	49	58	29			200
	Mt. Auburn Young Ladies' Institute	Cincinnati, Ohio	1853	1854	S. N. Sanford, A. M.	P. E.	9	3	6	0	4	72	11	0		87
	Cleveland Seminary for Girls	Cleveland, Ohio	1854	1854	Rev. Ludlow D. Potter, D. D.	Presb.	11	3	8	0	4	10	0			32
	Glendale Female College	Glendale, Ohio	1833	1832	W. P. Kerr, A. M.	Presb.	10	2	8	1	22	10				32
	Granville Female College	Granville, Ohio	1833	1832	Rev. D. Sheppardson, D. D.	Baptist.	8	1	7		20	42	25	2		2107
	Young Ladies' Institute	Granville, Ohio	1800	1857	Miss E. L. Grand-Girard	Presb.	8	1	8	1	20	40	4	0		64
	Hilliard Institute	Hilliard, Ohio	1854	1854	Rev. John H. Loyd, A. M.	M. E.	5	1	4	2	21	11	4			40
	Hillsborough Female College	Hillsborough, Ohio	1854	1854	Rev. Robert D. Morris, D. D.	M. E.	9	4	5		55	21				76
	Oxford Female College	Oxford, Ohio	1853	1855	Miss Helen Peabody	Presb.	9	4	5		126	10	0			142
	Western Female Seminary	Oxford, Ohio	1853	1855	Miss Helen Peabody	Non-sect	15		15							142

Year	Institution	Location	1859	1860	1861	1862	1863	1864	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	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
165	Lake Erie Female Seminary	Painesville, Ohio	1859	1860	1861	1862	1863	1864	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	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030

* From Report of the Commissioner of Education for 1878.
a includes children in the Kindergarten school.
b Partially endowed.
c Total number in all departments.
d Includes other students not separately specified.
e Includes some duplicates.
f Includes students in musical, ancient language, and art departments.

TABLE VIII.—Statistics of institutions for the superior instruction of women, for 1879, &c.—Continued.

NOTE.—x Indicates an affirmative answer; 0 signifies no, or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Number of scholarships.	
						Total.	Male.	Female.		In regular course.	In special or par- tial course.	Number of grad- uate students.	Total number in all de- partments.		
203 Chappell Hill Female College.....															
204 Young Ladies' School, South- western University.....	Chappell Hill, Tex.	1853	1853	Rev. E. D. Pitts, D. D.	M. E. So.	7	7		46	74		150			
205 Andrew Female College*.....	Georgetown, Tex.....	1875	1840	Rev. Francis Asbury Mood, D. D. (regent).	M. E. So.										
206 Baylor Female College.....	Huntsville, Tex.....	1846	1853	Byman Harding, Jr.....	Non-sect	5	2	3	1	47	32	79			
207 Lamar Female College.....	Independence, Tex.....	1846	1846	Rev. John Hill Luther, D. D.....	Baptist..	8	4	4	2	30	82	114			
208 Nazareth Convent.....	Paris, Tex.....	1866	1866	J. D. Anderson.....	R. C.....	4	1	3	3	10	65	75			
209 Waco Female College.....	Victoria, Tex.....	1854	1856	Mother Mary St. Claire.....	M. E. So.	16	1	16	1	25	64	86			
210 Vermont Methodist Seminary and Female College.....	Waco, Tex.....	1854	1854	Rev. Samuel P. Wright, A. M.....	M. E. So.	10	5	5	1	25	64	89			
211 Martha Washington College.....	Montpelier, Vt.....	1834	1834	Rev. Julius B. Southworth.....	M. E.....	10	5	5	94	91	4	189	0		
212 Hollins Institute.....	Abingdon, Va.....	1860	1860	Rev. E. E. Hoss, M. A.....	Meth.....	9	3	6	1	27	87	114	0		
213 Albemarle Female Institute.....	Botetourt Springs, Va.....	1843	1842	Charles L. Cooke, sup't.....	Baptist..	8	4	4	1	12	70	86			
214 Renocke Female College.....	Charlottesville, Va.....	1859	1855	Richard H. Raylings, A. M., and W. P. Dickinson.....	Baptist..	6	3	3	1	12	58	72	0		
215 Edge Hill School*.....	Danville, Va.....	1874	1873	S. W. and J. T. Averett.....	Baptist..	7	7					46			
216 Marion Female College.....	Keswick Depot, Va.....	1867	1873	The Misses Randolph.....	Non-sect	3	6					94			
217 Petersburg Female College*.....	Marion, Va.....	1867	1867	Rev. J. J. Scherer, A. M.....	Ev. Luth	5	2	3	55	39	0	40	0		
218 Southern Female College.....	Petersburg, Va.....	1863	1862	Frank M. Wright.....	Non-sect	6	1	5				70	0		
219 Richmond Female Institute*.....	Richmond, Va.....	1853	1853	W. T. Davis, A. M.....	Non-sect	6	1	5	1	25	75	105			
220 Staunton Female Seminary.....	Richmond, Va.....	1870	1870	Miss S. B. Hamner.....	Baptist..	11	5	6	1	25	50	75			
221 Virginia Female Institute*.....	Staunton, Va.....	1844	1847	Rev. J. L. Miller, A. M.....	Luth'n.....	16	6	10	3	50	50	90	12		
222 Episcopal Female Institute.....	Winchester, Va.....	1874	1874	Rt. Rev. F. M. Whittle, D. D., LL. D.....	P. E.....	5	2	3	2	17	43	60	4		
223 Broadus Female College*.....	Charlottesville, W. Va.....	1873	1871	Rev. J. C. Wheat, D. D.....	P. E.....	9	2	7	2	35	46	83			

224	Parkersburg Female Seminary ..	0	1865	Mrs. F. G. Field	3	7	2	20	48	0	4	81
225	Wheeling Female College.....	1851	1848	Miss A. Taylor	10	3	.....	.....	140	.....	.....	140
226	Wisconsin Female College.....	1855	1856	Rev. Albert O. Wright, M. A	26	22	.....	649	220	21	23	282
227	Milwaukee College	1851	1851	Charles S. Farrar, A. M.	10	4	.....	145	50	25	1	221
					10	4						0

a In 1878.

* From Report of the Commissioner of Education for 1878.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?		Number of years in full course		Number of weeks in scholastic year.		Library.		Cost of—			Property, income, &c.				Date of next commencement.
	17	18	18	19	19	20	21	22	23	24	25	26	27	28	29	
1 Union Female College.....	x	5	38	0	0	\$130		\$25	\$70	\$12,000	\$0				July 2.	
2 Florence Synodical Female College ^a	x	4	4	2,000	0	210		20-30	50-60	30,000	0				June 5.	
3 Huntsville Female College.....	x	10	40	550	0	500	25	40	60	40,000	0				June 3.	
4 Huntsville Female Seminary (Rotherwood Home)	x	9	40	500	0	500	50	40-50	60	50,000	0				June 17.	
5 Judson Female Institute.....	x	5	36	3,050	0	157	0	25-35	50	8,000	0		\$4,000		June 25.	
6 Marion Female Seminary.....	x	5	36	200	0	1635		18-33	50-60	240,000	0				June 25.	
7 Alabama Central Female College.....	x	4	40			150		25-40	50, 60	60,000	0				June 23.	
8 Tuscaloosa Female College.....	x	3	40			150		20-40	50	15,000	0				June 23.	
9 Alabama Conference Female College.....	0	3, 4	40	1,500	1,300	270	50	30	50	15,000	0			612,000	May 28.	
10 Young Ladies' Seminary ^b	x	0	4	2,500	0	450	40	40	60-120	30,000	0			4,000	June 18.	
11 College of Notre Dame.....	x	4	40	300	0	450	40	40	60-120	228,000	0			2,500	June 18.	
12 Hartford Female Seminary ^c	x	4	39	1,500	0	150	45	45	60	35,000	0				June 16.	
13 Congrégation de Notre Dame.....	x	4	40	600	0	140	30	30	60	25,000	0			9,000	June 21.	
14 Wesleyan Female College.....	x	4	40	800	0	232	50-60	50-60	70	40,000	0				June 16.	
15 Naassau College for Young Ladies.....	x	4	40	600	0	140	30	30	60	25,000	0				June 21.	
16 Lucy Cobb Institute.....	x	5	40	800	0	232	50-60	50-60	70	40,000	0				June 16.	
17 Columbus Female College.....	x	4	40	300	0	135	10-30	40	50	10,000	0			e800	June 16.	
18 Andrew Female College.....	x	6	40	400	0	120	25-35	50	40	30,000	0				July 9.	
19 Dalton Female College.....	x	4	40	400	0	100	25	25	40	6,000	0				July 9.	
20 Monroe Female College ^d	x	4	40	400	100	120	30	30	50	10,000	0			2,400	June 24.	
21 Georgia Baptist Seminary for Young Ladies	x	4	40	1,450	20	120	30	30	50	10,000	0			3,700	June 23.	
22 Griffin Female College.....	x	4	40	300	0	125	40	40	50	50,000	0				June 13-15.	
23 La Grange Female College.....	x	4	38	450	50	200	30-40	40	50	20,000	0			5,000	June 23.	
24 Southern Female College.....	x	5	42	450	50	280	45	45	50-80	110,000	0			13,000	June 18.	
25 Wesleyan Female College ^e	x	4	40	200	0	200	40	40	50	5,000	0				June 25.	
26 Marietta Female College ^f	x	4	40	200	0	200	40	40	50	5,000	0				June 25.	

No.	Name	x	40	5,000	100	20-40 (20-50)	50	60,000	f	June 30.
27	College Temple.....	x	40	5,000	100	20-40	50	60,000	.....	5,000
28	Idaho Female College.....	x	40	.....	e192,212	(20-50)	60	15,000	.....	June.
29	Shorter College.....	x	40	.....	150	30	50	f50,000	.....	.....
30	Young Female College.....	x	40	.....	.....	.....	.....	100,000	.....	.....
31	Woman's College of the Northwestern University	x	39	(g)	.....	645	.....	40,000	.....	June 23.
32	Knox Seminary.....	x	40	.....	135	55	45	80,000	.....	June 22.
33	Almira College.....	x	40	1,200	300	40	40	10,000	.....	June 16.
34	Highland College for Women*	x	40	500	190	40	40	50,000	.....	June 25.
35	Illinois Female College*	x	40	500	200	40	40	30,000	.....	June 5.
36	Jacksonville Female Academy.....	x	40	2,000	e320	.....	.....	75,000	0	e10,000
37	St. Mary's School.....	x	40	600	240	40	50	35,000	.....	June 16.
38	Ferry Hall, Lake Forest University.....	0	39	575	200	50	50	.....	.....	June 23.
39	Chicago Female College*	0	39	.....	.....	.....	.....	.....	.....	June 5.
40	St. Angela's Academy.....	x	37	3,000	e235	.....	.....	100,000	.....	June 10.
41	Mt. Carroll Seminary.....	x	38	2,175	175	38	36	100,000	.....	June 23.
42	Rockford Female Seminary.....	x	40	500	150	30	30	25,000	.....	June 22.
43	Moravian Seminary for Young Ladies.....	x	40	0	160	32	40	30,000	0	2,000
44	De Pauw College.....	x	40	300	0	.....	.....	.....	.....	.....
45	Immaculate Conception Academy.....	x	12	43	1,300	50	180	32,000	.....	June 23.
46	Callanan College.....	x	40	540	10	32	40	.....	.....	June 24.
47	St. Agatha's Seminary.....	x	12	44	160	103-243	243	*12,000	.....	June 15.
48	College of the Sisters of Bethany.....	x	7	39	1,000	50	65	130,000	4,000	e10,000
49	Dowling Green Female College.....	x	40	800	400	40	50	15,000	.....	June 2.
50	Clinton College.....	x	40	2,000	100	30	40	18,000	0	1,500
51	Tarrant College.....	0	40	.....	150	40	50	.....	.....	June 4.
52	Franklin Female College.....	x	44	100	0	25	40	20,500	0	5,300
53	Georgetown Female Seminary.....	x	40	350	8	27	54	25,000	0	3,500
54	Liberty Female College.....	x	5	500	50	30-40	52	22,000	0	3,500
55	Daughters College.....	x	40	3,000	e250	.....	.....	40,000	.....	June 10.
56	Bethel Female College*	x	4,6	.....	200	40	50	32,000	.....	June 12.
57	Christ Church Seminary*	x	40	.....	e300	.....	.....	.....	.....	June.
58	Hamilton Female College.....	x	40	.....	200	30	60	*110,000	.....	.....
59	Lexington Female College.....	x	40	300	200	15-20	50	15,000	.....	.....
60	St. Catharine's Female Academy.....	x	41	.....	350	.....	.....	20,000	.....	June 4.
61	Louisville Female Seminary*	x	40	1,000	75	40,50	75,100	.....	.....	June.
62	Millersburg Female College.....	x	5,4	.....	150	25,40	50	20,000	.....	June 9.
63	Mt. Sterling Female College.....	x	40	.....	160	30	40,50	10,000	.....	June 10.
64	Paducah Female College.....	x	40	550	140	16	36	430,000	0	2,756
65	Bourbon Female College.....	x	40	500	200	30	50	6,000	0	3,300
66	Kentucky College.....	x	40	.....	200	40	60	25,000	.....	June.
67	Logan Female College.....	x	40	1,500	150	30,40	60	20,000	0	4,000
68	Science Hill School.....	x	6	3,500	200	30,45	60	3,000	.....	June 1.
69	Shelbyville Female College.....	x	40	500	160	30	40,50	11,000	.....	June 9.
70	Stanford Female College*	x	6	500	25	40	50	13,000	.....	June 12.
71	Cedar Bluff Female College*	x	6	500	300	40	40	40,000	.....	June 5.
72	Silliman Female Collegiate Institute.....	x	40	300	150	20	30	25,000	1,600	.....
73	Keachi Female College.....	x	40	800	120	30	50	18,000	.....	June 11.

f Value of buildings.
g See report of Knox College (Table IX).
h Grounds and buildings.

c Board and tuition.
d In 1877.
e Receipts for four months.

* From Report of the Commissioner of Education for 1878.
a Suspended.
b Includes incidentals.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?		Number of years in full 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			
					Number of volumes.	Increase in the last school year.	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.			
74 Mansfield Female College*	x	4	40	1,000	20	\$160	\$34	\$56	\$35,000	0	0	0	0	June 25.		
75 Minden Female College	x	4	40	500	20	150	40	50	35,000	0	0	0	0	June 21.		
76 Sylvester-Learned Institute for Young Ladies	0	8	38	100	20	250	45-54	63-72	20,000	\$0	0	0	\$8,000	December.		
77 Maine Wesleyan Seminary and Female College	x	4	39	3,500	40	110	15	21-25	100,000	40,000	2,400	3,775	0	June 3.		
78 Waterville Classical Institute.	x	4	40	(b)	120	120	(20-24)	75	(b)	0	0	0	0			
79 Baltimore Academy of the Visitation.	x	8	42	3,000	.....	200	55	60	60,000	0	0	4,000	0	June 10.	
80 Baltimore Female College	x	4	38	3,925	.....	150	25	30	6,000	0	0	0	0	June 10.	
81 Cambridge Female Seminary	x	6	40	600	.....	200	32	48	10,000	0	0	0	0	June 10.	
82 Cambridge Female Seminary	x	4	40	600	.....	200	40	60	75,000	20,000	1,000	4,000	0	June 17.	
83 Frederick Female Seminary*	x	4	39	1,878	.....	240	60	90	*40,000	0	0	0	0	June.	
84 Abbott Academy	0	4	36	600	.....	260	80-125	200	75,000	0	0	0	6,000	June 17.	
85 Lasell Seminary for Young Women.	0	4	38	3,000	50	300	60	60	80,000	0	0	0	12,000	June 9.		
86 Gannett Institute.	0	4	38	2,700	200	320	60	100	175,000	400,000	30,000	0	0	June 16.		
87 Bradford Academy	0	4	36	2,000	250	250	45	45	300,000	18,000	600	6,000	0	June 16.		
88 Smith College	x	4	38	3,020	203	210	24	30	50,000	50,000	0	0	0	June 25.		
89 Wheaton Female Seminary	x	4	38	1,800	219	175	175	24	300,000	36,424	2,500	446,136	0	June 24.		
90 Maplewood Institute for Young Ladies	0	4	38	10,189	.....	c175	.....	.....	300,000	0	0	0	0	June 24.
91 Mt. Holyoke Female Seminary	x	4	39	21,000	.....	d250	.....	.....	50,000	0	0	0	0	June 22.
92 Wellesley College.	x	4	38	640	.....	d175	.....	.....	30,000	0	0	0	0	June 15.
93 Michigan Female Seminary	x	4	36	*800	.....	d300	.....	.....	12,000	0	0	0	0	June 1.
94 St. Mary's Hall	x	4	38	160	10	110	30	40	11,000	0	0	0	0	June 17.		
95 Bennet Seminary	x	6	40	500	100	d170-300	40	50	20,000	0	0	0	0	June 29.		
96 Blue Mountain Female College	x	4	40	1,200	50	170	40	50	20,000	0	0	0	0	June 24.		
97 Whitworth Female College	x	4	40	1,200	50	170	40	50	20,000	0	0	0	0	June 24.		
98 Central Female Institute	x	4	40	1,200	50	170	40	50	20,000	0	0	0	0	June 24.		
99 Columbus Female Institute	x	10	40	300	.....	.....	.....	.....	50,000	0	0	0	0	June 28.

	x	40	200	180	16	20-25	7,000	5,000	June 12.
Franklin Female College.....	5	40	200	180	16	47	7,000	5,000	June 12.
Meridian Female College.....	x	40	600	150	35	30	25,000	4,843	June 13.
Union Female College*.....	x	40	200	135	30	40-50	20,000	3,000	June 19.
Chickasaw Female College.....	x	4	2,000	108	18-27	26	0	0	June 9.
Lea Female College.....	x	40	0	125	25	50	10,000	0	June 18.
Stephens Female College.....	x	4, 5	500	180	20	40	35,000	1,500	June 2.
Howard College.....	x	4	300	150	30	50	40,000	15,000	June 20-23.
Fulton Synodical Female College.....	x	4	250	140	25	50	30,000	0	June 2.
Independence Female College.....	x	4	300	180	25	50	10,000	0	June 4.
Woodland College*.....	x	4	38	350	25	30	25,000	0	June 4.
St. Louis Seminary.....	x	4	2,000	200	20	60	20,000	0	May 19.
St. Teresa's Academy.....	x	7	42	290	20	30	20,000	5,000	June 1.
Baptist Female College*.....	x	6	40	160	20	40	12,000	0	June 4.
Central Female College.....	x	4	350	160	20-40	50	20,000	0	June 6.
The Elizabeth Ann Female Seminary.....	x	4	1,200	160	20-40	50	7,000	4,000	June 4.
Clay Seminary.....	x	4	250	100	34	44	0	3,500	June 6.
Hardin Female College.....	x	4	1,000	200	40-48	52-56	40,000	0	June 6.
Lindenwood College for Young Ladies.....	x	4, 5	300	230	20-40	50	40,000	0	June 3.
St. Joseph Female College.....	x	7	40	230	20-40	50	40,000	5,144	June 3.
Academy of the Visitation.....	x	0	23	230	70-160	100,000	0	0	June 16.
Mary Institute (Washington University).....	x	5	40	230	70-160	100,000	0	0	June 16.
Ursuline Academy and Day School.....	0	10	6,000	230	70-160	100,000	0	0	June 16.
Bishop Whitaker's School for Girls.....	0	4	200	300	40	60	30,000	0	June 26.
Adams Academy.....	x	39	420	150-275	30	21	30,000	2,500	June 26.
Robinson Female Seminary.....	x	8	600	145	18-23	25-36	23,000	285	June 22.
New Hampshire Conference Seminary and Female College.....	x	5	600	145	18-23	25-36	23,000	1,350	June 16.
Ivy Hall*.....	x	3, 4	1,400	225-300	33	48	40,000	3,300	June 17.
Pennington Seminary and Female Collegiate Institute.....	x	4	2,000	100	40	40	25,000	8,000	June 19.
Academy of the Sacred Heart.....	x	6	2,000	15	40	40	80,000	4,000	June 25.
St. Agnes School*.....	x	10	1,500	350	30-100	300,000	300,000	0	June 5.
Brooklyn Heights Seminary.....	0	10	10,000	450	120	150	75,000	0	June 8.
Packer Collegiate Institute.....	0	40	4,474	400	80	100	41,000	40,548	June 22.
Buffalo Female Academy.....	x	12	1,200	200-300	32-64	80-96	80,000	7,861	June 10.
Holy Angels' Academy.....	0	2, 3, 4	1,000	2400	57	76	40,000	700	June 24.
Granger Place School*.....	0	4	39	350	40	40	40,000	(b)	June 12.
Claverack College and Hudson River Institute*.....	x	4-5	40	150	40	40	40,000	0	June 24.
St. Joseph's Academy.....	x	4	9,000	295	225	250	670,000	0	June 24.
Academy of the Sacred Heart.....	x	4	9,000	295	225	250	670,000	0	June 24.
Academy of Mt. St. Vincent-on-the-Hudson.....	x	4	9,000	295	225	250	670,000	0	June 24.
Academy of the Sacred Heart.....	x	4	9,000	295	225	250	670,000	0	June 24.
Mrs. S. Reed's Boarding and Day School*.....	x	4	1,500	350	40	60	50,000	0	June 15.
D'Yonville Academy.....	x	4	700	150	30	50	20,000	1,700	June 16.
Cook's Collegiate Institute.....	x	4	40	350	40	60	50,000	0	June 15.
Ashville Female College.....	x	4	700	150	30	50	20,000	1,700	June 15.

f This college is united financially with the New Hampshire Conference Seminary.

c For board, lodging, tuition, and lectures.

d, e Board and tuition.

e Grounds and buildings.

* From reports.

† From report of the Commissioner of Education for 1878.

‡ See Table VII.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1879, &c.—Continued.

Name.	17	18	19	Library.		Cost of—				Property, income, &c.			Date of next commencement.
				Number of volumes.	Increase in the last school year.	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.	
	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	20	21	22	23	24	25	26	27	28	29
146 Greensboro' Female College	x	4	40	1,500	.....	\$150	\$15-20	\$25	\$75,000	.....	.....	\$4,500	May 27.
147 Judson College	x	4	42	300	.....	100	25-30	30-40	10,000	\$0	\$0	1,800	May 27.
148 Louisville Female College	x	4	39	500	.....	108	40	50	40,000	0	0	6,000	June 23.
149 Chowan Baptist Female Institute .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
150 Estey Seminary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
151 Peace Institute .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
152 St. Mary's School .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
153 Thomasville Female College* .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
154 Bartholomew English and Classical School	x	8	40	600	.....	115	40	50	15,000	.....	.....	3,500	June 4.
155 Cincinnati Wesleyan College	0	6	38	350	.....	350	110-130	150	225,000	.....	.....	12,000	June 10.
156 Mt. Auburn Young Ladies' Institute	x	7, 4	39	2,000	.....	334	62	102	225,000	.....	.....	.....	June 9.
157 Cleveland Seminary for Girls	x	4	40	2,000	.....	300	300	60	100,000	0	0	.....	June 16.
158 Glendale Female College	x	6	40	2,600	300	.....	40	50	75,000	0	0	.....	June 10.
159 Granville Female College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
160 Young Ladies' Institute	0	4	38	1,500	.....	180	30	30	20,000	.....	.....	.....	June 23.
161 Hillsborough Institute	x	6	39	600	30	.....	24	36	20,000	0	0	1,800	June 10.
162 Hillsborough Female College	x	4	40	750	.....	135	50	40	40,000	6,000	360	.....	June 17.
163 Oxford Female College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
164 Western Female Seminary	0	4	39	2,000	.....	200	50	50	100,000	.....	.....	13,923	June 9.
165 Lake Erie Female Seminary	0	4	38	3,000	.....	170	.....	.....	.....	.....	.....	17,747	June 19
166 Rose Ridge Seminary	0	4	38	1,500	0	.....	.....	.....	.....	10,500	700	19,875	June 17.
167 St. Helen's Hall .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
168 Allentown Female College	0	9	40	600	50	.....	30	50	33,000	.....	.....	.....	June 9.
169 Moravian Seminary for Young Ladies	x	3	40	350	20	.....	36	40-50	25,000	.....	.....	.....	June 27.
170 Blairsville Ladies' Seminary	x	4	40	5,000	50	.....	40	40	80,000	0	0	3,000	June 23.
171 Wilson College	0	4	40	500	30	.....	20	40	25,000	.....	.....	8,600	June 16.

NOTE.—x indicates an affirmative answer; 0 signifies no, or none; indicates no answer.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1879, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no, or none; indicates no answer.

Name.	17	18	19	Library.		Cost of —			Property, income, &c.				Date of next commencement.	
				Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Number of volumes.	Increase in the last school year.	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.
220 Staunton Female Seminary	x	6	6	400	.....	\$170	.....	\$40	\$25,000	.....	.....	.....	.....	.....
221 Virginia Female Institute*	x	5	40	1,500	50	α200	\$30-50	60	75,000	.....	.....	.....	.....	.....
222 Episcopal Female Institute	x	4	30	.....	.....	240	30	40	15,000	.....	\$0	.....	.....	.....
223 Broadus Female College*	x	4	36	.....	.....	α150	40	50	10,000	.....	.....	.....	.....	.....
224 Parkersburg Female Seminary .....	.....	5	40	397	91	200	25	35	5,000	.....	.....	.....	.....	.....
225 Wheeling Female College	x	4	40	.....	.....	300	.....	.....	.....	.....	.....	.....	.....	.....
226 Wisconsin Female College .....	.....	4	38	*500	.....	7150	28	28	*35,000	*6,100	469	*2,650	.....	.....
227 Milwaukee College	x	4, 5	40	3,000	25	2350	50	60	100,000	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.

α Includes incidentals.

β Board and tuition.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Centenary Institute	Summerfield, Ala.	St. Clare's Academy	Buffalo, N. Y.
Synodical Female Institute ...	Talladega, Ala.	English, French, and German School.	New York, N. Y. (222 Madison ave.)
School for Girls	Farmington, Conn.	Poughkeepsie Female Academy.	Poughkeepsie, N. Y.
Grove Hall	New Haven, Conn.	Howland School	Union Springs, N. Y.
Young Ladies' Institute	Windsor, Conn.	Davenport Female College....	Lenoir, N. C.
Southern Masonic Female College.	Covington, Ga.	Raleigh Female Seminary.....	Raleigh, N. C.
Hamilton Female College.....	Hamilton, Ga.	Simonton Female College.....	Statesville, N. C.
Lumpkin Masonic Female College.	Lumpkin, Ga.	Cooper Academy	Dayton, Ohio.
Georgia Female College	Madison, Ga.	Academy of Notre Dame.....	Philadelphia, Pa.
Houston Female College.....	Perry, Ga.	Chegary Institute	Philadelphia, Pa.
Cherokee Baptist Female College.	Rome, Ga.	Pennsylvania Female College.	Pittsburgh, Pa.
Seminary of the Sacred Heart.	Chicago, Ill.	Columbia Female College.....	Columbia, S. C.
Female College of Indiana	Greencastle, Ind.	Bellevue Female College.....	Collierville, Tenn.
St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	La Grange Female College.....	La Grange, Tenn.
Mt. Pleasant Female Seminary.	Mt. Pleasant, Iowa.	State Female College	Memphis, Tenn.
Warrendale Female College ..	Georgetown, Ky.	Austin Collegiate Female Institute.	Austin, Tex.
South Kentucky Female College.	Hopkinsville, Ky.	Dallas Female College	Dallas, Tex.
The Misses Norris' School....	Baltimore, Md.	Galveston Female High School	Galveston, Tex.
Notre Dame Academy	Boston, Mass.	Ursuline Academy.....	Galveston, Tex.
Oread Collegiate Institute	Worcester, Mass.	Goliad College.....	Goliad, Tex.
Young Ladies' Seminary and Collegiate Institute.	Monroe, Mich.	Farmville College.....	Farmville, Va.
Female College	Sardis, Miss.	Augusta Female Seminary.....	Staunton, Va.
Christian College	Columbia, Mo.	Mozart Institute.....	Staunton, Va.
St. Mary's Hall	Burlington, N. J.	Wesleyan Female Institute...	Staunton, Va.
Freehold Young Ladies' Seminary.	Freehold, N. J.	Parkersburg Female Academy	Parkersburg, W. Va.
Delacove Institute.....	Trenton, N. J.	Kemper Hall.....	Kenosha, Wis.
Athenæum Seminary	Brooklyn, N. Y.	St. Clara Academy.....	Sinsinawa Mound, Wis.

TABLE VIII.—Memoranda.

Name.	Location.	Remarks.
Furlow Masonic Female College.....	Americus, Ga.	Closed.
Home School for Girls	Lebanon, Ky.	See Table VI.
Louisville Female College	Louisville, Ky.	Closed.
Sharon Female College	Sharon, Miss.	Closed.
Ingleside College	Palmyra, Mo.	See Table VI.
Ontario Female Seminary.....	Canandaigua, N. Y.	Closed.
Jane Grey School.....	Mt. Morris, N. Y.	Closed.
Wesleyan Female College	Murfreesboro', N. C.	Not in existence.
Salem Female Academy	Salem, N. C.	See Table VI.
Madame Clement's School	Germantown, Pa.	See French Protestant School.
Odd Fellows' Female College.....	Humboldt, Tenn.	See Odd Fellows' Male and Female College, Table VI.
Savannah Female College.....	Savannah, Tenn.	Closed.

TABLE IX.—Statistics of universities and colleges for 1879; 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.

1	2	3	4	5	6	7	Preparatory department.				12		
							Students.		Number of students unclassified.	Number of instructors.		Preparatory for classical course.	Preparatory for scientific course.
							Male.	Female.					
Southern University	Greensboro', Ala	1856	1859	M. E. South	Rev. L. M. Smith, D. D.	1	20	0	10	10	0		
Howard College	Marion, Ala	1843	1842	Baptist	James T. Murfee, LL. D.	1	88	0					
Spring Hill College	Near Mobile, Ala	1836	1830	R. C.	Rev. D. Deaudequin, S. J.								
University of Alabama	Tuscaloosa, Ala	1829	1831	Non-sect	Burwell B. Lewis, LL. D.	0	0	0	0	0	0		
Arkansas College*	Batesville, Ark	1872	1872	Presbyterian	Rev. Isaac J. Long, D. D.	2	40	30					
Cane Hill College	Boonshoro', Ark	1852	1852	Cumb. Presb.	Rev. F. R. Earle, A. M.	210	244	67	106	13			
Arkansas Industrial University	Fayetteville, Ark	1871	1871	Non-sect	Gen. D. H. Hill	4	25	19					
Trudson University	Judsonia, Ark	1871	1875	Baptist	Rev. Benj. Thomas, D. D.	2	68	13	12	5			
St. John's College of Arkansas	Little Rock, Ark	1850	1859	Non-sect	Rev. Leo Baier, A. M.	2							
Missionary College of St. Augustine	Bentonia, Cal	1868	1867	P. E.	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.	0	0	0	0	0	0		
University of California	Berkeley, Cal	1868	1869	Non-sect	John Le Conte, A. M., M. D., LL. D.	1	7	6	7	6			
Pierce Christian College	College City, Cal	1874	1874	Christian	J. C. Keith	26	286						
St. Vincent's College	Los Angeles, Cal	1869	1867	R. C.	Rev. M. V. Richardson, C. M.	9	600		80	100			
St. Ignatius College*	San Francisco, Cal	1859	1855	R. C.	Rev. John Phasco, S. J.	5	72	0	24	24			
St. Mary's College	San Francisco, Cal	1872	1863	R. C.	Brother Justin	3	149	0					
Santa Clara College	Santa Clara, Cal	1855	1851	R. C.	Rev. A. Brumont, S. J.	3	67	33	17	83			
University of the Pacific*	Santa Clara, Cal	1851	1852	M. E.	Rev. C. C. Stratton, A. M., D. D.	3	60	66	25	6			
Pacific Methodist College*	Santa Rosa, Cal	1862	1861	M. E. South	Rev. Wm. Finley, A. M., D. D.	3	11	11	22				
California College	Yacaville, Cal	1870	1860	Baptist	Rev. Uriah Gregory, D. D.	1	11	8.					
Washington College	Washington, Cal	1871	1871	Non-sect	S. S. Harmon, A. M.	1	50	50	5	5			
Hesperian College*	Woodland, Cal	1869	1862	Christian	A. M. Elston, A. M.	1	36	18	28	26			
University of Colorado*	Boulder, Colo	1875	1877	Christian	Dr. Joseph A. Sewall	1	13	3	16	0			
Colorado College	Colorado Springs, Colo	1874	1874	Non-sect	Rev. F. P. Tenney	1	0	0	0	0			
Trinity College	Hartford, Conn	1824	1826	P. E.	Rev. F. L. Lynchon, D. D., LL. D.	0	0	0	0	0			
Wesleyan University	Middletown, Conn	1830	1831	M. E.	Rev. Cyrus D. Foss, D. D.	0	0	0	0	0			
Yale College	New Haven, Conn	1701	1701	Non-sect	Rev. Noah Porter, D. D., LL. D.	0	0	0	0	0			

27	Delaware College*	1867	1870	Non-sect	William H. Purcell, A. M., LL. D.	5	32	24	6	3
28	University of Georgia	1785	1801	Non-sect	Rev. P. H. McEl, D. D., LL. D. (chancellor)					
29	Atlanta University*	1867	1869	Non-sect	Edmund A. Ware, A. M.		45	0	43	2
30	Bowdon College	1857	1873	Non-sect	J. W. Beck	2	38	24	30	5
31	Gainesville College*	1873	1873	Non-sect	Rev. C. B. La Hatto	2	57	49	21	9
32	Mercer University	1837	1838	Baptist	Rev. A. J. Battle, D. D.					
33	Pio Nono College	1836	1874	R. C.	Rt. Rev. Wm. H. Gross, D. D.	2	10		10	
34	Emory College*	1836	1837	M. E. South	Rev. Atholons G. Haygood, D. D.	2	55			
35	Hedding College*	1855	1855	Christian	F. M. Bruner	5	41	28	23	
36	Hunting College	1873	1855	M. E.	Rev. George W. Peck, A. M.	100	75	30	70	
37	Illinois Wesleyan University	1850	1850	Methodist	Rev. W. H. Adams, D. D.	200	100	100	200	
38	St. Viator's College*	1874	1869	R. C.	Rev. Father Thomas Roy, P. S. V. (vice president)	7	70		(40)	
39	Blackburn University	1857	1859	Presb.	Rev. E. L. Hurd, D. D.	4	90	50	14	44
40	Carthage College	1870	1870	Lutheran	Rev. D. L. Tressler, Ph. D.	8	(82)			51
41	St. Ignatius College	1870	1869	R. C.	Rev. Thomas O'Neil, S. J.	7	176		80	96
42	University of Chicago	1859	1859	Baptist	Rev. Galusha Anderson, D. D.	7	44	6	32	18
43	Rock River University*	1873	1875	Non-sect.	A. M. Hansen	2	(16)			15
44	Eureka College	1855	1853	Christian	H. W. Everest, A. M.		78	14		
45	College of Individual Instruction b			Non-sect.	W. P. Jones, A. M.		(46)		10	27
46	Northwestern University	1851	1875	M. E.	Oliver Marcy, LL. D. (acting)	3	126	59	51	134
47	Ewing College	1874	1867	Baptist	Rev. William Shelton, D. D.	7	(118)			
48	Knox College	1837	1838	Non-sect.	Newton Bateman, A. M., LL. D.	3	70	51	45	76
49	Lombard University	1851	1852	Universalist	Rev. Nehemiah White, Ph. D.		31	23	6	4
50	Illinois College*	1835	1830	Non-sect.	Rufus C. Crampton, A. M. (acting)	(c)	(c)	(c)		
51	Lake Forest University	1856	1876	Presbyterian	Rev. Daniel S. Gregory, D. D.	7	110	4	49	34
52	McKendree College	1834	1828	M. E.	Rev. Daniel W. Phillips, A. M.		46	23	35	34
53	Lincoln University	1865	1868	Cumb. Presb.	Rev. A. A. McGlumphy, D. D., LL. D.	11	190	50	71	53
54	Evangelisch-Lutherisches Collegium*			Lutheran	Rev. Sigm. Fritschel, D. D.					
55	Month College	1857	1856	United Presb.	Rev. J. B. McMichael, D. D.	3	50	39	22	21
56	Northwestern College	1865	1861	Brethren	J. W. Stein	5	157	24	6	22
57	Northwestern College	1865	1863	Evangelical	Rev. T. N. Hasselquist, D. D.	2	46	0	46	
58	Augustana College	1865	1861	Evang. Luth.	Very Rev. P. Maurilius Klosterman, O. S. F.		23		4	
59	St. Joseph's Ecclesiastical College			R. C.						
60	Shurtleff College*	1832	1827	Baptist	Rev. A. A. Kendrick, D. D.	3	48	13	40	21
61	Illinois Industrial University	1867	1868	Non-sect.	Hon. John M. Gregory, LL. D. (regent)	(d)	(d)	(d)		
62	Westfield College	1865	1865	United Breth.	Rev. Samuel B. Allen, D. D.	1	44	26	12	14
63	Wheaton College	1861	1855	Non-sect.	Rev. J. Blanchard	4	83	49	39	
64	Bedford College*	1872	1872	Christian	J. A. Beattie, B. S., C. E.	3	80	15	5	5
65	Indiana University*	1828	1828	Non-sect	Rev. Lemuel Moss, D. D.	3	95	85	(180)	
66	Wabash College	1834	1833	Presbyterian	Rev. Joseph F. Tuttle, D. D.	3	84	0	34	31
67	Concordia College	1850	1848	Evang. Luth.	L. Zueker		220		220	
68	Fort Wayne College	1847	1848	M. E.	Rev. W. F. Youn, A. M.	9	150	100		
69	Franklin College	1844	1837	Baptist	Rev. W. T. Stoff, D. D.		53	17	30	40
70	Indiana Asbury University*	1837	1836	M. E.	Rev. Alexander Martin, D. D.					(126)
71	Hanover College	1833	1827	Presbyterian	Rev. D. W. Fisher, D. D.	2	45		40	5

d See Table X, Part 1.

e Suspended; report is that for the year 1878.
 f Preparatory department is identical with Whipple Academy (Table VII).

g From Report of the Commissioner of Education for 1878.
 h Total for all departments.

TABLE IX.—Statistics of universities and colleges for 1879, &c.—Continued.

142	Name.	Location.	3	Date of charter.	4	Date of organization.	5	Religious denomination.	6	President.	Preparatory department.				Number of students unclassified.	
											7	8	9	10		11	12
		2									Number of instructors.	Male.	Female.	Preparing for classical course.	Preparing for self-entire course.	
142	Harvard College	Cambridge, Mass	1650	1638	1638	Non-sect.	Non-sect.	Charles W. Eliot, LL. D.								
143	Tufts College	College Hill, Mass	1832	1855	1855	Universalist	Universalist	Elmer H. Capen								
144	Williams College	Williamstown, Mass	1793	1793	1793	Congregation ¹	Congregation ¹	Rev. Paul A. Chadbourne, D. D., LL. D.								
145	College of the Holy Cross	Worcester, Mass.	1865	1843	1843	R. C.	R. C.	Rev. Edward D. Boone, S. J.								
146	Adrian College	Adrian, Mich	1859	1859	1859	Meth. Prot.	Meth. Prot.	Rev. G. B. McElroy, D. D., PH. D.				21	9	01		
147	Albion College	Albion, Mich	1860	1860	1860	M. E.	M. E.	Rev. L. E. Fiske, D. D., LL. D.				49	33	21		
148	University of Michigan	Ann Arbor, Mich.	1836	1841	1841	Non-sect.	Non-sect.	James B. Angell, LL. D.				0	0	0		0
149	Battle Creek College*	Battle Creek, Mich	1874	1873	1873	7th Day Adv't.	7th Day Adv't.	James White				138	92	12	27	
150	Grand Traverse College ^a	Benzonia, Mich	1862	1863	1863	Congregation ¹	Congregation ¹	A. L. Gridley, A. M., B. D., (acting)				134	68	28	25	
151	Hillsdale College	Hillsdale, Mich	1855	1855	1855	Reformed.	Reformed.	Rev. De Witt C. Durgin, D. D.				52	26	46		
152	Hope College	Holland, Mich	1866	1851	1851	Baptist.	Baptist.	Rev. G. Henry Mandeville, D. D.				2	40	31	52	
153	Kalamazoo College	Kalamazoo, Mich	1855	1855	1855	Baptist.	Baptist.	Rev. Kendall Brooks, D. D.				65	29	50	044	
154	Olivet College	Olivet, Mich	1859	1858	1858	Cong. & Presb.	Cong. & Presb.	Rev. Horatio Q. Butterfield, D. D.				5				
155	St. John's College	Collegeville, Minn	1857	1857	1857	R. C.	R. C.	Rt. Rev. Alexius Edelbrock, O. S. B.				34				
156	Augsburg Seminary (Greek department).	Minneapolis, Minn.	1857	1874	1874	Lutheran	Lutheran	Prof. Georg Sverdrup								
157	Macalester College ^c	Minneapolis, Minn.	1853	1874	1874	Presbyterian	Presbyterian	Rev. Edward D. Neill				167	80	54	4146	
158	University of Minnesota	Minneapolis, Minn.	1868	1867	1867	Non-sect.	Non-sect.	William W. Folwell, LL. D.				1	101	107	30	4141
159	Carleton College	Northfield, Minn	1866	1867	1867	Congregation ¹	Congregation ¹	Rev. James W. Strong, D. D.				1	190	0	30	40
160	Mississippi College	Clinton, Miss	1850	1851	1851	Baptist	Baptist	Rev. W. S. Webb, D. D.				1	100	93	150	103
161	Shaw University	Holly Springs, Miss.	1870	1868	1868	M. E.	M. E.	Rev. W. W. Hooper, A. M.				3	133	0		
162	University of Mississippi	Oxford, Miss	1848	1848	1848	Non-sect.	Non-sect.	Alexander P. Stewart (chancellor)				6	160	13		
163	Alcorn University	Rodney, Miss	1871	1872	1872	Non-sect.	Non-sect.	Rev. Hiram R. Revels								
164	Christian University*	Canton, Mo.	1853	1855	1855	Christian	Christian	R. Lin Cave								
165	St. Vincent's College	Cape Girardeau, Mo	1843	1844	1844	R. C.	R. C.	Rev. J. W. Hickey, C. M.								
166	University of the State of Missouri	Columbia, Mo	1839	1840	1840	Non-sect.	Non-sect.	S. S. Laws, A. M., M. D., LL. D.				2	73	35	20	
167	Central College	Fayette, Mo	1855	1857	1857	M. E. South	M. E. South	Rev. T. De R. Hendrix, D. D.				3	15	20		
168	Pritchett School Institute*	Glasgow, Mo	1867	1866	1866	Non-sect.	Non-sect.	R. T. Bond, A. M.								
169	Lincoln College*	Greenwood, Mo.	1870	1870	1870	United Presb.	United Presb.	W. Q. Bell, A. B.				5	12			

170	La Grange College*	La Grange, Mo.	1858	Baptist	J. F. Cook, LL. D.	1	60	35	25
171	William Jewell College	Liberty, Mo.	1849	Baptist	Rev. W. R. Rothwell, D. D.	8	150	0	150
172	St. Joseph College	St. Joseph, Mo.	1872	R. C.	Rev. Brother Arthemian	6	150	0	80
173	College of the Christian Brothers*	St. Louis, Mo.	1855	R. C.	Rev. Joseph E. Keller, S. J.	2	28	0	20
174	St. Louis University	St. Louis, Mo.	1832	Non-sect.	Rev. Wm. G. Ehot, D. D.	17	348	57	60
175	Washington University	St. Louis, Mo.	1853	Non-sect.	Rev. W. O. H. Perry, A. M.	17	35	20	41
176	Stewartville College	Stewartville, Mo.	1879	Congregation ¹	Rev. N. J. Morrison, D. D.	5	50	49	26
177	Drury College	Springfield, Mo.	1873	Congregation ¹	Rev. H. A. Koch, D. D.	5	50	49	26
178	Warrenton College	Warrenton, Mo.	1865	Meth. Epis.	Rev. D. B. Parry, A. M. (acting)	(90)	66	54	
179	Central Wesleyan College	Crete, Neb.	1872	Congregation ¹	Rev. Edmund B. Fairfield, S. T. D., LL. D. (chancellor)	4	99	60	70
180	University of Nebraska	Lincoln, Nebr.	1869	Non-sect.	Rev. R. A. Stauff, S. J.	f ⁸	f ²²⁵		
181	Creighton College	Omaha, Nebr.	1878	R. C.	W. C. Dovey (principal)	1	20	22	11
182	Nebraska Wesleyan University	Omaha, Nebr.	1879	M. E.	Rev. Sannell C. Bartlett, D. D., LL. D.				
183	State University of Nevada ^g	Elko, Nev.	1873	Non-sect.	Rev. P. Mellitus, O. S. B.	(h)	(h)		
184	Dartmouth College	Hanover, N. H.	1769	Congregation ¹	Rev. Wm. H. Campbell, D. D., LL. D.	(i)	(i)		
185	St. Benedict's College	Newark, N. J. (522 High st.)	1868	R. C.	Rev. James McCosh, D. D., LL. D.	(h)	(h)		
186	Rutgers College	New Brunswick, N. J.	1770	Non-sect.	Rev. James Henry Corrigan, A. M.	8	26		
187	College of New Jersey	Princeton, N. J.	1748	Presbyterian	Rev. J. Allen, D. D., Ph. D.	171	164		
188	Seton Hall College*	South Orange, N. J.	1861	R. C.	Very Rev. Fr. Leo da Saracena, O. S. F.	7	143	33	20
189	Alfred University ^j	Alfred, N. Y.	1857	R. C.	Rev. Robert B. Fairbairn, D. D., LL. D.				
190	St. Bonaventure's College	Allegany, N. Y.	1875	Prot. Epis.	Rev. Edward S. Frisbee, D. D.				
191	St. Stephen's College	Annandale, N. Y.	1860	Presbyterian	David H. Cochran, Ph. D., LL. D.	(k)	(k)		
192	Wells College	Aurora, N. Y.	1868	Non-sect.	Bro. Jerome Magner, O. S. F.	4	f ¹⁵⁵	0	5
193	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.	1854	R. C.	Rev. A. J. Meyer, C. M.	3	40	25	15
194	St. Francis College	Brooklyn, N. Y.	0	R. C.	Brother Frank	6	210		
195	St. John's College	Brooklyn, N. Y.	1873	R. C.	Rev. A. G. Gaines, D. D.				
196	Canisius College	Buffalo, N. Y.	1870	R. C.	LL. D.				
197	St. Joseph's College	Buffalo, N. Y.	1861	Presbyterian	Rev. Augustus W. Cowles, D. D.	14	134	40	25
198	St. Lawrence University	Canton, N. Y.	1856	R. C.	Rev. F. W. Gockeln, S. J.				
199	Hamilton College*	Clinton, N. Y.	1812	P. E.	Rev. Robert Graham Hinsdale, S. T. D.	0	0	0	0
200	Elmira Female College	Elmira, N. Y.	1855	Baptist	Rev. Ebenezer Dodge, D. D., LL. D.	7	103	0	86
201	St. John's College ^j	Fordham, N. Y. (New York City).	1846	Non-sect.	Andrew Dixon White, LL. D.	0	0	0	0
202	Hobart College	Geneva, N. Y.	1825	Presbyterian	Rev. S. D. Burchard, D. D.	7	55		
203	Madison University	Hamilton, N. Y.	1846	R. C.	Rev. Henry Hudson, S. J.	16	7349	0	
204	Cornell University	Ithaca, N. Y.	1865						
205	Ingham University*	Leroy, N. Y.	1857						
206	College of St. Francis Xavier ^j	New York, N. Y. (49 W. Fifteenth street).	1861						

* From Report of the Commissioner of Education for 1878. ^e Students in English and literary courses and in music and preparatory department is identical with Princeton College Preparatory School (Table VII).
^a Suspended for repairs and completion of buildings. ^f Total number in all departments.
^b 23 of these are preparing for "ladies" course. ^g Preparatory department only organized.
^c Suspended; its preparatory department to be reopened. ^h Preparatory department is identical with Rutgers College Grammar School (Table VII).
^d September, 1880. ⁱ Includes students in grammar and commercial classes.

TABLE IX.—Statistics of universities and colleges for 1879, &c.—Continued.

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	Name.	Location.	3 Date of charter.	4 Date of organization.	5 Religious denomination.	6 President.	Preparatory department.				Number of students unclassified.			
							Number of instructors.	Male.	Female.	Preparatory for classical course.		Preparatory for scientific course.		
			1	2	3	4	5	6	7	8	9	10	11	12
	College of the City of New York	New York, N. Y.	1847	1848	Non-sect.	Alexander S. Webb, LL. D.	14	425	200	225	636			
	Columbia College	New York, N. Y.	1754	1754	P. E.	F. A. F. Barnard, s. T. D., LL. D., J. H. D.								
	Manhattan College	New York, N. Y.	1863	1863	R. C.	Brother Paulian	31	374	14					
	Rutgers Female College	New York, N. Y. (487 and 491 Fifth avenue).	1867	1838	Non-sect.	Rev. Thomas D. Anderson, D. D.								
	St. Louis College*	New York, N. Y.	1830	1869	R. C.	John P. Brophy								
	University of the City of New York*	New York, N. Y.	1830	1830	Non-sect.	Rev. Howard Crosby, D. D., LL. D., chancellor.								
	Vassar College	Poughkeepsie, N. Y.	1861	1865	Non-sect.	Rev. Samuel L. Caldwell, D. D.				84				
	University of Rochester	Rochester, N. Y.	1850	1850	Baptist	Martin B. Anderson, LL. D.								
	Union College	Schenectady, N. Y.	1795	1795	Non-sect.	Rev. E. Norf Porter, D. D.	6	76	104	46	16			
	Seminary of Our Lady of Angels	Suspension Bridge, N. Y.	1863	1856	R. C.	Rev. Patrick V. Kavanagh, C. M.								
	Syracuse University	Syracuse, N. Y.	1870	1871	M. E.	Rev. Erasmus O. Haven, D. D., LL. D.	0	0	0	0	0			
	University of North Carolina	Chapel Hill, N. C.	1789	1795	Non-sect.	Hon. Kemp B. Battle, LL. D.	4	126	30	36				
	Biddle University	Charlotte, N. C.	1877	1867	Presbyterian	Rev. Stephen Maffoon, D. D.								
	Davidson College	Davidson College, N. C.	1837	1837	Presbyterian	Rev. A. D. Hepburn, D. D.	1	11	33	83				
	Rutherford College*	Happy Home, N. C.	1871	1871	Non-sect.	Rev. Robert L. Abernethy, A. M.	2	86	20	20				
	North Carolina College	Mt. Pleasant, N. C.	1859	1859	Evang. Luth.	Rev. L. A. Birkle, D. D.								
	Shaw University	Raleigh, N. C.	1851	1866	Baptist	Rev. H. M. Tupper, A. M.								
	Trinity College	Trinity College, N. C.	1851	1838	M. E. South	Rev. H. Craven, D. D., LL. D.								
	Wake Forest College	Wake Forest College, N. C.	1833	1834	Baptist	Rev. E. L. Rexford, D. D.	3	57	41	6	44			
	Buchtel College	Akron, Ohio	1870	1872	Universalist	Rev. Thomas H. Pritchard, D. D.	3	67	41	6	44			
	Ashland College	Ashland, Ohio	1878	1879	Brethren	Elder S. Z. Sharp, A. M.	2	28	9	9				
	Ohio University*	Athens, Ohio	1846	1845	Non-sect.	William H. Scott								
	Baldwin University	Berea, Ohio	1864	1864	M. E.	A. Schuyler, LL. D.								
	German Wallace College	Berea, Ohio	1864	1864	M. E.	Rev. William Nast, D. D.								
	Hebrew Union College	Cincinnati, Ohio	1874	1875	Jewish	Isaac M. Wise								
	St. Joseph's College	Cincinnati, Ohio	1873	1871	R. C.	F. J. Francis, C. S. C.								

233	St. Xavier College	Cincinnati, Ohio	1831	R. C.	Rev. R. J. Meyer, s. j	225	72	0
234	University of Cincinnati	Cincinnati, Ohio	1870	Non-sect.	Thomas Vickers	0	0	0
235	Farmers' College	Columbus, Ohio	1846	Non-sect.	Rev. John B. Smith, A. M.	37	29	2
236	Capital University*	Columbus, Ohio	1850	Evang. Luth.	Rev. William F. Lehmann	23	18	5
237	Ohio State University	Columbus, Ohio	1870	Non-sect.	Edward Orton, PH. D.	(c)	(c)	
238	Ohio Wesleyan University*	Delaware, Ohio	1842	M. E. B.	Rev. Charles H. Payne, D. D., LL. D.	259	96	52
239	Kenyon College*	Gambier, Ohio	1824	Prot. Epis	Rev. William B. Bowline, D. D.	26		
240	Denison University	Granville, Ohio	1832	Baptist	Rev. Alfred Owen, D. D.	114	61	15
241	Hiram College	Hiram, Ohio	1867	Disciples	B. A. Hinsdale, A. M.	4	2	44
242	Western Reserve College	Hudson, Ohio	1826	Presb. & Cong.	Rev. Carroll Cutler, D. D.	62	6	6
243	Ohio Central College	Iberia, Ohio	1833	Non-sect.	J. F. Robb, A. M.	39	43	2
244	Marietta College	Marietta, Ohio	1835	Non-sect.	Rev. Israel Ward Andrews, D. D., LL. D.	80	60	20
245	Mt. Union College*	Mt. Union, Ohio	1838	Non-sect.	O. N. Hartshorn, LL. D.	(237)		
246	Franklin College	New Athens, Ohio	1825	Non-sect.	Rev. George C. Vincent, D. D.	49	20	26
247	Muskingum College	New Concord, Ohio	1837	United Presb.	Rev. F. M. Spencer	289	145	198
248	Oberlin College	Oberlin, Ohio	1833	Congregation ^l	Rev. James H. Fairchild, D. D.	15	19	11
249	Rio Grande College	Rio Grande, Ohio	1875	F. W. Baptist.	A. A. Moulton, A. M.	32	11	20
250	McCorkie College*	Sago, Ohio	1873	Assoc. Presb.	Rev. William Ballbanthe, A. M.	15	11	5
251	Scio College	Scio, Ohio	1865	M. E.	Rev. E. Eltison, D. D.	100	50	25
252	Miami Valley College	Springboro', Ohio	1875	Friends	Eugene H. Foster, A. B.	11	14	25
253	Wittenberg College	Springfield, Ohio	1845	Evang. Luth.	Rev. J. B. Helwig, D. D.	52	19	40
254	Heidelberg College	Tiffin, Ohio	1851	Reformed.	Rev. George W. Williard, D. D.	4	75	13
255	Urbana University	Urbana, Ohio	1851	New Church.	Rev. Frank Sewall, A. M.	5	18	18
256	Otterbein University	Westerville, Ohio	1847	United Breth.	Rev. H. A. Thompson, D. D.	53	26	22
257	Wilberforce University	Wilberforce, Ohio	1863	African M. E.	Rev. Benjamin F. Lee, D. D.	2	6	5
258	Willoughby College	Willoughby, Ohio	1858	Methodist	Curtis R. Waters	30	45	3
259	Whamton College	Whamton, Ohio	1875	Friends	David W. Dennis	49	48	4
260	University of Wooster	Wooster, Ohio	1866	Presbyterian	Rev. A. A. E. Taylor, D. D.	136	32	80
261	Antioch College*	Yellow Springs, Ohio	1832	Non-sect.	Samuel C. Derby, A. M.	4	33	10
262	Corvallis College*	Corvallis, Ore.	1868	M. E. South.	B. L. Arnold, PH. D.	1	25	23
263	University of Oregon*	Eugene City, Ore.	1876	Non-sect.	J. W. Johnson	3	47	58
264	Pacific University and Tualatin Acad. emy.	Forest Grove, Ore.	1854	Evangelical.	Rev. S. H. Marsh, D. D. e	78	42	13
265	Blue Mountain University	La Grande, Ore.	1857	Non-sect.	Rev. G. E. Akerman, A. B., S. T. B.			
266	McMinnville College	McMinnville, Ore.	1857	Baptist	G. J. Burchett	50	13	40
267	Christian College	Monmouth, Ore.	1865	Christian	Thomas F. Campbell, A. M.	2	51	49
268	Philomath College	Philomath, Ore.	1865	United Breth.	Rev. Wayne S. Walker, A. M.	3	80	73
269	Wilamette University	Salem, Ore.	1833	M. E.	Charles Edward Lambart, A. M., B. D.	4	50	60
270	Mahomet College*	Alentown, Pa.	1867	Evang. Luth.	Rev. Benjamin Sadtler, D. D.	6	127	42
271	Lebanon Valley College*	Anville, Pa.	1866	United Breth.	Rev. D. D. DeLoong, A. M.	1	37	9
272	St. Vincent's College*	Beatty, Pa.	1870	R. C.	Rev. Boniface Wimmer, O. S. B.	90		14
273	Dickinson College	Carlisle, Pa.	1783	M. E.	Rev. J. A. McCauley, D. D.	1	30	4
274	Pennsylvania Military Academy	Chester, Pa.	1862	Non-sect.	Col. Theodore Hyatt, M. A.	4	20	0
275	Lafayette College	Easton, Pa.	1826	Presbyterian	Rev. William C. Cattell, D. D., LL. D.	0	0	0
276	Pennsylvania College	Gettysburg, Pa.	1832	Evang. Luth.	Rev. Milton Valentine, D. D.	2	51	45
277	Thiel College	Greenville, Pa.	1870	Evang. Luth.	Rev. H. W. Roth, A. M.	2	53	6
278	Haverford College	Haverford College, Pa.	1832	Friends	Thomas Chase, LL. D.	2		

* From Report of the Commissioner of Education for 1878.

b From the ninety-second report of the regents of the University of the State of New York.

c See Table X, Part 1.

d Preparing for Latin and scientific course.

e Deceased.

f Commercial and elementary.

TABLE IX. — Statistics of universities and colleges for 1879, &c. — Continued.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.		Preparatory department.				Number of students unclassified.	
						7	8	9	10	11	12		Male.	Female.	Preparing for classical course.	Preparing for scientific course.
279 Monongahela College	Jefferson, Pa.	1868	1868	Baptist	Rev. H. K. Craig, D. D.	4	(a50)	0	47	0	47	0
280 Franklin and Marshall College*	Lancaster, Pa.	1853	1853	Reformed	Rev. Thomas G. Apple, D. D.	2	25	25	25	25	25	.....
281 University at Lewisburg	Lewisburg, Pa.	1846	1846	Baptist	Rev. David J. Hill, A. M.	3	31	0	25	.....	.....	.....
282 Lincoln University*	Lincoln University, Chester County, Pa.	1854	1857	Non-sect	Rev. Isaac N. Kendall, D. D.	3	31	0	25	.....	.....	.....
283 St. Francis College*	Loretto, Pa.	1858	1851	R. C.	Rev. Francis P. Ward, A. M.	5	157	33	190	.....	.....	.....
284 Allegheny College	Meadville, Pa.	1817	1817	M. E.	Rev. Lucius Halen Bugbee, D. D.	2	21	.....	17	.....	.....	.....
285 Mercersburg College	Mercersburg, Pa.	1865	1865	Reformed	Rev. E. E. Higbee, D. D.	2	.....	.....	.....	.....	.....	.....
286 New Castle College	New Castle, Pa.	1875	1872	Non-sect	W. N. Aiken	3	71	18	6	63	.....	.....
287 Westminster College	New Wilmington, Pa.	1852	1852	United Presb.	Rev. E. T. Jeffers, D. D.	5	90	40	20	.....	.....	.....
288 La Salle College*	Philadelphia, Pa.	1863	1862	R. C.	Rev. Brother Romuald	10	300	330	20	.....	.....	.....
289 St. Joseph's College	Philadelphia, Pa.	1852	1852	R. C.	Rev. B. Yilliger, S. J.	4	129	0	51	78	.....	.....
290 University of Pennsylvania	Philadelphia, Pa.	1755	1748	Non-sect	Charles J. Stille, LL. D. (provost)	4	129	0	51	78	.....	.....
291 Pittsburgh Catholic College	Pittsburgh, Pa.	1819	1819	Non-sect	Rev. W. Powers	4	129	0	51	78	.....	.....
292 Western University of Pennsylvania	Pittsburgh, Pa.	1866	1866	R. C.	George Woods, LL. D.	4	129	0	51	78	.....	.....
293 Lehigh University*	South Bethlehem, Pa.	1864	1866	P. E.	Rev. John M. Leavitt, D. D.	15	87	59	79	67	.....	.....
294 Swarthmore College	Swarthmore, Pa.	1864	1866	Friends	Edward H. Magill, A. M.	3	100	25	30	30	.....	.....
295 Augustinian College of Villanova	Villanova, Pa.	1848	1842	R. C.	Rev. John Joseph Fedigan, O. S. A.	3	100	25	30	30	.....	.....
296 Washington College of Jefferson College	Washington, Pa.	1802	1802	Presbyterian	Rev. George P. Hays, D. D.	27	21	21	6	.....	.....	.....
297 Waynesburg College	Washington, Pa.	1850	1850	Cumbr. Presb.	A. B. Miller, LL. D.	.....	.....	.....	.....	.....	.....	.....
298 Brown University	Providence, R. I.	1764	1765	Non-sect	Rev. E. G. Robinson, D. D., LL. D.	.....	.....	.....	.....	.....	.....	.....
299 College of Charleston	Charleston, S. C.	1785	1790	Non-sect	N. R. Middleton	.....	.....	.....	.....	.....	.....	.....
300 Erskine College	Due West, S. C.	1841*	1839	Ass. Ref. Presb.	Rev. W. M. Grier, D. D.	11	0	0	0	10	1	.....
301 Furman University*	Greenville, S. C.	1850	1851	Baptist	Rev. James C. Furman, D. D.	0	0	0	0	0	0	0	
302 Newberry College	Newberry, S. C.	1856	1859	Evang. Luth.	Rev. George W. Holland, A. M.	1	25	.....	618	7	.....	.....
303 Claflin University and South Carolina Agricultural College and Mechanic's Institute.	Orangeburg, S. C.	1869	1870	M. E.	Rev. Edward Cooke, M. A., D. D.	5	(151)	22	37	.....	.....	.....
304 Wofford College*	Spartanburg, S. C.	1872	1874	M. E.	James H. Carlisle, A. M., LL. D.	43	0	20	.....	.....	.....	.....

305	Adger College*	Wahalla, S. C.	1877	1877	Presbyterian..	Rev. J. R. Riley (chairman of faculty).	1	24	30	25	82
306	East Tennessee Wesleyan University.	Athens, Tenn.	1867	1868	M. E.	Rev. John Fletcher Spence, D. D.	2	17	7	21	
307	Beech Grove College*	Beech Grove, Tenn.	1868	1868	Non-sect.	M. Parker	38	32	23	0	
308	King College	Bristol, Tenn.	1869	1867	Presbyterian	Rev. J. D. Tadlock, D. D.	36	0	0	0	
309	Southwestern Presbyterian University	Clarksville, Tenn.	1875	1875	Presbyterian..	Rev. John N. Waddell, D. D., LL. D., chancellor.	0	0	0	0	0
310	Hiwassee College	Hiwassee College, Tenn.	1850	1849	M. E. South	Rev. John H. Brunner, A. M., D. D.	4	184	67	88	
311	Southwestern Baptist University	Jackson, Tenn.	1874	1875	Baptist	George W. Jarman, A. M.	3	118			
312	University of Tennessee and State Agricultural College.	Knoxville, Tenn.	{ 1807 1809 }	{ 1809 1863 }	Non-sect.	Rev. Thomas W. Humes, S. T. D.	4				
313	Cumberland University.	Lebanon, Tenn.	1842	1842	Cumb. Presb.	Nathan Green, LL. D. (chancellor)	3	87	16	10	
314	Bethel College.	McKenzie, Tenn.	1850	1850	Cumb. Presb.	Rev. W. W. Hendrix, D. D.	1	35	30	5	9
315	Manchester College.	Manchester, Tenn.	1836	1866	Non-sect.	L. N. Jones	2	90	33	31	92
316	Maryville College.	Maryville, Tenn.	1842	1819	Presbyterian	Rev. P. M. Bartlett, D. D.	4	80	25	10	
317	Christian Brothers' College*	Memphis, Tenn.	1872	1871	R. C.	Brother Maurelain	2	68	40		
318	Moshain Institute.	Moshain, Tenn.	1870	1869	Lutheran	Rev. J. C. Barb, A. M.	1	140			
319	Carson College	Mossy Creek, Tenn.	1833	1850	Baptist	Rev. N. B. Goforth, D. D.	4		12	3	
320	Central Tennessee College	Nashville, Tenn.	1866	1866	M. E.	Rev. John Braden, D. D.	4		17	46	0
321	Risk University	Nashville, Tenn.	1867	1866	Congregation ¹	Rev. E. M. Oravath, M. A.	6	29	0	0	0
322	Vanderbilt University	Nashville, Tenn.	1872	1875	M. E. South	Landon C. Garland, LL. D. (chancellor).	0	0	0	0	0
323	University of the South	Sewanee, Tenn.	1858	1860	P. E.	Rev. Telfair Hodgson, D. D. (vice chancellor).	4	55	0		
324	Burrill College*	Spencer, Tenn.	1850	1850	Christian	T. W. Brents	2	(76)	57	19	
325	Greenville and Tusculum College.	Tusculum, Tenn.	1794	1794	Non-sect.	Rev. W. S. Doak D. D.	0	0	0	0	
326	Winchester Normal	Winchester, Tenn.				James W. Terrill					
327	Texas Military Institute	Austin, Tex.	1868	1868	Non-sect.	Col. J. G. James (superintendent).	0	85	85	23	450
328	St. Mary's University	Galveston, Tex.	1856	1855	R. C.	Rev. A. M. Truchard	1	46			
329	Southwestern University*	Georgetown, Tex.	1875	1840	M. E. South	Rev. Francis Asbury Mood, A. M., D. D. (regent).	2	30	15	15	
330	Baylor University	Independence, Tex.	1845	1845	Baptist	Rev. Wm. Carey Crane, D. D., LL. D.	2	100	83	31	18
331	Mansfield Male and Female College.	Mansfield, Tex.	1872	1869	Non-sect.	Rev. John Collier	1	66	55	10	28
332	Salado College*	Salado, Tex.	1868	1867	Non-sect.	George D. Alexander	1	60	112	79	
333	Austin College.	Sherman, Tex.	1849	1850	Presbyterian	Rev. H. B. Boude, D. D.	4	159			
334	Trinity University	Technicana, Tex.	1870	1869	Cumb. Presb.	Rev. W. E. Bacon, D. D.	3				
335	Waco University	Waco, Tex.	1861	1867	Baptist	Rev. R. C. Burleson, D. D.	5	23	20		
336	Marvin College	Waxahachie, Tex.	1873	1872	M. E. South	Rev. John R. Allen, A. M.	0	0	0	0	
337	University of Vermont and State Agricultural College.	Burlington, Vt.	{ 1791 1809 }	{ 1809 1865 }	Non-sect.	Rev. Matthew H. Buckham, D. D.	0	0	0	0	
338	Middlebury College.	Middlebury, Vt.	1800	1800	Congregation ¹	Rev. Calvin B. Hulbert, D. D.	0	0	0	0	0
339	Randolph Macon College*	Ashland, Va.	1830	1832	M. E. South	Rev. W. W. Bennett, D. D.	8	0	0	0	0
340	Emory and Henry College	Emory, Va.	1839	1838	M. E. South	Rev. Ephraim E. Wiley, D. D.	0	0	0	0	0
341	Hampden Sidney College*	Hampden Sidney, Va.	1783	1776	Presbyterian.	Rev. J. M. P. Atkinson, D. D.	0	0	0	0	0
342	Washington and Lee University.	Lexington, Va.	1782	1749	Non-sect.	Gen. G. W. C. Lee	0	0	0	0	0
343	Richmond College	Richmond, Va.	1840	1830	Baptist	B. Puryear, LL. D. (chairman of faculty).	141				
344	Ronoke College.	Salem, Va.	1853	1853	Lutheran	Julius D. Dreher, A. M.	3	37			

* From Report of the Commissioner of Education for 1878. b Number preparing for philosophical and classical courses, and English courses.
 a Average number. c In preparatory, academic, and English courses.
 d In commercial course.

TABLE IX.—Statistics of universities and colleges for 1879, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.	
						Number of instructors.	Male.	Female.	Students.		
1	2	3	4	5	6	7	8	9	10	11	12
345 University of Virginia.....	University of Virginia, Va.	1819	1825	Non-sect.....	James F. Harrison, M. D., (chairman of faculty).	0	0	0	0	0	.....
346 Bethany College.....	Bethany, W. Va.....	1840	1841	Christian.....	W. K. Pendleton, LL. D.....	0	0	0	0	0	.....
347 West Virginia College.....	Flemington, W. Va.....	1868	1868	F. W. Baptist.....	Rev. D. Powell (manager).....	0	0	0	0	0	.....
348 West Virginia University.....	Morgantown, W. Va.....	1867	1867	Non-sect.....	Rev. J. R. Thompson, A. M.....	4	78	38	38	40	.....
349 Shepherd College.....	Shepherdstown, W. Va.....	1871	1871	Non-sect.....	Joseph McMurrin, A. M.....	.....	.....	.....	.....	.....	.....
350 Lawrence University.....	Appleton, Wis.....	1847	1847	M. E.....	Rev. E. D. Humbley, D. D., LL. D.....	.....	69	29	10	88	.....
351 Beloit College.....	Beloit, Wis.....	1846	1847	Presb. & Cong.....	Rev. Aaron L. Chapin, D. D.....	2	94	0	50	44	.....
352 Galesville University*.....	Galesville, Wis.....	1854	1859	M. E.....	J. W. McLaurry, A. M.....	.....	82	38	90	30	.....
353 University of Wisconsin.....	Milwaukee, Wis.....	1848	1849	Non-sect.....	Rev. John Bascom, D. D., LL. D.....	3	82	67	67	.....	.....
354 Milton College.....	Milton, Wis.....	1867	1867	7th Day Bapt.....	Rev. Wm. C. Whitford, A. M.....	4	125	0	87	113	.....
355 Racine College.....	Racine, Wis.....	1852	1852	P. E.....	Rev. Stevens Parker, S. T. D.....	8	100	75	62	84	.....
356 Ripon College.....	Ripon, Wis.....	1850	1851	Congregation'l.....	Rev. Augustus F. Ernst.....	5	129	7	52	84	.....
357 Northwestern University*.....	Watertown, Wis.....	1864	1865	Lutheran.....	Rev. P. H. Healy, S. J.....	5	94	.....	94	0	.....
358 Georgetown College.....	Georgetown, D. C.....	1815	1780	R. C.....	James C. Wellings, LL. D.....	5	70	.....	12	15	.....
359 Columbian University.....	Washington, D. C.....	1821	1821	Non-sect.....	Edward Minor Gallaudet, Ph. D., LL. D.....	1	18	0	0	4	.....
360 Howard University.....	Washington, D. C.....	1867	1868	Non-sect.....	.....	.....	29	0	25	.....	.....
361 National Deaf-Mute College.....	Washington, D. C.....	1864	1864	Non-sect.....	.....	.....	.....	.....	.....	.....	.....
362 University of Deseret.....	Salt Lake City, Utah.....	.....	1850	Non-sect.....	John R. Park, M. D.....	3	182	143	.....	.....	.....
363 University of Washington Territory.....	Seattle, Wash. Ter.....	.....	1861	Non-sect.....	A. J. Anderson, A. M.....	.....	(114)	.....	.....	.....	.....
364 Holy Angels' College*.....	Vancouver City, Wash. Ter.....	0	1866	R. C.....	Rev. Louis de G. Schram.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.

	11	10	199	50	16	60	13	30	10	16	4									6	40	
Lincoln University.....	4	0	17																		4	40
Evangelisch-Luthersches Collegium*.....	4	3	152																	2	4	40
Monmouth College.....	a7		a205																	11	6	41
Mt. Morris College.....	6	0	67																	3	2	46
Northwestern College.....	6	0	37																	1	5	40
Augustana College.....	8	3	58																	2	8	40
St. Joseph's Ecclesiastical College.....	(h)		(h)																		(h)	40
Sturtevant College.....	5	0	12																			36
Illinois Industrial University.....	12	g3	48																	1	1	40
Westfield College.....	5	0	12																			40
Wheaton College*.....	5	5	15																	1	1	39
Bedford College*.....	64		102																	0	0	40
Indiana University*.....	10	0	96																	0	0	40
Wabash College.....	11	0	120																	0	6	39
Concordia College.....	7	7	135																			43
Fort Wayne College.....	7	7	28																			44
Franklin College.....	14	7	185																	3	1	44
Indiana Asbury University*.....	14	1	57																	3	1	44
Hamover College.....	6	1	81																	4	2	40
Hartsville University.....	12	11	82																	29	5	40
Butler University.....	8	7	24																	3	5	38
Union Christian College.....	74		47																	3	1	40
Moore's Hill College.....	6	4	18																	8	3	37
Earlham College.....	76	5	0																	0	0	40
Ridgeville College.....	5	5	14																	0	1	39
St. Meinrad's College.....	15	15	72																	0	0	40
Amity College*.....	5	5	a175																	0	0	40
Griswold College.....	7	6	3																	0	0	40
Norwegian Luthur College.....	8	4	88																	0	0	38
University of Des Moines.....	4	1	13																	2	2	43
St. Joseph's College.....	8	7	37																	0	0	40
Parsons College.....	84		30																	1	1	36
Upper Iowa University*.....	7	7	1																	1	0	40
Iowa College.....	7	0	f9																	0	0	37
Simpson Centenary College*.....	5	5	58																	0	0	40
State University of Iowa.....	16	0	247																	1	8	37
German College.....	5	5	17																	0	8	40
Iowa Wesleyan University*.....	10	10	87																	0	2	40
Lorena College.....	9	9	91																	0	0	37
Cornell College.....	7	7	26																	16	13	40
Oskaloosa College.....	92		36																	3	1	40
Penn College.....	7	7	57																	8	1	37
Central University of Iowa.....	5	5	36																	0	0	40
Whittier College.....	11	11	42																	2	1	40
Tabor College.....	9	9	57																	7	14	37
Western College.....	8	8	73																	3	5	40
St. Benedict's College.....	7	7	25																	7	4	38

* From Report of the Commissioner of Education for 1878.
 † Total number in all departments.
 ‡ Partially endowed.
 § Includes one only partially endowed.
 ¶ See Table X, Part 1.
 †† These are academic students.
 ††† These are normal students.
 †††† These are only partially endowed.
 ††††† Includes students in scientific and engineering courses.
 †††††† Underclassical are included students in scientific course.

TABLE IX.—Statistics of universities and colleges for 1879, &c.—Continued

Name.	Collegiate department.													No. of years in collegiate course.	No. of fellowships.	No. of scholarships.	No. of weeks in scholastic year.												
	Corps of instruction.				Students in classical course.				Students in scientific course.									No. of graduate students.											
	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professors.	Whole number of students.	Fresh-man.	Sophomore.	Junior.	Senior.	Fresh-man.	Sophomore.	Junior.	Senior.						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Special or optional students.		
1	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		
167 Central College	7	8	0	3	155																								
168 Pritchett School Institute*	8	8	0	3	15																								
169 Lincoln College*	2	1	0	0	15																								
170 La Grange College*	8	7	1	0	98																								
171 William Jewell College	7	7			90																								
172 St. Joseph College																													
173 College of the Christian Brothers*	18		0	0	50	21	15	8		6																			
174 St. Louis University	26	16	0	0	197	75	50	30	12	0																			
175 Washington University	15	15	4	0	73	222	63	11	1	45																			
176 Stewarville College	4	2	0	0	45	3	3	2	2																				
177 Drury College*	10	10	0	1	91	4	11	5	8	4	2	1																	
178 Central Wesleyan College	6	6	6	2	62	5	1	4	1	3																			
179 Doane College	6	6	2	2	23	3	1	1	1	3																			
180 University of Nebraska	10	10			90	5	6	0	5	4																			
181 Creighton College																													
182 Nebraska Wesleyan University	5	1	0	0																									
183 State University of Nevada b.	1	1																											
184 Dartmouth College	14	14		c5	215	64	51	52	48					(d)						(d)									
185 St. Benedict's College	5	5			49																								
186 Rutgers College	12			e2	123	22	35	32	31					(f)						(f)									
187 College of New Jersey	25	31		14	413	107	93	88	77					(g)						(g)									
188 Seton Hall College*	10				53																								
189 Alfred University b	16				86																								
190 St. Bonaventure's College	10	16	1	0	90	14	10	18	17																				
191 St. Stephen's College	6	6	0	0	52	7	0	17	0	17	0																		
192 Wells College	9	9	2	0	18	6	4	5																					
193 Brooklyn Collegiate and Polytechnic Institute.	12	0	0	0	154	40	20								30	7		6		1		47	3	0	0	4	40		

194	St. Francis College.....	12	8	4	0	15	16	9	12	17	12	11	11	11	6	40
195	St. John's College.....	10	9	1	0	129	15	9	12	17	12	11	11	11	5	40
196	Canisius College.....	14	14			154	4	4	1					6	40	
197	St. Joseph's College.....	10	7	1	1	14	5	4	1					7	40	
198	St. Lawrence University.....	7	6	1	1	44	3	2	0	6	1	2	5	3	4	40
199	Hamilton College*.....	13	13	1	8	162	53	33	43					0	4	40
200	Elmira Female College.....	12	12	3	1	72	16	8	10	15				13	20	38
201	St. John's College h.....	10			5	15	14	10	13					71	4	42
202	Hobart College.....	8	8		5	67	19	16	13	9	7			0	39	44
203	Madison University.....	10	10		88	34	16	13	12					0	52	39
204	Cornell University.....	42	47	2	1	167	31	40	46	7	13	7	7	3	7	361
205	Ingham University*.....	18	16	2		135	4	5	5					(k)	4	40
206	College of St. Francis Xavier h.....	8			128		66	66	45	31	97	28	23	0	10	40
207	College of the City of New York.....	15	35	0	1	479	93	62	58	(g)				0	6	40
208	Columbia College.....	18		0	106	432	430	424	415					0	21	34
209	Manhattan College h.....	14			32	9	6	9	7					1	4	36
210	Rutgers Female College.....	11			39									1	4	36
211	St. Louis College*.....	14			144									6	4	36
212	University of the City of New York*.....	963			222	48	38	48	36					6	3	40
213	Yassars College.....	11	28		155	31	22	21	25	4	10	9	4	51	2	40
214	University of Rochester.....	9	9	0	3	231	449	451	465	461				2	59	44
215	Union College.....	31	18	13	0	79								5	2	37
216	Seminary of Our Lady of Angels.....	14	14	0	0	133	27	0	16	3	13	0	15	2	6	42
217	Syracuse University.....	19	10	0	0	211	59	34	14	11	7	6	6	2	0	39
218	University of North Carolina.....	12	14	1		25	9	5	3	4				4	97	40
219	Biddle University.....	4	5		101	31	34	14	12	2				1	5	40
220	Davidson College.....	6	6	0	0	250								4	4	36
221	Rutherford College*.....	4	4	0	13	8	0	2	3					5	4	40
222	North Carolina College.....	10			75									4	4	40
223	Shaw University.....	16			0	114	21	19	10					948	1	38
224	Trinity College.....	7	0	0	0	417								0	15	45
225	Wake Forest College.....	6	6	4	4	3	1	3	1	5	8	4	7	6	1	39
226	Buchtel College.....	6	6	2	48	5	6	2	1	2	1	3	1	3	22	40
227	Ashland College.....	6	6	2	48	4	4	3	2	2	5	11	3	1	2	4
228	Ohio University*.....	6	6		125	0	1	2	0	2	2	5	0	17	6	7
229	Baldwin University.....	10	10	0	0	60	10	0	8	0	3	0	5	3	8	1
230	German Wallace College.....	6	5	0	0	155								0	13	0
231	Hebrew Union College*.....	69			58	18	13	13	14							42
232	St. Joseph's College.....	15	15	0	0	104	4	2	1	6	7	4	2	1	1	43
233	St. Xavier College.....	10	10	0	0	15	2	1	2	5				1	870	4
234	University of Cincinnati.....	6	6		0	28	4	6	8					2	5	0
235	Farmers College.....	6	6	0	0	28	4	6	8					1	2	4
236	Capital University*.....	6	6	0	0	28	4	6	8					0	0	42

* From Report of the Commissioner of Education for 1878.
 a Under classical are included students in scientific course.
 b Preparatory department only organized.
 c Three are only partially endowed.
 d See Chandler scientific department, Table X, Part 2.
 e Partially endowed.
 f For students in scientific department, see Table X, Part 1.
 g For students in scientific department, see Table X, Part 2.
 h From the ninety-second report of the regents of the University of the State of New York.
 i These are in commercial department.
 j Also an "aid fund" of \$25,666.
 k 125 districts may each send a free scholar every year.
 l Includes students in departments of music and art.
 m Officers and instructors for all departments of the university.
 n From the ninety-second report of the regents of the University of the State of New York.
 o Total number in all departments.
 p Not prescribed.
 q Scientific and preparatory students.
 r These are normal students.
 s Includes students in literary course.

264	Pacific University and Tualatin Acad. emv.	5	4	1	1	12	3	0	3	0	1	6	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3, 4	38			
265	Blue Mountain University	4	2	2	2	100	6	2	5	4	3	3	4	2	12	19	7	8	7	5	7	6	0	0	0	0	0	0	0	4	40			
266	McMinnville College	4	4	0	0	100	6	2	5	4	3	3	4	2	12	19	7	8	7	5	7	6	0	0	0	0	0	0	0	4	40			
267	Christian College	4	4	0	0	43	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	40			
268	Philomath College	2	2	2	2	43	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	40			
269	Williamette University	14	2	2	2	65	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	40			
270	Mulhemburg College*	7	6	1	3	66	b52	b20	b12	b12	b12	b12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	40			
271	Lebanon Valley College	5	5	6	6	113	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	40		
272	St. Vincent College*	33	7	7	7	66	23	0	12	0	14	0	9	0	6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40		
273	Dickinson College	9	9	9	9	89	5	2	2	1	1	1	1	1	15	34	34	14	15	15	15	15	15	15	15	15	15	15	15	15	3, 4	39		
274	Pennsylvania Military Academy	23	20	3	4	e163	40	38	46	37	40	37	40	37	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(d)	4	37			
275	Lafayette College	8	8	0	5	18	37	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	4	39			
276	Pennsylvania College	4	4	0	2	38	10	4	3	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	4	39			
277	Thiel College	4	4	0	2	72	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	4	39			
278	Haverford College	6	6	2	6	8	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	4	38			
279	Monongahela College	5	7	7	7	87	32	20	23	20	23	20	23	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	4	39			
280	Franklin and Marshall College*	7	6	1	1	44	18	9	10	10	7	8	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0	4	40		
281	University at Lewisburg	7	7	0	2	43	15	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	0	4	40		
282	Lincoln University*	6	6	4	4	53	b15	b10	b16	b16	b16	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0	4	40		
283	St. Francis College*	12	10	0	6	110	41	13	10	5	18	2	15	2	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	0	4	44		
284	Allegheny College	8	8	4	6	110	41	13	10	5	18	2	15	2	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	0	4	44		
285	Mercersburg College	7	7	0	0	32	4	11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	37		
286	New Castle College	8	8	8	8	119	38	4	21	2	21	12	12	12	1	1	2	10	10	10	10	10	10	10	10	10	10	10	10	4	4	37		
287	Westminster College	10	8	2	2	62	15	10	10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	44		
288	La Salle College*	13	7	10	0	2	e135	38	34	27	25	25	25	25	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	8	40			
289	St. Joseph's College	33	7	10	0	2	e135	38	34	27	25	25	25	25	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	40	4	40		
290	University of Pennsylvania	201				f100																												
291	Pittsburgh Catholic College	97				66	8	0	3	0	6	6	6	6	15	0	9	0	5	14	14	14	14	14	14	14	14	14	14	0	4	40		
292	Western University of Pennsylvania	12	12	0	10	78	37	19	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	0	4	40		
293	Lehigh University*	10	14	4	0	118	13	12	3	1	3	8	4	3	13	10	4	3	940	1	0	0	0	0	0	0	0	0	0	0	4	40		
294	Swarthmore College	9	14	4	0	118	13	12	3	1	3	8	4	3	13	10	4	3	940	1	0	0	0	0	0	0	0	0	0	0	4	40		
295	Augustinian College of Villanova	13	10	3	3	138	26	20	23	23	23	23	23	23	16	12	6	2	2	2	2	2	2	2	2	2	2	2	2	7	4	39		
296	Washington and Jefferson College	8	6	3	3	f117																												
297	Waynesburg College	6	6	2	2	271	b71	b65	b51	b65	b51	b58	31	7	12	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	4	40		
298	Brown University	17	18	1	3	53	9	20	9	11	11	11	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	4	39		
299	College of Charleston	6	6	6	6	78	37	19	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	18	4	36	
300	Eskine College	5	5	5	5	45	18	6	3	3	3	3	3	3	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	4	4	40		
301	Furman University*	4	7	0	0	78	37	19	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	0	4	40		
302	Newberry College	7	7	0	0	45	18	6	3	3	3	3	3	3	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0	0	4	40	
303	Cladun University and South Carolina Agricultural College and Mechanics' Institute	5	5	5	5	14	14	14	14	14	14	14	14	14	10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	4	33	
304	Wofford College*	8	8	0	0	66	19	10	10	10	10	10	10	10	6	6	7	4	3	3	3	3	3	3	3	3	3	3	3	3	4	36		
305	Adger College*	4	4	4	4	41	16	15	15	15	15	15	15	15	1	1	4	4	4	4	4	4	4	4	4	4	4	4	4	30	4	40		
306	East Tennessee Wesleyan University	7	6	1	0	118	6	0	3	1	4	0	1	0	39	17	12	6	12	2	2	2	2	2	2	2	2	2	2	0	10	6	40	
307	Beech Grove College*	5	5	0	0	20	7	3	2	0	2	0	0	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	4	40

* From Report of Commissioner of Education for 1878.

† Total number in all departments.

‡ Includes students in literary course.

§ These are in philosophical course.

|| These are in literary course.

¶ All tuition on scholarships costing \$6.25 a year.

||| These are in scientific department, see Table X, Part 2.

|||| These are in literary course.

||||| These are in scientific course.

	c11		c200				(e)	(e)	(e)	(e)	(e)	(e)	(e)																	
335	Waco University	4														4	40													
336	Marvin College	9	1	1	18	0	15	3	14	1	(e)	(e)	(e)	(e)		4	40													
337	University of Vermont and State Agricultural College	9	8	1	e65	12	1	18	0	15	3	14	1	(e)	(e)	(e)	4	38												
338	Middlebury College	7	7	f2	55	13	20	10	12								4	38												
339	Randolph Macon College	0	9		125												(g)	40												
340	Emory and Henry College	3	5	0	80	13	8	14	11	17							0	40												
341	Hampden Sidney College	5	1	0	a5	64	14	13	6	6	13					13	6	40												
342	Washington and Lee University	8	8	0	0	0	0	0	0	0	0	0	0	0	0	0	6	40												
343	Richmond College	7	7	0	65	19	9	12	11	14							3	40												
344	Roanoke College	19	6	2	e238												4	49												
345	University of Virginia	6	6	1	94	25	12	10	13	11	2	5	10	6		20	4	38												
346	Bethany College	12	12		d57	d14	d17	d23	d13	d6	d9	d2						40												
347	West Virginia College	9	9	0	93	d14	d17	d23	d13	d6	d9	d2					6	41												
348	West Virginia University	8	8	0	96	7	1	4	0	3	2	1	2	18	14	15	9	4	40											
349	Shepherd College	9	9	0	76	64	21	15	12	16							0	000	4	38										
350	Lawrence University	8	8	0	e158												52	4	39											
351	Beloit College	9	9	0	e209	32	7	33	11	13	8	13	8	(e)	(e)	(e)	78	2	0	10	4	38								
352	Galesville University	5	5	0	37	9	3	6	7	6	3	3										4	39							
353	University of Wisconsin	6	6	1	0	44	12	10	8	2	2	0	4				2	0	1	5	5	4	38							
354	Milton College	11	11	0	0	0	0	55	5	1	2	0	2	1	5	4	6	4	2	1	1	0	9	6	4	39				
355	Racine College	6	6	0	38	13	10	6	9	9														4	40	4	40			
356	Ripon College	12	12	0	54	17	14	12	9								1							0	0	0	4	40		
357	Northwestern University*	10	8	2	0	47																		0	0	0	4	40		
358	Georgetown College	4	4	0	15	3	0	0	6	0	4													2	0	0	4	37		
359	Columbian University	7	7	1	0	29	5	6	6	3							1						2	0	0	0	4	37		
360	Howard University	3	3	0	41																			0	0	0	4	39		
361	National Deaf-Mute College	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	(j)										4	39		
362	University of Deseret	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0											4	39		
363	University of Washington Territory	4	4	0	85																						0	0	40	
364	Holy Angels' College	4	4	0																							0	0	39	40

* From report of the Commissioner of Education for 1878. *d* Underclassical are included students in scientific course.
a Partially endowed.
b Not prescribed.
c Total number in all departments.
f 1 is only partially endowed.
g Curriculum consists of elective schools or departments.
h 5 of these are only partially endowed.
i Total in all departments for two years.
j 56 students given board and tuition without charge.

TABLE IX.—Statistics of universities and colleges for 1879, *9c.*—Continued.

Name.	40	41	Libraries.			45	Property, income, &c.					51	Date of next commencement.	
			College library.				46	47	48	49	50			Aggregate amount of scholarship funds.
			42	43	44										Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Annual charge to each student for tuition.	Cost of board a week.	Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.	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.	Aggregate amount of scholarship funds.			
1 Southern University.....	\$70	\$21-33	1,000	300	100	1,500	\$50,000	\$0	\$0		\$0	July 7.		
2 Howard College.....	80	33	1,200	300	100	500	50,000					June 16.		
3 Spring Hill College.....	a300	21	7,000	3,000	150	500	250,000	302,000	24,000		\$0	July 1.		
4 University of Alabama.....	25-40	3	150	200	300	0	12,000	4,000	\$1,500		1,000	December 18.		
5 Arkansas College*.....	16-50	2	800	200	0	(c)	4,000	(c)	1,980	223,500		June 4.		
6 Cone Hill College.....	(b)	2-24	400	600	25	0	50,000		1,500			June 8.		
7 Arkansas Industrial University.....	9-36	3-5	250	150	15	0	75,000	2,500	3,600	0	0	June 14.		
8 St. John's College of Arkansas.....	40-50	5	650	200	30	400	40,000	6,000	6,000			May 27.		
9 Missionary College of St. Augustine.....	150	4	15,624	3,500	200	300	695,000	1,671,204	102,688	10,000		June 2.		
10 University of California.....	40-50	4	2,000	2,000	100	2,000	10,000	20,000	3,000	0	0	April 27.		
11 Pierce Christian College.....	a280	43	10,000	(1,000)	100	2,000	27,430	0	58,000	0	0	June 2.		
12 St. Vincent's College.....	30-80	4-5	2,000	2,000	200	3,000	250,000	0	9,240	0	0	June 3.		
13 St. Ignatius College.....	a250-275	5	10,000	2,000	100	2,000	57,200	40,000	3,000	0	0	June 2.		
14 St. Mary's College.....	77	4-5	2,000	300	10	1,000	75,000	40,000	6,500			August 3.		
15 Santa Clara College.....	30-70	5	200	300	10	800	25,000	20,000	1,500	2,000		June 5.		
16 University of the Pacific*.....	16-20	5	2,000	200	200	1,000	40,000	20,000	4,500			June 15.		
17 Pacific Methodist College*.....	30-70	5	200	300	10	800	25,000	20,000	1,500	2,000		May 12.		
18 California College.....	50-80	5	2,000	300	10	800	25,000	20,000	1,500	2,000		May 27.		
19 Washington College.....	31, 40, 60	23-5	2,000	150	200	2,000	20,000	25,000	2,500	4,500		May.		
20 Hesperian College.....	25	5	2,000	150	200	2,000	30,000	15,000	15,000	7,000	2,450	June 11.		
21 University of Colorado*.....	25	2-7	18,275	50	443	27,000	450,000	1,480,000	77,580	109,686	0	July 1.		
22 Colorado College.....	90	43	30,000	5,000	200	2,000	75,000	1,480,000	77,580	109,686	0	June 24.		
23 Trinity College.....	75	23-3	93,000	3,000	150	2,000	75,000	4,480	4,880	0	0	July 1.		
24 Wesleyan University.....	140	3	6,500	3,000	150	10,000	173,000	11,396	4,320			June 18.		
25 Yale College.....	60	3	14,000	3,000	150	10,000	173,000	11,396	4,320			July 21.		
26 Delaware College*.....	75	3	14,000	3,000	150	10,000	173,000	11,396	4,320			July 21.		
27 University of Georgia.....	75	3	14,000	3,000	150	10,000	173,000	11,396	4,320			July 21.		

No.	Name	18	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
29	Atlanta University*	13	4,000	200	0	100,000	75,000	300	2,000	8,000	2,000	300	June 26.																																													
30	Bowdon College	15-45	250	250	8,000	2,100	June 30.																																																			
31	Gainesville College*	2	213	100	300	4,000	0	July 2.																																																		
32	Mercer University	3	6,000	200	150,000	100,000	0	20,000	4,000	June 23.																																																
33	Pio Nono College	50	1,100	200	50,000	285,000	July 9.																																																			
34	Emory College*	60	3,500	280	100,000	1,000	June.																																																			
35	Abingdon College*	24-30	3,300	150	40,000	500	June 10.																																																			
36	Heading College	30	3,000	2,000	75,000	7,000	June 17.																																																			
37	Illinois Wesleyan University	39	2,500	500	60,000	8,000	June 26.																																																			
38	St. Viator's College*	40	3,000	500	90,000	3,000	June 10.																																																			
39	Blackburn University	25	2,500	2,000	40,000	0	May 6.																																																			
40	Carthage College	25	1,000	255,000	600	June 30.																																																				
41	St. Ignatius College	70	6,000	600	10,000	0	July 22.																																																			
42	University of Chicago	40	1,000	20,000	50,000	0	May 27.																																																			
43	Rock River University*	36	1,000	300,000	300,000	0	June 24.																																																			
44	Enreka College	34	30,000	25	10,000	1,400	June 24.																																																			
45	College of Individual Instruction	39, 52	1,000	600	50,000	4,225	June 24.																																																			
46	Northwestern University	66	(30,000)	313	53,000	0	June 24.																																																			
47	Ewing College	30	25	200	300,000	20,000	0	June 24.																																																		
48	Knox College	45	4,000	25	10,000	100	0	June 24.																																																		
49	Lombard University	15-33	3,855	200	2,700	121,500	104,000	0	June 24.																																																	
50	Illinois College*	36	8,000	500	40,000	80,000	8,000	0	June 16.																																																	
51	Lake Forest University	40-50	4,000	3,000	100,000	100,000	8,000	2,955	June 5.																																																	
52	McKendree College	18-24	7,500	25	150,000	200,000	14,000	2,000	June 22.																																																	
53	Lincolum University	15	16,000	167	54,000	27,000	2,500	3,000	June 10.																																																	
54	Evangelisch-Lutherisches Collegium*	30	2,000	1,500	180,000	130,000	30,000	*83,000	June 16.																																																	
55	Monmouth College	30	2,000	1,500	2,400	50,000	4,000	7,000	June 6.																																																	
56	Mt. Morris College	32	(28,000)	210	40,000	50,000	7,000	1,085	June 16.																																																	
57	Northwestern College	18	6,400	1,804	50,000	95,863	7,000	2,500	June 10.																																																	
58	Augustana College	30	5,000	150	40,000	150,000	6,000	4,000	June 12.																																																	
59	St. Joseph's Ecclesiastical College	27, 48	(c)	(c)	(c)	(c)	(c)	(c)	June 9.																																																	
60	Shurtleff College*	0	950	200	45,000	30,000	2,000	950	June 9.																																																	
61	Illinois Industrial University	13-4	2,500	1,500	84,250	30,000	3,370	3,665	June 10.																																																	
62	Westfield College	24	2,500	25	15,000	15,000	8,000	920	June 18.																																																	
63	Wheaton College*	33	7,250	150	100,000	120,500	8,000	1,200	June 11.																																																	
64	Bedford College*	30	18,300	900	150,000	190,000	17,000	23,000	June 23.																																																	
65	Indiana University*	69	3,000	50	30,000	20,000	1,200	1,200	June 11.																																																	
66	Wabash College	21-30	2,000	200	150,000	200,000	12,000	9,755	June 17.																																																	
67	Concordia College	13	2,725	65	50,000	60,000	4,800	350	June.																																																	
68	Fort Wayne College	32	600	100	50,000	60,000	4,000	2,460	June 24.																																																	
69	Franklin College	21, 24	3,100	100	60,000	60,000	4,000	2,500	June 24.																																																	
70	Indiana Asbury University*	0	10,000	3,000	4200,000	4270,000	0	0	June 10.																																																	
71	Hanover College	2, 1, 32	5,000	50	30,000	20,000	1,200	1,200	June 17.																																																	
72	Hartsville University	18	900	150	30,000	20,000	1,200	1,200	June.																																																	
73	Butler University*	0	2,000	200	150,000	200,000	12,000	350	June.																																																	
74	Union Christian College	24-27	1,000	65	50,000	60,000	4,800	350	June 9.																																																	

* From Report of the Commissioner of Education for 1878.
 a Board and tuition.
 b No charge in collegiate department; \$30 in preparatory.
 c See Table X, Part 1.
 d Appropriation for two years.
 e To residents of California.
 f One-fifth of a mill on each dollar assessed in the State, giving an income of about \$15,000.
 g Donations and receipts for current expenses.
 h For library.
 i Suspended; report is that for the year 1878.
 j From contingent fees.
 k In 1876.

TABLE IX.—Statistics of universities and colleges for 1879, &c.—Continued.

Name.	40	41	Libraries.				Property, income, &c.					51	52		
			Annual charge to each student for tuition.	Cost of board a week.	College library.			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.	Increase in the last collegiate year in books.									Number of volumes in society libraries.
75 Moore's Hill College.....	\$30-36	\$14-3	500	1,000	50	0	27,000	2,500	2,500	\$2,500	\$0	0	June.		
76 Earlham College.....	50, 60	22-3	2, 370	1, 700	100	0	76,000	4, 200	4, 150	4, 150	\$0	0	June 30.		
77 Ridgeville College.....	18-30	22-3	5, 000	1, 000	250	0	30,000	1, 500	1, 500	1, 500	0	0	June 3.		
78 St. Meinrad's College.....	150	43-5	5, 000	450	250	0	15,000	0	0	6, 750	0	0	June 24.		
79 Amity College*.....	73, 15	2-21	6,500	650	175	0	640,000	62,000	0	1,000	0	0	June.		
80 Griswold College.....	32, 40	11-4	6,000	1,600	500	0	127,000	62,000	0	1,106	0	0	May 20.		
81 Norwegian Luther College.....	c80	11-3	3, 200	2, 000	100	0	100,000	0	0	1, 200	0	0	June 30.		
82 University of Des Moines.....	24-30	11-3	2, 000	1, 000	50	0	50,000	2,000	0	65,900	0	500	June 24.		
83 St. Joseph's College.....	6100	21-4	1, 000	50	50	0	27,000	2,500	1, 730	2,500	0	0	June 16.		
84 Parsons College.....	30, 36	21-4	1, 500	100	50	0	33,000	3,000	3,000	3,000	0	0	June 17.		
85 Upper Iowa University*.....	15-22	22-3	1, 000	1,000	25	0	28,300	7,768	3,750	3,750	0	9,500	June 11.		
86 Iowa College.....	30, 36	3-4	1, 000	1,000	1,000	0	40,000	3,000	2,700	20,000	0	0	June 23.		
87 Simpson Centenary College*.....	10-25	2-4	13,000	1,000	1,000	0	218,847	20,000	12,613	20,000	0	0	June 14.		
88 State University of Iowa.....	18	2-3	300	50	50	0	17,000	1,500	435	1,500	0	0	June 18.		
89 German College.....	15-24	13-4	1,500	200	200	0	40,000	43,027	4,000	1,225	0	0	June 24.		
90 Iowa Wesleyan University*.....	436	2-3	4,600	400	200	0	100,000	50,000	4,000	6,539	0	0	June 10.		
91 Cornell College.....	33	2-3	1,200	100	100	0	50,000	20,000	1,600	4,300	0	0	June 16.		
92 Oskaloosa College.....	30	21-3	1,500	2,000	50	0	33,000	5,000	3,000	3,000	0	0	June 9.		
93 Penn College.....	24	21-3	2,000	1,000	50	0	40,000	0	0	0	0	0	June 9.		
94 Central University of Iowa.....	24	21-3	600	300	150	0	20,000	2,500	2,300	2,300	0	0	June 9.		
95 Whittier College.....	251	21-3	4,000	300	200	0	3,500	1,200	1,400	1,400	0	13,280	June 23.		
96 Taber College.....	21	11-21	1,100	200	25	0	18,615	5,000	1,000	1,000	0	0	June 25.		
97 Western College.....	60	2-8	3,075	300	75	0	25,000	1,000	1,600	1,600	0	0	June 5.		
98 St. Benedict's College.....	15, 21	2-4	1,000	300	300	0	98,000	7,000	3,150	28,093	0	0	June 10.		
99 Baker University.....	36	23-31	3,000	1,750	250	0	10,000	1,000	1,200	1,200	0	0	June 9.		
100 Highland University.....	10	2-5	3,800	1,100	25	0	10,000	1,000	1,200	1,200	0	0	June 18.		
101 University of Kansas.....	24	2-5	3,200	1,100	25	0	10,000	1,000	1,200	1,200	0	0	June 18.		
102 Lane University*.....	24	2-5	200	100	25	0	10,000	1,000	1,200	1,200	0	0	June 18.		

	20, 30	42½	5,000	1,000	1,000	1,500	80,000	45,000	4,000	1,500	2,000	June 6.
Ottawa University*	30	2½	4,000	1,000	100	1,500	75,000				2,000	June 25.
St. Mary's College*	30	2½	5,000	1,000		1,500	60,000				0	June 9.
Washington College	40		2,000				120,000					June.
St. Joseph's College	9-12	2	2,000	200	40		20,000	0	0	0	0	June 16.
Berea College	40	2½	4,250	300	95	3,420	70,500	158,000	8,830	2,100,000		July 6.
Ceclian College	45	2½	1,000	300		1,500	20,000	0	0	0	0	June 10.
Centre College	50	3½	4,000	1,000		1,500	100,000	0	0	15,000	0	June 3.
Eminence College	100	5	1,000			2,000	50,000	75,000			0	June 10.
Kentucky Military Institute.	100	5	8,000			2,000	130,945	111,130	91,624		0	June 10.
Georgetown College	50	2½-3½	11,400	505	77	2,000	50,000	32,000			0	June 10.
Kentucky University	2	2-4½	1,000			2,000	16,000				0	June 9.
Kentucky Wesleyan College.	40	3-4	200				12,000		800	600		June.
Murray Male and Female Institute	20-50	1½-2		25			20,000					June 10.
Concord College.	20-40	4					40,000	71,000	3,500	4,000		June 12.
Kentucky Classical and Business Col- lege.	50	4	1,000	300		500	40,000	278,400	19,488			June 23.
Bethel College*	60	2½	14,000									July 4.
St. Mary's College	200	0	30,000	600	400	3,500	100,000				0	July.
Louisiana State University and Agri- cultural and Mechanical College.*	200	3-41	5,000			400	30,000			3,000	0	July.
Jederson College (St. Mary's)	200	2½-5	3,000			2,000	80,000			1,676		July 4-7.
St. Charles College.	65, 75	2½-5	500				7,000	0		1,000		May 20.
Centenary College of Louisiana.	8	2½	300	50			23,000					June 1.
Leland University*	0	2½	19,500		164	13,000	400,000	221,238	14,050	12,570	0	July 10.
New Orleans University	0	2½	5,537	500	143	1,600	150,000	125,000	7,500	3,200	600	July 10.
Straight University.	75	2½-4	15,800	7,465	1,764		150,000	200,000	12,000	4,500	0	July 1.
Bowdoin College*	36	2½	5,000				65,000	0	0	1,500	21,800	July 28.
Bates College	45	2½					150,000			2,500		July 7.
Colby University	60-90	5	7,084	917		400	75,000	63,000,000	6180,000	3,500	0	June 25.
St. John's College.	80	5	15,000			400	40,500	27,570	1,734	464	5,375	July 14.
Baltimore City College.	80	4	4,000									June 25.
Johns Hopkins University	60	4½	3,000	500		1,000	15,000	0	0	2,376	800	June 25.
Loyola College*	80	4½	5,000				33,000	0	0	1,838	8,800	June 25.
Washington College	40-60	4	2,000			1,000	400,000	*410,778	*20,000	*31,348	0	June 29.
Lock Hill College.	80	4½	3,000				15,000	0	0	2,376	800	June 17.
St. Charles's College.	25-60	4½	3,000			1,000	33,000			1,838	8,800	June 17.
Frederick College.	35, 00	3-5	3,000	1,000	200	5,319	*400,000	*410,778	*20,000	*31,348	0	July 1.
Western Maryland College	60	2½-6	12,000	2,000			400,000	13,902,182	m233,174	122,935		June 16.
Amherst College	100	3-4	19,000	6,000	500	10,000	*250,000	650,000	37,000	6,000		June 16.
Boston College.	60	2½-5	19,000	1,000		200	250,000	300,000	18,000	21,000	100,000	July 7.
Dartmouth College.	100	2½-6	19,000	1,000		500	250,000	300,000	18,000	21,000	100,000	July 7.
Boston University, College of Liberal Arts.	150	4-8	182,500	9,500								June 30.
Harvard College	100	3-4	19,000	6,000		200	*250,000	650,000	37,000	6,000		June 16.
Tufts College	90	2½-5	19,000	1,000		500	250,000	300,000	18,000	21,000	100,000	July 7.
Williams College												

* From Report of the Commissioner of Education for 1878. *j* Includes \$2,965 from rents. *k* Total receipts from all sources, exclusive of those for the College of Music and the Schools of Medicine and Oratory.
g \$1,502 of this from matriculation fees.
h Value of building only.
i To residents; \$50 to non-residents.
j Value of assets of the university, independent of property held by trustees of the Rich estate.
k Total receipts from all sources, exclusive of those for the College of Music and the Schools of Medicine and Oratory.
l For all departments of the university, the college funds alone being \$1,020,362.
m College receipts from all sources.

	10-32	5	1,000	600	8,000	0	3,000	June 29.
172 St. Joseph College.....	60	4	30,000	75,000	0	0	0	June 26.
173 College of the Christian Brothers*	60	4	20,000	8,000	0	0	0	June 30.
174 St. Louis University.....	100	4	6,000	500,000	500,000	30,000	30,000	June 16
175 Washington University.....	100	3	6,000	5,000	300	0	0	June 10.
176 Stearnsville College.....	40-50	3	150	0	0	30	0	June 22-26.
177 Drury College*	45	3	5,000	1,000	0	2,000	3,550	June 10.
178 Central Wesleyan College.....	33	2 ¹ / ₂	2,700	200	25,000	3,200	1,000	June 17.
179 Doane College.....	21	2-3	7,000	200	33,000	2,970	200	June 9.
180 University of Nebraska.....	0	2-3	2,700	400	150,000	0	25,000	
181 Creighton College.....								
182 Nebraska Wesleyan University.....								
183 State University of Nevada.....	0	8	0	0	30,000	90,000	0	June 24.
184 Dartmouth College.....	70	2-4	55,000	0	m100,000	m21,400	6,000	June 24.
185 St. Benedict's College.....	60	60	250	700	m450,000	0	0	June 24.
186 Rutgers College.....	275	31-7	7,750	4,200	313,203	21,729	4,434	June 23.
187 College of New Jersey.....	75,125	2 ¹ / ₂ -6	47,000	17,000	940,000	60,000	21,500	June 23.
188 Seton Hall College*.....	600,350							
189 Alfred University*.....	200	5	5,500	400	75	5,500	6,384	June 22.
190 St. Bonaventure's College.....	0	q225	2,500	500	150,000	0	0	June 17.
191 St. Stephen's College.....	0	6 ¹ / ₂	2,000	150	205,000	100,000	0	June 16.
192 Wells College.....	100	7	2,122	14	144,855	21,540	504	June 16.
193 Brooklyn Collegiate and Polytech- nic Institute.....								
194 St. Francis College.....	60	65	500	50	80,000	0	9,000	June 17.
195 St. John's College.....	60	60	12,000	1,100	110,000	0	4,980	June 16.
196 Canisius College.....	40	a200	2,000	2,000	110,000	0	0	June 29.
197 St. Joseph's College.....	50	5	2,690	100	37,500	77,542	0	July 1.
198 St. Lawrence University.....	20	3-21	8,537	76	820,000	820,000	0	June.
199 Hamilton College.....	75	3-1 ¹ / ₂	12,000	2,000	140,000	100,000	0	June 17.
200 Elmira Female College.....	a330		1,000	5,000	2375,000	0	0	June 17.
201 St. John's College.....	60	20	13,000	250	91,630	223,123	0	June.
202 Hobart College.....	50	e3	11,000	3,000	150,000	230,340	47,965	June 30.
203 Madison University.....	39	2-2 ¹ / ₂	3,712	862	635,952	1,263,999	50,300	June 17.
204 Cornell University*.....	a75	4-7	35,500	1,000	20,000	77,182	0	June 17.
205 Ingham University*.....	30	5	16,000	0	232,000	0	0	June 18.
206 College of St. Francis Xavier.....	60	60	19,000	420	271,147	232,076	0	June.
207 College of the City of New York.....	0	207	19,613	0	840,000	4,800,000	140,000	June 24.
208 Columbian College.....	100	200	19,613	0	173,000	0	0	June 9.
209 Manhattan College.....	100-200	210	19,613	0	173,000	0	0	June.
210 Rutgers Female College.....	100-200	210	19,613	0	173,000	0	0	June.

* From Report of the Commissioner of Education for 1878.
 a Board and tuition.
 b From incidental and other fees.
 c To residents; \$5 to others.
 d Suspended for repairs and completion of buildings.
 e Average charge.
 f Suspended; its preparatory department to be reopened September, 1880.
 g From State tax.
 h Free to residents; \$30 to non-residents.
 i See Table X, Part I.
 j Estimated.
 k Income from \$10,000 for indigent pupils.
 l Preparatory department only organized.
 m In 1877.
 n Free to State students in Rutgers Scientific School.
 o From the ninety-second report of the regents of the University of the State of New York.
 p Includes value of library.
 q Cost of board, washing, and other incidentals per annum.
 r Income from the conducting of parish schools.
 s In 1876.
 t College has deposited with State \$50,000, on which the State pays interest, 7 per cent., semiannually.
 u Free to students in agriculture and holders of State scholarships.
 v Value of grounds and buildings; for value of apparatus, see Table X, Part I.
 w Income from permanent fund.
 x Includes amount received from board, rents, and special donations.

239	Kenyon College*	30	22,000	3,000	125,000	90,000	6,300	2,600	June 26.
240	Denison University	25, 34	10,000	2,000	200,000	200,000	12,000	2,600	June 24.
241	Hiram College	21-30	1,000	100	23,585	50,000	4,000	3,365	June 10.
242	Western Reserve College	2, 4	11,000	100,000	100,000	200,000	16,000	1,000	June 23.
243	Ohio Central College	21	300	500	10,000			675	June 16.
244	Marietta College	45	16,500	6,000	130,000			42,000	June 30.
245	Mt. Union College	14-52			500,000				June 30.
246	Franklin College	2-3	500	2,000	16,000	14,000	500	3,000	July 24.
247	Muskingum College	2, 4	500	200	16,000	8,000	500	3,000	June 24.
248	Oberlin College	m, 30	*15,000	*4,000	400,000	150,000	9,985	13,011	June 24.
249	Rio Grande College	2-15	180	116	40,000			820	June 9.
250	McCorkle College*	8, 10			20,000	9,000	700		June 12.
251	Seto College	2-3, 4	0	1,000	10,000			2,000	June 23.
252	Miami Valley College	30	1,300	500	75,000	125,000	7,000	3,000	June 15.
253	Wittenberg College	30	5,000	400	100,000	60,000	4,500	3,000	June 23.
254	Heidelberg College	20	3,000	300	30,000	50,000	4,000	1,500	June 18.
255	Urbana University	75	2,500	100	41,500	60,000	5,000	2,700	June 30.
256	Worthern University	30	4,000	700	75,000	13,000	980	1,499	June 30.
257	Wilberforce University	20, 4	2,000		25,000		2,000		June 16.
258	Willoughby College	6	1,000	20	12,000	7,000	400	3,000	June 30.
259	Wilmington College	39	5,200	700	150,000	119,576	8,120	7,667	June 25.
260	University of Wooster	30, 45	6,000		100,000	90,000			June 23.
261	Antioch College*	37, 4	0	0	80,000	40,000	4,000	1,500	June.
262	Corvallis College*	18-45	5,000	1,000	12,000	70,000	6,000	2,600	May.
263	University of Oregon*	13-4							June 20.
264	Pacific University and Tualatin Acad. emv.	m, 4							June 2.
265	Blue Mountain University	33-45							June 24.
266	McMurry College	40	300	200	10,000	30,000	3,000	800	May 26.
267	Christian College	30, 40	200	50	34,000	14,000	1,500	750	June 16.
268	Philomath College	18-30	850	75	20,000	15,000	1,700	1,180	June 20.
269	Willamette University	40, 52	2,500	300	75,000	80,000	0	3,500	June 24.
270	Muhamberg College*	40, 50	2,000	1,000	75,000				June 26.
271	Lebanon Valley College	40	1,400	100	30,200				June 10.
272	St. Vincent College*		211,000	60	2,500	195,000	12,000	0	June 25.
273	Dickinson College	61	7,974	200	350,000				June 24.
274	Pennsylvania Military Academy	150	1,000		100,000				June 10.
275	Lafayette College	45, 75	18,880	1,600	600,000	123,000	13,500	5,610	June 30.
276	Pennsylvania College	50	8,000	300	12,430	100,000	6,900	5,500	June 24.
277	Thiel College	40	4,000	100	60,400				June 24.
278	Haverford College	d, 25	8,200	650	375,000	20,000	1,200	600	June 30.
279	Monongahela College	20, 26	5,000	2,000	150,000	120,000	7,000	2,000	July 7.
280	Franklin and Marshall College*	39	8,000	8,000	100,000	121,047	6,000	0	June 19.
281	University at Lewisburg	14-21	5,000	2,000	1,500	95,000	5,464	1,200	June 23.
282	Lincoln University*	21	4,000		138,000				June 4.

* From Report of the Commissioner of Education for 1878.
 a In 1876.
 b Includes room rent.
 c Includes value of library.
 d Board and tuition.
 e Income from farm products.
 f Income from all sources.
 g Annual income from the union of the funds of the
 h Hebrew congregations.
 i Free to residents; \$60 to non-residents.
 j Number of volumes in the public library, which is
 also the library of the university.
 k From incidental fees and from drawing.
 l See Table X, Part I.
 m Tuition and incidentals.
 n Average charge.
 o Includes amount received from rents.

308	40, 50	21	1, 200	13, 000	16, 000	1, 000	1, 500	0	June 2.
King College	3-4	600	600	23, 000	100, 000	6, 000	2, 100	0	June 2.
Southwestern Presbyterian University	20-40	150	150	23, 000	100, 000	6, 000	2, 100	0	May 27.
Hawesee College	30	145	206	60, 000	64, 000	3, 200	44, 060	0	June 3.
Southwestern Baptist University	d30	300	850	100, 000	413, 000	24, 210	e2, 122	0	June 9.
University of Tennessee and State Agricultural College	f45	98	201	56, 000	2, 500	2, 500	2, 500	0	June 3.
Cambridge University	2-1	500	500	15, 000	15, 000	15, 000	2, 000	0	June 2.
Bethel College	2-3	497	45	5, 000	1, 000	1, 000	1, 000	0	February 2.
Manchester College	1-2	3, 000	500	75, 000	5, 300	318	2, 000	0	May 27.
Maryville College	5	2, 500	1, 000	2, 500	600	600	600	0	June 20.
Christian Brothers' College*	13-24	100	100	2, 500	7	7	7	0	May 21.
Mosheim Institute	2-2	500	500	15, 000	7	7	7	0	June 30.
Carson College	30-40	125	125	95, 600	5, 000	250	706	0	June 30.
Central Tennessee College	9	1, 800	500	0	5, 000	250	706	0	May 20.
Fisk University	13	1, 800	210	175, 000	1, 500	30	601	0	May 27.
Vanderbilt University	50	8, 000	800	500, 000	600, 000	42, 800	4, 800	0	May 28.
University of the South	223	6, 500	600	67, 500	25, 000	1, 657	6, 000	0	August 5
Burritt College*	20-40	4, 400	70	15, 000	500	30	1, 300	0	July 11.
Greenville and Tusculum College	2-2	6, 400	100	10, 000	500	30	1, 300	0	April 23.
Winchester Normal	24-3	1, 000	500	20, 000	0	0	2, 500	0	June 11.
Texas Military Institute	75	1, 000	500	20, 000	0	0	2, 500	0	June 11.
St. Mary's University	2-3	1, 200	200	35, 000	4, 200	4, 200	4, 200	0	June 18.
Southwestern University	30-50	1, 500	350	70, 000	6, 000	600	2, 500	0	June 10.
Baylor University	20-60	1, 000	200	25, 000	0	0	5, 000	0	June 10.
Mansfield Male and Female College	50	75	25	16, 000	16, 000	1, 200	2, 650	175	June 19.
Salado College*	3	5, 000	2, 000	25, 000	18, 000	1, 200	1, 500	0	June 10.
Austin College	324	1, 200	700	75, 000	10, 000	600	7, 200	0	June 17.
Trinity University	3	3, 000	300	22, 000	13, 000	13, 000	4, 250	0	June 16.
Waco University	30-50	323	0	243, 000	h26, 765	h14, 365	4, 363	0	June 30.
Marvin College	45	125, 000	30	35, 000	169, 000	10, 323	564	0	July 7.
University of Vermont and State Agricultural College	2-31	2, 000	30	35, 000	19, 760	1, 182	7, 800	0	June 18, 19.
Middlebury College	96	4, 800	3, 000	100, 000	80, 000	4, 800	4, 000	0	June 16.
Randolph Macon College*	60	15, 000	2, 000	150, 000	150, 000	10, 000	4, 000	0	June 12.
Emory and Henry College	100	5, 000	75	4, 000	70, 000	4, 500	2, 500	0	June 23.
Hampden Sidney College*	21-3	16, 000	230	75, 000	800, 000	2, 000	3, 200	0	June 18.
Washington and Lee University	13-24	2, 000	300	130, 000	30, 000	2, 000	3, 200	0	June 16.
Richmond College	50	450	200	130, 000	0	0	3, 200	0	July 1.
Roanoke College	2-4	6, 000	500	175, 000	110, 000	6, 500	14, 500	0	June 17.
University of Virginia	24, 40	8, 570	145	65, 000	62, 000	3, 200	1, 000	0	June 18.
Bethany College	30	3, 539	4, 400	85, 000	125, 000	10, 000	3, 447	0	June 10.
West Virginia College	26	1, 200	279	85, 000	125, 000	10, 000	3, 447	0	June 24.
West Virginia University	21	1, 200	279	85, 000	125, 000	10, 000	3, 447	0	July 1.
Shepherd College	2-33	1, 200	279	85, 000	125, 000	10, 000	3, 447	0	July 1.
Lawrence University	26, 36	1, 200	279	85, 000	125, 000	10, 000	3, 447	0	July 1.
Beloit College	1878.	1, 200	279	85, 000	125, 000	10, 000	3, 447	0	July 1.

* From Report of the Commissioner of Education for 1878.
a Board and tuition.
b Matriculation fee.
c Includes amount received from rents.
d In collegiate department; free in collegiate department.
e Includes other fees.
f Average charge.
g Also \$22,000, as yet unproductive.
h Does not include agricultural fund nor property from which rents are received.
i Includes income from agricultural college funds and from rents.

TABLE IX.—Statistics of universities and colleges for 1879, &c.—Continued.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.		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.	Aggregate amount of scholarship funds.		
			Number of volumes.	Number of pamphlets.								Increase in the last collegiate year in books.	
1	40	41	42	43	44	45	46	47	48	49	50	51	52
352 Galesville University*	\$22, 40	\$23	4, 000				\$20, 000	\$15, 000	\$1, 200	\$1, 300	\$41, 310	\$500	June.
353 University of Wisconsin	60	14-23	10, 000		600		340, 000	490, 000	30, 306	4, 000			June 18.
354 Milton College	30	23	1, 000			1, 000	30, 000	10, 000	300, 500	2, 631			June 30.
355 Racine College	\$400		7, 000		3, 500		100, 000			\$50, 000	0		June 30.
356 Ripon College	24	21	5, 000	2, 500	300	1, 000	150, 000	85, 000	6, 000	2, 600	0		June 23.
357 Northwestern University*	324	23	(1, 500)				50, 000						August 27.
358 Georgetown College	50	64	30, 000		200	2, 400	325, 000	125, 000					June 24.
359 Columbian University	60	41	7, 000		185	500	250, 000	13, 000	2, 675	2150	210, 000	13, 000	June 3.
360 Howard University	12	2	7, 000				500, 000		0		(f)	0	May 5.
361 National Deaf-Mute College	\$150		3, 600	(2, 888)	171	200	(f)	0	700	3, 000	2, 993	2, 000	May 28.
362 University of Deseret			300	200	80		100, 000	4, 000					June 1.
363 University of Washington Territory	30-39	3 1/2	900	370									
364 Holy Angels' College*	20	4	300	370									

* From Report of the Commissioner of Education for 1878.

a In 1876.

b To residents; \$18 per annum to others.

e Board and tuition.

d For collegiate department only.

e Congressional appropriation.

f See Columbia Institution for the Deaf and Dumb,

Table XVIII.

g Territorial appropriation.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
Baptist College	Malvern, Iowa	Suspended.
Jefferson College	Washington, Miss	See Table VI.
Woodland College	Independence, Mo	See Table VIII.
University of South Carolina	Columbia, S. C	Suspended.
Bradyville College	Bradyville, Tenn.	Closed.
East Tennessee University	Knoxville, Tenn.	Name changed to University of Tennessee.
Mossy Creek Baptist College	Mossy Creek, Tenn.	Changed to Carson College.
Norwich University	Northfield, Vt	See Table X, Part 2.
St. John's College	Prairie du Chien, Wis.	Closed.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
Christian College of the State of California.	Santa Rosa, Cal.	Weaverville College	Weaverville, N. C.
College of Our Lady of Guadalupe.	Santa Ynez, Cal.	Richmond College	Richmond, Ohio.
University of Notre Dame ..	Notre Dame, Ind.	Geneva College	West Geneva, Ohio.
St. Bonaventure's College ...	Terre Haute, Ind.	Xenia College	Xenia, Ohio.
Algona College	Algona, Iowa.	Ursinus College	Freeland, Pa. (Collegeville P. O.).
Humboldt College	Humboldt, Iowa.	Palatinate College	Myerstown, Pa.
Central University	Richmond, Ky.	Woodbury College	Woodbury, Tenn.
College of the Immaculate Conception.	New Orleans, La.	St. Joseph's College	Brownsville, Tex.
Mt. St. Mary's College	Emmitsburg, Md.	Henderson Male and Female College.	Henderson, Tex.
Westminster College	Fulton, Mo.	College of William and Mary.	Williamsburg, Va.
Lewis College	Glasgow, Mo.	Pio Nono College and Teachers' Seminary.	St. Francis Station, Wis.
Baptist College	Louisiana, Mo.	Gonzaga College	Washington, D. C.
Nebraska College	Nebraska City, Nebr.		
Martin Luther College	Buffalo, N. Y.		

44	University of Vermont and } State Agricultural College.	1791 } 1809 } 1865 } 1865 } 1872 }	Burlington, Vt... } Blacksburg, Va... }	0 0 1 22 0	0 0 8 27 e27	8 8 8 e27 (c)	2 17 4 0 139 74 e2 e218 (c)	4 0 50 e36 e36 e50 e36 e33 e11	0 5 0 45 0 20 0	3 2 3 0 20 0	(c) 0 0 (c) (c)	0 0 1 0 0							
45	Virginia Agricultural and Mechanical College.	1872	Blacksburg, Va...	1	22	0	8	0	45	0	20	0							
46	Hampton Normal and Agricultural Institute.	1870	Hampton, Va.....	8	86	16	e27	e2	e50	e36	e33	e11	0						
47	Agricultural department of West Virginia University.	1867	Morgantown, W. Va.	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)						
48	College of Arts (University of Wisconsin).	1848	Madison, Wis.....	f3	f19	f11	9	0	72	23	4	16	4	9	2	10	4	f38	f1

a Includes forty-six optional students.
 b Date of organization of the university; agricultural and mechanical college founded in 1875 under the national land grant.
 c Reported with classical department (see Table IX).
 d Total number in all departments.
 e See also Table III; this report is for both normal and agricultural departments.
 f Also reported in Table IX.

	0	0	4	36	90	3,974	709	71	0	143,000	132,500	8,200	24	0	June 30.
19	0	0	4	36	90	3,974	709	71	0	143,000	132,500	8,200	24	0	June 30.
20	0	0	74	35	0	20,878	799	692	0	1,286,490	0	0	0	0	June 10.
21	(s)	17	4	40	(s)	1,500	1,000	0	1,500	100,000	0	6,990	1,030	6,000	June 30.
22	0	0	4	38½	36	2,000	1,000	50	300	205,771	211,000	12,700	43,502	0	June 23.
23	0	3	4	34	200	4,000	700	403	0	300,000	*133,660	*9,717	*43,302	0	May 27.
24	0	0	4	37	0	4,000	(d)	(d)	500	264,813	264,813	18,530	0	21,040	June 2.
25	0	0	4	35	0	(d)	(d)	(d)	(d)	(d)	(d)	(d)	0	(d)	June 3.
26	0	0	4	38	0	1,500	500	-----	-----	94,550	-----	6,500	-----	1,500	June 16.
27	0	0	4	37	20	(d)	(d)	(d)	(d)	*107,000	*5,000	*3,300	*500*	-----	June 3.
28	0	0	3	40	20	1,678	800	-----	-----	45,960	-----	1,250	687	7,500	June 10.
29	0	0	4	37	0	(d)	(d)	(d)	-----	25,000	(w)	-----	-----	8,000	June 9.
30	12	22	3	38	30	1,300	300	-----	250	86,000	80,000	4,800	-----	3,000	June 24.
31	40	128	4	36	30	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	96,960	June 23.
32	0	0	4, 4, 5	36½	275	(d)	(d)	(d)	(d)	aa80,000	bb30,500	(d)	(d)	-----	June 17.
33	0	0	4	39	75	27,472	2,000	345	208	ee2,500,000	125,000	7,500	dd319,547	-----	June 12.
34	p94	60	4	40	0	1,500	1,000	50	-----	500,000	542,414	32,800	ff3,534	15,800	June 23.
35	0	0	5-6	40	0	2,000	-----	-----	-----	12,000	50,000	5,000	-----	500	May 28.
36	0	0	4	40	0	2,000	-----	-----	2,600	532,000	500,000	30,000	-----	40,000	July 1.

* From Report of the Commissioner of Education for 1878.
 a For holders of scholarships; for others, \$30 a year.
 b Appropriation for two years; identical with the amount reported under this head in Table IX.
 c To residents.
 d Reported with classical department (see Table IX).
 e Prospective endowment is the congressional grant for agricultural colleges, amounting in Colorado to 80,000 acres, but not yet brought into market.
 f Biennial appropriation.
 g Value of buildings.
 h Income from all sources except tuition.
 i Steps were taken in 1878 towards the removal of the Institution, which was not then organized, from its location at Eau Gallie; no later information has been received.
 j Exclusive of value of apparatus.
 k Entire proceeds of the sale of land scrip with the income therefrom, which income, by various acts of the legislature, is divided between the State College at Athens and the branches at Cuttbert, Dahlonega, Milledgeville, and Thomasville.
 l Receives an annual appropriation from the income of the national land grant to Georgia.
 m Amount received annually from the income of the public land scrip fund.
 n Not completely organized in 1879.
 o Buildings not yet completed; \$85,000 is the prospective value of grounds and buildings.
 p Also reported in Table IX.
 q To residents.
 r Also two years at sea.
 s All State students are received free of tuition.
 t From tuition and room rent.
 u To be organized in the autumn of 1880.
 v \$3,000 of this from leases of lands.
 w See report of university (Table IX).
 x To State students; \$75 to others.
 y Income from land grant.
 z Free to students in agriculture and holders of State scholarships.
 aa Value of apparatus; for value of grounds and buildings, see Table IX.
 bb Endowment of Sibley College of Mechanic Arts and a veterinary science prize fund of \$500; for university funds, see Table IX.
 cc Value of grounds and buildings.
 dd Congressional appropriation.
 ee Incidental fee of \$15.
 ff From incidental and other fees.

TABLE X.—PART I.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1879, &c.—Continued.

Name.	22	23	24	25	26	27	Libraries.			Property, income, &c.					Date of next commencement.			
							Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Number of volumes.	Number of pamphlets.	Increase in the last school year in books.		Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	32	33	34	35
40 Agricultural and scientific department (Brown University).	a46	.....	.....	30	.....	(b)	(b)	(b)	.....	\$10,000	e\$50,000	.....	.....	.....	.....	.....	.....	June 16.
41 Cladin University and South Carolina Agricultural College and Mechanics' Institute.	.....	.....	4	33	0	(b)	(b)	(b)	.....	(b)	c\$396,000	.....	.....	.....	.....	.....	.....	June 9.
42 University of Tennessee and State Agricultural College.	d275	0	4	40	e80	(b)	(b)	(b)	.....	(b)	c20,766	(b)	\$0	.....	.....	.....	.....	June 9.
43 State Agricultural and Mechanical College of Texas.	0	0	.....	40	20	800	500	800	100	225,000	209,000	\$4,960	15,000	.....	.....	.....	.....	June 23.
44 University of Vermont and State Agricultural College.	0	d15	4	38	45	(b)	(b)	(b)	(b)	(b)	(b)	(b)	900	.....	.....	.....	.....	June 30.
45 Virginia Agricultural and Mechanical College.	200	0	3	42	f0	.....	.....	.....	.....	100,000	342,000	100	0	.....	.....	.....	.....	Aug. 10.
46 Hampton Normal and Agricultural Institute.	100	44	3	37	0	2,800	350	57	0	221,031	38,732	0	0	.....	.....	.....	.....	May 20.
47 Agricultural department of West Virginia University.	60	.....	2	41	24	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	.....	.....	.....	.....	June 10.
48 College of Arts (University of Wisconsin)	0	d10	4	38	h0	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	.....	.....	.....	.....	June 18.

a Derived from the income of \$50,000 which has accrued from the national grant, and which is disbursed at the rate of \$100 a scholarship annually.
 b Reported with classical department (see Table IX).
 c Agricultural fund only; for university funds, see Table IX.
 d Also reported in Table IX.
 e In preparatory department; free in collegiate department.
 f To State students; \$40 to others.
 g Income from land grant.
 h To those in the State; \$18 to others.

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national land grant, for 1879; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Scientific department.															
					Instructors.	Students.	Corps of instruction.		Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.			
							Male.	Female.		Resident professors and instructors.	Non-resident professors and lecturers.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.	San Francisco, Cal. (24 Post street).	0	1862	A. Van der Naillen						(4)	40											
State School of Mines	Golden, Colo.	1872	1873	Milton Moss, Ph. D. (professor in charge). Edmund A. Ware, A. M.	2															26		
Agricultural course in Atlanta University. ^a	Atlanta, Ga.																					
Rosa Polytechnic Institute ^b	Terro Haute, Ind.	1874	0	Samuel S. Emly (sec'y).																		
Polytechnic Institute ^c	New Orleans, La.		1878	F. C. Vogt, Ph. D.	7	28					28											
College of Agriculture (Boston University). ^e	Boston, Mass.			Charles L. Flint, A. M.					(9)		18	1	7	1	9							
School of All Sciences (Boston University). ^d	Boston, Mass. (20 Beacon street).	1869	1864	Wm. F. Warren, S. T. D., LL. D. (pres't); John W. Lindsay, S. T. D. (acting dean).					(49)		€39											
Lawrence Scientific School (Harvard University).	Cambridge, Mass.	1642	1848	Charles W. Eliot, LL. D. (president); Henry L. Rustis, A. M. (dean).					26		9	3	1	3	2	7						

* From Report of the Commissioner of Education for 1878.

^a Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legislature of Georgia, under an act of 1874 entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

^b Not yet organized.

^c The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

^d A department for elective graduate study only.

^e There are also 28 students in the College of Music.

22	Toledo University of Arts and Trades. ^e	Toledo, Ohio	1872	1874	Richard Mott	(a)	(a)	(a)													
23	Scientific department of Wil- lamette University.	Salem, Oreg.	1833	1844	Charles E. Lambert, A. M., B. D.	(a)	(a)	(a)													
24	Pardee Scientific Department of Lafayette College.	Easton, Pa.	1826	1866	Rev. William C. Cattell, D. D., LL. D.	0	0	0	(a)	102	39	32	15	16						14	17
25	Franklin Institute.	Philadelphia, Pa.	1824	1824	William P. Tatham.																
26	Polytechnic College of the State of Pennsylvania.	Pa. (Market st., above 17th)	1853	1853																	
27	Towne Scientific School (Univer- sity of Pennsylvania).	Philadelphia, Pa.	1755	1872	Dr. Charles J. Stillé (provost).				19	119	48	39	17	15						13	
28	Wagner Free Institute of Science. ^h	Philadelphia, Pa.	1835	1847	William Wagner, LL. D.				6	10	91,500										
29	Schools of Civil and Mechanical Engineering, Mining, and Metal- lurgy (Lehigh University).	South Bethle- hem, Pa.			Rev. J. M. Leavitt, D. D.				(a)	54	435	7	7	5							
30	Norwich University.	Northfield, Vt.	1834	1834	Geo. Nichols, M. D.				6	2	7	4	4	5							
31	School of Civil and Mining Engi- neering (Washington and Lee University). ⁱ	Lexington, Va.	1782		Gen. G. W. C. Lee																
32	Virginia Military Institute	Lexington, Va.	1839	1839	Gen. Francis H. Smith, LL. D.				16		156	62	39	24						33	
33	New Market Polytechnic Insti- tute.	New Market, Va.	1869	1870	Rev. S. Honkel, D. D.	1	31	2		21											
34	Scientific department, University of Virginia.	University of Virginia, Va.	1819	1825	James F. Harrison, M.D. (chairman of faculty).	0	0	0	7	0	(a)										

* From Report of the Commissioner of Education for 1878.
^a Reported with classical department (see Table IX).
^b In the elementary school of the Polytechnic Institute.
^c See report of Stevens High School (Table VII).
^d In fifth year of course.
^e All instruction is for the present suspended.
^f Also reported in Table IX.
^g Total number admitted during the year.
^h Instruction in this school was suspended in the fall of 1872.
ⁱ In the special school of applied science.

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	June 23.	June 18.	June 24.	June 30.	June 15.	June.	June 24.	June 26.	June 1.	July.	
School of Civil Engineering of Union College.	Rensselaer Polytechnic Institute*	Toledo University of Arts and Trades	Scientific Department of Willamette University.	Paylee Scientific Department of Lafayette College.	Franklin Institute.	Polytechnic College of the State of Pennsylvania	Toledo Scientific School, University of Pennsylvania.	Wagner Free Institute of Science*	Schools of Civil and Mechanical Engineering, Mining and Metallurgy (Lehigh University), Norwich University.	School of Civil and Mining Engineering (Washington and Lee University). ^r	Virginia Military Institute.	New Market Polytechnic Institute.	Scientific Department, University of Virginia.		(d)	(d)	(d)	1,254	14,813	1,254		1,254	*125,000		
4	4	40	39	4	4	4	4	25	4	4	3	4	2	813	(d)	(d)	(d)	(d)	(d)	(d)	(d)	0	0	0	
37	38	45-75	45-75	150	150	150	150	0	0	3,000	85	100	38	40					632,774				*40,000	*9,950	*15,000
(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(18,000)	(d)	(d)	500	*1,200	*530	*25	(d)	(d)	(d)	(d)	(d)	(d)	(d)	0	*350,000	*9,950	
4	4	4	4	4	4	4	4	4	4	4	3	4	2	813	(d)	(d)	(d)	(d)	(d)	(d)	(d)	0	*350,000	*9,950	*15,000

*From Report of the Commissioner of Education for 1878.
a\$20 a month, \$50 for every 3 months.
bAtlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legislature of Georgia under an act entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."
cThe University is bound to receive, free of charge for tuition, one pupil for each member of the house of representatives.
dReported with classical department (see Table IX).
eNot yet organized.
fThe place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.
gA department for elective post graduate study only. Receipts from all sources.
hTo residents of Worcester County; \$150 to others.
iTo students; \$25 to others.
kValue of apparatus and books.
lEstimated.

TABLE X.—Memoranda.

Name.	Location.	Remarks.
State Agricultural College.....	Fort Collins, Colo.....	Transferred from Part 2 to Part 1.
Agricultural and Mechanical College for Colored Youth.....	Hempstead, Tex.....	No information received.

^mFor all departments of the institution.
ⁿNumber of students who are received free of tuition.
^oAll instruction is for the present suspended.
^pForty lectures on mechanics, physics, chemistry, and scientific subjects are announced for the winter of 1879-'80.
^qIncludes value of museum and library.
^rInstruction in this school was suspended in the fall of 1879.
^sFor all departments; all students from Virginia over eighteen years of age are admitted free of tuition.
^tTuition in each school.

TABLE XI.—Statistics of schools of theology for 1879; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	
I	2	3	4	5	6	7	8	9	
Alabama Baptist Normal and Theological Institute	Selma, Ala.	1869	1877	Baptist	H. Woodsmall	1			
Theological department of Talladega College.	Talladega, Ala.	1869	1872	Congregational	Rev. Henry S. De Forest.	1	1	0	
Pacific Theological Seminary	Oakland, Cal.	1869	1869	Congregational	Rev. J. A. Epton, D. D. (sitting)	3	6	2	
San Francisco Theological Seminary	San Francisco, Cal.	1876	1871	Presbyterian	Rev. W. A. Scoff, D. D., LL. D.	4			
Theological Institute of Connecticut	Hartford, Conn.	1833	1834	Congregational	Rev. William Thompson, D. D. (senior professor).	7		4	
Berkeley Divinity School	Middletown, Conn.	1854	1854	Prot. Episcopal	R. C. Rev. J. Williams, D. D., LL. D. (dean)	0	1		
Theological department of Yale College.	New Haven, Conn.	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D.	8	5	65	
Atlanta Baptist Seminary	Atlanta, Ga.	1870	1870	Baptist	Rev. J. T. Robert, LL. D.	3			
Theological department of Mercer University*	Macon, Ga.	1857	1859	Baptist	Rev. Archibald J. Battle, D. D.	1			
Theological department of Blackburn University.	Carlinville, Ill.	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D.	3			
German Theological Class in Carthage College.	Carthage, Ill.	1855	1858	Lutheran	Rev. D. L. Tressler, Ph. D.				
Chicago Theological Seminary	Chicago, Ill. (corner Ash-land and Warren ayes).	1855	1858	Congregational	Rev. G. S. F. Savage, D. D. (secretary)	7	0	26	
Presbyterian Theological Seminary of the North-west.	Chicago, Ill. (1060 North Halsted street).	1856	1859	Presbyterian	Rev. John M. Farris (secretary)	5	0	4	
Bible department of Eureka College	Eureka, Ill.	1855	1864	Christian	H. W. Everett, A. M.	2	0	1	
Garrett Biblical Institute	Evanston, Ill.	1855	1856	Meth. Episcopal	Rev. William X. Nindo, S. T. D.	5	0	0	
Theological department of Northwestern German-English Normal School.	Galesia, Ill.	1871	1868	Ger. Meth. Epis.	Rev. Frederik Kopp	2	0	0	
Swedish Theological Seminary*	Knoxville, Ill.			Ev. Lutheran	K. Grison	5			
Theological department of Lincoln University	Lincoln, Ill.	1866	1872	Cumb. Presb.	Rev. A. J. McGlumphy, D. D., LL. D.	5	1	5	
Warburg Seminary	Mendota, Ill.	1875	1853	Ev. Lutheran	Rev. Sigmund Fritschel, D. D.	4	1	0	
Baptist Union Theological Seminary	Morgan Park, Ill.	1864	1867	Baptist	Rev. George W. Northrup, D. D., LL. D.	6			
Jubilee College	Robin's Nest, Ill.	1847	1840	Prot. Episcopal	Rev. F. Duncan Jaudon (rector)	2			
Augustana Theological Seminary	Rock Island, Ill.	1865	1863	Ev. Lutheran	Rev. T. N. Hasselquist, D. D.	2	0	1	
Concordia College	Springfield, Ill.	1832	1874	Ev. Lutheran	Prof. A. Craemer	3			
Theological department of Shurtleiff College*	Upper Alton, Ill.	1832	1897	Baptist	Rev. A. A. Kendrick, D. D.	3		2	
Indiana Conference Theological Seminary	Bareilly, Ind.		1872	Meth. Episcopal	Rev. Alexander Martin, D. D., LL. D.				
Biblical course in Indiana Asbury University*	Greencastle, Ind.			Meth. Episcopal					

26	Theological department of Union Christian College.	St. Meinrad, Ind.	1879	Christian	Rev. T. C. Smith, A. M.	3	0	0
27	St. Meinrad's Seminary*.	St. Meinrad, Ind.	1860	Roman Catholic.	Rt. Rev. Martin Marty, O. S. B. (abbot)	3	0	3
29	Theological department of Griswold College.	Davenport, Iowa.	1859	Prot. Episcopal.	Rt. Rev. William Stevens Perry, D. D., LL. D.	3	3	3
30	German Presbyterian Theological School of the Northwest.	Dubuque, Iowa.	1871	Presbyterian.	Rev. Jacob Conzett (senior professor).	3	0	0
31	German College.	Mt. Pleasant, Iowa.	1873	Ger. Meth. Epis.	Rev. William Balcke, A. M. (acting).	3	0	1
32	Bible department of Oskaloosa College.	Oskaloosa, Iowa.	1856	Christian	George T. Carpenter, A. M.	2	0	0
33	Kansas Theological School.	Topoka, Kans.	1874	Prot. Episcopal.	Rt. Rev. Thomas H. Vall, D. D., LL. D. (ex officio).	2	0	0
34	Danville Theological Seminary.	Danville, Ky.	1854	Presbyterian.	Rev. Stephen Yerkes, D. D. (senior professor).	4	0	4
35	College of the Bible.	Lexington, Ky.	1865	Disciples.	Robert Graham, A. M.	3	0	0
36	Southern Baptist Theological Seminary*.	Louisville, Ky.	1859	Baptist	Rev. James P. Boyce, D. D., LL. D.	4	1	1
37	School of Theology in Bethel College*.	Russellville, Ky.	1867	Baptist	Leslie Waggener, LL. D.	4	1	1
38	Theological department of New Orleans University.*	New Orleans, La. (188 Race street).	1873	Meth. Episcopal	Rev. J. S. Dean, A. M. (president of university).	1	0	0
39	Theological department of Straight University.	New Orleans, La.	1869	Congregational.	Rev. Walter S. Alexander, A. M.	1	0	0
40	Theological Seminary.	New Orleans, La.	1860	Roman Catholic.	Very Rev. G. Raymond, D. D., V. G. (rector).	1	0	0
41	Bangor Theological Seminary*.	Bangor, Me.	1814	Congregational.	Rev. Enoch Pond, D. D.	5	0	4
42	Fates College Theological School.	Lewiston, Me.	1870	Free Will Bapt.	Rev. Oren B. Cheney, D. D.	4	0	1
43	Centenary Biblical Institute*.	Baltimore, Md. (44 Saratoga street).	1867	Meth. Episcopal	Rev. J. Emory Round, A. M.	3	3	0
44	Theological Seminary of St. Sulpice and St. Mary's University.	Baltimore, Md.	1860	Roman Catholic.	Very Rev. A. Magnien, S. S., D. D.	10	0	0
45	Scholasticate of the Congregation of the Most Holy Redeemer (Mt. St. Clement).	Ichester, Md.	1868	Roman Catholic.	Rev. George Ruland, C. S. S. R.	6	0	0
46	Woodstock College.	Woodstock, Md.	1867	Roman Catholic.	Rev. James Perron, S. J.	9	0	0
47	Andover Theological Seminary.	Andover, Mass.	1807	Congregational.	Rev. Egbert C. Smyth.	8	3	8
48	Boston University School of Theology.	Boston, Mass.	1869	Meth. Episcopal	Rev. James E. Lathmer, S. T. D. (dean).	10	0	5
49	Divinity School of Harvard University.	Cambridge, Mass.	1650	Non-sectarian.	Rev. C. C. Everett, D. D. (dean).	5	2	5
50	Episcopal Theological School.	Cambridge, Mass.	1867	Prot. Episcopal	Rev. George Zabritskie Gray, D. D. (dean)	4	1	1
51	Tufts College Divinity School.	College Hill, Mass.	1852	Universalist.	Rev. E. H. Capen, D. D. (president of college); Rev. Thomas J. Sawyer, D. D. (dean).	4	2	1
52	Newton Theological Institution.	Newton Centre, Mass.	1826	Baptist	Rev. Alvah Hovey.	5	1	1
53	New Church Theological School.	Waltham, Mass.	0	New Church.	Rev. Samuel F. Dike, D. D.	0	4	0
54	Theological department of Hillsdale College.	Hillsdale, Mich.	1852	Free Will Bapt.	Rev. De Witt Clinton Durgin, D. D.	3	0	d1
55	Seabury Divinity School.	Fairbairn, Minn.	1860	Prot. Episcopal.	Rt. Rev. Henry B. Whipple, D. D.	3	0	0
56	Angsburg Seminary.	Minneapolis, Minn.	1869	Lutheran	Prof. Georg Sverdrup.	3	0	0
57	St. John's Seminary.	St. Joseph, Mina.	1874	Roman Catholic.	Rt. Rev. Alexis Edelbrock, O. S. B.	5	0	0
58	Bishop Green Associate Mission and Training School.	Dry Grove, Miss.	0	Prot. Episcopal.	Rev. William K. Douglas, D. D., LL. D.	2	1	0
59	Natchez Seminary.	Natchez, Miss.	1877	Baptist	Rev. Charles Ayer.	2	0	0
60	St. Vincent's College and Theological Seminary.	Cape Girardeau, Mo.	1843	Roman Catholic.	Rev. J. W. Hickey, C. M.	4	0	0
61	Jeremiah Vardaman School of Theology in William Jewell College.	Liberty, Mo.	1868	Baptist	Rev. W. R. Rothwell, D. D.	3	0	0

d Also 2 in part.

b Partially endowed.
c All instruction suspended for some years.

* From Report of the Commissioner of Education for 1878.

α Four of these are only partially endowed.

TABLE XI.—Statistics of schools of theology for 1879, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
62 Concordia College (Seminary).....	St. Louis, Mo.....	1838	1839	Ev. Lutheran	Rev. C. F. W. Walther, D. D.	6	.....	.....
63 German Congregational Theological Seminary.....	Crete, Nebr.....	0	1878	Congregational	Rev. J. B. Chase (principal).....	1	0	1
64 Divinity School of Nebraska College.....	Nebraska City, Nebr.....	1866	1866	Prot. Episcopal	Rev. R. W. Oliver, D. D.....	1	2	.....
65 German Theological School of Newark.....	Bloomfield, N. J.....	1871	1869	Presbyterian	Rev. Charles E. Knox, D. D.....	3	.....	.....
66 Drew Theological Seminary.....	Madison, N. J.....	1867	1867	Meth. Episcopal	Rev. John F. Hurst, D. D.....	5	6	5
67 Theological Seminary of the Reformed (Dutch) Church in America.....	New Brunswick, N. J.....	1784	1875	Ref. Dutch Ch. in America	Rev. David D. Demarest, D. D. (secretary).....	4	1	4
68 Theological Seminary of the Presbyterian Church.....	Princeton, N. J.....	1826	1812	Presbyterian	Rev. Alexander T. McGill, D. D., LL. D. (senior professor).....	9	.....	7
69 Auburn Theological Seminary.....	Auburn, N. Y.....	1820	1821	Presbyterian	Prof. E. A. Huntington (librarian).....	5	.....	5
70 Brooklyn Lay College and Biblical Institute.....	Brooklyn, N. Y.....	1872	1872	Non-sectarian	Rev. C. E. Lord, D. D. (secretary).....	7	0	0
71 Canton Theological School.....	Canton, N. Y.....	1858	1858	Universalist	Rev. I. M. Atwood, D. D.....	4	1	3
72 De Lancy Divinity School*.....	Geneva, N. Y.....	.....	1861	Prot. Episcopal	Rev. James Rankine, D. D.....	1	0	1
73 Hamilton Theological Seminary.....	Hamilton, N. Y.....	1810	1820	Baptist	Rev. E. Dodge, D. D., LL. D. (senior professor).....	5	.....	.....
74 Hartwick Seminary (theological department)*.....	Hartwick Seminary, N. Y.....	1816	1815	Lutheran	Rev. James Pitcher, A. M. (senior professor).....	2	1	.....
75 Newburgh Theological Seminary a.....	Newburgh, N. Y.....	1836	1805	U. Presbyterian	J. G. D. Findlay (librarian).....	.....	.....	.....
76 General Theological Seminary of the Protestant Episcopal Church.....	New York, N. Y.....	1822	1820	Prot. Episcopal	Rev. Eugene A. Hoffman, D. D. (dean).....	6	4	2
77 Union Theological Seminary.....	New York, N. Y. (9 University Place), Rochester, N. Y.....	1839	1856	Presbyterian	Rev. William Adams, D. D., LL. D.....	7	4	6
78 Rochester Theological Seminary.....	Rochester, N. Y.....	1850	1851	Baptist	Rev. Augustus H. Strong, D. D.....	7	2	6
79 Seminary of Our Lady of Angels.....	Suspension Bridge, N. Y.....	1863	1856	Roman Catholic	Very Rev. P. V. Kavanagh, C. M.....	3	.....	.....
80 St. Andrew's Divinity School.....	Syracuse, N. Y.....	.....	1864	Prot. Episcopal	Rev. C. P. Jennings, D. D.....	.....	.....	.....
81 St. Joseph's Provincial Seminary.....	Troy, N. Y.....	.....	1864	Roman Catholic	Very Rev. Henry Gabriels, S. T. L.....	6	.....	.....
82 Theological department of Middlebury University.....	Charlotte, N. C.....	1877	1868	Presbyterian	Rev. Stephen Mattson, D. D.....	4	.....	.....
83 Bennett Seminary.....	Greensboro, N. C.....	0	1874	Meth. Episcopal	Rev. E. O. Thayer, A. M.....	2	0	0
84 Theological department of Shaw University.....	Raleigh, N. C.....	1874	1865	Baptist	Rev. H. M. Tupper, A. M.....	2	.....	.....
85 Theological department of Trinity College.....	Trinity, N. C.....	1852	1852	Meth. Epis. So	Rev. B. Craven, D. D., M. D.....	4	.....	.....
86 Biblical department of Ashland College.....	Ashland, Ohio.....	1873	1879	Brethren	Eld. S. Z. Sharp.....	2	.....	.....

87	Theological department of German Wallace College	Berea, Ohio	1864	Meth. Episcopal	Rev. William Nast, D. D.	1	0
88	St. Charles Borromeo Theological Seminary	Cincinnati, Ohio	1864	Roman Catholic	Rev. Henry Drees, C. P. S.	6	0
89	Lane Theological Seminary	Cincinnati, Ohio	1829	Presbyterian	Rev. Lewellyn J. Evans, D. D.	5	5
90	Mt. St. Mary's Seminary*	Cincinnati, Ohio	0	Roman Catholic	Very Rev. F. J. Fabisch, D. D., LL. D.	5	0
91	St. Mary's Theological Seminary	Cleveland, Ohio	1849	Roman Catholic	Rev. N. A. Moes	3	0
92	German Lutheran Seminary*	Columbus, Ohio	1830	Lutheran	William F. Lehmann	3	0
93	Union Biblical Seminary	Dayton, Ohio	1871	United Brethren	Rev. L. Davis, D. D. (senior professor)	3	0
94	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio	Gambier, Ohio	1824	Prot. Episcopal	Rt. Rev. G. T. Bedoll, D. D.	3	2
95	Department of Theology (Oberlin College)	Oberlin, Ohio	1834	Congregational	Rev. James H. Fairchild, D. D.	8	4
96	Theological department of Wittenberg College	Springfield, Ohio	1845	Ev. Lutheran	Rev. Samuel Sprecher, D. D., LL. D.	2	2
97	Heldberg Theological Seminary	Tiffin, Ohio	1836	Reformed	Rev. J. H. Good, D. D.	0	2
98	Theological department of Urbana University	Urbana, Ohio	1863	New Church	Rev. Frank Sewall, A. M.	1	6
99	Theological Seminary of Wilberforce University	Wilberforce, Ohio	1863	Af. Meth. Epis.	Rev. Benjamin F. Lee, D. D.	5	0
100	United Presbyterian Theological Seminary of Xenia	Xenia, Ohio	1877	United Presb.	Rev. William Bruce, D. D.	0	0
101	Western Theological Seminary of the Presbyterian Church	Xenia, Ohio	1844	Presbyterian	Rev. S. J. Wilson, D. D., LL. D.	5	1
102	Theological course in St. Vincent's College	Beatty, Pa.	1863	Roman Catholic	Rt. Rev. Boniface Wimmer, O. S. B.	6	0
103	Moravian Theological Seminary	Bethlehem, Pa.	1807	Moravian	Rev. Edmund de Schweinitz, S. T. D.	3	3
104	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States	Gettysburg, Pa.	1825	Ev. Lutheran	Rev. James A. Brown, D. D., LL. D.	3	3
105	Theological Seminary of the Reformed Church in the United States	Lancaster, Pa.	1831	Reformed	Rev. E. V. Gerhart, D. D.	3	0
106	Theological department of Lincoln University	Lincoln University, Pa.	1871	Presbyterian	Rev. Isaac N. Rendall, D. D.	4	1
107	Meadville Theological School*	Meadville, Pa.	1846	Unitarian	Rev. Abiel Abbot Livermore, A. M.	4	2
108	Philadelphia Theological Seminary of St. Charles Borromeo	Overbrook, Pa.	1838	Roman Catholic	Rev. Wm. Kieran, D. D. (vice rector)	7	0
109	Divinity School of the Protestant Episcopal Church	Philadelphia, Pa.	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D.	5	1
110	St. Vincent's Seminary	Philadelphia, Pa. (German-town)	0	Roman Catholic	Very Rev. Thomas J. Smith, V. C. M.	7	0
111	Theological Seminary of the Evangelical Lutheran Church at Philadelphia	Philadelphia, Pa. (218 Franklin street)	1864	Lutheran	Rev. C. W. Schaeffer, D. D.	4	4
112	Missionary Institute ^b	Selinsgrove, Pa.	1838	Ev. Lutheran	H. Ziegler	1	5
113	Crozer Theological Seminary	Upland, Pa.	1867	Baptist	Rev. Henry G. Weston, D. D.	4	4
114	Angustian Monastery of St. Thomas of Villanova	Villanova, Pa.	1848	Roman Catholic	Rev. Joseph A. Coteman, O. S. A.	12	2
115	Theological Seminary of the General Assembly of the Presbyterian Church in the United States	Columbia, S. C.	1832	Presbyterian	Rev. George Howe, D. D., LL. D. (chairman of faculty)	4	0
116	Baker Theological Institute	Orangeburg, S. C.	1869	Meth. Episcopal	Rev. Edward Cooke, D. D.	2	3
117	Theological department of Cumberland University	Loebanon, Tenn.	1842	Cumb. Presb.	Rev. Richard Beard, D. D. (senior professor)	3	2
118	Nashville Normal and Theological Institute	Nashville, Tenn.	1865	Baptist	Rev. D. W. Phillips, D. D.	6	0
119	Theological course in Fisk University*	Nashville, Tenn.	1867	Congregational	Rev. E. M. Cravath, A. M.	2	2
120	Theological department of Central Tennessee College	Nashville, Tenn.	1866	Meth.-Episcopal	Rev. John Braden, D. D.	2	0
121	Theological department of Vanderbilt University	Nashville, Tenn.	1872	Meth. Epis. So	Rev. T. O. Summers, D. D., LL. D. (dean of faculty)	4	4
122	Theological department, University of the South	Sewanee, Tenn.	1856	Prot. Episcopal	Rev. Telfair Hodgson, D. D.	4	0
123	Theological department of Burritt College	Spencer, Tenn.	1879	Christian	T. W. Bronts	1	0

^b These statistics are for 1878.

^a Temporarily suspended.

* From Report of the Commissioner of Education for 1878.

TABLE XI.—Statistics of schools of theology for 1879, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
124 Theological department of Baylor University.....	Independence, Tex.....	1845	1866	Baptist.....	Rev. William Carey Crane, D. D., LL. D.	2	6	0
125 Theological department of Trinity University.....	Tehuacana, Tex.....	.....	.....	Cumb. Presb.....	Rev. W. E. Beeson, D. D.	1	0	4
126 Union Theological Seminary.....	Hampden Sidney College, Va.	1867	1824	Presbyterian.....	Rev. B. M. Smith, D. D. (chairman of faculty).	4	0	4
127 Richmond Institute.....	Richmond, Va.....	1876	1867	Baptist.....	Rev. Charles H. Corey, A. M.	10	.....	.....
128 Theological Seminary of the Evangelical Lutheran General Synod South.	Salem, Va.....	.....	1832	Lutheran.....	Rev. S. A. Repass, D. D.	2	.....	.....
129 Protestant Episcopal Theological Seminary.....	Theological Seminary, Va.	1854	1823	Prof. Episcopal.....	Rev. Joseph Packard, D. D. (dean)	6	.....	.....
130 Nashotah Ho.	Nashotah, Wis.....	1847	1845	Prof. Episcopal.....	Rev. A. D. Cole, D. D.	4	1	1
131 Seminary of St. Francis of Sales.....	St. Francis, Wis.....	1877	1856	Roman Catholic.....	Rev. Kilian C. Plasc.	613	.....	.....
132 Theological department of Howard University.....	Washington, D. C.....	1867	1870	Non-sectarian.....	Rev. William W. Patton, D. D.	2	2	0
133 Wayland Seminary.....	Washington, D. C.....	.....	1865	Baptist.....	Rev. G. M. P. King, A. M.	.....	(9)	.....

b In both classical and theological departments.

a Also 1 in part.

TABLE XI.—Statistics of schools of theology for 1879, &c.—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Present graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1879.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	19	20		21	Income from productive funds.
1	10	11	12	13	14	15	16	17	18	19	20	21	22
1 Alabama Baptist Normal and Theological Institute.....					3	34	200	30	50	\$10,000			May 28.
2 Theological department of Talladega College.....	14	0	0	3	3	38	1,000			\$3,000	\$0		June 10.
3 Pacific Theological Seminary.....	6	0	2	2	3	36	3,120	590	20	75,000	0		May 18.
4 San Francisco Theological Seminary.....	6			3	3	35	5,000		93	47,000			April.
5 Theological Institute of Connecticut.....	24		19	11	3	36	12,000		5,000				May.
6 Berkeley Divinity School.....	26		24	9	3	36	16,000						
7 Theological department of Yale College.....	79	10	66	20	3	34	2,000			415,000	301,430	624,785	May 13.
8 Atlanta Baptist Seminary.....	13						600			10,000			June 12.
9 Theological department of Mercer University*.....	11				3	40	2,000	1,200	200				July 2.
10 Theological department of Blackburn University.....	6				3								June 10.
11 German Theological Class in Carthage College.....	31	3	17	8	3	34	5,600		100	95,304	163,304	11,720	April 28.
12 Chicago Theological Seminary.....	41	3	26	12	3	30	9,000	(d)	115	100,000	150,825	8,269	April 1.
13 Presbyterian Theological Seminary of the Northwest.....	21	0	0	2	2	40	(d)	(d)	(d)	(d)	(d)	(d)	May 27.
14 Bible department of Eureka College.....	58	0	14	18	3	34	3,000		10	250,000	0	14,235	May 6.
15 Garrett Biblical Institute.....	8	0	0	0	3	40							June 10.
16 Theological department of Northwestern German-English Normal School.....	20						600						June 10.
17 Swedish Theological Seminary*.....	92		13	16	6	40	3,162	135	182	(d)	150,000	6,000	April.
18 Theological department of Lincoln University.....	21			9	3	34	\$1,700			\$5,000	\$10,500	\$800	June 16.
19 Warburg Seminary.....	77		41		3	34	15,000	5,000					June 30.
20 Baptist Union Theological Seminary.....	14	0	0	8	2	40	(d)	(d)		*12,000			May 13.
21 Jubilee College ^f	14	0	0	8	2	40	(d)	(d)					June 10.
22 Augustana Theological Seminary.....	90		3	9	5	43	800			15,000			June 10.
23 Concordia College.....	8				3	36	1,000			40,000		1,000	June.
24 Theological department of Shurtleff College*.....													June.

*From Report of the Commissioner of Education for 1878.
 †Includes amount received from students' fees, donations, &c.
 ‡Property of the Evangelisch-Lutherisches Collegium.
 §Of these 72 only are theological students.
 ¶All instruction suspended for some years.
 ††Reported with classical department (see Table IX.)
 ‡‡Value of building.

50	Episcopal Theological School	23	12	4	3	38	3,000	1,000	215,000	125,000	0,500
51	Tufts College Divinity School	32	4		3	39	(a)		(a)	(a)	June 9.
52	Newton Theological Institution	65	0	44	3	38	1,450		136,835	313,999	21,379
53	New Church Theological School	4	0	2	3	30	500		0	0	June 1.
54	Theological department of Hillsdale College	26	4	2	3	39	5,000	1,000	(a)	20,000	1,800
55	Scabury Divinity School	10							25,000		June 7.
56	Augsburg Seminary	14	1	4	3	32	1,000		50,000		June.
57	St. John's Seminary	18							60,000		June 20.
58	Bishop Green Associate Mission and Training School	31	1	0	2	5	2,000	1,000	800,000		June 10.
59	Natchez Seminary	31			5	36			60,000	0	June 20.
60	St. Vincent's College and Theological Seminary	4			5	41	5,000				June 10.
61	Jeremiah Vardeman School of Theology in William Jewell College	48		4	2	40				40,000	
62	Concordia College (Seminary)	93		24	3	44	4,650		70	5,000	500
63	German Congregational Theological Seminary	4	0	0	3	35	0	0	0		
64	Divinity School of Nebraska College	3							910,000		June 15.
65	German Theological School of Newark	421	0	0	3	40	1,200	400	14,500	7,000	463
66	Drew Theological Seminary	91		20	3	35	14,000	1,000	250,000	300,000	15,000
67	Theological Seminary of the Reformed (Dutch) Church in America	33	0	31	14	3	32,373	5,000	1,350	250,000	15,000
68	Theological Seminary of the Presbyterian Church	106	10	110	31	34	31,500	8,000	1,668	450,000	800,000
69	Auburn Theological Seminary	45	0	41	12	3	14,000	0	1,813	200,000	383,614
70	Brooklyn Lay College and Biblical Institute	40	20		2	31	0		0		May 6.
71	Canton Theological School	23	2	5	7	3,4	8,000	1,500	25,000	82,652	5,640
72	De Lancey Divinity School*	5							(i)	27,507	1,680
73	Hamilton Theological Seminary	36	25	11	3	39	(i)	(i)	(j)	36,200	1,919
74	Hartwick Seminary (theological department)*	3			3	39	(j)	(j)	25,000	(j)	June 16.
75	Newburgh Theological Seminary ^k	94	0	76	20	3	3,500	225	160	300,000	6,247
76	General Theological Seminary of the Protestant Episcopal Church						15,896	9,837	100	124,055	May 13.
77	Union Theological Seminary	130	12	136	39	3	36,680	38,226	1,210	200,000	850,000
78	Rochester Theological Seminary	70	40	14	3	35	13,000	(a)	1,000	105,000	300,000
79	Seminary of Our Lady of Angels	64	2	2	3	40	(a)	(a)	(a)	(a)	May 20.
80	St. Andrew's Divinity School										(a)
81	St. Joseph's Provincial Seminary				4	3	8,000		200,000		June 24.
82	Theological department of Biddle University	8		3	0	3	36	(a)			June 2.
83	Bennett Seminary	6	0	0	3	32	1,200	200	13,000		June 10.
84	Theological department of Shaw University	59	0	0	4	32	2,200	200	50,000		May 19.
85	Theological department of Trinity College	18	0	0	0	4			(a)	(a)	June 9.
86	Biblical department of Ashland College	2									
87	Theological department of German Wallace College	26	0	1	5	3	40		100	16,000	
88	St. Charles Borromeo Theological Seminary	35		8-10	40	7,100	225		1375,867	57,400	120,532
89	Lane Theological Seminary	34			3		713,000		250,000	0	June 23.
90	Mt. St. Mary's Seminary*	92			3	42	(15,200)				
91	St. Mary's Theological Seminary	24	24	26	5	43			50,000		

* From report of the Commissioner of Education for 1878.
 a Reported with classical department (see Table IX).
 b Includes receipts from other sources.
 c Value of building.
 d Includes amounts received from students' fees, donations, &c.
 e Includes \$23,000 unproductive funds.
 f For all departments.
 g From a return for 1877.
 h Includes students in the academic department.
 i See report of Madison University (Table IX).
 j See report of academeal department (Table VI).
 k Temporarily suspended.
 l Includes real estate yielding an annual income, and bonds and notes.

TABLE XI.—Statistics of schools of theology for 1879, &c.—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduation at the commencement of 1879.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
German Lutheran Seminary*	14	2	8	7	2½	40	3,000	300	150	.....	.....	.....	June 25.
Union Biblical Seminary.....	*28	.....	0	2	3	36	6,600	.....	.....	\$20,000	\$55,780	\$1,559	May 5.
Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	7	.....	.....	.....	3	36	66,300	68,500	.....	6220,000	6120,000	68,000	June 24.
Department of Theology (Oberlin College).....	47	1	36	8	2	38	.....	.....	.....	*75,000	(c)	(c)	June 5.
Theological department of Wittenberg College.....	12	.....	.....	4	2	40	3,000	500	25	0	30,000	1,800	June 24.
Heidelberg Theological Seminary.....	9	0	7	2	2½	40	.....	.....	.....	.....	.....	.....	May 18.
Theological department of Urbana University.....	16	0	0	3	4	42	4,000	2,000	50	10,000	40,000	3,000	June 16.
Theological Seminary of Wilberforce University.....	26	4	25	9	3,4	28	16,152	257	233	75,000	362,369	22,000	March 26.
United Presbyterian Theological Seminary of Xenia.....	87	5	86	16	3	32	.....	.....	.....	.....	.....	.....	April 22.
Western Theological Seminary of the Presbyterian Church.....	35	.....	.....	424	3	42	.....	.....	.....	.....	.....	.....	June 30.
Theological course in St. Vincent's College.....	31	0	26	11	6	40	5,000	800	175	7,676	38,811	2,296	June 1.
Moravian Theological Seminary.....	*28	.....	.....	.....	3	40	10,487	.....	.....	50,000	80,000	4,000	June 22.
Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	23	.....	.....	.....	3	37	10,070	.....	.....	25,000	65,000	3,900	May 13.
Theological Seminary of the Reformed Church in the United States.	23	.....	.....	.....	3	37	.....	.....	.....	.....	.....	.....	April 8.
Theological department of Lincoln University.....	22	.....	.....	.....	3	38	13,000	2,500	44	37,702	149,802	7,257	June 12.
Meadville Theological School.....	20	0	2	6	9	38	15,000	.....	.....	.....	0	.....	.....
Philadelphia Theological Seminary of St. Charles Borromeo.....	85	.....	.....	.....	3	36	8,000	240	.....	150,000	240,000	15,000	June 17.
Divinity School of the Protestant Episcopal Church.....	25	2	13	11	3	36	.....	.....	.....	.....	.....	.....	.....
St. Vincent's Seminary.....	.....	.....	.....	.....	3	40	*3,525	*1,020	.....	*40,000	*125,000	*7,500	.....
Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	62	.....	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missionary Institute.....	12	.....	.....	4	3	39	.....	.....	.....	150,000	200,000	15,000	June 9.
Crozer Theological Seminary.....	49	.....	.....	11	3	38	5,000	.....	.....	.....	.....	.....	June.
Augustinian Monastery of St. Thomas of Villanova.....	97	13	6	.....	7	40	10,000	.....	.....	.....	.....	.....	.....
Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	29	.....	25	14	3	33	22,295	.....	1,372	30,000	.....	5,100	May 13.

	28	1	10	7	3	33	4,000	10,000	20,000	1,500	June 3.
116 Baker Theological Institute	15	0	0	0	2	40	4,000	10,000	20,000	1,500	June 3.
117 Theological department of Cumberland University	50	0	0	0	2	36	2,000	75,000	0	0	May 20.
118 Nashville Normal and Theological Institute	12	0	0	0	3	40	340	100,000	200,000	14,000	May 23.
119 Theological course in Fisk University*	45	0	0	0	3	36	7,000	30,000	0	0	May 20.
120 Theological department of Central Tennessee College	50	0	0	16	3	40	(c)	(c)	(c)	(c)	May 28.
121 Theological department of Vanderbilt University	7	0	4	0	0	40	(c)	(c)	0	0	August 5.
122 Theological department of University of the South.	11	0	0	0	3	40	(c)	(c)	0	0	June 10.
123 Theological department of Enright College.	12	0	40	19	3	36	11,000	40,000	240,000	16,500	May 17.
124 Theological department of Trinity University	51	0	40	7	6	36	2,400	50,000	22,000	1,400	May 20.
125 Union Theological Seminary	86	0	0	0	3	40	500	250	35,000	1,500	June 24.
126 Richmond Institute	12	0	10	0	3	40	10,500	40	(c)	(c)	June 29.
127 Theological Seminary of the Evangelical Lutheran Gen- eral Synod South.	38	16	4	3	42	7,000	(g)	(g)	(c)	(c)	May 7.
129 Protestant Episcopal Theological Seminary.	51	1	3	3	3	42	7,000	40	(c)	(c)	May 26.
130 Nashotah House.	16	1	3	3	3	42	7,000	40	(c)	(c)	
131 Seminary of St. Francis of Sales.	f200	f25	f25	f25	f10	43	(g)	(g)	(c)	(c)	
132 Theological department of Howard University	50	0	5	4	3	34	(c)	(c)	(c)	(c)	
133 Wayland Seminary	h84	0	0	0	3	40	7,000	40,000	(c)	(c)	

* From Report of the Commissioner of Education for 1878.
 a Only \$25,000 productive.
 b From a return for 1877.

c Reported with classical department (see Table IX).
 d Number ordained during the year.
 e These statistics are for 1878.

f In both classical and theological departments.
 g See report of classical department (Table VI).
 h For all departments.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Augusta Institute	Augusta, Ga.	Removed to Atlanta, with name of Atlanta Baptist Seminary.
Theological department of Illinois Wesleyan University	Bloomington, Ill.	Does not appear to be a distinct department.
Baptist Union Theological Seminary	Chicago, Ill.	See Morgan Park.
Western Baptist Theological Institute	Georgetown, Ky.	Suspended.
Theological Seminary of the Protestant Episcopal Church in the Dio- cese of Kentucky.	Louisville, Ky.	No information received.
Theological department of Mt. St. Mary's College.	Emmitsburg, Md.	No information received.
Theological department of Hope College.	Holland, Mich.	Suspended.
Theological School of Westminster College	Fulton, Mo.	No information received.
Martin Luther College (theological department)	Buffalo, N. Y.	No information received.
St. Lawrence University (theological department)	Canton, N. Y.	See Canton Theological School; identical.
Christliche Bildungs-Anstalt der Mennoniten	Wadsworth, Ohio	No information received.
Theological Seminary of the United Presbyterian Church	Allegheny City, Pa.	No information received.
Theological department of Ursinus College	Freeland (Collegeville P. O.), Pa.	No information received.
St. Michael's Seminary	Pittsburgh, Pa.	No information received.
St. John's Theological Seminary	Norfolk, Va.	No information received.

	28	1	10	7	3	33											
116 Baker Theological Institute																	
117 Theological department of Cumberland University	15	0	0	0	2	36	4,000										1,500
118 Nashville Normal and Theological Institute	50	0	0	0	2	36	2,000										0
119 Theological course in Fisk University*	12				3	40											
120 Theological department of Central Tennessee College	45	0	0	0	3	36	340										
121 Theological department of Vanderbilt University	50	0	0	16	3	40	7,000										200
122 Theological department, University of the South.		0	4	0	3	40	(c)										(c)
123 Theological department of Emrit College.	7	0	0	0	0	40	(c)										(c)
124 Theological department of Baylor University	11				3	40	(c)										0
125 Theological department of Trinity University	12				3	40	(c)										0
126 Union Theological Seminary	51	0	40	19	3	36	11,000										205
127 Richmond Institute	86			7	6	36	2,400										100
128 Theological Seminary of the Evangelical Lutheran General Synod South.	12			10	3	40	500										22,000
129 Protestant Episcopal Theological Seminary.	38			16	4	3	10,500										250
130 Nashotah House.	16	1		3	3	42	7,000										40
131 Seminary of St. Francis of Sales.	f ²⁰⁰	f ²⁵		f ²⁵	f ¹⁰	43	(g)										100,000
132 Theological department of Howard University	50	0	5	4	3	34	(c)										(c)
133 Wayland Seminary	h ⁸⁴				3		7,000										(c)

* From Report of the Commissioner of Education for 1878.
 a Only \$25,000 productive.
 b From a return for 1877.

c Reported with classical department (see Table LX).
 d Number ordained during the year.
 e These statistics are for 1878.

f In both classical and theological departments.
 g See report of classical department (Table VI).
 h For all departments.

TABLE XI.—*Memoranda*.

Name.	Location.	Remarks.
Aucusta Institute	Aucusta, Ga.	Removed to Atlanta, with name of Atlanta Baptist Seminary.
Theological department of Illinois Wesleyan University	Bloomington, Ill.	Does not appear to be a distinct department.
Baptist Union Theological Seminary	Chicago, Ill.	See Morgan Park.
Western Baptist Theological Institute.	Georgetown, Ky.	Suspended.
Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.	Louisville, Ky.	No information received.
Theological department of Mt. St. Mary's College.	Emmitsburg, Md.	No information received.
Theological department of Hope College.	Holland, Mich.	Suspended.
Theological School of Westminster College	Fulton, Mo.	No information received.
Martin Luther College (theological department)	Buffalo, N. Y.	No information received.
St. Lawrence University (theological department)	Canton, N. Y.	See Canton Theological School; identical.
Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, Ohio.	No information received.
Theological Seminary of the United Presbyterian Church	Allegheny City, Pa.	No information received.
Theological department of Ursinus College	Freeland (Collegeville P. O.), Pa.	No information received.
St. Michael's Seminary	Pittsburgh, Pa.	No information received.
St. John's Theological Seminary	Norfolk, Va.	No information received.

TABLE XII.—Statistics of schools of law for 1879; from replies to inquiries by the United States Bureau of Education.

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 1879.
1	2	3	4	5	6	7	8	9	10
1 College of Law, Southern University	Greensboro', Ala.	.....	.....	Rev. Luther M. Smith, D. D., chancellor	4	.....	.....	.....	.....
2 Law School of University of Alabama	Tuscaloosa, Ala.	.....	1873	Henderson M. Somerville, A. M., LL. D.	2	.....	18	.....	7
3 Hastings College of the Law (University of California)*	San Francisco, Cal.	1862	1878	S. Clinton Hastings, dean	2	6	159	33	.....
4 Law department of Yale College	New Haven, Conn.	.....	1824	Francis Wayland, M. A., LL. D., dean	13	3	68	34	27
5 Law department in University of Georgia	Athens, Ga.	1785	1867	William L. Mitchell, LL. D., senior professor	4	1	6	4	0
6 Law department of Mercer University*	Macon, Ga.	1874	1874	Clifford Anderson, chairman of faculty	3	.....	4	.....	4
7 Bloomington Law School (Illinois Wesleyan University).	Bloomington, Ill.	1853	1874	Reuben M. Benjamin, A. M., dean	6	.....	36	.....	11
8 Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill.	.....	1859	Henry Booth, LL. D., dean	5	0	93	21	38
9 Law department of McKendree College	Lebanon, Ill.	.....	1860	Henry H. Horner, A. M., dean	1	3	12	3	1
10 Law department, University of Notre Dame*	Notre Dame, Ind.	.....	.....	Lucius G. Tong, LL. B.	3	.....	.....	.....	.....
11 Iowa College of Law (Simpson Centenary College).	Des Moines, Iowa	.....	1875	W. E. Miller, dean	4	0	21	.....	19
12 Law department, State University of Iowa.	Iowa City, Iowa	1847	1865	William G. Hammond, LL. D., chancellor	3	5	132	18	100
13 Law department, University of Kansas	Lavrence, Kans.	.....	1878	Rev. James Marvin, D. D.	1	.....	13	.....	.....
14 College of Law, Kentucky University ^o	Lexington, Ky.	1858	1865	Madison C. Johnson, LL. D.	5	0	7	0	5
15 Law department of University of Louisville..	Louisville, Ky.	1846	1846	Isaac Caldwell, president; James S. Pirtle, dean	3	.....	49	17	28
16 Law department of Central University.	Richmond, Ky.	1873	1874	Curtis F. Burnam, LL. D.	2	.....	5	.....	3
17 Law department, Straight University*	New Orleans, La.	1870	1870	Alfred Shaw, dean	4	0	28	0	5
18 Law department, University of Louisiana.	New Orleans, La. (box 1915)	1847	1847	Carleton Hunt, dean	4	0	36	.....	.....
19 School of Law of the University of Maryland.	Baltimore, Md. (32 Malberry st.)	1812	1815	George W. Dobbin, LL. D.	4	0	60	.....	33
20 Boston University School of Law.	Boston, Mass.	1869	1872	Edmund H. Bennett, LL. D., dean	14	.....	149	70	47

21	Law School of Harvard University	Cambridge, Mass	1817	Charles W. Eliot, LL. D., president; C. G. Langdell, LL. D., dean.	6	165	114	11
22	Law department, University of Michigan	Ann Arbor, Mich	1859	James B. Angell, LL. D., president; Thomas M. Cooley, LL. D., dean.	6	395	---	190
23	Law department, Shaw University*	Holly Springs, Miss .....	.....	Rev. W. W. Hooper, A. M., president of university.	1	6	---	---
24	Department of Law, University of Mississippi	Oxford, Miss	1844	Alexander P. Stewart, chancellor.	3	21	3	13
25	Law department, State University of Missouri	Columbia, Mo	1839	Philemon Bliss, LL. B., dean.	2	4	---	13
26	St. Louis Law School (Washington University Place)	St. Louis, Mo. (1417 Lucas Place)	1853	Henry Hitchcock, LL. D., dean	7	0	27	26
27	Albany Law School (Union University)	Albany, N. Y	1851	Horace E. Smith, LL. D	7	3	30	64
28	Law School of Hamilton College*	Clinton, N. Y	1754	Rev. Samuel G. Brown, D. D., LL. D.	2	30	10	---
29	Columbia College Law School	New York, N. Y	1858	Theodore W. Dwight, LL. D., warden	2	436	245	190
30	Department of Law, University of the City of New York	New York, N. Y	1830	Henry E. Davies, LL. D	5	1858	---	---
31	Law department, University of North Carolina	Chapel Hill, N. C	1789	Kemp P. Battle, LL. D	2	7	---	---
32	Law department, Rutherford College	Happy Home, N. C	1871	Rev. R. L. Abernethy, A. M	1	---	---	---
33	Law department, Trinity College	Trinity, N. C	1852	Rev. B. Craven, D. D., LL. D	1	0	14	0
34	Law School of the Cincinnati College	Cincinnati, Ohio	1819	Rufus King, LL. D., dean	5	0	127	74
35	Law department, Wilberforce University	Wilberforce, Ohio	1863	Rev. J. F. Lee, B. D	2	---	---	---
36	Law department, Lafayette College	Easton, Pa	1874	William S. Kirkpatrick, A. M., dean	5	0	141	39
37	Law department, University of Pennsylvania	Philadelphia, Pa	1755	E. Coppée Mitchell, LL. D., dean	1	2	24	---
38	Law course in Lehigh University <i>c</i>	South Bethlehem, Pa	1878	Rev. J. M. Leavitt, D. D	3	0	22	27
39	Law School, Cumberland University	Lebanon, Tenn	1842	Nathan Green, A. M., LL. D., chancellor	3	0	38	12
40	Law department, Vanderbilt University	Nashville, Tenn	1872	Thomas H. Malone, M. A., dean.	3	0	9	2
41	Department of Law (Trinity University) <i>d</i>	Tebucana, Tex .....	.....	R. W. Pitman, A. M	3	9	---	---
42	School of Law and Equity, Washington and Lee University.*	Lexington, Va	1782	Gen. G. W. Custis Lee, president of university.	5	2	26	12
43	Law School, Richmond College*	Richmond, Va	1840	B. P. Puryear, chairman of faculty	1	2	18	6
44	Law School, University of Virginia	University of Virginia, Va	1819	James F. Harrison, M. D., chairman of faculty	2	32	---	32
45	Law department, University of Wisconsin	Madison, Wis	1838	J. H. Carpenter, LL. D., dean.	7	1	56	15
46	Columbia University Law School	Washington, D. C	1864	James C. Welling, LL. D	3	0	141	34
47	Law department of Georgetown University	Washington, D. C	1815	Charles W. Hoffman, LL. D., dean	6	0	48	7
48	Law department of Howard University	Washington, D. C	1867	Richard T. Greener, A. B., LL. D., dean	3	0	8	0
49	National University, law department	Washington, D. C	1870	Arthur MacArthur	4	---	80	52

* From Report of the Commissioner of Education for 1878. *a* Charter of university. *b* Since suspended. *c* Since closed. *d* Suspended; statistics are for 1878.

28	Law School of Hamilton College*	1	60	5,000	1,600	42,271	May 12.
29	Columbia College Law School	2	100	6,100	.....	.....	May.
30	Department of Law, University of the City of New York	2	36	100	.....	.....	June 3.
31	Law department, University of North Carolina	2	40	70,100	.....	.....	June 10.
32	Law department, Rutherford College	2	30	.....	.....	.....	May 26.
33	Law department, Trinity College	2	40	30	.....	.....	June 15.
34	Law School of the Cincinnati College	2	32	1,723	.....	.....	June 3.
35	Law department, Wilberforce University	2	36	80	.....	.....	May 27.
36	Law department, Lafayette College	2	36	.....	.....	.....	June 25.
37	Law department, University of Pennsylvania	2	36	.....	.....	.....	July 1.
38	Law course in Lehigh University †	2	36	.....	.....	.....	June 21.
39	Law School, Cumberland University	1	20	500	.....	.....	June 8.
40	Law department, Vanderbilt University	1	40	(c)	29,000	(c)	June 2.
41	Department of Law (Trinity University) ‡	1	100	(c)	(c)	(c)	May 28.
42	School of Law and Equity, Washington and Lee University*	2	37	85	.....	.....	June 15.
43	Law School, Richmond College*	2	36	800	.....	.....	.....
44	Law department, University of Virginia	2	80	3,000	.....	.....	.....
45	Law department, University of Wisconsin	2	40	25,60,80	.....	.....	.....
46	Columbian University Law School	3	34	1,200	150	.....	.....
47	Law department of Georgetown University	3	34	75	.....	.....	.....
48	Law department of Howard University	3	34	50	(c)	20,000	.....
49	National University, law department	3	38	300	(c)	(c)	.....
		3	45	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.
 † Fees for the scholastic year.
 ‡ With graduate course, 4 years.
 † Reported with classical department (see Table IX).

d Matriculation fee.
 e Since suspended.
 f Includes matriculation fees.
 g State property.

h With 1 year of previous study.
 i Since closed.
 j Suspended; statistics are for 1878.
 k For non-residents; matriculation fee for each student, \$50.

TABLE XII.—Memoranda.

Name.	Location.	Remarks.
Department of Law (Indiana University).....	Bloomington, Ind.....	Suspended.
Course of Law in Iowa Wesleyan University.....	Mt. Pleasant, Iowa.....	No information received.
St. Joseph Law School.....	St. Joseph, Mo.....	Not in existence.
Law School (University of South Carolina).....	Columbia, S. C.....	Suspended.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1879; from replies to inquiries by the United States Bureau of Education.

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 1879.
1	2	3	4	5	6	7	8	9	10
I.—MEDICAL AND SURGICAL.									
<i>1.—Regular.</i>									
1 College of Medicine, Southern University.....	Greensboro', Ala.....	1860	.....	Rev. Luther M. Smith, D. D., chancellor.....	6	.....	.....	.....	.....
2 Medical College of Alabama.....	Mobile, Ala.....	1879	1859	William H. Anderson, M. D., dean.....	9	0	60	.....	18
3 Medical department of Arkansas Industrial University.....	Little Rock, Ark.....	.....	1879	P. O. Hooper, M. D.....	15	0	32	0	.....
4 Medical Coll. of the Pacific (University College).....	San Francisco, Cal.....	.....	1858	Henry Gibbons, Jr., M. D., dean.....	10	0	60	1	15
5 Medical department, University of California.....	San Francisco, Cal.....	1868	1872	R. Beverly Cole, A. B., M. D., M. R. C. S., dean.....	12	3	45	6	13
6 Medical department of Yale College.....	New Haven, Conn.....	1810	1813	Charles A. Lindsay, M. D., dean.....	9	4	32	.....	12
7 Atlanta Medical College.....	Atlanta, Ga.....	1854	1855	Jno. Thad. Johnson, M. D., dean.....	.....	(0)	110	.....	38
8 Southern Medical College.....	Atlanta, Ga.....	1879	1879	Thomas S. Powell, M. D., president; R. C. Word, M. D., dean.....	12	3	64	8	.....
9 Medical College of Georgia (University of Georgia).....	Augusta, Ga.....	1828	1829	DeSaussure Ford, M. D., dean.....	14	.....	112	.....	24
10 Savannah Medical College.....	Savannah, Ga.....	1838	1853	W. M. Charters, M. D., president; W. Duncan, M. D., dean.....	10	.....	12	0	.....
11 Chicago Medical College (Northwestern University).....	Chicago, Ill.....	1859	1859	Nathan Smith Davis, M. D., LL. D., dean.....	20	0	147	22	37
12 Rush Medical College.....	Chicago, Ill.....	1837	1843	J. Adams Allen, M. D., LL. D.....	33	0	479	90	129
13 Woman's Medical College.....	Chicago, Ill. (337 South Lincoln street).....	1870	1870	William H. Byford, A. M., M. D.....	14	.....	65	40	5
14 Medical College of Evansville.....	Evansville, Ind.....	1845	1849	George B. Walker, M. D., dean.....	15	1	25	.....	14
15 Medical College of Fort Wayne.....	Fort Wayne, Ind.....	1878	1876	H. D. Wood, A. M., M. D., dean.....	8	3	36	4	10
16 Medical College of Indiana (Butler University).....	Indianapolis, Ind.....	1878	1878	John Chambers, M. D., dean.....	11	1	179	.....	66

17	18	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																																			
Medical department of the State University of Iowa.	College of Physicians and Surgeons.	Hospital College of Medicine (Central University).	Kentucky School of Medicine.	Louisville Medical College.	Medical department of the University of Louisville.	Medical department of the University of Louisiana.	Medical School of Maine (Bowdoin College).	Portland School for Medical Instruction ^b .	College of Physicians and Surgeons.	School of Medicine (University of Maryland).	Harvard Medical School (Harvard University).	Department of Medicine and Surgery (University of Michigan).	Detroit Medical College.	Medical School of the University of the State of Missouri.	Kansas City College of Physicians and Surgeons.	St. Joseph Hospital Medical College.	Missouri Medical College.	St. Louis Medical College.	New Hampshire Medical Institution (Dartmouth College).	Albany Medical College (Union University).	Long Island College Hospital.	Medical department, University of Buffalo.	Bellevue Hospital Medical College*.	College of Physicians and Surgeons (Columbia College)*.	Medical department, University of the City of New York.	Woman's Medical College of the New York Infirmary.	College of Medicine of Syracuse University.	Medical School (University of North Carolina).	Cincinnati College of Medicine and Surgery.	Medical College of Ohio.	Miami Medical College.	Cleveland Medical College (Western Reserve College)*.	Medical department, Wooster University.	Columbus Medical College.																																			
Iowa City, Iowa.	Keokuk, Iowa.	Louisville, Ky.	Louisville, Ky.	Louisville, Ky.	New Orleans, La.	Brunswick, Me.	Portland, Me.	Baltimore, Md.	Baltimore, Md.	Boston, Mass.	Ann Arbor, Mich.	Detroit, Mich.	Columbia, Mo.	Kansas City, Mo.	St. Joseph, Mo.	St. Louis, Mo. (23d street and Christy avenue).	St. Louis, Mo.	Hanover, N. H.	Albany, N. Y.	Brooklyn, N. Y.	Buffalo, N. Y.	New York, N. Y.	New York, N. Y.	New York, N. Y.	New York, N. Y. (128 Second avenue).	Syracuse, N. Y.	Chapel Hill, N. C.	Cincinnati, Ohio.	Cincinnati, Ohio.	Cincinnati, Ohio.	Cleveland, Ohio.	Cleveland, Ohio.	Columbus, Ohio.																																				
1847	1849	1874	1849	1868	1837	1835	1820	1858	1872	1807	1835	1868	1839	1869	1840	1841	1769	1839	1858	1846	1861	1807	1841	1864	1875	1851	1819	1852	1843	1864	1875	1875	1864	1875																																			
J. L. Pickard, LL. D., president; W. F. Peck, A. M., M. D., dean.	J. C. Hughes, M. D., dean.	William H. Bolling, M. D., dean.	A. B. Cook, A. M., M. D.	J. A. Ireland, M. D., dean.	J. M. Bodine, M. D., dean.	Tobias G. Richardson, M. D., dean.	Joshua L. Chamberlain, LL. D.	Frederic Henry Gerrish, M. D.	Thomas Ople, M. D., dean.	L. McLane Tiffany, M. D., dean.	Calvin Ellis, M. D., dean.	Alonzo B. Palmer, M. D., dean.	Theo. A. McGraw, M. D.	Joseph G. Norwood, M. D., LL. D., dean.	S. S. Todd, M. D., dean.	Charles F. Knight, M. D.	P. Gervais, Robinson, M. D., dean.	John T. Hodgen, M. D., dean.	C. P. Frost, M. D., dean.	Thomas Hunn, M. D., dean.	Samuel G. Armor, M. D., LL. D., dean.	James P. White, M. D.	Isaac E. Taylor, M. D.	Alonzo Clark, M. D., LL. D.	Chas. Inglee Pardee, M. D., dean.	Samuel Willets.	Frederick Hyde, M. D., dean.	Kemp P. Battle, LL. D. (president of university).	D. D. Bramble, M. D., dean.	W. W. Dawson, M. D., dean.	John A. Murphy, M. D., dean.	John Bennett, M. D., dean.	G. C. E. Weber, M. D., LL. D., dean.	D. N. Kinsman, M. D., dean.																																			
5	9	10	8	14	7	7	11	11	18	40	17	18	7	9	10	16	20	14	5	25	44	27	0	13	3	9	19	10	12	13	5	13	5	10	62	7	110	326	150	73	106	143																											
15	78	18	43	70	95	50	26	80	53	70	104	29	9	9	87	56	23	43	40	130	109	204	10	5	62	32	33	25	26	38	4	38	51	125	262	80	136	140	247	193	293	18	336	132	251	350	120	43	44	19	295	168	100	161	120	4	419	485	180	556	52	45	7	110	326	150	73	106	143

*Also, 33 attended during the summer term.

^b These statistics are for the year 1878.

* From Report of the Commissioner of Education for 1878.

^a Class of 1878.

^b This institution does not confer degrees.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1879, &c.—Continued.

1 Name.	2 Location.	3 Date of charter.	4 Date of organization.	5 President or dean.	6 Corps of instruction.		7 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 1879.
52 Starling Medical College.	Columbus, Ohio	1847	1847	F. Carter, M. D., dean	14	4	71	9	10
53 Medical department, Wilamette University	Portland, Oreg.	1853	1866	O. P. S. Plummer, M. D., dean	10	4	33	.....	20
54 Jefferson Medical College.	Philadelphia, Pa.	1826	1825	Elliessie Wallace, M. D.	15	.....	572	.....	196
55 Medical department, University of Pennsylvania.	Philadelphia, Pa.	1749	1765	James Tyson, M. D. (secretary)	.....	35	378	82	91
56 Woman's Medical College of Pennsylvania*	Philadelphia, Pa.	1850	1850	Rachel L. Bodley, A. M., dean	8	(16)	681	.....	17
57 Medical College of the State of South Carolina.	Charleston, S. C.	1832	1852	John P. Chazal, M. D., dean	18	0	71	.....	293
58 Medical department of the University of Nashville.	Nashville, Tenn.	.....	1850	W. T. Briggs, M. D., dean	18	0	110	.....	45
59 Medical department of Vanderbilt University*.	Nashville, Tenn.	1873	1874	Thomas Mcnees, M. D., dean	18	0	226	.....	93
60 Meharry Medical Department of Central Tennessee College.	Nashville, Tenn.	1866	1876	G. W. Hubbard, M. D., dean	4	5	22	3	8
61 Nashville Medical College (University of Tennessee).	Nashville, Tenn.	1876	1877	Duncan Eve, M. D., dean.	15	0	127	.....	57
62 Texas Medical College and Hospital	Galveston, Tex.	1871	1873	J. F. V. Paine, M. D., dean.	7	(7)	140	8	6
63 Medical department, University of Vermont.	Burlington, Vt.	1854	1854	M. H. Buckham, M. D.	8	6	60	16	24
64 Medical College of Virginia.	Richmond, Va.	1853	1853	James B. McCaw, M. D., dean.	5	0	53	.....	21
65 Medical department, University of Virginia.	University of Virginia, Va.	1819	1825	James F. Harrison, M. D. (chairman of faculty).	14	0	38	6	6
66 Medical department, Georgetown University	Washington, D. C. (Tenth and E streets).	1815	1815	F. A. Ashford, M. D., dean.	8	0	65	.....	11
67 Medical department of Howard University	Washington, D. C.	1867	1867	Gideon S. Palmer, M. D., dean	11	0	55	.....	.....
68 National Medical College (Columbian University)	Washington, D. C.	1821	1822	A. F. A. King, M. D., dean	.....	.....	.....	.....	.....
69 California Medical College (Eclectic).	Oakland, Cal.	1878	1879	D. MacLean, M. D.	11	0	48	1	.....

70	Bennett Medical College.....	1869	1868	Milton Jay, M. D., dean	13	2	.....	29
71	American Medical College*	1873	1873	G. C. Pitzer, M. D., dean	7	2	.....	35
72	Eclectic Medical College of the City of New York.*	1865	1866	Robert S. Newton, M. D.	2	8	135	16	
73	United States Medical College	1878	1878	Robert A. Gunn, M. D., dean	10	.....	47	10
74	Eclectic Medical Institute.....	1845	1843	John M. Scudder, M. D., dean	8	0	242	74	
3. Homeopathic.									
75	Chicago Homeopathic College.....	1876	1876	J. S. Mitchell, M. D.	17	.....	80	31
76	Hahnemann Medical College and Hospital.....	1855	1859	R. Ludlam, M. D., dean	8	4	280	66	
77	Homeopathic medical department, State University of Iowa.....	1877	1877	A. C. Cowperthwaite, M. D., Ph. D., dean.	2	4	47	3	
78	Boston University School of Medicine.....	1869	1873	I. Tisdale Talbot, M. D., dean.	(33)	.....	113	10
79	Homeopathic Medical College (University of Michigan).	1875	1875	E. C. Franklin, M. D., dean.	(9)	.....	70	.....
80	Homeopathic Medical College of Missouri.....	1857	1859	G. S. Walker, M. D., dean	13	0	54	17	
81	Homeopathic College of Physicians and Surgeons.	1879	1879	S. W. Wetmore, M. D., dean	11	3	.....	6
82	New York Homeopathic Medical College	1859	1859	John W. Dowling, M. D., dean	21	.....	121	40
83	New York Medical College for Women*.....	1863	1863	Mrs. Diantha E. Sackett.	0	20	50	27	
84	Pulte Medical College.....	1872	1872	D. W. Hartsorn, M. D., dean	7	2	66	32	
85	Homeopathic Hospital College*.....	1849	1849	N. Schneider, M. D., dean	10	2	115	24	
86	Hahnemann Medical College of Philadelphia.....	1848	1848	A. R. Thomas, M. D., dean	19	0	205	28	
II. DENTAL.									
87	Indiana Dental College.....	1879	1879	Wm. L. Heiskell (president ex officio).	13	.....	6	2
88	Baltimore College of Dental Surgery.....	1839	1840	Ferdinand J. S. Gorgas, M. D., D. D. S., dean.	10	0	73	11	
89	Boston Dental College.....	1868	1868	Isaac J. Wetherbee, D. D. S., president; Elisha Cheney, M. D., dean.	14	0	65	17	
90	Dental School of Harvard University.....	1868	1868	Thos. H. Chandler, D. M. D., dean	12	3	15	0	
91	Dental College of the University of Michigan.....	1874	1874	Jonathan Taft, D. D. S., dean	4	2	83	40	
92	Missouri Dental College.....	1865	1866	Henry H. Mudd, M. D., dean.	12	4	8	7	
93	Western College of Dental Surgeons.....	1865	1866	Frank Abbott, M. D., dean.	24	0	99	10	
94	New York College of Dentistry.....	1844	1845	H. A. Smith, D. D. S., dean	8	2	70	31	
95	Ohio College of Dental Surgery.....	1878	1878	Chas. J. Essig, M. D., D. D. S. (secretary)	21	5	77	4	
96	Department of dentistry, University of Pennsylvania.	1854	1855	C. N. Peirce, M. D., dean	15	14	127	10	
97	Pennsylvania College of Dental Surgery.....	1863	1863	D. D. Smith, M. D., dean	12	3	118	57	
98	Philadelphia Dental College*.....	1878	1878	Duncan Eve, M. D., dean	7	.....	24	17
99	Dental department of the University of Tennessee.	1879	1879	William H. Morgan, M. D., D. D. S., dean	(22)	.....	.....	.....
100	Dental department of Vanderbilt University.....	1872	1872	Emlen Painter, dean	4	.....	68	8
III. PHARMACEUTICAL.									
101	California College of Pharmacy.....	1878	1878	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878. b Also 2 graduates in pharmacy.

a There were 49 matriculates in the spring term.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1879, &c.—Continued.

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 1879.
1	2	3	4	5	6	7	8	9	10
102 Chicago College of Pharmacy*	Chicago, Ill. (70 Dearborn st.)	1859	1860	C. Gilbert Wheeler, Ph. D.	5	0	60	14	14
103 Louisville College of Pharmacy.	Louisville, Ky.	1873	1871	C. Lewis Diehl	3	0	47	0	15
104 Class in pharmacy (medical department of the University of Louisiana).	New Orleans, La.			Randell Hunt, LL. D., president of university.					18
105 Maryland College of Pharmacy.	Baltimore, Md.	1841	1841	Joseph Roberts.	3		60		13
106 Massachusetts College of Pharmacy.	Boston, Mass.	1852	1867	Benjamin F. Stacey.	4	0	85	0	92
107 School of Pharmacy of the University of Michigan.	Ann Arbor, Mich.		1868	Albert B. Prescott, M. D., dean.	10		80		25
108 St. Louis College of Pharmacy.	St. Louis, Mo.	1866	1865	James M. Good, Ph. C., dean.	4	0	94		16
109 College of Pharmacy of the City of New York.	New York, N. Y. (209 and 211 E. Twenty-third street).	1831	1839	Ewen McIntyre, Ph. G.	5	0	278	0	44
110 Cincinnati College of Pharmacy.	Cincinnati, Ohio (cor. Fifth and John streets).	1850	1871	John Weyer	3	0	91		
111 Philadelphia College of Pharmacy*	Philadelphia, Pa.	1822	1821	Dillwyn Parrish	0	3	363		118
112 Pittsburgh College of Pharmacy.	Pittsburgh, Pa.	1878	1878	George A. Kelly	3		16	11	11
113 Department of pharmacy of Vanderbilt University.	Nashville, Tenn.		1879	N. T. Lupton, M. D., LL. D., dean.	4	0	12	0	2
114 National College of Pharmacy.	Washington, D. C.	1872	1872	J. D. O'Donnell	3	0	226	0	6

* From Report of the Commissioner of Education for 1878.

a Winter course; 18 matriculated for the spring course.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1879, &c.—Continued.

Name.	Number of years in full course	Number of weeks in scholastic year.	Library.			Amount of—				Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge for 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.		
1	11	12	13	14	15	16	17	18	19	20	21	22	23	
I.—MEDICAL AND SURGICAL.														
1.—Regular.														
1 College of Medicine, Southern University.	3	39	500	.....	.....	\$5	\$25	\$100	\$170,000	\$0	\$0	\$2,400	July 7.
2 Medical College of Alabama	3	20	500	.....	.....	5	25	50	10,000	.....	.....	1,000	March.
3 Medical department of Arkansas Industrial University.	3	20	.....	.....	.....	5	25	63	.....	.....	.....	.....	March.
4 Medical College of the Pacific (University College).	3	20	.....	.....	.....	5	40	130	.....	0	0	6,555	November.
5 Medical department, University of California.	23	38	.....	.....	.....	5	40	130	60,000	.....	.....	5,000	November.
6 Medical department of Yale College	3	36	.....	.....	.....	5	30	200	.....	.....	.....	.....	July 1.
7 Atlanta Medical College	3	20	.....	.....	.....	5	30	50	25,000	.....	.....	.....	March.
8 Southern Medical College	2	20	.....	.....	.....	5	30	75	20,000	.....	.....	.....	February 26.
9 Medical College of Georgia (University of Georgia).	2	16	5,000	.....	0	5	30	50	20,000	.....	.....	3,500	March 1.
10 Savannah Medical College	3	20	5,000	2,000	150	5	30	50	c2,000	0	0	650	March 30.	
11 Chicago Medical College (Northwestern University)	3	30	(d)	(d)	(d)	5	30	75	e40,000	0	0	8,000	.....
12 Rush Medical College	3	36	.....	.....	.....	5	30	75	74,000	0	.....	.....	.....
13 Woman's Medical College	3	32	.....	.....	.....	5	20	50	17,000	0	.....	4,000	March.
14 Medical College of Evansville	3	20	0	0	0	5	25	50	f5,000	0	0	787	March 1.	
15 Medical College of Fort Wayne	3	22	.....	.....	.....	5	25	40	f2,000	.....	.....	1,800	February 26.

* From Report of the Commissioner of Education for 1878.
 a Fees for the course.
 b With three courses of lectures.
 c Value of apparatus.
 d Reported with classical department (Table IX).
 e Value of apparatus, museum, and specimens.
 f Value of apparatus, museum, and specimens.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1879, &c.—Continued.

Name.	Number of years in full course	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.	
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for 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.		
1	11	12	13	14	15	16	17	18	19	20	21	22	23	
16 Medical College of Indiana (Butler University).	3	25	*2,000	.....	.....	\$5	\$25	\$50	\$10,000	.....	.....	\$10,000	February 23.
17 Medical department of the State University of Iowa.	2, 3	20	300	0	50	5	25	15	(a)	(a)	\$4,250	4,750	March 2.	
18 College of Physicians and Surgeons.....	3	20	.....	.....	.....	5	30	20	50,000	.....	.....	10,000	March 2.
19 Hospital College of Medicine (Central University).	3	20	.....	.....	.....	5	30	50	12,000	.....	.....	5,000	February 26.
20 Kentucky School of Medicine.....	3	20	.....	.....	.....	5	30	50	.....	.....	.....	.....	June 29.
21 Louisville Medical College.....	3	26	0	.....	.....	5	30	80	.....	.....	.....	6,928	February 28.
22 Medical department of the University of Louisville.	3	20	4,000	.....	.....	5	30	75	50,000	.....	.....	.....	March 1.
23 Medical department of the University of Louisiana.	3	20	2,000	500	.....	5	30	140	75,000	\$0	0	14,480	March 14.
24 Medical School of Maine (Bowdoin College).	3	16	4,500	.....	.....	5	20	75	*25,000	.....	.....	.....	.....
25 Portland School for Medical Instruction.....	1	32	100	.....	.....	0	0	60	0	0	0	1,000	March 4.
26 College of Physicians and Surgeons.....	3	20	.....	.....	.....	5	30	120	.....	.....	.....	.....	February 28.
27 School of Medicine (University of Maryland).	2	22	2,000	.....	.....	5	30	120	100,000	*220,000	.....	.....	.....
28 Harvard Medical School (Harvard University).	3	36	2,000	.....	.....	5	30	200	.....	127,320	6,880	55,531	June 30.
29 Department of Medicine and Surgery (University of Michigan).	3	40	2,000	.....	.....	10	10	e20	*65,000	.....	.....	*14,000	June 29.
30 Detroit Medical College.....	3	36	500	2,000	.....	5	25	25-40	30,000	.....	.....	6,771	March 2.
31 Medical School of the University of the State of Missouri.	5	36	(a)	(a)	(a)	5	50	(a)	(a)	(a)	(a)	2,000	June 2.

	2	21	50	200	5	20	65	\$1,000	1,000	100	2,593	March 2.
32 Kansas City College of Physicians and Surgeons.	3	21	50	200	5	25	60	45,000	19,000	100	2,593	March.
33 St. Joseph Hospital Medical College	3	24	1,300	1,000	5	25	115	65,000	14,000	0	14,000	March 4.
34 Missouri Medical College	3	42	1,200	300	5	25	117	25,000	1,200	72	14,000	March 5.
35 St. Louis Medical College	3	40	5,000	300	5	25	100	50,000	5,000	0	7,896	June.
36 New Hampshire Medical Institution (Dartmouth College).	3	42	5,000	300	5	25	75	50,000	0	0	7,896	March.
37 Albany Medical College (Hampden University)	3	20	70	200	5	25	140	50,000	0	0	7,896	February 25.
38 Long Island College Hospital	3	20	70	200	5	25	140	50,000	0	0	7,896	February 28.
39 Medical department, University of Buffalo.	3	20	70	200	5	25	140	50,000	0	0	7,896	February.
40 Bellevue Hospital Medical College*	3	20	70	200	5	25	140	50,000	0	0	7,896	February.
41 College of Physicians and Surgeons (Columbia College).*	22	20	70	200	5	25	140	50,000	0	0	7,896	February.
42 Medical department, University of the City of New York.	3	32	55	70	5	30	140	141,470	0	0	2,962	May 27.
43 Woman's Medical College of the New York Infirmary.	3	32	55	70	5	30	140	22,500	0	0	2,962	May 27.
44 College of Medicine of Syracuse University.	3	34	500	500	5	25	100	20,000	4,000	500	3,000	June 10.
45 Medical School (University of North Carolina).	2	40	500	500	5	25	50	20,000	4,000	500	3,000	June 3.
46 Cincinnati College of Medicine and Surgery.	3	24	3,000	500	5	25	75	25,000	0	0	5,300	February 25.
47 Medical College of Ohio	3	20	500	500	5	25	75	25,000	0	0	5,300	February 25.
48 Miami Medical College	3	22	500	500	5	25	80	40,000	0	0	5,300	February 25.
49 Cleveland Medical College (Western Reserve College).*	3	24	3,000	500	5	30	650	80,000	0	0	5,300	April 27.
50 Medical department, Wooster University.	3	26	500	500	5	30	50	25,000	0	0	5,300	March 4.
51 Columbus Medical College.	3	30	2,000	500	5	25	30	6,000	0	0	4,704	February 28.
52 Starling Medical College.	3	20	2,000	500	5	25	40	15,000	0	0	4,704	February 25.
53 Medical department, Willamette University.	3	20	500	500	5	30	p120	15,000	0	0	4,704	April 27.
54 Jefferson Medical College.	3	21	4,500	3,500	5	30	140	300,000	50,000	3,000	43,466	March 13.
55 Medical department, University of Pennsylvania.	3	22	4,500	3,500	5	30	q150	300,000	50,000	3,000	43,466	February.
56 Woman's Medical College of Pennsylvania.*	3	22	500	500	5	30	105	40,000	0	0	3,400	March 13.
57 Medical College of the State of South Carolina.	3	20	500	500	5	30	50	40,000	0	0	3,400	March.
58 Medical department of the University of Nashville.*	3	20	500	500	5	30	60	40,000	0	0	3,400	February 27.
59 Medical department of Vanderbilt University.*	3	20	500	500	5	30	60	40,000	0	0	3,400	February 27.
60 Meharry Medical Department of Central Tennessee College.	2	20	(a)	(a)	5	30	60	40,000	0	0	3,400	February 27.
61 Nashville Medical College (University of Tennessee).	2	24	1,600	2,000	5	10	30	8,000	0	0	350	February 20.

* For Report of the Commissioner of Education for 1878.
a Reported with classical department (Table IX).
b Used by this department out of the income from general funds of the university.
c This institution does not confer degrees.
d For law and medical departments.
e For residents; non-residents, \$25 matriculation fee and \$25 for tuition.
f Two years at school and previous reading.
g Value of apparatus.
h Includes a summer term of eleven weeks.
i Also a spring course of eight weeks.
j These statistics are for the year 1878.
k For lectures of winter session.
l Number required; three at option of student.
m Also a spring session of twelve weeks, optional with student.
n Fees for the course.
o Fee for all the tickets.
p Charge for the whole course.
q For the first and second years; for the third year, \$110.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1879, &c.—Continued.

Name.	Number of years in full course	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for 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.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
62 Texas Medical College and Hospital	3	26	(a)	(a)	(a)	\$5	\$25	\$70	(a)				March.
63 Medical department, University of Vermont.	3	17	(a)	(a)	(a)			70				\$10,000	July 1.
64 Medical College of Virginia.	3	21	1,000	500		5	30	120	\$60,000	\$0		5,000	February.
65 Medical department, University of Virginia.	3	41				630	15	110					July 1.
66 Medical department, Georgetown University.	3	29				5	630	100	41,000	0			April.
67 Medical department of Howard University.	3	52				10	30	615	(a)	0	(a)	1,300	March 1.
68 National Medical College (Columbian University). 2. Eclectic.	3	28	0	0	0	5	30	135	(a)	0	\$0	2,950	March 18.
69 California Medical College (Eclectic).	3	26	0	0	0	5	30	120	20,000			4,000	April 30.
70 Bennett Medical College.	3	26				5	25	50	50,000			7,000	
71 American Medical College*	3	40				5	25	70				5,960	
72 Eclectic Medical College of the City of New York.*	3	20	(3,000)			5	30	50	40,000				March.
73 United States Medical College.	3	20	20	20		5	30	75	4300			1,005	March 4.
74 Eclectic Medical Institute.	3	40					25	150	80,000				June 1.
3. Homeopathic.													
75 Chicago Homeopathic College.	2, 3	426				5	30	65	50,000	0	0	10,000	March 30.
76 Hahnemann Medical College and Hospital.	2, 3	431				5	25	55	10,000	(a)	(a)	700	February 26.
77 Homeopathic medical department, State University of Iowa.	3	20	320	400	120	5	25	20	10,000	(a)	(a)		March 2.
78 Boston University School of Medicine	3, 4	34	2,000			5	30	125	*125,000	*40,000		*9,951	March 3.

	3	40	(a)	J10	10	J20	July 1.
79	3	22	0	5	25	50	3,600
80	2	22	0	5	25	50	March 1.
81	3	.....	.....	.....	.....	.....	.....
82	3	h20	.....	5	30	125	8,059
83	3	32	200	5	0	80	March 15
84	3	23	.....	5	30	65	March 20.
85	3	24	1,000	5	30	75	March 12.
86	3	21	2,000	5	30	120	March 10.
II. DENTAL.							
87	.....	22	.....	5	25	h85	March 11.
88	2	23	1,000	5	30	100	March.
89	3	31	30	5	30	100	March 3.
90	3	40	50	0	0	200,150,50	June 30.
91	3	26	125	10,95	10	20,25	March.
92	2	42	.....	5	20	110	March.
93	.....	.....	.....	.....	.....	.....	February 24.
94	2	52	.....	5	30	145	March 3.
95	2	20	.....	5	20	75	March.
96	2	30	5,000	5	30	100	March.
97	2,3	h22	100	5	30	100	March 1.
98	2,3	36	250	5	30	100	February.
99	2	20	.....	5	10	50	February.
100	2	21	.....	5	30	75	February 26.
III. PHARMACEUTICAL.							
101	2	20	.....	2½	10	50	November.
102	2	30	1,200	4	5	36	February 28.
103	2	42	60	5	10	h30	March.
104	2	.....	40	32	20	40	March 14.
105	4	17	.....	2	10	51	March.
106	2	20	1,000	4	10	45	April.
107	2	40	(a)	j10	10	j20	July 1.
108	2	h32	.....	2	5	260	March.
109	2	22	1,044	3	10	36	.....

* From Report of the Commissioner of Education for 1878.
a Reported with classical department (Table IX).
b Matriculation and library fee.
c Free to those who take three courses.
d Value of apparatus.
e Incidental expenses.
f Also a summer term of 13 weeks.
g For two years; free tuition for third course to such as have paid for two full courses.
h Also a spring course of 6 weeks.
i Includes spring term of 10 weeks.
j For non-residents, \$25.
k Charge for the whole course.
l Includes \$282 from rent.
m Value of buildings and apparatus.
n With 16 additional weeks of special instruction.
o Includes summer term of 10 weeks.
p Includes laboratory fees.

TABLE XIII. — Statistics of schools of medicine, of dentistry, and of pharmacy for 1879, &c. — Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of —			Property, income, &c.			Date of next commencement	
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in the books.	Matriculation fee.	Graduation fee.	Annual charge to each student for 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.
1	11	12	13	14	15	16	17	18	19	20	21	22	23
110 Cincinnati College of Pharmacy.....	2	20	151	81	28	\$5	\$10	e\$50	\$4500	\$600	.....	.....	March.
111 Philadelphia College of Pharmacy.....	2	20	3,000	150	150	4	10	36	76,000	16,000	\$1,550	.....	March 16.
112 Pittsburgh College of Pharmacy.....	2	20	40	.....	.....	4	10	36	6800	.....	.....	.....	February 25.
113 Department of pharmacy of Vanderbilt University.....	2	20	.....	.....	.....	10	5	50	(c)	.....	.....	.....	.....
114 National College of Pharmacy.....	2	d33	.....	.....	.....	5	10	e40	.....	0	.....	820	June.

* From Report of the Commissioner of Education for 1878.
 b Value of apparatus.
 c Reported with classical department (Table IX).
 d Includes spring course of 12 weeks.
 e Includes ticket for spring course in analytical chemistry.

TABLE XIII. — Memoranda.

Name.	Location.	Remarks.
Medical Institution of Yale College.....	New Haven, Conn.....	Name changed to Medical department of Yale College.
Women's Hospital Medical College.....	Chicago, Ill.....	See Woman's Medical College; identical.
Fort Wayne Medical College.....	Fort Wayne, Ind.....	Reorganized under title of Medical College of Fort Wayne.
School of Pharmacy, Iowa Wesleyan University.....	Mt. Pleasant, Iowa.....	Not a distinct department.
Charity Hospital Medical College.....	New Orleans, La.....	Not in existence
New Orleans Dental College.....	New Orleans, La.....	No information received.
Missouri School of Midwifery and Diseases of Women and Children.....	St. Louis, Mo.....	See Table XVII.
Dental department, Nashville Medical College.....	Nashville, Tenn.....	See Dental department of University of Tennessee; identical.
Tennessee College of Pharmacy.....	Nashville, Tenn.....	No information received.

TABLE XIV.—Summary of examinations for admission to the United States Military and Naval Academies for the year 1879.

States and Territories.	UNITED STATES MILITARY ACADEMY.									UNITED STATES NAVAL ACADEMY.								
	Number of candidates.	Number accepted.	Number rejected.						Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.							Total.	On what account.						
				Physical disability.	Reading and orthography.	Arithmetic.	Geography.	Grammar.				History.	Physical disability.	Reading and orthography.	Arithmetic.	Geography.	Grammar.	History. <i>a</i>
Alabama	5	2	3	1	2			1	1	1	1	0	0	0	0	0	0	
Arkansas	3	1	2	1	2													
California	0	0	0															
Colorado	1	1	0															
Connecticut	0	0	0							1	0	1	0	1	1	1	1	
Delaware	1	1	0															
Florida	0	0	0									0	0	0	0	0	0	
Georgia	4	3	1			1				3	2	1	0	0	1	1	1	
Illinois	6	4	2			2				4	3	1	0	0	1	1	1	
Indiana	2	1	1				1	1	1	2	2	0	0	0	0	0	0	
Iowa	2	2	0							4	1	3	1	0	2	1	2	1
Kansas	1	1	0							1	1	0	0	0	0	0	0	
Kentucky	3	1	2		1	2	1	2	2	2	1	1	0	0	1	1	0	
Louisiana	3	2	1			1				2	2	0	0	0	0	0	0	
Maine	1	1	0		1					1	0	1	0	1	1	1	1	
Maryland	3	2	1		1	1	1	1										
Massachusetts	5	4	1							3	2	0	0	0	0	0	0	
Michigan	2	2	0							2	2	0	0	0	0	0	0	
Minnesota	1	1	0															
Mississippi	3	1	2		2	2	1	1		1	0	1	0	0	1	1	0	
Missouri	2	1	1		1		1	1	1	3	0	3	0	0	2	3	2	3
Nebraska	0	0	0															
Nevada	0	0	0															
New Hampshire	3	3	0															
New Jersey	0	0	0		1					1	1	0	0	0	0	0	0	
New York	11	9	2			1	2	2		7	5	2	1	0	1	0	1	1
North Carolina	2	2	0						1									
Ohio	6	4	2			2	2			5	3	2	0	2	2	2	2	1
Oregon	0	0	0		1				2									
Pennsylvania	15	11	4			2	2	3		6	3	3	1	0	1	2	1	1
Rhode Island	3	0	3		1		2	1		1	1	0	0	0	0	0	0	
South Carolina	3	2	1			2	1											
Tennessee	7	3	4		1	2	1	2	2	2	2	0	0	0	0	0	0	
Texas	4	2	2			2	2	1		2	2	0	0	0	0	0	0	
Vermont	1	1	0															
Virginia	1	1	0															
West Virginia	1	0	1					1										
Wisconsin	1	2	0							4	3	1	0	0	1	1	1	1
Arizona	2	0	0															
Dakota	0	1	0															
District of Columbia	0	0	0							2	1	1	0	0	1	1	1	1
Idaho	0	0	0							1	1	0	0	0	0	0	0	
Montana	0	0	0															
New Mexico	0	0	0							1	0	1	0	0	0	1	1	1
Utah	0	0	0															
Washington	1	1	0							1	1	0	0	0	0	0	0	
Wyoming	0	0	0															
Foreign	0	0	0															
At large	0	0	0															
Total	109	73	36	2	3	14	21	14	18	10	65	43	22	3	2	14	17	14

a Not examined in this branch.

TABLE XV.—PART I.—Degrees conferred in 1879 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 Agri Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of D. 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

1	All classes.		Letters.				
	All degrees.		In course, L. B.	A. B.		A. M.	
	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
1 Agricultural and Mechanical College, Auburn, Ala.....	12			5			
2 Southern University, Greensboro', Ala.....	6	4		4			
3 Howard College, Marion, Ala.....	6	1		3			
4 University of Alabama, Tuscaloosa, Ala.....	20	8		2		5	3
5 Cane Hill College, Boonsboro', Ark.....	2			2			
6 Arkansas Industrial University, Fayetteville, Ark.....	8	0		8			
7 Judson University, Judsonia, Ark.....		1					
8 St. John's College of Arkansas, Little Rock, Ark.....	0	0					
9 University of California, Berkeley, Cal.....	83	0		13		5	
10 Pierce Christian College, College City, Cal.....	4			4			
11 St. Ignatius College, San Francisco, Cal.....	8			4			
12 St. Mary's College, San Francisco, Cal.....	11	0		3		3	
13 Santa Clara College, Santa Clara, Cal.....	13	0		2		1	
14 University of the Pacific, Santa Clara, Cal.....	7			2			
15 California College, Vacaville, Cal.....	4	3		2			
16 Trinity College, Hartford, Conn.....	21	3		15		6	
17 Wesleyan University, Middletown, Conn.....	60	6		34		24	3
18 Yale College, New Haven, Conn.....	236	21		131		2	20
19 Delaware College, Newark, Del.....	11	c5	5	2		2	c3
20 University of Georgia, Athens, Ga.....	62	4		18		2	
21 Atlanta University, Atlanta, Ga.....	10	4		5		5	
22 Bowdon University, Bowdon, Ga.....	0	2					2
23 Mercer University, Macon, Ga.....	28	1		17		9	1
24 Pio Nono College, Macon, Ga.....	7			6			
25 Hedding College, Abingdon, Ill.....	9	1		1			1
26 Illinois Wesleyan University, Bloomington, Ill.....	40			11		10	
27 Blackburn University, Carlinville, Ill.....	7			3			
28 Carthage College, Carthage, Ill.....	12	0		10			
29 University of Chicago, Chicago, Ill.....	32	4		17		6	
30 Eureka College, Eureka, Ill.....	5	1		4			1
31 Northwestern University, Evanston, Ill.....	64	3	5	15			1
32 Ewing College, Ewing, Ill.....	4	1		1			1
33 Knox College, Galesburg, Ill.....	7			4			
34 Lombard University, Galesburg, Ill.....	6	2		1		1	
35 Illinois College, Jacksonville, Ill.....	16	3		5		3	1
36 Lake Forest University, Lake Forest, Ill.....	6	2		3			
37 McKendree College, Lebanon, Ill.....	17	3		2		5	3
38 Monmouth College, Monmouth, Ill.....	32	3		24			
39 Northwestern College, Naperville, Ill.....	19		f5	2		3	
40 Augustana College, Rock Island, Ill.....	0	0					
41 Illinois Industrial University, Urbana, Ill.....	12		2				
42 Westfield College, Westfield, Ill.....	3			2			
43 Wabash College, Crawfordsville, Ind.....	21	1		15		2	1
44 Fort Wayne College, Fort Wayne, Ind.....	0	0					
45 Franklin College, Franklin, Ind.....	5			4		1	
46 Indiana Asbury University, Greencastle, Ind.....	43	6		21		8	2
47 Hartsville University, Hartsville, Ind.....	28	1				7	
48 Butler University, Irvington, Ind.....	87	1		15		2	
49 Purdue University, La Fayette, Ind.....	2						
50 Union Christian College, Merom, Ind.....	10	1				2	
51 Moore's Hill College, Moore's Hill, Ind.....	4						
52 Earlham College, Richmond, Ind.....	13	0		7			
53 Ridgeville College, Ridgeville, Ind.....	1	0		1			
54 St. Meinrad's College, St. Meinrad, Ind.....	0	0					
55 Iowa State Agricultural College, Ames, Iowa.....	23	2					

a These are "bachelor of sacred theology."

b Includes 1 M. L.

c 1 of these is ad eundem

d These are "bachelor of chemical science."

e Conferred on examination.

f These are "laureate of English literature."

and other professional schools, and by schools for the superior instruction of women.

Letters; A. B., Bachelor of Arts; A. M., Master of Arts; Sc. B., Bachelor of Science; Sc. M., Master culture, B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Philosophy; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. D., Doctor of Music; Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.] conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.		Law.		
Sc. B.		Sc. M.		E. & C. E.				Ph. B.		Ph. D.												
In course.	Honorary.	In course.	Honorary.	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.	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
2				5						2							2					1
3																	1					2
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3		22			1			2		2						1					623	18
										4						1					6	19
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4																						26
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2																						30
1										6												31
3																						32
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4																						34
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4																						38
8																						39
1																						40
4																						41
1																						42
4																						43
																						44
4																						45
										8												46
2													1									47
k2										2												48
3																						49
3																						50
5																						51
																						52
																						53
																						54
15				4	i1	j3					k1	k1										55

g Includes 1 honorary M. D.
 h1 of these received also the degree of "analytical chemist."
 i Honorary degree of "master of horticulture."
 j "Bachelor of mechanical engineering."
 k "Master of philosophy."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

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
56 Norwegian Luther College, Decorah, Iowa	19	0	19				
57 University of Des Moines, Des Moines, Iowa	2	1	1				
58 Parsons College, Fairfield, Iowa	0	0					
59 Simpson Centenary College, Indianola, Iowa	33	1	2			2	
60 State University of Iowa, Iowa City, Iowa	146	2	13				
61 German College, Mt. Pleasant, Iowa	1					1	
62 Iowa Wesleyan University, Mt. Pleasant, Iowa	37	2	7			9	1
63 Cornell College, Mt. Vernon, Iowa	34	4	13			4	3
64 Oskaloosa College, Oskaloosa, Iowa	6	2	3			1	2
65 Penn College, Oskaloosa, Iowa	2		1				
66 Central University of Iowa, Pella, Iowa	1	4	1				3
67 Whittier College, Salem, Iowa	4						
68 Tabor College, Tabor, Iowa	1	0	1				
69 Western College, Western, Iowa	6	2	2			1	1
70 St. Benedict's College, Atchison, Kans	0	0					
71 Baker University, Baldwin City, Kans	3						
72 Highland University, Highland, Kans	4	2	2			2	
73 University of Kansas, Lawrence, Kans	10		5				
74 Kansas State Agricultural College, Manhattan, Kans.	11	0					
75 Cecilian College, Cecilian Junction, Ky	d13	0	3				
76 Centre College, Danville, Ky	23	4	17			6	2
77 Eminence College, Eminence, Ky	13	0	5				
78 Kentucky Military Institute, Farmdale, Ky	e13	1	5			3	1
79 Agricultural and Mechanical College of Kentucky, Lexington, Ky.	4		5				
80 Kentucky University, Lexington, Ky	8	0	3				
81 Kentucky Wesleyan College, Millersburg, Ky	5	0	2			2	
82 Kentucky Classical and Business College, North Middletown, Ky.	6	0	6				
83 Central University, Richmond, Ky	21						
84 St. Mary's College, St. Mary's, Ky	f8		1				
85 Jefferson College (St. Mary's), Convent, La	4		4				
86 St. Charles College, Grand Coteau, La	0	0					
87 Centenary College of Louisiana, Jackson, La	1	1	1			1	
88 New Orleans University, New Orleans, La	4		4				
89 Straight University, New Orleans, La	14	3	8				
90 University of Louisiana, New Orleans, La	65	1					
91 Bowdoin College, Brunswick, Me	43	6	20			15	1
92 Bates College, Lewiston, Me	16	0	16				
93 Maine State College of Agriculture and Mechanic Arts, Orono, Me.	21	0					
94 Colby University, Waterville, Me	24	3	19			5	2
95 St. John's College, Annapolis, Md	4	2	4				
96 United States Naval Academy, Annapolis, Md	0	0					
97 Johns Hopkins University, Baltimore, Md	9		3				
98 Maryland Agricultural College, College Station, Md	2	0	1			1	
99 Rock Hill College, Ellicott City, Md	2		1			1	
100 Western Maryland College, Westminster, Md	8	3	6			2	1
101 Amherst College, Amherst, Mass	100	7	71			27	2
102 Massachusetts Agricultural College, Amherst, Mass		0					
103 Boston College, Boston, Mass	23	0	14			9	
104 Boston University, Boston, Mass	k170	0	19			6	
105 Massachusetts Institute of Technology, Boston, Mass	23	0					
106 Harvard University, Cambridge, Mass	300	10	193			10	2
107 Tufts College, College Hill, Mass	25	2	17				1
108 Williams College, Williamstown, Mass	47	7	34			13	1

a "Pharmaceutical chemist."

b Degree of "normal graduate."

c Degree of "Bible graduate."

d Includes 10 commercial diplomas.

e Includes 3 B. C. S. (bachelor of commercial science) and 2 B. M. (bachelor of mathematics).

f Includes 7 "master of accounts."

g Includes several "master of pharmacy."

h "Mechanical engineer."

1879 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.		Law.																			
Se. B.		Se. M.		B. C. E. & C. E.		B. M. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.		Ph. D.		Mus. B.		Mus. D.		D. B.		D. D.		M. D.		D. S.		Ph. G.		LL. B.		LL. D.					
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.						
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																	
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23																																							104
2		11																																				105	
				4																																			106
																																							107
																																							108

i "Bachelor of mechanical engineering."

j This degree conferred but the number not specified.

k Includes 42 diplomas conferred for the satisfactory completion of the regular course of study in either music, theology, or oratory

l "Doctor of science."

m "Bachelor of agricultural science."

n These are "D.D.M.," 2 of them being honorary.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

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		
109 Worcester County Free Institute of Industrial Science, Worcester, Mass.	22	0							
110 Adrian College, Adrian, Mich.	10	4		2				2	
111 Albion College, Albion, Mich.	19			3					
112 University of Michigan, Ann Arbor, Mich.	432	4		35			8	1	
113 Grand Traverse College, Benzonia, Mich.	0	0							
114 Hillsdale College, Hillsdale, Mich.	18	9		6				5	
115 Hope College, Holland, Mich.	11	1		6			5	1	
116 Kalamazoo College, Kalamazoo, Mich.	4	1		4					
117 Michigan State Agricultural College, Lansing, Mich.	19	1							
118 Olivet College, Olivet, Mich.	8	3		4			3	1	
119 St. John's College, Collegeville, Minn.	e12								
120 Augsburg Seminary, Minneapolis, Minn.	5			5					
121 University of Minnesota, Minneapolis, Minn.	26	0	6	8					
122 Carleton College, Northfield, Minn.	5	0	3				1		
123 Mississippi College, Clinton, Miss.	5	0	1	2					
124 Shaw University, Holly Springs, Miss.		1							
125 University of Mississippi, Oxford, Miss.	23	3		7					
126 St. Vincent's College, Cape Girardeau, Mo.	7			1					
127 University of the State of Missouri, Columbia, Mo.	78	1	g19	6					
128 Central College, Fayette, Mo.	1						1		
129 La Grange College, La Grange, Mo.	8								
130 William Jewell College, Liberty, Mo.	2			1			1		
131 St. Joseph College, St. Joseph, Mo.	e3								
132 St. Louis University, St. Louis, Mo.	46	19	e16	9			18	4	
133 Washington University, St. Louis, Mo.	40			4			2		
134 Drury College, Springfield, Mo.	1								
135 Stewartsville College, Stewartsville, Mo.	1	0							
136 Central Wesleyan College, Warrenton, Mo.	11	2		3					
137 Doane College, Crete, Nebr.	1	2		1					
138 University of Nebraska, Lincoln, Nebr.	5		3	2					
139 Dartmouth College, Hanover, N. H.	101	21		47			9	11	
140 New Hampshire College of Agriculture and Mechanic Arts, Hanover, N. H.	5								
141 Stevens Institute of Technology, Hoboken, N. J.	15								
142 Rutgers College, New Brunswick, N. J.	65			31			26		
143 College of New Jersey, Princeton, N. J.	180	7		118			61		
144 Seton Hall College, South Orange, N. J.	9			9					
145 St. Stephen's College, Annandale, N. Y.	19	1		10			6		
146 Wells College, Aurora, N. Y.	3	0		2					
147 Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.	4			3					
148 St. Francis College, Brooklyn, N. Y.	0	0							
149 St. Lawrence University, Canton, N. Y.	10	3		2			3		
150 Hamilton College, Clinton, N. Y.	64	12		n39			11	2	
151 Elmira Female College, Elmira, N. Y.	8			5			3		
152 Hobart College, Geneva, N. Y.	42	4		4			37	3	
153 Madison University, Hamilton, N. Y.	32	7		19			11	4	
154 Cornell University, Ithaca, N. Y.	71	0	7	7					
155 College of St. Francis Xavier, New York, N. Y.	31	1		24			7		
156 College of the City of New York, New York, N. Y.	51			31					
157 Columbia College, New York, N. Y.	q362	0		q36			q25		
158 Cooper Union for the Advancement of Science and Art, New York, N. Y.	r3								
159 University of the City of New York, New York, N. Y.	263	7		6			5		
160 Vassar College, Poughkeepsie, N. Y.	37			36			1		
161 University of Rochester, Rochester, N. Y.	38	6		28			6		
162 Union University, Schenectady, N. Y.	137	8		27				3	

a Includes 1 "master of philosophy."

b Includes 1 honorary degree.

c "Pharmaceutical chemist."

d "Master of philosophy."

e These are "master of accounts."

f Includes 6 commercial diplomas.

g Nine of these are "bachelor of pedagogics" and

10 are "principal of pedagogics."

h Eight are "topographical engineer."

i Received the degree in horticulture.

1879 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.								Philosophy.				Art.		Theology.		Medicine.		Law.						
Sc. B.		Sc. M.		B. C. E. & C. E.		B. M. E. & M. E.		[Ph. B.]		Ph. D.		Mus. B.	Mus. D.	D. E.	D. D.	M. D.	D. S.	Ph. G.	L. L. B.	L. L. D.				
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.			
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
22																							109	
3														5			2							110
1										10														111
4	1			7		3				11		a2						129	b16	c24	193	2		112
1										9		d1					2	2					1	113
																								114
																								115
19		1																						116
	1																2							117
																								118
																								119
				2																				120
10																								121
1																								122
2																								123
1										2							1							124
																	1							125
3	2			k13	k5	1				8								6				13	2	126
																								127
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																								129
																								130
																								131
3																								132
1						k6																26	15	133
1																								134
2												1					1							135
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18	2			b3								3					2	23					4	139
5																								140
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6	2					m15																		142
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4												1				1	2							148
												3			1	4								149
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1																								151
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										2														153
33	1			12		o5	4					1												154
20																								155
				q9		q17						q7												156
																								157
																								158
7	1			6								2					3	204				39	2	159
4												3					1							160
																	3	43						161
				3																		64	2	162

j Degrees not specified.

k Includes 2 "mechanical engineer."

l Includes 5 conferred on completion of normal course and 1 on completion of theological course.

m These are "mechanical engineer."

n Includes 2 ex gratia degrees.

o These are "bachelor of mechanical engineering."

p This is B. V. S. (bachelor of veterinary science).

q Conferred on examination.

r Received the Cooper medal and diploma.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

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
163	Syracuse University, Syracuse, N. Y.	72	3		16		12	
164	Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	3			3			
165	United States Military Academy, West Point, N. Y.	0	0					
166	University of North Carolina, Chapel Hill, N. C.	9	8		7			2
167	Biddle University, Charlotte, N. C.	4			4			
168	Davidson College, Davidson College, N. C.	9			7			
169	Rutherford College, Happy Home, N. C.	1	4		1			2
170	North Carolina College, Mt. Pleasant, N. C.	4			2		2	
171	Trinity College, Trinity College, N. C.	17	0		10		7	
172	Wake Forest College, Wake Forest College, N. C.	12	0	2	4		6	
173	Buchtel College, Akron, Ohio	2	1				2	
174	Ohio University, Athens, Ohio	10			4		4	
175	Baldwin University, Berea, Ohio	17			5		6	
176	German Wallace College, Berea, Ohio	3			3			
177	St. Xavier College, Cincinnati, Ohio	12			10		2	
178	University of Cincinnati, Cincinnati, Ohio	6	0		1			
179	Ohio State University, Columbus, Ohio	8	3		1			
180	Ohio Wesleyan University, Delaware, Ohio	46	7	7	28		6	2
181	Denison University, Granville, Ohio	14	1		14			
182	Hiram College, Hiram, Ohio	6			3			
183	Western Reserve College, Hudson, Ohio	37	6		13			1
184	Ohio Central College, Iberia, Ohio		1					
185	Marietta College, Marietta, Ohio	22	1		18		4	
186	Franklin College, near Athens, Ohio	13	3		12			
187	Muskingum College, New Concord, Ohio	13	2		6			
188	Oberlin College, Oberlin, Ohio	44			36			
189	Scio College, Scio, Ohio	22					5	
190	Miami Valley College, Springboro', Ohio	3	0		3			
191	Wittenberg College, Springfield, Ohio	23	0		12		7	
192	Heidelberg College, Tiffin, Ohio	11	2		4			
193	Urbana University, Urbana, Ohio	7			3		2	
194	Otterbein University, Westerville, Ohio	16	1		6		7	
195	Wilberforce University, Wilberforce, Ohio	5						
196	Wilmington College, Wilmington, Ohio	2	0		1			
197	University of Wooster, Wooster, Ohio	91	13		22		18	3
198	Antioch College, Yellow Springs, Ohio	0	0					
199	Corvallis College, Corvallis, Oreg.	4					1	
200	University of Oregon, Eugene City, Oreg.	6			2			
201	Pacific University and Tualatin Academy, Forest Grove, Oreg.	2	0					
202	Christian College, Monmouth, Oreg.	8	0		4			
203	Philomath College, Philomath, Oreg.	1					1	
204	Willamette University, Salem, Oreg.	6						
205	Lebanon Valley College, Annville, Pa.	4			2		e2	
206	St. Vincent's College, Beatty, Pa.	f37						
207	Dickinson College, Carlisle, Pa.	26	5		9		16	3
208	Pennsylvania Military Academy, Chester, Pa.	16			1			
209	Lafayette College, Easton, Pa.	61	6		36		10	3
210	Pennsylvania College, Gettysburg, Pa.	25	1		12		13	1
211	Thiel College, Greenville, Pa.	14	2		10		4	2
212	Haverford College, Haverford College, Pa.	11	2		7		4	2
213	Monongahela College, Jefferson, Pa.	1	0		1			
214	University at Lewisburg, Lewisburg, Pa.	23	0		13		10	
215	Allegheny College, Meadville, Pa.	15	6		15			4
216	Mercersburg College, Mercersburg, Pa.	12	1		6		6	1
217	Westminster College, New Wilmington, Pa.	15	1		12			
218	University of Pennsylvania, Philadelphia, Pa.	206	2		24		8	1
219	Western University of Pennsylvania, Pittsburgh, Pa.	13	3		4		2	1
220	Lehigh University, South Bethlehem, Pa.	4						

a Includes 2 "master of philosophy."

b Includes 4 "bachelor of painting."

c Includes 1 honorary M. D.

d "Master of philosophy."

e These are "mistress of arts."

1879 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.		Law.			
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.	Honorary.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
2	...	6	...	7	...	...	2	...	...	a13	...	2	...	b7	...	...	3	5	...	...	...	...	163
1	1	...	...	1	...	...	...	2	...	...	...	3	...	164
2	2	...	...	...	...	...	165
...	166
...	2	...	...	...	...	...	167
...	2	...	...	...	...	...	168
...	169
...	170
...	1	...	...	...	...	...	171
2	172
6	173
...	174
...	175
...	176
...	177
6	5	...	...	...	...	...	...	...	1	1	...	...	...	4	...	...	...	...	2	178
5	1	1	179
1	2	...	...	...	...	...	...	...	...	...	...	1	1	180
...	2	...	...	...	2	e25	...	...	...	1	181
...	1	...	...	...	...	...	182
...	2	...	...	...	...	...	183
1	2	...	...	...	...	...	...	...	...	...	184
7	3	...	...	...	...	1	185
...	2	...	...	...	...	...	186
8	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	8	...	...	...	...	...	...	187
...	188
...	4	...	...	...	...	...	189
7	1	...	...	...	1	190
2	191
3	1	...	...	...	...	...	192
2	193
2	3	...	...	...	...	...	194
1	195
3	...	2	...	...	...	...	...	...	...	6	...	d2	3	...	...	...	5	38	...	...	...	2	196
3	197
4	198
2	199
4	200
6	201
...	202
...	203
...	204
...	205
...	206
...	1	...	...	...	...	...	...	1	...	...	...	...	1	207
6	...	4	...	15	2	...	...	...	...	2	...	...	2	...	...	...	1	...	...	g1	...	...	208
...	209
...	210
...	2	...	...	...	...	...	211
...	212
...	213
...	214
...	2	...	...	...	...	...	215
3	1	...	...	...	...	...	216
16	4	...	...	...	...	...	...	...	99	20	...	39	1	217
...	3	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	218
...	2	...	h2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	219
...	220

f These are 13 "master of accounts," and 9 priests, 2 deacons, and 13 subdeacons ordained during the year.

g "Analytical chemist."
h These are "mechanical engineer."

TABLE XV.—PART I.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.		In course.	Honorary.
1	2	3	4	5	6	7	8
221	Pennsylvania State College, State College, Pa.	7	0	3			
222	Swarthmore College, Swarthmore, Pa.	15	0	3	7		
223	Augustinian College of Villanova, Villanova, Pa.	5			3		
224	Washington and Jefferson College, Washington, Pa.	39	2	34		5	
225	Waynesburg College, Waynesburg, Pa.		2				
226	Brown University, Providence, R. I.	73	5	46		24	3
227	College of Charleston, Charleston, S. C.	8		8			
228	Erskine College, Due West, S. C.	11	4	11			4
229	Newberry College, Newberry, S. C.	13	0	7		6	
230	Cladin University, Orangeburg, S. C.		2				2
231	East Tennessee Wesleyan University, Athens, Tenn.	3	3	1			
232	King College, Bristol, Tenn.	3	0	3			
233	Southwestern Presbyterian University, Clarksville, Tenn.	4	3	2		2	1
234	Hiwassee College, Hiwassee College, Tenn.	13	1	7		2	
235	Southwestern Baptist University, Jackson, Tenn.	0	4				2
236	University of Tennessee, Knoxville, Tenn.	76	1	7			
237	Cumberland University, Lebanon, Tenn.	39	2	2		1	
238	Bethel College, McKenzie, Tenn.	2		1			
239	Maryville College, Maryville, Tenn.		2				
240	Mosheim Institute, Mosheim, Tenn.	3	1	a1			1
241	Carson College, Mossy Creek, Tenn.	5		5			
242	Central Tennessee College, Nashville, Tenn.	8	0				
243	Fisk University, Nashville, Tenn.	4	0	3			
244	University of Nashville, Nashville, Tenn.	123	8	0			3
245	Vanderbilt University, Nashville, Tenn.	138	1	5		3	
246	University of the South, Sewanee, Tenn.	4	0	1		1	
247	Greeneville and Tusculum College, Tusculum, Tenn.	7	0	3			
248	Texas Military Institute, Austin, Tex.	e7	0				
249	State Agricultural and Mechanical College, College Station, Tex.	0	0				
250	Southwestern University, Georgetown, Tex.	8		8			
251	Baylor University, Independence, Tex.	7		1			
252	Mansfield Male and Female College, Mansfield, Tex.	10	0	8		2	
253	Austin College, Sherman, Tex.		1				
254	Trinity University, Tehuacana, Tex.	11	3	11			
255	Waco University, Waco, Tex.	13		f13			
256	University of Vermont and State Agricultural College, Burlington, Vt.	70	7	15		3	2
257	Middlebury College, Middlebury, Vt.	15	7	12		3	4
258	Virginia Agricultural and Mechanical College, Blacksburg, Va.		0				
259	Emory and Henry College, Emory, Va.	g11	1				
260	Hampden Sidney College, Hampden Sidney, Va.	5	5	5			
261	Hampton Normal and Agricultural Institute, Hampton, Va.		3				
262	Virginia Military Institute, Lexington, Va.	h24					
263	Washington and Lee University, Lexington, Va.	28	4	9		4	
264	New Market Polytechnic Institute, New Market, Va.	2				2	
265	Riehmond College, Riehmond, Va.	15	1	2		4	
266	Roanoke College, Salem, Va.	10	2	10			1
267	University of Virginia, University of Virginia, Va.	61	0	1	1	6	
268	Bethany College, Bethany, W. Va.	23	4	6	7		4
269	West Virginia College, Flemington, W. Va.	0	1				
270	West Virginia University, Morgantown, W. Va.	11	0	3		5	
271	Shepherd College, Shepherdstown, W. Va.	9		i9			
272	Lawrence University, Appleton, Wis.	22	3	3		4	1
273	Beloit College, Beloit, Wis.	15	2	6		5	
274	University of Wisconsin, Madison, Wis.	63	0	11	10	2	
275	Milton College, Milton, Wis.	3	1	3			

a "Mistress of English literature."

b 12 are ad eundem.

c Graduates in biblical department.

d 6 are ad eundem degrees and 1 honorary.

e With the degree of "graduate."

f Includes 6 "maid of arts."

1879 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.		Law.		
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.									
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
4				2																		221
3																						222
2																						223
																						224
																						225
												1										226
																						227
																						228
																						229
																						230
2																						231
																						232
																						233
4																						234
																						235
4				1																		236
				1																		237
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1																						240
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1																						243
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3																						245
2												2										246
																						247
4																						248
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																						264
																						265
1																						266
																						267
10																						268
																						269
																						270
																						271
9																						272
																						273
																						274
14																						275
																						275

^gDegrees not specified.

^hThese are "graduate Virginia Military Institute."

ⁱ7 are "master of English literature" and 2

are "mistress of English literature."

^j"Bachelor of mining and metallurgy."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

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	
276	Racine College, Racine, Wis.....	8	0	.....	2	.....	5	.....
277	Ripon College, Ripon, Wis.....	7	0	.....	3	.....	3	.....
278	Georgetown University, Georgetown, D. C.....	16	0	.....	9	.....	.....	.....
279	Columbian University, Washington, D. C.....	<i>a</i> 45	2	.....	.....	.....	.....	.....
280	Howard University, Washington, D. C.....	<i>b</i> 19	2	.....	5	.....	.....	.....
281	National Deaf-Mute College, Washington, D. C.....	3	0	.....	2	.....	.....	.....

a Professional degrees only.

1879 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.		Law.									
Sc. B.		Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
1																													
																													276
																													277
																													278
																													279
																													280
																													281

‡ Includes 1 degree not specified.

TABLE XV.—PART 2.—Degrees conferred in 1879 by 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.]

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	Pacific Theological Seminary, Oakland, Cal	a2	1	.....	.....	.....	.....	.....	.....
2	San Francisco Theological Seminary, San Francisco, Cal.	3	3	.....	.....	.....	.....	.....	.....
3	Theological Institute of Connecticut, Hartford, Conn.	a11	.....	.....	.....	.....	.....	.....	.....
4	Berkeley Divinity School, Middletown, Conn	a9	.....	.....	.....	.....	.....	.....	.....
5	Chicago Theological Seminary, Chicago, Ill	b10	8	.....	.....	.....	.....	.....	.....
6	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	a12	.....	.....	.....	.....	.....	.....	.....
7	Garrett Biblical Institute, Evanston, Ill	a18	5	.....	.....	.....	.....	.....	.....
8	Wartburg Seminary, Mendota, Ill	a9	.....	.....	.....	.....	.....	.....	.....
9	Baptist Union Theological Seminary, Morgan Park, Ill.	.....	(c)	(c)	.....	.....	.....	.....	.....
10	Augustana Theological Seminary, Rock Island, Ill.	a8	.....	.....	.....	.....	.....	.....	.....
11	Concordia College, Springfield, Ill	a20	.....	.....	.....	.....	.....	.....	.....
12	Danville Theological Seminary, Danville, Ky	a3	.....	.....	.....	.....	.....	.....	.....
13	Bangor Theological Seminary, Bangor, Me	a14	.....	.....	.....	.....	.....	.....	.....
14	Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement, Hechester, Md.	a6	.....	.....	.....	.....	.....	.....	.....
15	Andover Theological Seminary, Andover, Mass	a19	.....	.....	.....	.....	.....	.....	.....
16	Episcopal Theological School, Cambridge, Mass	a4	.....	.....	.....	.....	.....	.....	.....
17	Newton Theological Institution, Newton Centre, Mass.	16	16	.....	.....	.....	.....	.....	.....
18	New Church Theological School, Waltham, Mass	a3	.....	.....	.....	.....	.....	.....	.....
19	Bishop Green Associate Mission and Training School, Dry Grove, Miss.	a2	.....	.....	.....	.....	.....	.....	.....
20	Concordia College (Seminary), St. Louis, Mo	a24	.....	.....	.....	.....	.....	.....	.....
21	German Theological School of Newark, Bloomfield, N. J.	a6	.....	.....	.....	.....	.....	.....	.....
22	Drew Theological Seminary, Madison, N. J	a19	.....	.....	.....	.....	.....	.....	.....
23	Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J.	a14	.....	.....	.....	.....	.....	.....	.....
24	Theological Seminary of the Presbyterian Church, Princeton, N. J.	31	31	.....	.....	.....	.....	.....	.....
25	Auburn Theological Seminary, Auburn, N. Y	e12	.....	.....	.....	.....	.....	.....	.....
26	Brooklyn Lay College and Biblical Institute, Brooklyn, N. Y.	a7	.....	.....	.....	.....	.....	.....	.....
27	Hamilton Theological Seminary, Hamilton, N. Y	a11	.....	.....	.....	.....	.....	.....	.....
28	General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	f20	.....	.....	.....	.....	.....	.....	.....
29	Union Theological Seminary, New York, N. Y	a39	.....	.....	.....	.....	.....	.....	.....
30	Rochester Theological Seminary, Rochester, N. Y	a14	.....	.....	.....	.....	.....	.....	.....
31	St. Mary's Theological Seminary, Cleveland, Ohio	a26	.....	.....	.....	.....	.....	.....	.....
32	Union Biblical Seminary, Dayton, Ohio	a2	.....	.....	.....	.....	.....	.....	.....
33	United Presbyterian Theological Seminary, Xenia, Ohio.	9	9	.....	.....	.....	.....	.....	.....
34	Western Theological Seminary, Allegheny, Pa	16	16	.....	.....	.....	.....	.....	.....
35	Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa.	e11	.....	.....	.....	.....	.....	.....	.....
36	Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	a11	.....	.....	.....	.....	.....	.....	.....
37	Crozer Theological Seminary, Upland, Pa	11	11	.....	.....	.....	.....	.....	.....
38	Theological Seminary of the General Assembly of the Presbyterian Church, Columbia, S. C.	a14	.....	.....	.....	.....	.....	.....	.....
39	Theological and Normal Institute, Nashville, Tenn	e3	.....	.....	.....	.....	.....	.....	.....
40	Union Theological Seminary, Hampden Sidney, Va	d19	.....	.....	.....	.....	.....	.....	.....
41	Richmond Institute, Richmond, Va	a7	.....	.....	.....	.....	.....	.....	.....
42	Protestant Episcopal Theological Seminary, Theological Seminary, Va.	a4	.....	.....	.....	.....	.....	.....	.....
43	Nashotah House, Nashotah, Wis	8	8	.....	.....	.....	.....	.....	.....
44	Seminary of St. Francis de Sales, St. Francis, Wis	a25	.....	.....	.....	.....	.....	.....	.....

a Number of graduates reported. d Received certificates of having completed course.
 b Two received certificates only. e Number receiving diplomas.
 c These degrees conferred but the number of each f Number of graduates; 5 received the degree is not given. of "bachelor of sacred theology."

TABLE XV.—PART 2.—Degrees conferred in 1879 by professional schools, &c.—Continued.

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 LAW.								
45	Union College of Law, Chicago and Northwestern Universities, Chicago, Ill.	32	.....	.....	.....	.....	32	.....
46	Law department of University of Louisville, Louisville, Ky.	28	.....	.....	.....	.....	28	.....
47	School of Law, University of Maryland, Baltimore, Md.	33	.....	.....	.....	.....	33	.....
48	Law School of Cincinnati College, Cincinnati, Ohio	74	.....	.....	.....	.....	74	.....
49	National University, law department, Washington, D. C.	52	.....	.....	.....	.....	52	.....
SCHOOLS OF MEDICINE.								
50	Medical College of Alabama, Mobile, Ala.	18	.....	.....	18	.....	.....	.....
51	Medical College of the Pacific, San Francisco, Cal.	15	.....	.....	15	.....	.....	.....
52	Atlanta Medical College, Atlanta, Ga.	a38	.....	.....	a38	.....	.....	.....
53	Rush Medical College, Chicago, Ill.	b130	.....	.....	129	.....	.....	.....
54	Woman's Medical College, Chicago, Ill.	5	.....	.....	5	.....	.....	.....
55	Medical College of Evansville, Evansville, Ind.	14	.....	.....	14	.....	.....	.....
56	Medical College of Fort Wayne, Fort Wayne, Ind.	b11	.....	.....	10	.....	.....	.....
57	College of Physicians and Surgeons, Keokuk, Iowa	78	.....	.....	78	.....	.....	.....
58	Kentucky School of Medicine, Louisville, Ky.	43	.....	.....	43	.....	.....	.....
59	Louisville Medical College, Louisville, Ky.	70	.....	.....	70	.....	.....	.....
60	Medical department of the University of Louisville, Louisville, Ky.	95	.....	.....	95	.....	.....	.....
61	College of Physicians and Surgeons, Baltimore, Md.	80	.....	.....	80	.....	.....	.....
62	University of Maryland, medical department, Baltimore, Md.	53	.....	.....	53	.....	.....	.....
63	Detroit Medical College, Detroit, Mich.	b30	.....	.....	29	.....	.....	.....
64	Kansas City College of Physicians and Surgeons, Kansas City, Mo.	9	.....	.....	9	.....	.....	.....
65	Missouri Medical College, St. Louis, Mo.	87	.....	.....	87	.....	.....	.....
66	St. Louis Medical College, St. Louis, Mo.	c59	.....	.....	c59	.....	.....	.....
67	Medical department, University of Buffalo, Buffalo, N. Y.	40	.....	.....	40	.....	.....	.....
68	Woman's Medical College of New York Infirmary, New York, N. Y.	10	.....	.....	10	.....	.....	.....
69	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	b30	.....	.....	29	.....	.....	.....
70	Miami Medical College, Cincinnati, Ohio.	33	.....	.....	33	.....	.....	.....
71	Columbus Medical College, Columbus, Ohio.	b51	.....	.....	50	.....	.....	.....
72	Starling Medical College, Columbus, Ohio.	20	.....	.....	20	.....	.....	.....
73	Jefferson Medical College, Philadelphia, Pa.	196	.....	.....	196	.....	.....	.....
74	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	b21	.....	.....	20	.....	.....	.....
75	Medical College of the State of South Carolina, Charleston, S. C.	25	.....	.....	23	.....	2	.....
76	Medical College of Virginia, Richmond, Va.	24	.....	.....	24	.....	.....	.....
77	Bennett Medical College, Chicago, Ill.	29	.....	.....	29	.....	.....	.....
78	American Medical College, St. Louis, Mo.	35	.....	.....	35	.....	.....	.....
79	United States Medical College, New York, N. Y.	6	.....	.....	6	.....	.....	.....
80	Eclectic Medical Institute, Cincinnati, Ohio.	74	.....	.....	74	.....	.....	.....
81	Chicago Homœopathic College, Chicago, Ill.	31	.....	.....	31	.....	.....	.....
82	Hahnemann Medical College and Hospital, Chicago, Ill.	66	.....	.....	66	.....	.....	.....
83	Homœopathic Medical College of Missouri, St. Louis, Mo.	b18	.....	.....	17	.....	.....	.....
84	New York Homœopathic Medical College, New York, N. Y.	40	.....	.....	40	.....	.....	.....
85	New York Medical College and Hospital for Women, New York, N. Y.	6	.....	.....	6	.....	.....	.....
86	Pulte Medical College, Cincinnati, Ohio.	32	.....	.....	32	.....	.....	.....
87	Homœopathic Hospital College, Cleveland, Ohio.	25	.....	.....	25	.....	.....	.....
88	Hahnemann Medical College, Philadelphia, Pa.	61	.....	.....	61	.....	.....	.....
89	Baltimore College of Dental Surgery, Baltimore, Md.	41	.....	.....	41	.....	.....	.....
90	Boston Dental College, Boston, Mass.	17	.....	.....	17	.....	.....	.....
91	Missouri Dental College, St. Louis, Mo.	7	.....	.....	7	.....	.....	.....

a Includes 3 ad eundem degrees.

b Includes 1 honorary M. D.

c Includes 4 ad eundem degrees.

TABLE XV.—PART 2.—Degrees conferred in 1879 by professional schools, &c.—Continued.

	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	New York College of Dentistry, New York, N. Y.	19	✓	.....	.....	19	.....	.....	.....
93	Ohio College of Dental Surgery, Cincinnati, Ohio.	31	.....	.....	.....	31	.....	.....	.....
94	Pennsylvania College of Dental Surgery, Philadelphia, Pa.	57	.....	.....	.....	57	.....	.....	.....
95	Philadelphia Dental College, Philadelphia, Pa.	49	.....	.....	.....	49	.....	.....	.....
96	Chicago College of Pharmacy, Chicago, Ill.	14	.....	.....	.....	.....	14	.....	.....
97	Louisville College of Pharmacy, Louisville, Ky.	2	.....	.....	.....	.....	2	.....	.....
98	Maryland College of Pharmacy, Baltimore, Md.	13	.....	.....	.....	.....	13	.....	.....
99	Massachusetts College of Pharmacy, Boston, Mass.	92	.....	.....	.....	.....	92	.....	.....
100	St. Louis College of Pharmacy, St. Louis, Mo.	16	.....	.....	.....	.....	16	.....	.....
101	College of Pharmacy of the City of New York, New York, N. Y.	44	.....	.....	.....	.....	44	.....	.....
102	Pittsburgh College of Pharmacy, Pittsburgh, Pa.	11	.....	.....	.....	.....	11	.....	.....
103	National College of Pharmacy, Washington, D. C.	26	.....	.....	.....	.....	26	.....	.....

^a These are "doctor of pharmacy."

TABLE XV.—PART 3.—Degrees conferred in 1879 by 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; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

Institutions and locations.	All degrees.												
	In course	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	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.	5							4				1	
2 Huntsville Female College, Huntsville, Ala.	0	0											
3 Judson Female Institute, Marion, Ala.	a5												
4 Marion Female Seminary, Marion, Ala.	14		14										
5 Alabama Central Female College, Tuscaloosa, Ala.	b6												
6 Alabama Conference Female College, Tuskegee, Ala.	c17		b12	2	1								
7 Wesleyan Female College, Wilmington, Del.	3		2					1					
8 Lucy Cobb Institute, Athens, Ga.	19					12		7					
9 Columbus Female College, Columbus, Ga.	18		9	9									
10 Dalton Female College, Dalton, Ga.	3		3										
11 Georgia Baptist Seminary for Young Ladies, Gainesville, Ga.	5		5		2								
12 Griffin Female College, Griffin, Ga.	10			10									
13 La Grange Female College, La Grange, Ga.	4		d4										
14 Southern Female College, La Grange, Ga.	e11												
15 College Temple, Newnan, Ga.	2			2									
16 Almira College, Greenville, Ill.	f8												
17 Jacksonville Female Academy, Jacksonville, Ill.	f7												
18 Rockford Female Seminary, Rockford, Ill.	g16												
19 De Pauw College, New Albany, Ind.	4	0											
20 St. Agatha's Seminary, Iowa City, Iowa.	0										4		
21 College of Sisters of Bethany, Topeka, Kans.	5		5										
22 Bowling Green Female College, Bowling Green, Ky.	0	0											
23 Clinton College, Clinton, Ky.	0	0											
24 Franklin Female College, Franklin, Ky.	6		6										
25 Georgetown Female Seminary, Georgetown, Ky.	0	0											
26 Liberty Female College, Glasgow, Ky.	8		8										
27 Hamilton Female College, Lexington, Ky.	4		4										
28 Lexington Female College, Lexington, Ky.	4		4										
29 Millersburg Female College, Millersburg, Ky.	13			d2				11					
30 Mt. Sterling Female College, Mt. Sterling, Ky.	13							13					
31 Paducah Female College, Paducah, Ky.	5			4				1					
32 Logan Female College, Russellville, Ky.	9			1				8					
33 Science Hill School, Shelbyville, Ky.	0	0											
34 Shelbyville Female College, Shelbyville, Ky.	6			6									
35 Silliman Female Collegiate Institute, Clinton, La.	7							7					
36 Keachi Female College, Keachi, La.	4			1				h3					
37 Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	5			5									
38 Waterville Classical Institute, Waterville, Me.	9					9							
39 Baltimore Female College, Baltimore, Md.	4			2				2					
40 Smith College, Northampton, Mass.	12		12										

a With the degree of "graduate."

b With the degree of "full graduate."

c Includes 2 "graduates in English."

d "Maid of arts."

e 6 diplomas for completion of full Latin and English course, 5 for completion of English course.

f Degrees not specified.

g 7 were graduates in collegiate course and 9 in musical course.

h "Mistress of English language."

TABLE XV.—PART 3.—Degrees conferred in 1879 by schools, &c.—Continued.

	Institutions and locations.	All degrees.											
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	D. Sc.	Mis. Mus.
	1	2	3	4	5	6	7	8	9	10	11	12	13
41	Bennet Seminary, Minneapolis, Minn.	a9				a4							a5
42	Blue Mountain Female College, Blue Mountain, Miss.	b5											
43	Whitworth Female College, Brookhaven, Miss.	7							7				
44	Central Female Institute, Clinton, Miss.	b7											
45	Franklin Female College, Holly Springs, Miss.	2							2				
46	Meridian Female College, Meridian, Miss.	4							4				
47	Chickasaw Female College, Pontotoc, Miss.	c0											
48	Lea Female College, Summit, Miss.	4										4	
49	Stephens Female College, Columbia, Mo.	d8		2									
50	Howard College, Fayette, Mo.	4			4								
51	Fulton Synodical Female College, Independence, Mo.	5											e5
52	Independence Female College, Independence, Mo.	2			2								
53	St. Louis Seminary, Jennings, Mo.	3		3									
54	Baptist Female College, Lexington, Mo.	c9											
55	Central Female College, Lexington, Mo.	b9											
56	Elizabeth Aull Female Seminary, Lexington, Mo.	1										1	
57	Lindenwood Female College, St. Charles, Mo.	c10											
58	St. Joseph Female College, St. Joseph, Mo.	7		7									
59	New Hampshire Conference Seminary and Female College, Tilton, N. H.	5						4	1				
60	Tilden Ladies' Seminary, West Lebanon, N. H.	b3											
61	Bordentown Female College, Bordentown, N. J.	12						2	7				f3
62	Pennington Seminary and Female Collegiate Institute, Pennington, N. J.	14							14				
63	Academy of the Sacred Heart, near Albany, N. Y.	b7											
64	St. Agnes School, Albany, N. Y.	b17											
65	Buffalo Female Academy, Buffalo, N. Y.	c15											
66	Cook's Collegiate Institute, Poughkeepsie, N. Y.	b6											
67	Greensboro' Female College, Greensboro', N. C.	9			9								
68	Chowan Baptist Female Institute, Murfreesboro', N. C.	g7											
69	St. Mary's School, Raleigh, N. C.	b5											
70	Thomasville Female College, Thomasville, N. C.	7		g2			5						
71	Cincinnati Wesleyan College, Cincinnati, Ohio.	16		1	3							12	
72	Cleveland Seminary for Girls, Cleveland, Ohio.	0	0										
73	Granville Female College, Granville, Ohio.	b10											
74	Highland Institute, Hillsborough, Ohio.	1						1					
75	Hillsborough Female College, Hillsborough, Ohio.	0	0										
76	Irrving Female College, Mechanicsburg, Pa.	4		4									
77	Pittsburgh Female College, Pittsburgh, Pa.	h10											
78	Greenville Female College, Greenville, S. C.	17		c11	g6								
79	Walhalla Female College, Walhalla, S. C.	0	0										
80	Williamston Female College, Williamston, S. C.	2			2								

a These are laurate degrees.

b Degrees not specified.

c With the degree of "graduate."

d Includes 6 "graduate."

e These are "mistress of science."

f "Bachelor of music."

g With the degree of "full graduate."

h 1 classical, 6 in English, and 3 in music.

TABLE XV.—PART 3.—Degrees conferred in 1879 by schools, &c.—Continued.

Institutions and locations.		All degrees.										
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
1	2	3	4	5	6	7	8	9	10	11	12	13
81	Wesleyan Female College, Brownsville, Tenn.	a4	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
82	Memphis Conference Female Institute, Jackson, Tenn.	b12	.....	.....	.....	.....	.....	9	.....	.....	.....	.....
83	Murfreesboro' Female Institute, Murfreesboro', Tenn.	17	.....	.....	12	.....	.....	5	.....	.....	.....	.....
84	Soule Female College, Murfreesboro', Tenn.	5	.....	.....	5	.....	.....	.....	.....	.....	.....	.....
85	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	44	.....	.....	44	.....	.....	.....	.....	.....	.....	.....
86	Martin College, Pulaski, Tenn.	8	.....	.....	8	.....	.....	.....	.....	.....	.....	.....
87	Rogersville Female College, Rogersville, Tenn.	9	.....	.....	.....	.....	.....	.....	.....	9	.....	.....
88	Baylor Female College, Independence, Tex.	3	.....	.....	3	.....	.....	.....	.....	.....	.....	.....
89	Waco Female College, Waco, Tex.	6	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
90	Vermont Methodist Seminary and Female College, Montpelier, Vt.	9	.....	.....	.....	.....	4	5	.....	.....	.....	.....
91	Martha Washington College, Abingdon, Va.	11	.....	8	.....	.....	.....	.....	.....	.....	3	.....
92	Albemarle Female Institute, Charlottesville, Va.	c5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	Roanoke Female College, Danville, Va.	d4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	Marion Female College, Marion, Va. ...	c5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	Southern Female College, Petersburg, Va.	d2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	Staunton Female Seminary, Staunton, Va.	e3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	Wesleyan Female Institute, Staunton, Va.	d3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Episcopal Female Institute, Winchester, Va.	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
99	Broadus Female College, Clarksburg, W. Va.	3	.....	d2	.....	.....	.....	f1	.....	.....	.....	.....
100	Wheeling Female College, Wheeling, W. Va.	e10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	Milwaukee College, Milwaukee, Wis ...	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....

a Includes 1 M. C. L.

b Includes 1 in Latin, 1 in art, and 1 in music.

c Degrees not specified.

d With the degree of "full graduate."

e With the degree of "graduate."

f "English graduate."

TABLE XVI. — Statistics of additional public libraries numbering each 300 volumes or upwards for 1879; from replies to inquiries by the United States Bureau of Education.

[Explanations of abbreviations: Acad., academy; Sch., school; Hist'l, historical; The'l, theological; Pub., public; Coll., college; Soc'l, social; Med., medical; Mls., miscellaneous.]

1	2	3	4	5	6	7	8	9	Fund and income.		Yearly expenditure.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidental.
1	St. Joseph's Academy Library											
2	Public Library of Hawkinsville	Sacramento, Cal	1857	Sub.	Sch.	2,050	710		\$0	\$400	\$300	
3	Library of Lincoln University	Hawkinsville, Ga	1879	Free	Pub.	710	150		700	100		
4	Library of Concordia Seminary	Lincoln, Ill	1866	Free	Coll.	16,000	35		100	50	35	
5	St. Mary's Library	Springfield, Ill	1861	Free	The'l	800	48		50			
6	Tulford Academy Library	Iowa City, Iowa	1871	Free	Sch.	571	15		500	25		
7	Atchison Institute Library	Vinton, Iowa	1871	Free	Acad.	500	160		100	100		
8	Alexander Kansas Theological School	Atchison, Kans	1875	e Free	Sch.	500			100			
9	Library of Loreto Academy	Topeka, Kans	1872	e Free	The'l	3,550						
10	Library of Minden Female College	Burkville, Ky		d Free	Coll	1,000	12					
11	St. Isidore's Institute Library	Loretto, Ky		d Free	Acad	1,400						
12	High School Library	Minden, La		d Free	Coll	1,650						
13	Franklin School Library	New Orleans, La	1872	d Free	Sch.	1,131	10	1,100	0	50		
14	Library of Johns Hopkins University	Portland, Me		e Free	Sch.	400	0					
15	Athol Library	Topsfield, Me	1876	e Free	Sch.	7,081	1,014		\$3,149	3,149	1,200	
16	Library of Public Latin School	Baltimore, Md	1879	Sub.	Coll.	895	895		0	510	116	
17	Library of Leicester Academy	Athol, Mass		d Free	Sch.	3,000	75		0			
18	St. Mark's Library	Leicester, Mass	1879	Free	Acad	400	75					
19	Grand Traverse College Library	Southboro', Mass	1874	Free	Sch.	320	7					
20	Ladies' Library Association	Benzonza, Mich	1879	Sub.	Coll	545	545	1,638		50	100	
21	Library of the Wesleyan Methodist	Hillsdale, Mich	1873	Free	Sch.	412	70		0	0	0	
22	Summary.	Wassioja, Minn							0			

		T. G. Sellers			Mis	600	60						
23	Library of Starkville Female Institute.	Starkville, Miss.											
24	Phi Delta Library.	Walthall, Miss.	Sam'l Cooke, city sch'l sup't	1877	Sub.	438	42	178	350	175	13	28	
25	Watson Historical Library.	Ashley, Mo.	Joseph C. Watkins.	1876	Hist'l	369	41	355	47	47	47		
26	Libraries of St. Joseph Female College.	St. Joseph, Mo.	Rev. E. S. Dulkin, D. D., LL. D. (president of college).	1876	dFree	589	100		0				
27	Library of Central Wesleyan College.	Warrenton, Mo.	Henry Vosboll	1876	Sub.	2,340	165			150	50	20	
28	Deane College Library.	Crete, Nebr.	A. B. Fairchild	1872	dFree	1,000							
29	Turner Social Library.	Lynn, N. H.	Henry H. Holt	1850	Soc'l	3,000	25	430		51	25		
30	Library of Methodist Normal Institute.	Reed's Ferry, N. H.	Elliot Whipple	1879	Free	341	51	1,930		45	22		
31	Orange Valley Free Reading Room and Public Library.	Orange Valley, N. J.	Joseph Campbell, president.	1879	Free	550		150		400			
32	Library of Buffalo Practical School.	Buffalo, N. Y.	Herman Poolo	1875	Free	1,150	350	1,440		300	300		
33	Library of Kinderhook Academy.	Kinderhook, N. Y.	W. O. Reed	1825	Free	850							
34	Library of the New York Press Club.	New York, N. Y.	Henry Clay Lukens	1873	dFree	1,385	658			200	280		
35	Library of North Chili Seminary.	North Chili, N. Y.	A. H. Stillwell	1869	Free	548	3		0	0	0	0	
36	Rockland College Library.	Nyaack, N. Y.	W. H. Bannister, jr.	1876	Free	400	19		0	112	112		
37	Stearns Medical College Library.	Columbus, Ohio	Otto Frankenberg, M. D.	1848	Free	1,200	150						
38	St. Michael's College Library.	Portland, Oreg.	B. L. Carr	1873	Sub	300							
39	Allagony County Workhouse Library.	Hoboken, Pa.	O. L. Miller	1870	Free	780							
40	Library of St. Charles' Seminary.	Overbrook, Pa.	Rev. James A. Corcoran, D. D.	1834	Free	15,900	210		0	150	150		
41	Mt. St. Joseph's Library.	Philadelphia, Pa.	Sisters of St. Joseph		Sch	2,200		235					
42	Pennsylvania Board of Public Charities.	Philadelphia, Pa.	Diller Luther, secretary.	1869	Mis.	700	100		0	0	0	0	
43	Fuller Literary Society Library.	West Chester, Pa.	Debbie Walton	1861	Sch	700	30						
44	Island Free Library.	Block Island, R. I.	Charles E. Perry	1878	Free	823	110	549		75	50	25	
45	Bay View Seminary.	Providence, R. I.	Nellie G. Byrne	1874	Sub	500	65	1,220		70	15	55	
46	Green Mountain Seminary Library.	Waterbury Centre, Vt.	A. M. Marsh	1868	Free	300			15,000				
47	Las Vegas College and Office of the Revista Catolica.	Las Vegas, N. Mex.	Rev. A. Mandalar, s. J.	1875	Free	2,000	264						
48	Masonic Library.	Salt Lake City, Utah.	Christopher Diehl	1877	Free	3,400	621	8,509		2,332	1,620	689	
49	Spencer Smith Library.	Salt Lake City, Utah.	Miss Eliza Whytock	1870	Free	750	10	738					

f An appropriation for the year from the revenue of the university.
g To club members only.

d To pupils.
e To members of the university.

a Destroyed by fire, October, 1879; since reopened.
b Increase by gifts; also, \$100 were expended in books.
c To students of Kansas Theological School.

TABLE XVII.—Statistics of training schools for nurses for 1879; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1879.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in scholastic year.	Salary paid pupils.	Conditions of admission.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Connecticut Training School for Nurses (State Hospital), ^a Boston City Hospital Training School for Nurses.	New Haven, Conn.	1873	1873	Gertrude Barrett	2	14	....	116	40	1½	50	\$170 for 18 months.	Age, 22-40; good health and character, and common school education. Preference given to applicants between the ages of 25 and 35; if otherwise good, applicants between 21 and 25 may be admitted.
2 Boston Training School for Nurses (Massachusetts General Hospital).	Boston, Mass. ....	.....	1878	Alice C. Davis	616	42	17	79	19	2	52	\$10 a month for first year; \$14 a month for second; \$20 to \$30 head-nurses (graduates).	Preference given to applicants between the ages of 25 and 35.
3 Boston Training School for Nurses (New England Hospital).	Boston, Mass.	1875	1873	J. E. Sangster .....	.....	54	7	216	61	2	50	\$10 a month for first year; \$14 a month for second year.	Preference given to applicants between the ages of 25 and 35.
4 Training School for Nurses (New England Hospital).	Boston, Mass. (Roxbury district).	1863	1872	Ella G. O'Neill	21	17	6	607	41	1½	50	\$1 a week for first 6 months; \$2 a week for second 6 months; \$3 a week for last 4 months.	Age, 21-35; term, 16 months; satisfactory references.
5 Missouri School of Midwifery and Diseases of Women and Children.	St. Louis, Mo. (721 Chestnut street).	1875	1875	William C. Richardson, M. D., president.	4	11	24	180	173	1	16	None.	None.
6 New York State School for Training Nurses.	Brooklyn, N. Y. (46 Concord street).	1873	1873	A. H. Wolhanpter	8	7	5	66	47	1	52	Boarded and lodged during the entire course of instruction.	Age, 21-40; satisfactory references as to moral character and general health, ability to read and write, and an agreement to remain one year.
7 Charity Hospital Training School.	New York, N. Y. (Blackwell's island).	.....	1875	Harriet L. Chute	(9)	40	28	120	57	2	52	\$10 a month for first year; \$15 a month for second year.	Age, 20-35; good health and character, and good English education.

8	New York Training School for Nurses (Exhewue Hospital).	New York (426 E. 26th street).	1872	1873	E. P. Perkins	8	64	30	98	2	50	\$9 a month for the first year; \$15 a month for the second.	Age, 25-35; sound health, good moral character, and a knowledge of arithmetic, reading, penmanship, and English diction.	
9	Training School of New York Hospital.	New York, N. Y. (West 15th street).	.....	1877	Eliza Watson Brown.	4	26	14	52	1½	52	\$10, \$13, and \$16 a month for the first, second, and third 6 months, respectively; graduates, \$25.	Age, 25-35; sound health, perfect senses, good moral character, and good common school education.	
10	Nurse Training School of the Woman's Hospital.	Philadelphia, Pa. (North College avenue and 22d street).	e1861	1863	Anna E. Bromall, M. D.	e1	17	10	117	e46	2	52	\$5 a month for first 6 months; \$10 a month for second 6 months; \$16 a month for second year.	Age, 21-45; intelligence, good character and habits.
11	Washington Training School for Nurses.	Washington, D. C.	.....	1877	J. M. Toner, M. D., president.	7	6	.....	14	.....	2	50	None	Must be under 21, must furnish certificates of health, good moral character, and possess a common school education.

f Annual charge to each pupil, \$75.
g Instruction given by Hospital Physicians.

d Also lecturers.
e Since 1873.

a Endowment, \$12,000.
b These are 1 matron and 15 head nurses.
c Date of incorporation of the hospital.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1879; from replies to inquiries by the United States Bureau of Education.

1	2	3	4	5	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-mutes.	Total.	Males.	Females.
Name.	Location.	Year of foundation.	Under what control.	Principal.					
1 Alabama Institution for the Deaf and Dumb and the Blind.	Talladoga, Ala.....	1860	State.....	J. H. Johnson, M. D.....	6	7	8	9	10
2 Arkansas Deaf-Mute Institute.	Little Rock, Ark.....	1868	State.....	H. C. Hammond.....	4	0	78	45	33
3 Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal.....	1860	State.....	Warring Wilkinson, M. A.....	4	0	106	67	39
4 Institute for the Education of the Mute and the Blind.	Colorado Springs, Colo.....	1874	State.....	J. P. Isabstin.....	2	1	28	11	17
5 American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn.....	1816	Board of directors.	Job Williams.....	15	2	258	156	102
6 Whipple's Home School.	Mystic River, Conn.....	1869	Private.....	Jennie M. Whipple.....	3	.....	15	12	3
7 Georgia Institution for the Education of the Deaf and Dumb.	Cave Spring, Ga.....	1846	State.....	W. O. Connor.....	5	2	84	50	34
8 Chicago Day Schools for Deaf-Mutes a.	Chicago, Ill.....	1875	Board of education.	Rev. Philip A. Emery, M. A., D. D.....	5	2	39	23	16
9 Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.....	1839	State.....	Philip G. Gillett, D. D.....	23	0	520	308	222
10 Indiana Institution for Educating the Deaf and Dumb.	Indianapolis, Ind.....	1844	State.....	William Glenn.....	18	3	392	213	179
11 Iowa Institution for the Education of the Deaf and Dumb.	Council Bluffs, Iowa.....	1855	State.....	Moses Folsom, superintendent.....	11	6	183	103	80
12 Kansas Institution for the Education of the Deaf and Dumb.	Olathe, Kans.....	1866	State.....	J. W. Parker, superintendent.....	5	0	108	54	54
13 Kentucky Institution for the Education of the Deaf and Dumb.	Danville, Ky.....	1822	State.....	David C. Dudley.....	6	1	115	69	46
14 Louisiana Institution for the Education of the Deaf and Dumb.	Baton Rouge, La.....	1852	Trustees.....	John A. McWhorter, A. M.....	3	0	40	24	16
15 Portland Day School for the Deaf*.	Portland, Me.....	1876	City.....	Miss Ellen L. Barton.....	2	0	12	5	7
16 F. Knapp's Institute.	Baltimore, Md.....	1876	Private.....	F. Knapp.....	3	.....	27	18	9
17 Institution for the Colored Blind and Deaf-Mutes..	Baltimore, Md. (92 South Broadway).	1872	Corporation.....	F. D. Morrison, superintendent.....	1	.....	15	7	8

18	Maryland School for the Deaf and Dumb.	Frederick, Md.	1867	State	Charles W. Ely, M. A.	1	96	58	38
19	Horace Mann School for the Deaf.	Boston, Mass. (63 Warren-street).	1869	School board.	Miss Sarah Fuller	8	0	93	49
20	Clarke Institution for Deaf-Mutes.	Northampton, Mass.	1867	Pvt. corporat'n	Harris B. Rogers	10	1	77	39
21	Michigan Institution for Educating the Deaf and Dumb and the Blind.	Ft. St. Mich.	1854	State	Thomas Macomber, Ph. D.	13	2	227	120
22	School of Articulation.	Marquette, Mich.	1871	Private	Mrs. A. M. Kelsey	1	0	2	1
23	Evangelical Lutheran Asylum for Deaf-Mutes.	Norris, Mich.	1873	E. Luth. Assn.	Rev. G. Spock, board.	3	36	24	12
24	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Fairbault, Minn.	1863	State	J. L. Noyes, A. M., superintendent.	7	3	104	63
25	Mississippi Institution for the Deaf and Dumb.	Jackson, Miss.	1853	State	Charles H. Talbot.	3	1	59	23
26	Missouri Institution for the Education of the Deaf and Dumb.	Fulton, Mo.	1851	State	William D. Kerr, A. M.	10	2	249	144
27	St. Louis Day School for Deaf-Mutes.	St. Louis, Mo.	1878	School board.	Delos A. Simpson, B. A.	1	1	35	19
28	Nebraska Institute for the Deaf and Dumb.	Omaha, Nebr.	1869	State	J. A. Gillespie	0	68	44	24
29	Le Contreux-St. Mary's Institution for Education of Deaf-Mutes.	Buffalo, N. Y. (125 Edward street).	1854	Sisters of St. Joseph.	Sister Mary Anne Burke	11	e1	131	74
30	St. Joseph's Institute for Improved Instruction of Deaf-Mutes. ^f	Fordham, N. Y.	1869	Board of managers.	Mary B. Morgan	17	1	212	77
31	Free Evening Classes for Deaf-Mutes.	New York, N. Y. (East 23d street).	-----	-----	-----	-----	-----	-----	-----
32	Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y. (1511 Broadway)	1867	Trustees.	David Greenberger	11	0	133	58
33	New York Institution for the Instruction of the Deaf and Dumb. ^g	New York, N. Y. (Station St.)	1817	Directors	Isaac Lewis Peck, LL. D.	17	4	578	356
34	Western New York Institution for Deaf-Mutes.	Rochester, N. Y.	1876	B'd of trustees	Z. F. Westervelt	10	0	h133	h78
35	Central New York Institution for Deaf-Mutes.	Rome, N. Y.	1875	Trustees.	Edward B. Nelson, B. A.	9	4	155	87
36	North Carolina Institution for the Deaf and Dumb and the Blind. [*]	Raleigh, N. C.	1849	Directors	Hezekiah A. Gudget.	h15	2	j156	j79
37	Cincinnati Day School for Deaf-Mutes.	Cincinnati, Ohio.	1875	P'd of educat'n	R. P. McGregor.	2	2	34	21
38	Ohio Institution for the Education of the Deaf and Dumb.	Columbus, Ohio.	1827	State	G. O. Fay, M. A.	25	8	506	289
39	Oregon Institution for the Deaf and Dumb. ^k	Salem, Ore.	1870	State	Rev. P. S. Knight.	-----	-----	-----	-----
40	Erie Day School.	Erie, Pa.	1875	School board.	H. S. Jones, superintendent	-----	-----	12	-----
41	Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa.	1821	Directors	Joshua Foster	20	h1	357	197
42	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	Turtle Creek, Pa.	1876	Trustees.	James H. Logan, M. A.	6	1	89	57
43	Rhode Island School for the Deaf.	Providence, R. I.	1877	State board of education.	Joseph Warren Homer	4	0	13	7
44	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C.	1849	State	N. F. Walker	-----	-----	36	-----
45	Tennessee School for Deaf and Dumb.	Knoxville, Tenn.	1845	Trustees.	Joseph H. James, A. P.	5	0	110	65
46	Texas Institution for the Education of the Deaf and Dumb. [*]	Austin, Tex.	1856	State	Henry E. McCulloch, superintendent.	4	1	68	43

* From Report of the Commissioner of Education for 1878.

^a The mute schools of Chicago for 1879 are the Deaf-Mute High School and three primary schools.

^b These statistics are from a return for 1876, the latest information received from this institution.

^c Since deceased.

^d A branch of this institution was opened at Tarrytown in October, 1879.

^e This is a deaf-mute.

^f This institution has three branches, one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throggs' Neck, Westchester County, N. Y.

^g A branch of this institution was opened at Tarrytown in October, 1879.

^h For the year ending October 1, 1878.

ⁱ For both departments.

^j For two years.

^k Temporarily closed.

^l Also 2 deaf-mutes.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1879, &c.—Continued.

Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-mutes.	Total.	Males.	Females.
1	2	3	4	5	6	7	8	9	10
47	Staunton, Va.	1839	State	Leonidas Tvoynitz	8	61	83	48	35
48	Romney, W. Va.	1870	Regents	John C. Covell	4	1	65	40	25
49	Delavan, Wis.	1852	State	W. H. De Motte, LL. D., superintendent.	10	2	200	116	84
50	Milwaukee, Wis.	1878	Directors	Prof. A. Stetner	2	0	21	13	8
51	St. Francis Station, Wis.	1876	R. C.	Rev. Charles Fessler	3	3	49	32	17
52	Washington, D. C.	1857	Corporate	E. M. Gallaudet, Ph. D., LL. D., president	11	2	118	111	7
53	Washington, D. C.	1864	National	E. M. Gallaudet, Ph. D., LL. D., president	11	2	118	111	7

a Also 2 mutes.

b An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1879, &c.—Continued.

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	11	12	13	Branches taught.					Library.		Property, income, &c.								
				14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	Average number of years spent in institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	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.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1 Alabama Institution for the Deaf and Dumb and the Blind.	4	160	2	x	x	x	x	x	x	0	0	0	500	.....	17	a\$15,000	.....	.....	a\$13,500
2 Arkansas Deaf Mute Institute.	3	150	1	.....	.....	.....	x	.....	x	0	0	0	75	0	32	30,000	64,000	\$0	16,137
3 Institution for the Deaf and Dumb and the Blind.	5	211	2	x	x	x	x	x	x	0	0	0	300	.....	130	a264,943	a36,000	1,500	a37,408
4 Institute for the Education of the Mute and the Blind.	4	28	0	ex	.....	.....	.....	.....	0	0	0	0	70	25	13	15,000	a12,000	0	7,000
5 American Asylum for the Education of the Deaf and Dumb.	3½	2,184	28	.....	.....	.....	.....	.....	0	0	0	0	2,300	40	28	250,000	40,101	350	57,802
6 Whipple's Home School.	.....	48	ex	ex	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	30	6,000	.....	4,000	.....
7 Georgia Institution for the Education of the Deaf and Dumb.	.....	300	4	.....	x	.....	.....	.....	x	0	0	0	1,000	.....	52	30,000	15,000	.....	14,500
8 Chicago Day Schools for Deaf Mutes.	.....	78	.....	ex	.....	.....	.....	.....	0	0	0	0	.....	.....	0	.....	a15,000	.....	.....
9 Illinois Institution for the Education of the Deaf and Dumb.	7	1,380	15	x	h	.....	.....	.....	0	x	x	x	3,800	400	46	300,000	77,000	.....	77,000
10 Indiana Institution for Educating the Deaf and Dumb.	7	1,271	.....	ix	x	x	x	x	0	0	0	.....	3,003	.....	90	457,510	58,000	0	55,855
11 Iowa Institution for the Education of the Deaf and Dumb.	7	680	.....	.....	.....	.....	.....	.....	x	.....	.....	.....	650	80	90	150,000	28,000	.....	28,000
12 Kansas Institution for the Education of the Deaf and Dumb.	.....	286	.....	.....	x	.....	.....	.....	.....	x	0	0	75	.....	175	47,027	17,150	0	17,100
13 Kentucky Institution for the Education of the Deaf and Dumb.	.....	782	*12	.....	x	.....	.....	.....	x	x	x	x	700	0	60	100,000	18,127	300	22,800
14 Louisiana Institution for the Education of the Deaf and Dumb.	5	218	4	.....	x	x	x	x	0	0	0	0	300	0	10	225,000	15,000	0	8,000

* From Report of the Commissioner of Education for 1878.
 a For both departments.
 b For salaries; \$125 per capita for support.
 c Drawing is also taught.
 d Includes \$5,000 for building.
 e Lip reading is also taught.
 f The mutes schools of Chicago for 1879 are the Deaf Mute High School and three primary schools.
 g For two years.
 h Also crayon drawing and painting in oil and water colors.
 i Language (mute) and rhetoric and algebra are also taught.
 j Value of building and grounds.
 k These statistics are for a return for 1876, the latest information received from this institution.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1879, &c.—Continued.

NOTE.—× indicates an affirmative answer and also the branches taught.

Name.	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.					
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
				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.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
15 Portland Day School for the Deaf*.....		14	0		×				0	0	0	0	0	0	0	\$1,225	\$480	\$1,500	
16 F. Knapp's Institute a.....		27	0		×				0	0	0	0	2,300			1,200		1,200	
17 Institution for the Colored Blind and Deaf-Mutes.....	8	27	0		×				0	0	0	0				28,500		62,323	
18 Maryland School for the Deaf and Dumb.....	3.9	210	3		d ×	×			0	0	0	0	2,100			25,000	150	24,409	
19 Horace Mann School for the Deaf.....		170	0		d ×	×			0	0	0	0				15,462	3,660	23,692	
20 Clarke Institution for Deaf-Mutes.....	4	166	e1		f ×	d ×	g ×	×	0	0	0	0	720			6,660	6,660	6,660	
21 Michigan Institution for Educating the Deaf and Dumb and the Blind.....	6 ³	605				×	×	×	0	0	0	0	1,700			6,444,046	6,444,046	6,485,575	
22 School of Articulation.....	3				×				×	×	×	×	3,000			17,000	0		
23 Evangelical Lutheran Asylum for Deaf-Mutes.....	6	61			g ×				0	0	0	0				20,000	24,000		
24 Minnesota Institution for the Education of the Deaf and Dumb and the Blind.....	4 ³	253	3		g ×				0	0	0	0	900			175,000	0	22,898	
25 Mississippi Institution for the Deaf and Dumb.....	6	694	1		d ×	×	×		×	×	×	×	200			58,000	9,500	9,000	
26 Missouri Institution for the Education of the Deaf and Dumb.....	6 ³	694	3		d ×	×	×		×	×	×	×	510			118,351	45,725	35,443	
27 St. Louis Day School for Deaf-Mutes.....		49	0		×				0	0	0	0				0	0	0	
28 Nebraska Institute for the Deaf and Dumb.....	5	111	0		×	×	×		0	0	0	0	400			19,000	0	0	
29 Le Couteux St. Mary's Institution for Education of Deaf-Mutes.....	6	297			×				0	0	0	0	400			24,000	1,709	632,000	
30 St. Joseph's Institute for Improved Instruction of Deaf-Mutes, k.....	3 ¹	261			×	g ×			0	0	0	0	400			196,450	448,378	51,315	
31 Free Evening Classes for Deaf-Mutes.....																			
32 Institution for the Improved Instruction of Deaf-Mutes.....	7	206	0		×				0	0	0	0	500			18,000	3,200	31,518	
33 New York Institution for the Instruction of the Deaf and Dumb, o.....	8	2,832	87		p ×	×	×	×	×	×	×	×	3,850	430	103	554,600	80,808	1,668	

TABLE XIX.—Statistics of institutions for the blind for 1879; from

NOTE.—x indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala..	1860	Jo. H. Johnson, M. D.	State	2
2	Arkansas School for the Blind...	Little Rock, Ark.	1859	Otis Patten	State	11
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal...	1860	Warring Wilkin- son, M. A.	State	c31
4	Institute for the Education of the Mute and the Blind. ^d	Colorado Springs, Colo.	1874	J. P. Ralstin	State	
5	Georgia Academy for the Blind*.	Macon, Ga	1852	W. D. Williams, A. M.	State	6
6	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	F. W. Phillips, M. D.	State	40
7	Indiana Institute for the Education of the Blind.	Indianapolis, Ind	1847	W. B. Wilson	State	28
8	Iowa College for the Blind	Vinton, Iowa	1853	Rev. Robert Caro- thers.	State	33
9	Kansas Institution for the Education of the Blind.	Wyandotte, Kans	1868	George H. Miller ..	State	16
10	Kentucky Institution for the Education of the Blind.	Louisville, Ky...	1842	B. B. Huntton, A. M.	State	25
11	Louisiana Institution for Education of the Blind and the Industrial Home for the Blind.	Baton Rouge, La.	1871	P. Lane	State	4
12	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (258 Saratoga street).	1872	Frederick D. Mor- rison.	Corporation ..	
13	Maryland Institution for the Instruction of the Blind.	Baltimore, Md...	1853	Frederick D. Mor- rison.	Corporation ..	17
14	Perkins Institution and Massachusetts School for the Blind.*	Boston, Mass	1829	M. Anagnos	Corporation ..	74
15	Michigan Institution for the Education of the Deaf and Dumb and the Blind.	Flint, Mich	1854	Thomas MacIntire.	State	4
16	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	1866	J. J. Dow, princi- pal.	State	10
17	Mississippi Asylum for the Blind.	Jackson, Miss ...	1852	W. S. Langloy	State	13
18	Missouri School for the Blind	St. Louis, Mo	1851	James McWork- man, M. D.	State	20
19	Nebraska Institute for the Blind.	Nebraska City, Nebr.	1875	J. B. Parmelee	State	9
20	New York State Institution for the Blind.	Batavia, N. Y. ..	1868	Rev. A. D. Wilbor, D. D.	State	40
21	New York Institution for the Blind.	New York, N. Y. (34th street and 9th avenue).	1832	William B. Wait ..	Corporation ..	60
22	North Carolina Institution for the Deaf and Dumb and the Blind.*	Raleigh, N. C...	1849	Hezekiah A. Gud- ger.	State	(a)
23	Ohio Institution for the Education of the Blind.	Columbus, Ohio ..	1837	G. L. Smead, M. A. .	State	62
24	Oregon Institute for the Blind ..	Salem, Oreg	1872	Mrs. Jennie C. Dawne, A. M.	State	3
25	Pennsylvania Institution for the Education of the Blind.	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation and State.	27
26	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C.	1855	Newton F. Walker.	State	
27	Tennessee School for the Blind..	Nashville, Tenn	1846	J. M. Sturtevant ..	State and cor- poration.	11

* From Report of the Commissioner of Education for 1878.

^a See Table XVIII.^b Also knitting, crocheting, beadwork, housework, and music.^c For both departments.^d Department for the blind not yet opened.^e Brush making is also taught.^f From the counties and individuals.^g Basket making is also taught.^h Brush and hat making and point printing are also taught.

replies to inquiries by the United States Bureau of Education.

0 signifies none; indicates no answer.

7	8	9	Employments taught.					Library.		Property, income, &c.					
			10	11	12	13	14	15	16	17	18	19	20	21	22
0	19	43	....	x	....	<	....	100	....	(a)	(a)	....	....	(a)	1
4	82	133	x	x	x	x	....	750	....	\$13,000	\$10,000	....	\$0	\$11,005	2
0	30	102	....	....	....	....	....	187	25	(a)	(a)	....	2,835	\$38,835	3
4	58	182	x	x	....	x	....	600	100	80,000	13,500	125	10,250	9,802	4
....	132	605	e x	x	x	....	x	....	....	114,713	28,318	1,697	30,016	33,282	5
2	126	625	x	....	x	....	x	1,915	....	372,122	30,000	f1,503	31,503	26,307	6
10	89	409	g x	x	x	x	....	950	250	285,000	22,904	648	25,659	22,770	7
18	51	135	h x	....	....	....	....	300	50	75,000	11,482	0	11,482	10,802	8
7	85	409	x	x	x	x	(i) x	1,100	100	100,000	19,710	....	30,285	19,480	9
10	29	52	x	x	x	x	i x	100	12	j3,000	10,000	0	9,200	9,000	10
....	15	38	x	....	....	....	....	....	....	(a)	(a)	....	....	(a)	11
7	69	228	x	x	x	x	i x	217	67	253,000	12,625	5,226	31,495	27,101	12
33	123	960	x	x	x	x	x	2,540	140	299,654	30,000	16,670	66,123	65,440	13
0	50	....	x	(g)	....	....	....	....	....	(a)	(a)	....	....	(a)	14
2	27	48	x	x	x	....	x	400	35	30,000	6,000	0	6,000	6,000	15
3	33	....	x	x	....	x	....	350	....	6,000	8,250	0	....	8,000	16
3	101	469	x	x	x	x	....	1,100	200	150,000	23,000	0	23,000	21,500	17
1	22	39	e x	x	x	....	x	225	65	15,000	8,200	0	8,200	6,765	18
1	190	426	x	....	x	....	i x	1,042	53	332,250	35,000	....	41,884	38,274	19
9	200	1,306	....	x	x	x	i x	600	....	373,634	50,159	11,829	114,779	103,034	20
....	k107	....	x	x	....	x	....	(a)	(a)	(a)	(a)	....	....	(a)	21
7	178	1,043	x	x	x	x	....	500	50	500,000	41,361	....	41,361	41,361	22
1	(l)	30	x	....	x	....	x	200	30	m300	2,000	....	....	1,900	23
26	163	1,011	n x	x	x	x	....	1,000	50	205,000	o43,500	p21,246	53,871	54,626	24
....	20	....	e x	....	x	....	....	....	....	....	(a)	(a)	e7,506	(a)	25
3	30	222	....	x	x	x	i x	1,141	46	110,000	17,000	0	17,224	16,569	26

i Music is also taught.

j Furniture and apparatus.

k For two years.

l School not opened during 1879.

m Value of apparatus.

n Also mat and brush making, carpet weaving, basketwork, &c.

o Actual receipts on same, \$32,625.

p Including sales of merchandise, income of legacy, &c.

TABLE XIX.—*Statistics of institutions for the blind for 1879; from replies*

NOTE.—x indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
28	Texas Institution of Learning for the Blind.	Austin, Tex.	1858	Frank Rainey.	State.	10
29	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va.	1839	Leonidas Poyntz, principal.	State.	8
30	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	John Collins Covell	State.	4
31	Wisconsin Institution for the Education of the Blind.	Janesville, Wis.	1850	Mrs. Sarah F. C. Little, M. A.	State.	21

MEMORANDUM.—Missouri Institution for the Education of the Blind, St. Louis; name changed to Missouri School for the Blind.

to inquiries by the United States Bureau of Education—Continued.

0 signifies none; indicates no answer.

7	8	9	Employments taught.						Library.		Property, income, &c.					
			10	11	12	13	14	15	16	17	18	19	20	21	22	
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
3	84	.....	x	x	x	x	x	x	681	50	\$50,000	\$18,710	.....	\$8,710	\$18,520	28
2	31	235	x	x	x	.....	.....	.....	(a)	(a)	(a)	(a)	\$0	637,952	(a)	29
1	24	56	x	x	.....	x	.....	.....	60	15	(a)	(a)	62,162	627,162	(a)	30
2	90	287	cx	x	x	.....	.....	x	1,400	200	185,000	18,500	.....	21,846	18,653	31

a See Table XVIII. b For both departments. c Carpet weaving and music are also taught.

TABLE XX.—*Statistics of schools and asylums for feeble-minded children*

NOTE.—x indicates

	Name.	Location.	Date of establishment.	Superintendent.
	1	2	3	4
1	Connecticut School for Imbeciles.....	Lakeville, Conn.	1858	Robt. P. Knight, M. D.
2	Illinois Asylum for Feeble-Minded Children ..	Lincoln, Ill.	1865	Charles T. Wilbur, A. M., M. D.
3	Indiana Asylum for Feeble-Minded Children..	Knightstown, Ind.	1879	B. F. Ibach.....
4	Iowa State Asylum for Feeble-Minded Children	Glenwood, Iowa.	1876	O. W. Archibald, M. D. ...
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	Frankfort, Ky. ..	1860	John Q. A. Stewart, M. D.
6	Private Institution for the Education of Feeble-Minded Youth.	Barre, Mass.	1848	George Brown, M. D.
7	Massachusetts School for Idiotic and Feeble- Minded Youth.	Boston, Mass. (723 Eighth st.).	1848	George G. Tarbell (as- sistant).
8	Hillside School for Backward and Feeble Children.	Fayville, Mass..	1870	Mesdames Knight and Green.
9	Minnesota School for Idiots and Imbeciles.....	Faribault, Minn.	1879	Dr. George H. Knight...
10	Idiot Asylum, Randall's Island.....	New York, N. Y.	1868	Miss Mary C. Dunphy..
11	New York Asylum for Idiots.....	Syracuse, N. Y..	1851	Hervey B. Wilbur, M. D. .
12	Ohio Institution for the Education of Imbecile Youth.*	Columbus, Ohio.	1857	Gustavus A. Doren, M. D.
13	Pennsylvania Training-School for Feeble- Minded Children.	Media, Pa.	1852	Isaac N. Kerlin, M. D.

* From Report of the Commissioner of Education for 1878.

a Articulation is also taught.

b Sewing is also taught.

c From November 1 to December 31, 1879.

d Kindergarten instruction and calisthenic exercises are also given.

e Mechanical industries also taught.

f For salaries; also \$150 per capita.

for 1879; from replies to inquiries by the United States Bureau of Education.

the branches taught.

Number of instructors and other employes.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditure.
	Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
25	47	31	78	<i>a</i> x	x	x	x	x	x	x	x			
60	153	127	280	<i>b</i> x	x	x	x	x	x	x	x	220	\$60,000	\$60,000
15	17	8	25		x	x	x							e1,000
23	98	46	144	<i>d</i> x	x	x	x	x	x		x	10	19,780	19,780
29	70	61	131		<i>e</i> x	x	x	x	x			73	<i>f</i> 7,500	<i>g</i> 200
58	58	24	82		x	x	x	x	x			*140		36,480
24	103	48	151		x	x	x	x	x				17,500	17,500
9	7	1	8	x	x	x	x			x	x			
8	14	8	22		<i>h</i> x	x	x	x			x	0	6,000	6,000
62	<i>i</i> 119	<i>i</i> 92	<i>i</i> 211		<i>j</i> x	x	x	x	x			750	56,073	55,214
100	303	209	512									<i>k</i> 201	94,904	78,670
78	199	117	316		<i>l</i> x	x	x	x				<i>k</i> 458	62,116	63,143

g Per capita.

h Gymnastics, dancing, sewing, singing, worsted work, and housework are also taught.

i Remaining in asylum December 31, 1878.

j Instruction in household duties, farm and garden work, and several trades is also given.

k Number dismissed improved up to the close of the year 1877.

l Farming, mattress, shoe, and broom making, and domestic work are also taught.

TABLE XXI.—*Statistics of reform schools for 1879; from*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
1	City and County Industrial School.	San Francisco, Cal..	City and county tax.	John F. McLaughlin..
2	State Reform School.....	West Meriden, Conn.	State.....	George E. Howe.....
3	Connecticut Industrial School for Girls.	Middletown, Conn..	Private, aided by State.	Charles H. Bond.....
4	Chicago Industrial and Reform School.*	Chicago, Ill.	Roman Catholic.	Brother Albion.....
5	House of the Good Shepherd*...	Chicago, Ill.	Roman Catholic.	Mother Mary of the Nativity, superior.
6	Illinois State Reform School*....	Pontiac, Ill.	State.....	J. D. Scouler, M. D.....
7	Illinois Industrial School for Girls.*	South Evanston, Ill.	Municipal.....	Eliza M. Miller.....
8	House of the Good Shepherd*...	Indianapolis, Ind ..	Sisters of the Good Shepherd.	Mother Mary of St. Anselm, superioress.
9	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind ..	State.....	Sarah J. Smith.....
10	Indiana House of Refuge.....	Plainfield, Ind.....	State.....	T. J. Charlton.....
11	Iowa Reform School.....	Eldora, Iowa.....	State.....	B. J. Miles.....
12	Girls' department of the Iowa Reform School.	Mt. Pleasant, Iowa..	State.....	L. D. Llewelling.....
13	House of Refuge.....	Louisville, Ky.....	Municipal.....	P. Caldwell.....
14	Boys' House of Refuge.....	New Orleans, La.....	Municipal.....	Thomas Brennan.....
15	Maine State Reform School.....	Portland, Me.....	State.....	Geo. W. Parker.....
16	House of Refuge.....	Baltimore, Md.....	State, municipal, and private.	Robert Jabez Kirkwood.
17	House of the Good Shepherd ..	Baltimore, Md.....	Roman Catholic.	Rev. John Foley.....
18	House of Reformation and Instruction for Colored Children.	Cheltenham, Md.....	State and municipal.	General John W. Horn
19	Maryland Industrial School for Girls.*	Orange Grove, Md ..	Directors.....	John W. Cornelius.....
20	House of Reformation.....	Boston, Mass.....	Municipal.....	Guy C. Underwood.....
21	Marcella Street Home.....	Boston, Mass.....	Municipal.....	Hollis M. Blackstone..
22	Penitent Females' Refuge.....	Boston, Mass.....	.....	Maria Howland.....
23	Truant School.....	Boston, Mass.....	Municipal.....	.....
24	Truant School*.....	Cambridge, Mass ..	Municipal.....	W. E. Hough, warden.
25	State Industrial School for Girls.	Lancaster, Mass.....	State.....	N. Porter Brown.....
26	Lawrence Industrial School.....	Lawrence, Mass.....	Municipal.....	R. F. Bishop.....
27	House of Reformation of Juvenile Offenders.	Lowell, Mass.....	Municipal.....	Lorenzo Phelps.....
28	Plummer Farm School.....	Salem, Mass.....	Private.....	Charles A. Johnson.....
29	Truant School.....	Springfield, Mass ..	Municipal.....	A. S. Pease, master.....
30	State Reform School*.....	Westborough, Mass..	State.....	Rev. L. H. Sheldon.....
31	Worcester Truant School.....	Worcester, Mass.....	Municipal.....	Benj. F. Parkhurst.....
32	Detroit House of Correction.....	Detroit, Mich.....	Municipal.....	Joseph Nicholson.....
33	Michigan State House of Correction and Reformatory.	Ionia, Mich.....	State.....	John J. Grafton, warden.
34	Michigan State Reform School.....	Lansing, Mich.....	State.....	Frank. M. Howe.....
35	Minnesota State Reform School.	St. Paul, Minn.....	State.....	Rev. J. G. Rihelddoffer..
36	House of Refuge.....	St. Louis, Mo.....	Municipal.....	John D. Shaffer.....
37	State Reform School.....	Manchester, N. H.....	State.....	John C. Ray.....
38	St. Francis Catholic Protectors..	Denville, N. J.....	Roman Catholic.	Bro. Seraphin, O. S. F....
39	New Jersey State Reform School.	Jamesburg, N. J.....	State.....	James H. Eastman.....
40	State Industrial School for Girls.	Trenton, N. J.....	State.....	Harriet F. Perry, matron.
41	Newark City Home.....	Verona, N. J.....	Municipal.....	B. F. Howe.....

* Report of the Commissioner of Education for 1878.

replies to inquiries by the United States Bureau of Education.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Measures taken for the welfare of inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1859	19	2	Under 18	Commitment by court	Continual oversight until 21 years of age and situations provided for them.
1854	12	10	7-16	Payment of board	
1870	2	15	8-16	Viciousness and danger of deeper immorality.	
1863				.....
1859	0	33	5 and over.	Unruly conduct.....	Correspondence maintained, and oversight as long as possible.
1871	14	5	10-16	Crime only	
1877	1	3	3-18	Commitment by county or need of protection.	
1873		12	15 and over	Commitment by the female city court for drunkenness or prostitution.	
1873		9	5-16	.....
1868	17	11	7-18	Must be of sound mind	
1868	10	9	5-16	Good health and mind	
18—	2	5	7-16	Must be of sound mind and body..	
1865	12	6	6-16	.....
.....	7	4	5-18	Orphanage, theft, vagrancy, &c ...	
1853	8	9	8-16	Commitment by court	Boys are required to report half-yearly, and are visited to see if properly employed and cared for. Situations are secured.
1855	17	3	6-18	.....
1864		36	3-50	Desire for reformation	
1873	14	1	6-16	By magistrates' courts, or as boarders.	
1866	1	2	10-18	Vagrancy, immorality, &c	Indentured to farmers, mechanics, and merchants. Placed at service or restored to friends.
1859				.....
1877	10	7	7-15	Homelessness and indigence	
1821		3	.....	Need of reformation
1877				Constant supervision is given until of age.
1855	1	10	Average 10	Truancy	
			8-17	Commitment by court	
1874	2	3	8-16	Truancy, theft, &c	
1851	1	0	7-17	Larceny	No special oversight is given.
1870	2	3	7-16	None	
			Average 11	Truancy	Constant supervision is given.
1848	31	17	7-17	.....
1863		1	7-15	Truancy	
1861	*25	*5	.....	.....
1877	23		16-25	None.
1856	13	10	10-16	None.
1868	3	6	Under 16	Commitment by courts	
1854	13	7	3-16	Must be residents of the city or county of St. Louis or be offenders against the United States and residents of Missouri.	
1854	5	4	6-17	None	
1875	1		6-15	Effort is made to secure good homes in the country.
1867	8	7	8-16	.....
1871		4	7-16	.....
1873	6	6	5-18	Truancy, vagrancy, and petty crime.	

a Closed in 1870; report is for 1873.

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
42	House of Shelter.....	Albany, N. Y .....	.....	Mrs. E. H. Jones.....
43	Catholic Protectory for Boys*..	Buffalo, N. Y	Private	Rev. Thos. F. Hines ..
44	Catholic Protectory for Girls*..	Buffalo, N. Y	Roman Catholic.	Mother Mary of St. Dominic,superioress.
45	New York State Reformatory...	Elmira, N. Y	State.....	Z. R. Brockway
46	Association for Befriending Chil- dren and Young Girls.*	New York, N. Y. (136 Second ave.)..	Private	Mrs. Mary C. D. Starr, president.
47	New York House of Refuge*....	New York, N. Y. (Randall's Island).	State.....	Israel C. Jones.....
48	New York Magdalen Benevolent Society.	New York, N. Y .....	.....	Mrs. A. A. Redfield, secretary.
49	Western House of Refuge	Rochester, N. Y	State.....	Levi S. Fulton
50	Protectorate and Reformatory for Destitute Children.	Utica, N. Y	Roman Catholic.	Brother Hugh
51	New York Catholic Protectory*..	Westchester, N. Y ..	State and munic- ipal.	Brother Adrian and Sister M. Ambrosia.
52	Cincinnati House of Refuge.....	Cincinnati, Ohio ...	Municipal and contributing membership.	Henry Oliver.....
53	Protectory for Boys*	Cincinnati, Ohio ...	F r a n c i s c a n Brothers.	.....
54	House of Refuge and Correction.	Cleveland, Ohio	Municipal	W. D. Patterson.....
55	Girls' Industrial Home.....	Delaware, Ohio	State.....	Rev. Nathan S. Smith, D. D.
56	State Reform School for Boys ...	Lancaster, Ohio.....	State.....	Charles Douglass.....
57	House of Refuge and Correction*	Toledo, Ohio	Municipal	Charles Douglass.....
58	Pennsylvania Reform School....	Morganza, Pa	State.....	G. A. Shallenberger...
59	House of Refuge (colored de- partment).	Philadelphia, Pa	Private	J. Hood Laverty
60	House of Refuge (white depart- ment).	Philadelphia, Pa	Private and munic- ipal.	J. Hood Laverty
61	Sheltering Arms	Wilkinsburgh, Pa ..	Private	Mrs. Brunot, president.
62	Providence Reform School	Providence, R. I	State.....	Martin L. Eldridge...
63	Woman's Mission Home*	Nashville, Tenn	Board of mana- gers.	Miss Mary Smith.....
64	Vermont Reform School*.....	Vergennes, Vt	State.....	William G. Fairbank..
65	Wisconsin Industrial School for Girls.	Milwaukee, Wis	Board of mana- gers.	Mary E. Rockwell ...
66	Wisconsin Industrial School for Boys.	Waukesha, Wis.....	State.....	Wm. H. Sleep.....
67	Reform School	Washington, D. C. ...	United States ..	Samuel C. Mullin

* From Report of the Commissioner of Education for 1878.

for 1879, &c.—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Measures taken for the welfare of inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1868	.....	2	Over 14	Need of reformation	General oversight, provided with situations, and attention while sick.
1866	.....	14	.....	.....
1876	16	0	18-30	.....	Provided with situations and required to render monthly reports for 6 months.
1870	.....	6	.....	In need of reformation; received on voluntary application.	
1825	38	29	Under 16	Crime, vagrancy, and disorderly conduct.	Returned to friends or sent to service.
1833	.....	1	.....	.....
1849	.....	.....	8-16	.....	Returned to friends or sent to service.
1863	55	36	7-14	Intrusted by parents or guardians.	
1850	18	9	Under 16	Homelessness, vagrancy, &c	Required to report monthly when released upon parole.
1871	3	2	7-16	.....	Some apprenticed; others remain under control until 21 years of age.
1869	1	26	9-15	Incorrigibility, vagrancy, and lesser crime than penitentiary crime.	
1856	31	23	10-16	Must be sound in mind and body..	They are visited and encouraged to continue in well doing; also required to report to the institution every month.
1875	3	2	10-16	Must be sound in body and mind..	
1872	26	12	6-21	Commitment by magistrate's court for various offences.	Placed at service or returned to friends.
1850	7	8	6-16	Favorable consideration of committee.	
1828	15	6	7-16	Freedom from physical infirmities.	Returned to friends or placed in good homes.
1871	.....	18	.....	Intemperance, &c.....	
1850	9	12	Under 18	Received as boarders	Returned to friends or placed in good homes.
1874	.....	.....	.....	Need of reformation	
1865	6	7	10-16	Committed by parents and guardians.	Kept under guardianship until 21, unless transferred to responsible persons.
1875	1	7	Under 16	Destitution, neglect, petty crime, &c.	
1860	25	22	10-16	.....	Provided with homes.
1869	*12	*9	7-16	Incorrigibility and law-breaking ..	None.

TABLE XXI.—Statistics of reform

NOTE.—x indicates

Name.	Number committed during the year.	Number discharged during the year.	Present inmates.							Both parents dead.
			Sex.		Race.		Nativity.			
			Male.	Female.	White.	Colored.	Native.	Foreign.		
1	11	12	13	14	15	16	17	18	19	
1 City and County Industrial School.....			107	62						
2 State Reform School.....	120	111	268		260	8				
3 Connecticut Industrial School for Girls.....	56	44		142	125	17	132	10	14	
4 Chicago Industrial and Reform School*			145							
5 House of the Good Shepherd*.....			0	281	275	6	28	253		
6 Illinois State Reform School*.....	a172	a154	192		175	17	162	30	a21	
7 Illinois Industrial School for Girls*.....	21	19		39	38	1	37	2	6	
8 House of the Good Shepherd*.....	176	176		25					20	
9 Indiana Reformatory Institution for Women and Girls.....	52	55		147	138	9	140	7	44	
10 Indiana House of Refuge.....	107	160	330						15	
11 Iowa Reform School.....			204		190	14				
12 Girls' department of the Iowa Reform School.....				62	55	7				
13 House of Refuge.....	85	66	180	42	164	58	206	16	49	
14 Boys' House of Refuge.....	92	89	99		34	65	99			
15 Maine State Reform School.....	28	47	122	0	119	3	111	11		
16 House of Refuge.....	131	112	249		249		224	25	30	
17 House of the Good Shepherd.....				190	190	0			33	
18 House of Reformation and Instruction for Colored Children.....	76	64	177	0	0	177	177		50	
19 Maryland Industrial School for Girls*.....	41	44	0	23	22	0	20	2	19	
20 House of Reformation.....	53		134	22						
21 Marcella Street Home.....	99	84	222	0	216	6	217	5	32	
22 Penitent Females' Refuge.....	15	11						4	7	
23 Truant School.....			148						4	
24 Truant School*.....	30	47	23	6						
25 State Industrial School for Girls.....	32	48		71	65	6	29	42	10	
26 Lawrence Industrial School.....	19	14	27		26	1	27		1	
27 House of Reformation of Juvenile Offenders.....	61	57	97	2	99	0	88	11	5	
28 Plummer Farm School.....	13	16	27		26	1	26	1	5	
29 Truant School b.....	14	17	9							
30 State Reform School*.....	136	141	321		300	21	c110	c26	6	
31 Worcester Truant School.....	11	10	11	0	11	0	11	0	5	
32 Detroit House of Correction.....	1,594	1,836	428	90	c1,467	cd118	c944	ce644	144	
33 Michigan State House of Correction and Reformatory.....	442	350	442		427	15	295	147	144	
34 Michigan State Reform School.....	139	159	307		275	f30	c110	c29	9	
35 Minnesota State Reform School.....		38	102	10	g98	g4	g97	g5	8	
36 House of Refuge.....	177	194	174	72	194	52				
37 State Reform School.....	55	52	(117)		116	1	101	16	12	
38 St. Francis Catholic Protectory.....	22	26	40		40		40			
39 New Jersey State Reform School.....	104	138	258	0	222	36	c101	c3	6	
40 State Industrial School for Girls.....	21	14		40	31	9	38	2	8	
41 Newark City Home.....	35	40	111	23	131	3	130	4		
42 House of Shelter.....	53	43		27	27	0	h16	h10	16	
43 Catholic Protectory for Boys*.....			134							
44 Catholic Protectory for Girls*.....				21						
45 New York State Reformatory.....	520	45	475	0	470	5	448	27	37	
46 Association for Befriending Children and Young Girls*.....	495	91		95	94	1	51	44	32	
47 New York House of Refuge*.....	750	795	752	151	841	62	f75	f550		
48 New York Magdalen Benevolent Society.....	183	191		59	56	3				

* From Report of the Commissioner of Education for 1878.
 a During two years.
 b Closed in 1879; report is for 1878.

c Of those committed during the year.
 d Also 9 Indians.
 e Also 6 unknown.

schools for 1879, &c.—Continued.

the studies taught.

Present inmates.							Studies.															
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.			
	Native parentage.	Foreign born parentage.																			20	21
95	29	23	24	66	42	51	x	x				x									1	
							x	x				x										2
							x	x	x			x										3
							x	x	x	x		x										4
							x	x	x	x		x										5
a36		(a52)	a16	41	52	126	x	x	x	x		x									6	
15	6	4	14	23	14	13	x	x	x	x		x									7	
		6				2	x	x	x	x		x										8
72	105	0	33	9	72	75	x	x				x								x		9
			13	40			x	x				x										10
							x	x				x										11
							x	x				x										12
78	54	10	95	63	64	112	x	x				x										13
							x	x				x										14
							x	x				x										15
	5	8					x	x				x										16
	13	37	55	144	41	80	x	x		x		x										17
	120	70			65	45	x	x				x										18
20	157		20	118	88		x	x				x										19
	16						x	x				x										20
			140		64	25	x	x				x										21
3	19	4			1	2	x	x				x								x		22
							x	x				x										23
	0	5	0	65	5	5	x	x				x										24
			0	27	0	0	x	x				x										25
53	0	7	10	82	7	17	x	x				x										26
							x	x				x										27
7	2	4	4	17	27	27	x	x				x								x		28
							x	x				x										29
							x	x				x										30
5			25				x	x				x										31
			0	10	1	0	x	x				x										32
			112	1,225			x	x				x										33
	47	20	24	27			x	x				x										34
							x	x				x										35
	9	5	67				x	x				x										36
	12	26	6	32	6	9	x	x				x										37
							x	x				x										38
90		12	100		12	25	x	x				x										39
							x	x				x										40
			70	49	12		x	x				x										41
	18	22	12	15	10	7	x	x				x										42
	0	0			134		x	x				x										43
8		3	5				x	x				x										44
							x	x				x										45
							x	x				x										46
34	38	10	19	401	40	40	x	x	x	x	x	x	x	x								47
	7		9	46	20	24	x	x				x										48
	(c184)		c353	e213	c285		x	x				x										49
			29				x					x										50

f Also 2 Indians.

g Race and nativity of 10 not reported.

h Nativity of 1 not reported.

i Number received during the year.

j Nativity of 278 not reported.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

Name.	Number committed during the year.	Number discharged during the year.	Present inmates.							
			Sex.		Race.		Nativity.		Both parents dead.	
			Male.	Female.	White.	Colored.	Native.	Foreign.		
1	11	12	13	14	15	16	17	18	19	
49 Western House of Refuge	a326	a212	a514	a129
50 Protectorate and Reformatory for Destitute Children.
51 New York Catholic Protectory*	1,028	1,153	1,409	705	2,110	4	2,005	109	210	
52 Cincinnati House of Refuge.....	203	182	172	49	.....	.....	.....	.....	19
53 Protectory for Boys*.....	.....	.....	200	.....	.....	.....	.....	.....	.....
54 House of Refuge and Correction	107	92	100	21	106	15	95	26	11	
55 Girls' Industrial Home	55	43	.....	225	211	14	.....	.....	88
56 State Reform School for Boys.....	247	235	514	.....	c212	c35	c236	c11	31
57 House of Refuge and Correction*	98	92	157	0	153	4	c93	c5	6	
58 Pennsylvania Reform School.....	146	139	271	41	270	42	168	144	31	
59 House of Refuge (colored department).	75	61	143	44	0	187	187	.....	15
60 House of Refuge (white department) ..	248	306	282	77	359	.....	c233	c15	32
61 Sheltering Arms .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
62 Providence Reform School.....	119	126	191	40	209	22	206	25	17	
63 Woman's Mission Home* .....	.....	.....	6	11	17	.....	17	.....	.....
64 Vermont Reform School*	34	56	102	20	118	4	32	90	.....
65 Wisconsin Industrial School for Girls.	49	30	13	58	69	2	68	3	10	
66 Wisconsin Industrial School for Boys.	108	102	429	0	417	12	d343	d42	30	
67 Reform School.....	63	53	159	.....	79	80	.....	.....	9

* From Report of the Commissioner of Education for 1878.

a In 1878.

schools for 1879, &c.—Continued.

the studies taught.

Present inmates.						Studies.														
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.	
	Native parentage.	Foreign born parentage.																		
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
							x	x				x	x	x				x		49
																				50
	(400)		254 2	211 165	232 203	190 203	x x	x x	b x			x x	x x	x x						51
																				52
14	21	10	17	73	30	30	x	x				x	x	x						53
			171	263	78	249	x	x	x			x	x	x						54
							x	x				x	x	x						55
	14	11	45	36	74	52	x	x				x	x	x						56
33	5	11	48	265	13	34	x	x				x	x	x						57
	8		28	41			x	x				x						x		58
	9	39	16	184	48	64	x	x				x	x	x				x		59
54	2	11	215	44	12	81	x	x				x		x						60
							x	x												61
			14	2	11	17	x	x												62
	2	20	3	5			x	x			x	x	x							63
	343	42		140	68	289	x	x			x	x	x							64
			22	20	41	43	x	x				x	x	x						65
																				66
																				67

b Also phonography and mensuration. *c* Of those committed during the year. *d* Also 44 unknown.

TABLE XXI.—Statistics of reform

NOTE.—x indicates

Name.	Industries.												
	Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
1	40	41	42	43	44	45	46	47	48	49	50	51	52
1 City and County Industrial School.....	x					x							
2 State Reform School.....					x	x			x				
3 Connecticut Industrial School for Girls.....	x							x				x	
4 Chicago Industrial and Reform School*.....					x	x						x	x
5 House of the Good Shepherd*.....								x				x	x
6 Illinois State Reform School*.....	x				x			x			x	x	
7 Illinois Industrial School for Girls ^a											x	x	x
8 House of the Good Shepherd*.....											x	x	x
9 Indiana Reformatory Institution for Women and Girls.....	x				x						x	x	x
10 Indiana House of Refuge.....					x			x					
11 Iowa Reform School.....								x					
12 Girls' department of the Iowa Reform School.....													
13 House of Refuge.....	x			(b)	x			x			x	x	x
14 Boys' House of Refuge.....			x	x									
15 Maine State Reform School.....	x				x						x	x	
16 House of Refuge.....	d	x						x	x				
17 House of the Good Shepherd.....								x					
18 House of Reformation and Instruction for Colored Children.....	x	x			x			x			x		
19 Maryland Industrial School for Girls*.....												x	
20 House of Reformation.....													
21 Marcella Street Home.....													
22 Penitent Females' Refuge.....												x	x
23 Truant School.....													
24 Truant School*.....													
25 State Industrial School for Girls.....	x							e	x		x	x	x
26 Lawrence Industrial School.....					x				x			x	
27 House of Reformation of Juvenile Offenders.....					x				x			x	
28 Plummer Farm School.....	x				x				x		x	x	
29 Truant School ^f													
30 State Reform School*.....		x				g	x		x				
31 Worcester Truant School.....									x			x	
32 Detroit House of Correction.....	x				x	x	x		x			x	
33 Michigan State House of Correction and Reformatory.....													
34 Michigan State Reform School.....						x	x		x			x	
35 Minnesota State Reform School.....						h	x	x			x	x	
36 House of Refuge.....	x				x			x			x	x	
37 State Reform School.....					x		x	x	x				
38 St. Francis Catholic Protectorsy.....								x					
39 New Jersey State Reform School.....								x					
40 State Industrial School for Girls.....	x											x	
41 Newark City Home.....					x				x				
42 House of Shelter.....	x							x				x	
43 Catholic Protectorsy for Boys*.....			x					x					
44 Catholic Protectorsy for Girls*.....													
45 New York State Reformatory.....	x				x	(k)			x			x	
46 Association for Befriending Children and Young Girls.*.....												x	
47 New York House of Refuge*.....									x			x	
48 New York Magdalen Benevolent Society.....												x	
49 Western House of Refuge.....	x				x	x			x			x	
50 Protectorate and Reformatory for Destitute Children.....													
51 New York Catholic Protectorsy*.....	x	x			x	x			x	x			(o)

* From Report of the Commissioner of Education for 1878.

^a Total income.^b Also basket making.^c Total cost to city; actual expenditure, \$27,294.^d Also basket making and manufacture of pearl buttons.^e There is a hosiery department in which the girls work daily.^f Closed in 1879; report is for 1878.^g Also manufacture of sleighs.^h Also cabinet making, painting, manufacture of toys and tin ware.

schools for 1879, &c.—Continued.

the industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.	Number of volumes.			Increase in the last school year.					
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
						x		x	3,151		400				\$50,000		
x									2,928								
	x								381	254	1,200	50	\$150 00	\$20 00	30,568	\$3,352	
x		x							1,700		200				18,000	18,000	
x			x						782	80	700	203	189 55	31 10	30,000	18,000	
x				x					75		125	100				5,660	
x									568	25			75 00	78 00	2,991	1,855	
x									347	75	200	100	104 36		21,500	2,500	
									1,235				100 00		42,500	4,878	
									772	75	200		96 00				
									123	70			96 00				
x									1,064	90	375		90 00	25 00	20,200	6,476	
x													32 25	3 17	12,500	314	
x									1,612		1,400		162 00	50 00	21,103	6,561	
x									2,933	85	1,000	0	173 21	45 00	39,016	9,491	
x															43,875	16,167	
x									625	66½	300	100	83 29		27,495	37,162	
x									250	75	150		100 00		3,500	1,300	
											700				18,785		
									472				112 30	0	24,611	0	
x									1,500						4,000	267	
															16,116		
x									1,047		1,600	40	5 00	25 17	3,690		
									98		600	25	191 00	88 56	5,157	2,391	
									1,406		500	50	56 17	18 00	2,022	500	
x									128		694	100	184 03	68 93	5,521	2,067	
															1,900		
x									5,305	70	2,500		201 54	21 38	63,687	6,756	
									261	50	100	0	186 00	0	1,301	0	
									26,311		800	200			313,928	325,044	
									1,109	33	1,100	247	158 53		43,343	15,863	
									2,135		2,840	460	83 75		26,500	3,577	
									384	85	800	0			25,000		
x									4,187		600		140 00	29 55	33,883	7,476	
									1,021		200	80	150 00	45 00	15,000	7,400	
x																	
									1,040		300		78 96		20,729	19,713	
									140		265						
x									255	90	200	25	97 00	16 40	22,372	2,629	
x									550		400	0	100 00	50 00	2,727	1,019	
x									780		200						
x									3,500	75	200	20	45 00	62 00	5,679	2,815	
x									18,542	73	3,946	0	118 48	32 61	110,193	30,332	
x															10,000	1,468	
x									65,012						187,337	14,328	
									14,250	80	1,674	150	{139 46}		296,712	12,903	
													{120 71}				

i State appropriation.

j Includes \$1,000 from farm.

k Also manufacture of hollowware.

l Manufacture of stockings and wire work are taught.

m Proceeds from sewing and the laundry.

n These statistics are for 1878.

o Making socks and knitting by machine are taught.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

Name.	Industries.												
	Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
1	40	41	42	43	44	45	46	47	48	49	50	51	52
52 Cincinnati House of Refuge	x			x							x		
53 Protectory for Boys*													
54 Home of Refuge and Correction				x									
55 Girls' Industrial Home	x							x					
56 State Reform School for Boys	x	x		x		x			b x				
57 House of Refuge and Correction*									d x			x	
58 Pennsylvania Reform School	x										x		
59 House of Refuge (colored department)	x											x	
60 House of Refuge (white department)	x	x		g x	x							x	x
61 Sheltering Arms													x
62 Providence Reform School	x				x							x	
63 Woman's Mission Home*	x												
64 Vermont Reform School*					x				x			x	
65 Wisconsin Industrial School for Girls										x	x		x
66 Wisconsin Industrial School for Boys	x								x	x	x	x	
67 Reform School					x				x		x		

*From Report of the Commissioner of Education for 1878.

a Also engineering and wire work.

b Also engineering, gas-making, telegraphy, and music.

c Including salaries.

d Also engineering.

MEMORANDA.

Name.	Location.	Remarks.
Girls' House of Refuge	New Orleans, La..	No information.
St. Alphonsus' House of Mercy	New Orleans, La..	No information.
Boston City Almshouse School	Boston, Mass	Children removed to other institutions.
House of Industry	Boston, Mass	No information.
State Primary School	Monson, Mass	Not a reform school. See Massachusetts State Primary School, Palmer (Table XXII).

schools for 1879, &c.—Continued.

the industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.	Number of volumes.			Increase in the last school year.					
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
.....	a x	x	.....	x	x	.....	.....	4,141	70	2,000	50	\$205 75	.....	.....	.....	52
.....	1,203	.....	275	0	54 00	.....	.....	.....	53
x	x	.....	.....	.....	.....	563	75	1,460	220	62 92	\$49 78	\$6,155	\$5,675	54
x	x	.....	x	3,166	.....	1,934	0	c123 93	.....	22,450	63,577	55
.....	56
.....	x	.....	x	.....	x	.....	x	3,713	70	195	0	c100 22	.....	f30,703	4,000	57
.....	x	.....	x	2,528	65	830	.....	158 83	14 16	20,224	2,707	58
.....	x	.....	.....	11,064	.....	.....	.....	.....	45 14	67,610	16,884	59
.....	354 18	.....	1,163	.....	60
x	x	.....	.....	.....	x	2,685	75	1,800	20	153 31	23 81	30,663	4,762	61
x	179	.....	20	.....	.....	.....	1,360	h1,360	62
.....	504	75	250	.....	117 00	30 38	21,015	3,605	63
x	188	.....	300	20	162 90	.....	8,145	286	64
x	x	.....	x	1,826	.....	775	500	100 86	.....	42,866	.....	65
.....	x	.....	x	.....	.....	885	.....	157 27	.....	28,892	.....	66
.....	67

e Exclusive of officers' salaries.

f Exclusive of salaries and permanent improvements.

g Also making stockings, pocket books, and wicker work.

h Income from all sources.

MEMORANDA.

Name.	Location.	Remarks.
Truant Home of the City of Brooklyn.	Jamaica, N. Y.	No information.
Good Shepherd Reform School	Cincinnati, Ohio ..	See Class of Preservation, Convent of the Good Shepherd (Table XXII).
Reform School	Portland, Oreg.	Not in existence.
State Reform School	Lancaster, Pa.	No information.
House of Correction	Charleston, S. C. ...	No information.
Galveston Reformatory	Galveston, Tex.	No information.

TABLE XXII.—Statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools for 1879; from replies to inquiries by the United States Bureau of Education.

PART 1.—STATISTICS OF HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

1	2	3	4	5	6	7		9
						Male.	Female.	
Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
1	Mobile, Ala.	1864	1870	Sister Harriet, C. D.	Episcopal	.....	.....	16
2	Mobile, Ala.	1864	1870	Sister Harriet, C. D.	Episcopal	.....	.....	81
3	Protestant Orphan Asylum	1839	1839	Mrs. Laura Ruggles, matron	Non-sect.	0	(a) 0	3
4	Orphans' Home of the Synod of Alabama.	1865	1867	Rev. A. R. Holderby	Presb. So.	1	2	323
5	Sacramento Protestant Orphan Asylum*	1867	1867	Mrs. W. H. Hobby, secretary	Non-sect.	2	4	730
6	Ladies' Protection and Relief Society*	1854	1853	Mary S. Jackson, cor. secretary	Non-sect.	1	9	.....
7	Pacific Hebrew Orphan Asylum and Home Society.*	1871	1871	Leo Eloesser, secretary.	Hebrew	4	2	89
8	St. Boniface's Orphan Asylum*	.....	1865	.....	R. C	(6)	.....	.....
9	San Francisco Roman Catholic Female Orphan Asylum.	.....	1858	Sister Stanislaus Roche	R. C	6	30	.....
10	Woman's Union Mission to Chinese Women and Children.	.....	1869	Rev. A. W. Loomis, D. D.	Non-sect.	3	2	.....
11	Female Orphan Asylum	.....	1871	Sister Carmen Argelaga, superioress.	R. C	.....	8	200
12	St. Vincent's Male Orphan Asylum	.....	1855	Rev. James Croko	R. C	15	5	.....
13	Good Templars' Home for Orphans	0	1869	Nehemiah Smith, principal teacher.	.....	2	8	472
14	Aljaro Vale Orphan Asylum.	.....	1869	Rev. Francis Codina	R. C	8	.....	.....
15	Bridgeport Protestant Orphan Asylum.	.....	1868	Miss Lydia R. Ward, president	Non-sect.	.....	4	118
16	Hartford Orphan Asylum	.....	1839	Rev. Thomas S. Potwin	Non-sect.	2	10	.....
17	Home for the Friendless	.....	1867	Mrs. A. J. Carrier	Non-sect.	.....	2	.....
18	New Haven Orphan Asylum.	.....	1833	Mrs. Laura A. Kingsley	Non-sect.	1	8	1,500
19	St. Francis Orphan Asylum.	.....	1864	Sister Mary Felicité.	R. C	0	10	627
20	Baptist Orphans' Home	.....	1872	John H. James	Baptist	.....	2	79
21	Orphans' Home, North Georgia Conference.	.....	1873	James L. Lupo	M. E.	1	2	65
22	Appleton Church Home	.....	1868	Sister Margaret	P. E.	.....	3	58
23	Orphans' Home, South Georgia Conference	.....	1872	Rev. L. B. Payne.	M. E. So.	1	2	140
24	Episcopal Orphans' Home	.....	1843	Mrs. B. A. Reagan, matron.	P. E.	2	1	.....
25	Union Society, Bethesda Orphan Home	.....	1740	Albert V. Chaplin	Non-sect.	0	3	.....
26	St. Joseph's Orphanage*	.....	1875	Rev. Joseph F. Colbert	R. C	1	7	66

27	Chicago Home for the Friendless	Chicago, Ill. (789 Michigan avenue)	1858 1849	Mrs. J. Grunt	Non-sect	1	15	2,959
28	Chicago Protestant Orphan Asylum	Chicago, Ill. (789 Michigan avenue)	1858 1849	Mrs. C. H. Bigelow, matron	Non-sect	1	15	2,959
29	Newsboys' and Bootblacks' Home*	Chicago, Ill. (146 Quincy st.)	1874	Mrs. E. A. Forsyth	Non-sect	3	7	
30	Nursery and Half-Orphan Asylum*	Chicago, Ill. (475 Bowling st.)	1860	Mrs. H. J. Gowly	Non-sect	15	14	
31	St. Joseph's Orphan Asylum	Chicago, Ill.	1849	Sister Mary Joseph	R. C.	2	4	180
32	White Orphan Asylum*	Chicago, Ill.	1869	G. Blankenhorn	Ev. Luth.	2	4	396
33	German Orphan Asylum	Havlock, Ill.	1872	Sister M. Hyacintha, prioress	R. C.	2	10	27
34	Jacksonville Orphan Home	Jacksonville, Ill.	1869	Rev. W. A. Passavant, D. D.	Lutheran	6	2	303
35	Asylum of St. Casimir for Polish Children	La Salle, Ill.	0	Sister Mary Veneslaus	R. C.	11	24	1,303
36	Illinois Soldiers' Orphans' Home	Normal, Ill.	1865	Mrs. Virginia C. Orr	Non-sect	2	2	290
37	Home for the Friendless ^a	Peoria, Ill.	1876	A. J. Hardin	Non-sect	2	2	519
38	Home of the Friendless*	Evanville, Ind.	1870	Mrs. E. T. Drew, secretary	Non-sect	6	6	304
39	Asylum for Friendless Colored Children	Indianapolis, Ind.	1871	Miss Sallie J. Burns	Friends	1	1	79
40	German Protestant Orphan Asylum	Indianapolis, Ind.	1871	W. C. Krautter	Non-sect	1	1	87
41	Indianapolis Orphans' Asylum	Indianapolis, Ind.	1850	Mrs. Hannah T. Hadley, president	Non-sect	1	1	840
42	Jeffersonville Orphan Asylum	Indianapolis, Ind.	1876	Sarah A. Patterson	Non-sect	8	12	840
43	Indiana Soldiers' Orphans' Home	Knightsdown, Ind.	1867	B. F. Bach, steward	R. C.	1	6	299
44	St. Joseph's Orphan Asylum	La Fayette, Ind.	1877	Rev. B. Hartmann	R. C.	1	6	299
45	St. Joseph's Orphan Asylum and Manual Labor School	Rensselaer, Ind.	1868	Rev. M. Zumbucle	R. C.	1	6	299
46	Home of the Friendless	Richmond, Ind.	1869	Mrs. S. A. Iliff Davis, president	Non-sect	1	1	821
47	Wemlee Orphan Home	Richmond, Ind.	1879	Sister Mary Theodore	R. C.	12	1	925
48	St. Vincent's Male Orphan Asylum	Vincennes, Ind.	1850	Rev. J. G. Rembold	Ev. Luth.	3	3	250
49	German and English Asylum for Orphans and Destitute Children	Andrew, Iowa	1862	S. W. Pierce	Non-sect	8	15	1,309
50	Soldiers' Orphans' Home and Home for Indigent Children	Davenport, Iowa	1863	M. E. Drunkle	Non-sect	3	3	630
51	Home for the Friendless	Leavenworth, Kans.	1869	Rev. J. B. McCleery	Non-sect	5	5	325
52	Kansas Orphan Asylum*	Leavenworth, Kans.	1866	Rev. Nicholas Ryan	R. C.	10	1	800
53	St. Thomas Orphan Asylum	Bardstown, Ky.	1850	Sister M. Gertrude Bauer, O. S. B.	R. C.	5	5	80
54	St. John's Orphan Asylum	Covington, Ky.	1869	Miss M. A. Hollingsworth, matron	Baptist	4	4	
55	Baptist Orphans' Home	Louisville, Ky. (1st st., cor. St. Catherine)	1870	John Fred. Dohrmann	Baptist	1	2	64
56	German Baptist Orphan Home	Louisville, Ky. (234 Clay st.)	1872	C. G. Leonhardt	Non-sect	1	3	906
57	German Protestant Orphan Asylum	Louisville, Ky. (780 W. 9th-erson st.)	1852	Sister Susan, in charge	Episcopal	1	3	84
58	Orphanage of the Good Shepherd	Louisville, Ky.	1869	Sister Valentina	R. C.	8	8	
59	St. Joseph's German Orphan Asylum	Louisville, Ky.	1849	Mother C. Spalding	R. C.	12	12	
60	St. Vincent's Orphan Asylum	Louisville, Ky.	1868	Samuel P. Lucy	Christian	1	3	
61	Kentucky Female Orphan School	Midway, Ky.	1847	Mrs. Nannie Edwards, matron	Non-sect	0	2	35
62	Cleveland Orphan Institution	Versailles, Ky.	1870	N. J. Bunzel	Jewish	2	2	462
63	Jewish Widows' and Orphans' Home	New Orleans, La.	1855	George Burns	Non-sect	3	5	1,484
64	Asylum for Destitute Orphan Boys	New Orleans, La.	1824	Mother Mary of St. Rose	R. C.	7	7	125
65	Convant of the Good Shepherd	New Orleans, La.	1859	Sister Ernestine	R. C.	9	9	1,200
66	Half-Orphan Asylum*	New Orleans, La., 7th dist.	1867	Mrs. H. G. Hodgson, secretary	Non-sect	2	15	5,000
67	Mt. Carmel Female Orphan Asylum	New Orleans, La. (53 Pielty street)	1857					
68	Poydras Female Orphan Asylum	New Orleans, La.	1817					

* From Report of the Commissioner of Education for 1878.
^a See Church Home for Orphans.
^b Includes those in the Church Home for Orphan Boys.
^c A graded normal school for orphan girls; its statistics may also be found in Table III.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
The Protestant Orphans' Home.....	New Orleans, La. (7th st.)...	1853	1853	Mrs. A. Walker, matron.....	Non-sect.....	.....	10	3,510
St. Joseph's German Orphan Asylum.....	New Orleans, La. (Josephine and Laurel sts.).....	1854	1854	Sister Mary Jacobina, superior.....	R. C.....	.....	15	1,150
St. Mary's Catholic Orphan Boys' Asylum*.....	New Orleans, La. (3d district).....	1836	1836	Sister Mary of the Desert.....	R. C.....	9	18	3,302
Children's Home.....	Bangor, Me.....	1838	1838	Miss Julia A. Sibley, matron.....	Non-sect.....	.....	5	400
Bath Military and Naval Orphan Asylum.....	Bath, Me.....	1866	1866	Helena T. Prescott, matron.....	Non-sect.....	1	8	.....
Asylum of Our Lady of Lourdes.....	Lewisston, Me.....	1828	1828	Sister Colé, superior.....	R. C.....	.....	4	12
Female Orphan Asylum of Portland.....	Portland, Me.....	1828	1828	Miss L. B. Johnson.....	Non-sect.....	.....	4	320
Baltimore Orphan Asylum.....	Baltimore, Md.....	1801	1807	Mrs. Stanley, matron.....	Non-sect.....	1	5	.....
Boys' Home.....	Baltimore, Md.....	1867	1866	John H. Lynch.....	Non-sect.....	2	7	1,030
Christ Church Asylum.....	Baltimore, Md.....	1841	1840	Sarah A. Brown, matron.....	R. E.....	.....	2	.....
General German Orphan Asylum.....	Baltimore, Md.....	1860	1860	L. B. Schaefer.....	Non-sect.....	1	2	150
Hebrew Orphan Asylum of Baltimore.....	Baltimore, Md. (Calverton Heights).....	1872	1873	Jonas Gabriel.....	Jewish.....	.....	1	74
Home of the Friendless.....	Baltimore, Md. (cor. Lombard st and Druid Hill av.).....	1854	1854	.....	Non-sect.....	.....	.....	1,686
Johns Hopkins Colored Orphan Asylum*.....	Baltimore, Md. (206 and 208 Bidlee st.).....	1866	1867	Kate Ijams.....	Non-sect.....	.....	4	.....
St. Anthony's Asylum*.....	Baltimore, Md.....	1860	1854	Sister Mary Rosamunda.....	R. C.....	1	12	.....
St. Mary's Female Orphan School.....	Baltimore, Md. (70 Franklin street).....	1817	1818	Sister Gertrude.....	R. C.....	.....	12	.....
St. Paul's Orphan Asylum*.....	Baltimore, Md.....	1800	1801	Sisterhood of St. Paul.....	P. E.....	.....	.....	67
St. Peter's Asylum for Female Children*.....	Baltimore, Md. (232 Myrtle ave.).....	1845	1845	A. M. Winn, secretary of board of managers.....	P. E.....	.....	2	.....
St. Vincent's Male Orphan Asylum.....	Baltimore, Md. (N. Front st.).....	0	1848	Brother Chimon.....	R. C.....	4	0	1,320
Baltimore Manual Labor School for Indigent Boys.....	Catonsville, Md.....	.....	1840	Edward A. Veitch.....	Non-sect.....	1	4	1,000
Home for Friendless Children of the Diocese of Eastern, Md.....	Eastern, Md.....	1870	1871	Miss L. D. Nabb.....	P. E.....	2	2	30
Protestant Episcopal Orphan Asylum.....	Frederick, Md.....	.....	1840	Mrs. Ann G. Ross, president.....	P. E.....	.....	2	.....
Baldwin Place Home for Little Wanderers*.....	Boston, Mass.....	1865	1865	Rev. R. G. Toles.....	Non-sect.....	5	10	4,688
Boston Asylum and Farm School for Indigent Boys.....	Boston, Mass.....	1832	1832	William A. Morse.....	Non-sect.....	.....	4	1,686
Boston Female Asylum.....	Boston, Mass.....	1803	1800	Miss F. L. Palmer.....	Non-sect.....	.....	12	1,000

94	Children's Friend Society.....	Boston, Mass. (48 Rutland st.)	1834	Mrs. Jonathan Lane, president.....	Evangel.	7	1,842
95	Children's Mission to the Children of the Destitute in the City of Boston.*	Boston, Mass. (277 Tremont st., near Hollis st.)	1864	William Crosby.....	Non-sect.	8	6,000
96	House of the Angel Guardian.....	Boston, Mass. (85 Vernon st. Highlands)	1853	Rev. W. J. Becker.....	R. C.	9	6,060
97	Dr. Martin Luther Orphans' Home.....	Boston, Mass. (W. Roxbury)	1871	Adolf Brauer.....	Ev. Luth.	2	60
98	St. Vincent's Orphan Asylum.....	Boston, Mass.	1843	Sister M. Vincent.....	R. C.	1	3,237
99	Temporary Home for the Destitute.....	Boston, Mass. (1 Pine Place)	1860	John Ayres, president.....	Evangel.	1	15
100	Children's Home (Haverhill Children's Aid Society)	Haverhill, Mass.	1873	Mrs. M. L. Nichols, matron.....	R. C.	2	130
101	House of Providence.....	Holyoke, Mass.	1878	Sister Mary Leonard.....	R. C.	16	375
102	Profectory of Mary Immaculate.....	Lawrence, Mass.	1875	Sister Painchaud.....	R. C.	1	540
103	Children's Aid Society.....	Nantucket, Mass.	1847	Catharine Starburch, president.....	Non-sect.	8	16
104	New Bedford Orphans' Home.....	New Bedford, Mass.	1872	Miss Celia Brett.....	Non-sect.	6	300
105	Newton Home for Orphan and Destitute Girls.....	Newton, Mass.	1855	Mrs. Rebecca K. Pomroy.....	Non-sect.	26	22,045
106	State Primary School.....	Salem, Mass.	1868	Gardiner Tufts.....	R. C.	0	475
107	City Orphan Asylum.....	Salem, Mass.	1841	Sister A. Moneau.....	Non-sect.	0	460
108	Seaman's Orphan and Children's Friend Society.....	Salem, Mass.	1859	Miss Margaret Barrows.....	Non-sect.	0	509
109	Church Home for Orphan and Destitute Children.....	South Boston, Mass. (cor. N and 4th sts.)	1858	Sarah A. C. Bond, secretary.....	P. E.	2	600
110	Children's Home.....	Springfield, Mass.	1866	Mrs. John R. Hixon, cor. secretary.....	Non-sect.	0	850
111	Orphans' Home (Children's Friend Society).....	Worcester, Mass. (621 Main st.)	1849	Miss Tamercson White, matron.....	Non-sect.	5	776
112	State Public School.....	Coldwater, Mich.	1871	Lyman P. Alden.....	Non-sect.	9	4,750
113	Home for the Friendless.....	Detroit, Mich.	1862	Mrs. Morse Stewart, president.....	Non-sect.	1	420
114	St. Anthony's Male Orphan Asylum*.....	Detroit, Mich.	1878	Brother Anselmus.....	R. C.	8	989
115	St. Vincent's Orphan Asylum.....	Detroit, Mich.	1871	Sister Mary Stella.....	R. C.	2	543
116	Home for the Friendless*.....	East Saginaw, Mich.	1870	Mrs. Charles Doughty, president.....	Protestant	1	16
117	Jackson Home for the Friendless, and Industrial School.....	Jackson, Mich.	1878	Mary R. McNaughton, president.....	Non-sect.	1	39
118	Children's Home.....	Kalamazoo, Mich.	0	Clarissa Head.....	Christian	2	200
119	St. Mary's Orphan Asylum.....	Monroe, Mich.	1855	Sister M. Justina.....	R. C.	2	540
120	St. Joseph's Orphan Asylum*.....	St. Paul, Minn.	1869	Benedictine Sisters.....	R. C.	0	251
121	St. Paul Protestant Orphan Asylum.....	St. Paul, Minn. (96 Arundel st.)	1865	Mrs. Horace Thompson, president.....	Non-sect.	1	460
122	D'Evereux Hall*.....	Natchez, Miss.	1858	Brother Gontran.....	R. C.	7	250
123	St. Mary's Orphan Asylum.....	Natchez, Miss.	1854	Sister Tatiana.....	R. C.	1	223
124	Female Orphan School & Evangelical Lutheran Orphans' Home and Asylum.....	Camden Point, Mo.	1869	A. F. Smith, principal.....	Christian	5	62,535
125	Female Orphan School.....	Des Peres, Mo.	1868	Ernst Leubner.....	Ev. Luth.	3	223
126	Catholic Profectorate of St. Louis.....	Grinceoe, Mo.	1872	Brother Tortullian.....	R. C.	5	675
127	German St. Vincent's Orphan Asylum*.....	St. Louis, Mo.	1851	Mother Angela.....	R. C.	10	28
128	House of the Good Shepherd.....	St. Louis, Mo.	1869	Mother Mary of the Sacred Heart.....	R. C.	26	144
129	Mission Free School.....	St. Louis, Mo.	1840	Mary E. Tucker.....	Non-sect.	1	3
130	St. Bridget's Half-Orphan Asylum.....	St. Louis, Mo.	1860	Sisters of St. Joseph.....	R. C.	12	600
131	St. Joseph's Convent of Mercy.....	St. Louis, Mo.	1857	Mother Mary di Pazzi, superior.....	R. C.	4	4,850
132	St. Joseph's Male Orphan Asylum.....	St. Louis, Mo.	1849	Sister M. Frances.....	R. C.	20	1,349
133	St. Mary's Female Orphan Asylum.....	St. Louis, Mo. (1112 Olive st.)	1843	Sisters of Charity.....	Non-sect.	1	144
134	Street Boys' Home*.....	Warrenton, Mo.	1865	John Seage.....	M. E.	3	215
135	Central Wesleyan Orphan Asylum.....	Webster Groves, Mo.	1841	Chr. F. Schlinger.....	Non-sect.	1	3
136	St. Louis Protestant Orphan Asylum.....	Carson City, Nev.	1869	Mrs. S. Fuller, matron.....	Non-sect.	1	3
137	State Orphans' Home.....	Carson City, Nev.	1870	John H. Mills.....	Non-sect.	4	3

* From Report of Commissioner of Education for 1878. α The object of this school is to educate orphan girls as teachers. b Since 1862; records previous to that time destroyed.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1879.—Continued.

138	Name.	Location.	3	4	5	6	Number of officers, teachers, and assistants.		9
							7	8	
Total number of inmates since foundation.									
138	Orphans' Home.	Concord, N. H.	1874	1866	Miss Sarah L. E. Carter, in charge.	P. E.	1	3	70
139	New Hampshire Orphans' Home.	Franklin, N. H.	1871	1871	Mrs. A. R. Mack.	Non-sect.	1	3	200
140	Children's Home.	Portsmouth, N. H.	1879	1877	Rev. Charles A. Holbrook.	P. E.	1	3	63
141	Camden Home for Friendless Children.	Camden, N. J.	1869	1869	Maria J. Eastwood, matron.	Non-sect.	2	3	150
142	West Jersey Orphanage for Destitute Colored Children.	Camden, N. J.	1874	1875	Jane Price, matron.	Non-sect.	2	2	50
143	Children's Friend Society.	Jersey City, N. J.	1863	1863	Sarah B. Winchester, matron.	Protestant	0	3	258
144	St. Mary's Female Orphan Asylum.	Jersey City, N. J.	1864	1859	Rev. D. L. Senez.	R. C.	0	6	400
145	Union Association, Children's Home of Burlington County.	Mount Holly, N. J.	1864	1864	Rebecca E. Gaskill, cor. secretary.	Non-sect.	4	4	214
146	Home for the Friendless.	Newark, N. J.	1872	1872	Mrs. Linda B. Fitz Gerald, secretary.	Non-sect.	8	333	
147	Newark Orphan Asylum a.	Newark, N. J.	1849	1848	Mrs. S. M. Van Vleet.	Non-sect.	1	6	600
148	St. Peter's Asylum.	Newark, N. J.	1871	1871	Sister M. Severina.	R. C.	10	760	
149	Faterson Orphan Asylum Association.	Paterson, N. J.	1864	1863	Mrs. A. W. A. Hennon, matron.	Non-sect.	1	1	260
150	St. Joseph's Orphan Asylum.	Paterson, N. J.	1859	1855	Sister M. Baptista.	R. C.	4	4	1,200
151	St. Mary's Orphan Asylum.	South Orange, N. J.	1859	1859	Sister Monica, superioress.	R. C.	4	4	1,884
152	Albany Orphan Asylum.	Albany, N. Y.	1831	1830	Albert D. Fuller.	Non-sect.	3	5	2,751
153	Orphans' Home of St. Peter's Church.	Albany, N. Y.	1875	1864	Mrs. H. S. Shaxby, matron.	P. E.	2	2	
154	St. Vincent's Male Orphan Asylum.	Albany, N. Y.	1849	1849	Bro. Amiean.	R. C.	6	2	1,188
155	Cayuga Asylum for Destitute Children.	Auburn, N. Y.	1852	1852	Mrs. Jane C. Rogers.	Non-sect.	1	6	
156	Susquehanna Valley Home.	Binghamton, N. Y.	1869	1866	A. H. La Monte.	Non-sect.	2	9	523
157	Brooklyn Howard Colored Orphan Asylum*.	Brooklyn, N. Y.	1868	1866	William F. Johnson.	Non-sect.	7	7	
158	House of the Good Shepherd.	Brooklyn, N. Y. (Hopkinson ave. and Pacific st.).	1868	1868	Sister Mary of Loretto, superioress.	R. C.	2	36	3,193
159	Orphan Asylum Society of the City of Brooklyn*.	Brooklyn, N. Y.	1835	1823	Mrs. J. B. Hutchinson, first directress.	Non-sect.	1	26	3,203
160	Orphans' Home, Church of the Holy Trinity.	Brooklyn, N. Y. [E. D.] [Gram street between Mon-trose and Johnson.	1861	1862	Rev. M. May.	R. C.			109
161	Orphan House on the Church Charity Foundation of Long Island.	Brooklyn, N. Y. (Albany av. and Herkimer street).	1851	1853	Sister Elizabeth.	P. E.	2	2	381
162	St. John's Home*.	Brooklyn, N. Y.	1834	1830	Sister M. Baptista.	R. C.		21	

163	St. Joseph's Female Orphan Asylum*	Brooklyn, N. Y.	1834	Sister Mary Lewis.	R. C.	0	18	1,021
164	Asylum of Our Lady of Refuge.	Buffalo, N. Y.	1856	Sister M. of St. Bernard	R. C.	1	5	374
165	Buffalo Orphan Asylum.	Buffalo, N. Y.	1837	Frederick Howard, secretary; Mrs. M. M. Thomson, matron.	Non-sect.	1	8	3,500
166	Church Charity Foundation*	Buffalo, N. Y.	1858	Sister Louise.	P. E.	1	3	188
167	Evangelical Lutheran St. John's Orphan Home.	Buffalo, N. Y.	1865	Rev. Christian Volz.	Ev. Luth.	5	8	279
168	German Roman Catholic Orphan Asylum.	Buffalo, N. Y.	1874	Rev. Theodore Voss.	R. C.	1	10	494
169	St. Vincent's Female Orphan Asylum.	Buffalo, N. Y.	1848	Sister Williamanna	R. C.	1	12	1,494
170	Ontario Orphan Asylum.	Canandaigua, N. Y.	1863	Mrs. A. S. Biegler.	R. C.	1	6	424
171	St. Mary's Orphan Asylum	Clifton, N. Y. (Staton Island).	0	Sister M. Everista.	R. C.	0	4	87
172	Orphan House of the Holy Saviour.	Cooperstown, N. Y.	1870	Susan Fenimore Cooper	P. E.	0	5	215
173	St. Mary's Orphan Asylum and School.	Dunkirk, N. Y.	1858	Sister M. Anastasia Donevan.	R. C.	5	14	486
174	St. Malachy's Home.	East New York, N. Y.	0	Mother Mary de Chantal.	R. C.	1	12	815
175	Southern Tier Orphans' Home.	Elmira, N. Y.	1868	Mrs. R. H. Close, matron.	Non-sect.	1	12	815
176	Hudson Orphan and Relief Association	Hudson, N. Y.	1846	Miss E. Jones, matron	Non-sect.	4	2	108
177	St. Jobnland*.	Long Island, N. Y.	1843	Sister Anne Avrus	Lutheran	1	5	108
178	Warburg Orphans' Farm School of the Evangelical Lutheran Church.	Mt. Vernon, N. Y.	1869	Rev. G. C. Holls	Lutheran	1	5	108
179	Home for the Friendless	Newburgh, N. Y.	.....	Mrs. Hector Craig, first directress.	Non-sect.	0	6	.....
180	Colored Orphan Asylum	New York, N. Y. (143d st. and 10th avenue).	1838	O. K. Hutchinson	Non-sect.	7	20	2,333
181	Hebrew Orphan Asylum.	New York, N. Y. (77th st. and 3d avenue).	1832	Dr. Herman Baar	Jewish	10	8	1,000
182	Home for the Friendless, American Female Guardian Society.	New York, N. Y. (32 East 30th street).	1849	S. C. Wilcox, matron.	Non-sect.	1	57	25,944
183	Hospital of New York Society for the Relief of Ruptured and Crippled.	New York, N. Y. (135 East 42d street).	1863	James Knight, M. D., surgeon-in-chief	Non-sect.	4	42	2,384
184	Howard Mission and Home for Little Wanderers*	New York, N. Y. (40 New Bowery).	1864	Rev. William Parsons	Non-sect.	3	2	.....
185	Institution of Mercy	New York, N. Y. (35 East Houston street).	1854	Sister Mary Elizabeth Callanan, superior.	R. C.	.....	10	12,873
186	Ladies' Deborah Nursery and Child's Protectory.	New York, N. Y. (95 East Broadway).	1878	M. S. Davis	Hebrew	5	3	145
187	Ladies' Home Missionary Society (Five Points Mission).	New York, N. Y. (61 Park street).	1856	Rev. S. I. Ferguson	M. E.	2	9	.....
188	Leake and Watts Orphan House.	New York, N. Y. (110th st. and 9th avenue).	1831	Rev. Richard M. Hayden	Protestant	6	22	.....
189	New York Juvenile Asylum	New York, N. Y. (61 West 13th street).	1851	E. M. and E. D. Carpenter.	Non-sect.	17	44	.....
190	New York Society for the Prevention of Cruelty to Children.	New York, N. Y. (100 East 23d street).	1875	E. Fellows Jenkins	Non-sect.	.....	.....	.....
191	Orphan Asylum Society of the City of New York.	New York, N. Y. (West 73d street and Broadway).	1807	George E. Dunlap	Non-sect.	3	21	2,340
192	Orphans' Home and Asylum of the Protestant Episcopal Church.	New York, N. Y. (46th st. corner Lexington ave.).	1859	Mrs. Eugene Duffill, first directress.	P. E.	1	9	1,050
193	Roman Catholic Orphan Asylum	New York, N. Y. (Madison ave. bet. 51st and 52d sts.).	1852	Sister M. Clotilda	R. C.	.....	18	1,189
194	Roman Catholic Orphan Asylum	New York, N. Y. (32 Prince street).	1852	Sister M. Pauline	R. C.	.....	13	.....

* From Report of the Commissioner of Education for 1878. a Has four auxiliary societies, at Newark, New Brunswick, Bloomfield, and Morristown.

b American Female Guardian Society organized in 1834.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1879.—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
195 Roman Catholic Orphan Asylum.....	New York, N. Y. (5th ave. bet. 51st and 52d sts.)	1852	1826	Sister A. Borromeo.....	R. C.....	.....	20	3,417
196 St. Barnabas House.....	New York, N. Y.....	.....	1865	Sister Ellen.....	P. E.....	.....	7	.....
197 St. Joseph's Asylum in the City of New York.....	New York, N. Y. (Avenue A and 89th street).	1859	1859	Sister Mary Paula, ss. de n. d., superior.	R. C.....	4	16	1,366
198 St. Mary's Free Hospital for Children a.....	New York, N. Y. (407 West 34th street).	.....	.....	Sister Catharine, superior.....	R. C.....	.....	.....	.....
199 St. Stephen's Home for Children.....	New York, N. Y. (145 East 28th street).	1875	1868	Sister F. Xavier.....	R. C.....	.....	13	1,172
200 St. Vincent de Paul Orphan Asylum.....	New York, N. Y. (215 West 39th street).	1868	1860	Sister Mary of Archangels.....	R. C.....	.....	15	821
201 St. Vincent's Home for Homeless Boys of All Occupations.*	New York, N. Y. (53-55 Warren street).	1877	1871	Rev. John C. Drumgoole.....	R. C.....	6	3	14,987
202 The Sheltering Arms.....	New York, N. Y. (129th st. and 10th avenue).	1864	1864	T. M. Peters, president.....	P. E.....	0	8	957
203 The Society for the Relief of Half-Orphan and Destitute Children.	New York, N. Y. (67 West 10th street).	1837	1835	Mrs. Jane M. Campbell.....	Non-sect.....	1	18	4,000
204 Oswego Orphan Asylum*.....	Oswego, N. Y.....	1852	1852	Mrs. Willcox.....	Non-sect.....	15	2	.....
205 Roman Catholic Orphan Asylum.....	Peekskill, N. Y.....	1876	1876	Brother Elias.....	R. C.....	.....	4	211
206 Children's Home.....	Peterboro', N. Y.....	1872	1871	Philémon Tucker.....	.....	1	4	217
207 Home for the Friendless of Northern New York.	Plattsburgh, N. Y.....	1874	1874	Mrs. Moss Kent Platt, president.....	Non-sect.....	0	0	69
208 Poughkeepsie Orphan House and Home for the Friendless.	Poughkeepsie, N. Y.....	1852	1847	Mrs. J. N. Farrar.....	Non-sect.....	1	6	919
209 Western New York Home for Homeless and Dependent Children.*	Randolph, N. Y.....	1878	1877	Charles Strong.....	Non-sect.....	2	2	105
210 St. Margaret's Home.....	Red Hook, N. Y.....	.....	.....	Miss Schryver.....	P. E.....	.....	3	.....
211 Church Home of the Protestant Episcopal Church.	Rochester, N. Y. (Alt. Hope avenue).	1869	1868	Mrs. Sarah E. Godfrey, matron.....	P. E.....	.....	6	.....
212 Rochester Orphan Asylum.....	Rochester, N. Y.....	1838	1837	Mrs. H. P. Knight, matron.....	Non-sect.....	1	11	3,296
213 St. Joseph's German Orphan Asylum.....	Rochester, N. Y.....	1863	.....	Rev. Joseph Froehlich.....	R. C.....	.....	12	276
214 St. Mary's Orphan Boys' Asylum.....	Rochester, N. Y.....	1864	1864	Sister M. Xavier.....	R. C.....	.....	13	.....
215 St. Patrick's Female Orphan Asylum.....	Rochester, N. Y.....	1845	1841	Sister M. Eualla.....	R. C.....	.....	12	998

216	Onondaga County Orphan Asylum.....	Syracuse, N. Y.....	1845	1841	Mrs. Helen M. Woods.....	Non-sect.....	1	17
217	St. Joseph's Asylum and House of Providence*.....	Syracuse, N. Y.....	1860	1872	Sister Mary Borgia Garvey.....	R. C.....	3	10
218	St. Vincent de Paul's Asylum and School.....	Syracuse, N. Y.....	1863	1852	Sister Anacaria Hoey.....	R. C.....	11	638
219	St. Vincent's Female Orphan Asylum.....	Troy, N. Y. (corner 5th and Washington streets). Washington streets).	1863	1848	Sister M. Onésime.....	R. C.....	1	1,322
220	Troy Catholic Male Orphan Asylum.....	Troy, N. Y.....	1864	1852	Brother Candidus.....	R. C.....	8	61,925
221	Troy Orphan Asylum.....	Troy, N. Y. (8th street)	1865	1833	Charles W. Tillinghast, president.....	Non-sect.....	1	1,405
222	House of the Good Shepherd.....	Utica, N. Y.....	1872	1872	Mrs. Mary Mitchell, matron.....	P. E.....	6	278
223	Utica Orphan Asylum.....	Utica, N. Y.....	1830	1830	Mrs. J. M. Talcott, matron.....	Prot.....	1	1,578
224	Thomas Asylum for Orphan and Destitute Indian Children.*.....	Versailles, N. Y.....	1855	1855	E. F. Hall.....	Non-sect.....	2	478
225	Jackson County Orphan Asylum.....	Watertown, N. Y.....	1859	1859	George R. Torrey.....	Non-sect.....	1	6
226	Society for Relief of Destitute Children of Sea-men.....	West New Brighton, N. Y. (S. I.).....	1851	1846	A. M. Drew, matron.....	Non-sect.....	9	2,047
227	Orphan Asylum.....	Oxford, N. C.....	0	1873	J. H. Mills.....	Non-sect.....	3	512
228	St. James' Home.....	Wilmington, N. C.....	0	1870	Rev. Alfred A. Watson, rector.....	P. E.....	12	200
229	German Methodist Orphan Asylum.....	Berea, Ohio.....	1866	1864	Herman Herzer.....	Ger. M. E.....	2	3,912
230	The Children's Home.....	Cincinnati, Ohio.....	1864	1864	Alexander Patterson.....	Non-sect.....	4	17,494
231	Cincinnati Orphan Asylum.....	Cincinnati, Ohio.....	1833	1832	A. J. C. Wilson.....	Prot.....	13	17,494
232	Class of Preservation (Convent of the Good Shepherd). Cincinnati, Ohio.....	Cincinnati, Ohio.....	1837	1837	Mother M. of St. Joseph David, superior.....	R. C.....	6	200
233	German General Protestant Orphan Asylum.....	Cincinnati, Ohio.....	1849	1850	Christian Jarnes.....	Prot.....	2	499
234	New Orphan Asylum for Colored Youth.....	Cincinnati, Ohio.....	1845	1844	Charles Armstrong.....	Non-sect.....	1	1,000
235	St. Aloysius Orphan Asylum.....	Cincinnati, Ohio.....	1843	1839	Rev. Jerome Kilgenstein.....	R. C.....	20	1,000
236	Bethel Union.....	Cleveland, Ohio.....	1853	1853	Lathrop Cooley.....	Non-sect.....	7	15
237	Cleveland Protestant Orphan Asylum*.....	Cleveland, Ohio.....	1868	1868	Abraham H. Shunk.....	Non-sect.....	3	2,548
238	Jewish Orphan Asylum, I. O. B. B.....	Cleveland, Ohio.....	1862	1862	Dr. Samuel Wolfenstein.....	Jewish.....	6	562
239	St. Joseph's Orphan Asylum.....	Cleveland, Ohio.....	1851	1851	Miss M. Le Masson.....	R. C.....	17	1,277
240	St. Mary's Orphan Asylum.....	Cleveland, Ohio.....	1854	1852	Miss M. Le Masson.....	R. C.....	27	1,350
241	St. Vincent's Male Orphan Asylum.....	Cleveland, Ohio (Monroe st.).....	0	1875	Sister M. Joseph.....	R. C.....	10	1,324
242	St. Joseph's Orphan Asylum.....	Columbus, Ohio.....	0	1875	Rev. Joseph Jessing.....	R. C.....	4	855
243	Montgomery County Children's Home.....	Dayton, Ohio.....	1867	1866	Mary E. Mans, matron.....	Non-sect.....	1	205
244	Ebenezer Orphan Asylum.....	Flat Rock, Ohio.....	1868	1866	J. E. Dreisbach.....	Ev. Asso.....	4	400
245	Children's Home of Butler County.....	Hamilton, Ohio.....	1869	1869	Mrs. Thomas Moore.....	Non-sect.....	4	400
246	Children's Home of Lawrence County.....	Ironton, Ohio.....	1874	1874	Thos. I. Murdock (managing trustee). Henry J. Dunham.....	Non-sect.....	4	173
247	Warren County Orphan Asylum and Children's Home.*.....	Lebanon, Ohio.....	1874	1874	Henry J. Dunham.....	Non-sect.....	1	8
248	Washington County Children's Home.....	Marietta, Ohio.....	1866	1867	S. D. Hart.....	Non-sect.....	2	551
249	Farmount Children's Home.....	Mt. Union, Ohio.....	0	1876	Dr. J. F. Buck.....	Non-sect.....	3	385
250	Home for Friendless Children.....	Mt. Vernon, Ohio.....	1876	1876	G. W. McWhorter.....	Non-sect.....	1	63
251	Scoto County Children's Home.....	Portsmouth, Ohio.....	1876	1877	R. Bell.....	Non-sect.....	2	210
252	Citizen Hospital and Orphan Asylum.....	Tiffin, Ohio.....	1869	1869	Rev. Joseph Louis Blinn.....	R. C.....	30	187
253	German Evangelical Lutheran Orphans' Asylum.....	Toledo, Ohio.....	1860	1860	Charles Beckel.....	Ev. Luth.....	3	322
254	Protestant Orphans' Home.....	Toledo, Ohio.....	1867	1867	Miss J. A. McConnell.....	Non-sect.....	1	537
255	St. Vincent Orphan Asylum*.....	Toledo, Ohio.....	1875	1854	Sister Mary, superior.....	R. C.....	4	1,152
256	Ohio Soldiers' and Sailors' Orphans' Home.....	Xenia, Ohio.....	1870	1870	William L. Shaw.....	Non-sect.....	37	60
257	McIntire Children's Home.....	Zanesville, Ohio.....	1866	1866	Mrs. Ann W. Ely, matron.....	Non-sect.....	1	185
258	Children's Home (Ladies' Relief Society). House of the Good Shepherd.....	Portland, Oreg. Allegheny, Pa. (Troy Hill).....	1871	1872	Mrs. Woods, matron..... Mother Mary of St. Casimir, superior.....	Non-sect..... R. C.....	2 12	220 273

* From Report of the Commissioner of Education for 1878. † Since 1865; records destroyed by fire in that year. ‡ From a return for 1878.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
260	Pittsburgh and Allegheny Home for the Friendless.	Allegheny, Pa.	.....	1861	Miss M. Spear, matron	Non-sect.	.....	10	1,272
261	Protestant Orphan Asylum of Pittsburgh and Allegheny.*	Allegheny, Pa.	1834	1832	Mrs. E. McKelvey, matron.	Non-sect.	.....	10	2,900
262	St. Joseph's Orphan Asylum.	Allegheny, Pa. (Troy Hill).	1853	1853	Sister Mary Rosamunda.	R. C.	1	9	593
263	Bridgevater Soldiers' Orphan Home*	Bridgewater, Pa.	1868	1868	James Stitzer	Non-sect.	3	6	259
264	St. Paul's Orphan Home*.	Butler, Pa.	1868	1867	Rev. T. F. Stauffer.	Ref. Ch. ch.	3	4	.....
265	White Hall Soldiers' Orphan School.	Camp Hill, Pa.	1866	1866	J. Addison Moore, principal.	Non-sect.	8	9	945
266	Chester Springs Soldiers' Orphan School and Literary Institute.	Chester Springs, Pa.	1868	1868	Mrs. E. H. Moore.	Non-sect.	7	15	710
267	Dayton Soldiers' Orphan School.	Dayton, Pa.	1866	1866	Hugh McCandless.	Non-sect.	6	8	801
268	Home for the Friendless.	Erie, Pa.	1871	1871	Miss Kate M. Mason, president; Miss Mary Myers, matron.	Non-sect.	.....	8	650
269	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.	Germanstown, Pa.	1860	1859	Charles F. Kuhnle.	Lutheran.	4	12	453
270	Harford Soldiers' Orphan School.	Harford, Pa.	1865	1865	H. S. Sweet.	Non-sect.	8	12	900
271	Home for the Friendless.	Harrisburg, Pa.	1872	1872	Mrs. S. A. Rea.	Non-sect.	.....	4	130
272	Home for Friendless Children of the City and County of Lancaster.*	Lancaster, Pa.	1860	1859	Mrs. S. M. Kramph, president.	Non-sect.	.....	12	650
273	McAllisterville Soldiers' Orphan School.	McAllisterville, Pa.	1864	1864	George F. McFarland	Non-sect.	7	11	1,002
274	Mansfield Soldiers' Orphans' School.	Mansfield, Pa.	1867	1867	V. R. Pratt.	Non-sect.	10	12	710
275	Menver Soldiers' Orphan School.	Menver, Pa.	1868	1868	J. M. Sherwood, principal.	Non-sect.	5	15	769
276	Emma's Orphan Home.	Middletown, Pa.	1830	1872	William A. Groll, principal.	Lutheran.	.....	1	86
277	Mount Joy Soldiers' Orphan School*.	Mount Joy, Pa.	1864	1864	George W. Wright.	Non-sect.	6	9	988
278	Amwell School Association.	Philadelphía, Pa. (Cherry street, near 10th).	1807	1796	Mary M. Leeds, secretary.	Friends.	.....	3	.....
279	Baptist Orphanage.	Philadelphía, Pa. (s. e. corner 17th & Diamond sts.).	1879	(a)	Mrs. M. G. Kennedy, secretary.	Baptist.	.....	1	.....
280	Bethesda Children's Christian Home.	Philadelphía, Pa. (Chestnut Hill).	0	1859	Miss Anna W. Clement.	Non-sect.	.....	5	1,000
281	Burd Orphan Asylum of St. Stephen's Church.	Philadelphía, Pa.	1856	1862	Rev. Gideon J. Burton, M. A., warden.	P. E.	3	6	132
282	Church Home for Children*.	Philadelphía, Pa. (Angora Station).	1856	1856	Mrs. Cooke, matron.	P. E.	10	10	450

No.	Name	Address	Year	Director	Religion	Members
283	The Educational Home	Philadelphia, Pa. (cor. 49th st. and Greenway ave.)	1871	William S. R. Gow	P. E.	9
284	Girard College for Orphans	Philadelphia, Pa.	1848	William H. Allen, president	Non-sect	2,531
285	Home for Destitute Colored Children	Philadelphia, Pa. (Woodland ave. and 46th st.)	1856	Paul Conard	Non-sect	3
286	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa. (1431 North 15th street)	1855	Solomon Weil	Jewish	3
287	Lincoln Institution	Philadelphia, Pa. (208 South 11th street)	1866	William M. Hugg	P. E.	6
288	Newsboys' Aid Association	Philadelphia, Pa.	1879	L. A. Hadley	Non-sect	4
289	Northern Home for Friendless Children*	Philadelphia, Pa. (n. e. cor. 23d and Brown sts.)	1854	Amos G. Huber	Non-sect	3
90	Philadelphia Orphan Asylum*	Philadelphia, Pa. (64th st. and Lansdowne ave.)	1815	Mrs. Maria Lodor, matron	Non-sect	1
291	Presbyterian Orphanage in the State of Pennsylvania	Philadelphia, Pa. (1319 S. Broad street)	1877	Mrs. Yerkes, matron	Presb.	1
292	Soldiers' Orphan Institute	Philadelphia, Pa.	1865	William Bogle	Non-sect	10
293	Southern Home for Destitute Children	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.)	1850	Mrs. J. E. Thompson, matron	Non-sect	22
294	Union Temporary Home*	Philadelphia, Pa. (n. e. cor. 6th and Poplar streets)	1857	G. W. Pennington, matron	Non-sect	1
295	Western Home for Poor Children*	Philadelphia, Pa. (41st and Baring streets)	1857	Mrs. Joseph Wilson, directress	Non-sect	7
296	Women's Christian Association of Pittsburgh and Allegheny*	Pittsburgh, Pa.	1868	Mrs. Felix R. Brunet, president	Non-sect	10
297	Benevolent Association Home for Children	Pottsville, Pa.	1873	Mrs. A. Bigelow, matron	Non-sect	1
298	St. Catharine's Female Orphan Asylum	Reading, Pa.	1864	Sisters of Charity	R. C.	4
299	Home for Friendless Women and Children	Scranton, Pa.	1873	Mrs. James Blair	Non-sect	4
300	St. Vincent's Orphan Asylum	Tacony, Pa.	1856	Sister Mary Regina, superiress	R. C.	1
301	Uniontown Soldiers' Orphan School	Uniontown, Pa.	1866	A. H. Waters	Non-sect	12
302	Emden Institution	Warminster, Pa.	1864	Benjamin Hoopes	Non-sect	6
303	"The Shelter" for Colored Orphans	West Philadelphia, Pa. (44th st. and Haverford ave.)	1822	Elizabeth C. Loury, secretary	Friends	8
304	Home for Friendless Children*	Wilkes-Barre, Pa.	1862	Miss Kate N. Hill, matron	Non-sect	0
305	Allegheny County Home	Woodville, Pa.	1852	D. C. Hultz	Non-sect	6
306	Bethany Orphan Home	Womelsdorf, Pa.	1865	Rev. D. B. A. Bright	Rf.Ch. U. S.	1
307	Children's Home for Borough and County of York*	York, Pa.	1865	Mr. Samuel Small, president	Non-sect	5
308	Bristol Home for Destitute Children	Bristol, R. I.	1866	E. R. Luther, secretary	Non-sect	1
309	St. Mary's Orphanage	East Providence, R. I.	1879	Daniel I. Odell	P. E.	40
310	Home for Friendless and Destitute Children*	Newport, R. I.	1867	Theodora W. Woolsey, secretary	Non-sect	5
311	Children's Friend Society	Providence, R. I. (47 Toboy street)	1836	Miss Mary E. Baker, matron	Non-sect	1,200
312	Providence Association for the Benefit of Colored Children.	Providence, R. I. (20 Olive street)	1846	Miss Abbie Guild, matron	Non-sect	3
313	St. Aloysius' Orphan Asylum	South Providence, R. I.	1862	Sister Mary Cecilia	R. C.	0
314	Charleston Orphan House	Charleston, S. C.	1790	Miss Agnes K. Irving	Non-sect	3
315	Hebrew Orphan Society*	Charleston, S. C.	1803	Nathaniel Levin, secretary	Jewish	1
316	Holy Communion Church Institute	Charleston, S. C. (Broad st. cor. Court-House square)	1871	Rev. A. Toomer Porter, D	P. E.	4
317	Thornwell Orphanage	Clinton, S. C.	1873	Rev. William P. Jacobs	Presb.	2
318	Palmetto Orphan Home*	Columbia, S. C.	1873	L. W. Parker, M. D.	.....	1

*From Report of the Commissioner of Education for 1878.

a Not organized in 1879.

b Exclusive of laborers.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

319	1	Name.	2	Location.	3	Year of incorporation.	4	Year of organization.	5	Superintendent.	6	Number of off-icers, teachers, and assistants.		9	
												7	8		
Total number of inmates.															
319	1	Carolina Orphan Home* <i>ca</i>	2	Spartanburg, S. C	3	1872	4	1873	5	R. C. Oliver	6	Non-sect.	7	1	25
320	1	Church Orphan Asylum*	2	Memphis, Tenn.	3	1866	4	1864	5	James E. Gloss	6	P. E.	7	1	1,000
321	1	Church Orphans' Home.	2	Memphis, Tenn.	3	1867	4	1867	5	Sisters of St. Mary	6	P. E.	7	2	0
322	1	Memphis Bethel*	2	Memphis, Tenn.	3	1869	4	1867	5	L. L. Lattig	6	Non-sect.	7	8	2,000
323	1	Nashville Protestant Orphan Asylum*	2	Nashville, Tenn.	3	1847	4	1845	5	Mrs. H. G. Scovel, secretary	6	Non-sect.	7	2	800
324	1	St. Mary's Orphan Asylum	2	Nashville, Tenn.	3	0	4	1864	5	Sister Ursula	6	R. C	7	5	412
325	1	Home for Destitute Children	2	Burlington, Vt.	3	1866	4	1865	5	Mrs. L. W. Hickock	6	Non-sect.	7	10	1,367
326	1	Providence Orphan Asylum	2	Burlington, Vt.	3	1834	4	1835	5	Sister Catharine	6	R. C	7	7	412
327	1	Fredericksburg Female Orphan Asylum	2	Fredericksburg, Va.	3	1834	4	1835	5	Mrs. I. C. Brent, first directress	6	Presb.	7	1	36
328	1	Jederson Orphan Asylum	2	Norfolk, Va.	3	1856	4	1856	5	Mrs. M. F. Smith	6	P. E.	7	0	321
329	1	Norfolk City Female Orphan Asylum	2	Norfolk, Va.	3	1805	4	.....	5	Mrs. M. F. Mallory, first directress	6	Non-sect.	7	2	4
330	1	Portsmouth Orphan Asylum	2	Portsmouth, Va.	3	1806	4	.....	5	J. W. Criddle	6	Baptist	7	1	342
331	1	Richmond Male Orphan Asylum	2	Richmond, Va.	3	1846	4	1846	5	Sisters of Charity	6	Non-sect.	7	2	278
332	1	St. Joseph's Orphan Asylum	2	Richmond, Va.	3	1808	4	1860	5	Mrs. M. C. Steate	6	R. C	7	3	60
333	1	St. Paul's Church Home	2	Richmond, Va.	3	.....	4	1850	5	Sister Mary Basil	6	R. C	7	0	.....
334	1	St. Vincent's Roman Catholic Orphan Asylum	2	Wheeling, W. Va.	3	.....	4	.....	5	Mrs. J. S. Baker, secretary	6	P. E.	7	8	.....
335	1	Cadle Home and Hospital	2	Green Bay, Wis.	3	1851	4	1850	5	Miss Maria P. Mason	6	Non-sect.	7	7	595
336	1	Milwaukee Orphan Asylum	2	Milwaukee, Wis.	3	1860	4	1860	5	Sister Camilla Keefe	6	R. C	7	4	.....
337	1	St. Joseph's Asylum	2	Milwaukee, Wis.	3	1856	4	1848	5	Sister Camilla Keefe	6	R. C	7	10	1,018
338	1	St. Rose's Orphan Asylum	2	Racine, Wis.	3	1868	4	1872	5	William K. May, secretary; Miss Amelia Piper, matron.	6	Non-sect.	7	2	86
339	1	Taylor Orphan Asylum	2	St. Francis Station, Wis.	3	1850	4	1851	5	Rev. A. Zeininger	6	R. C	7	5	644
340	1	Temilian's Orphan Asylum	2	Washington, D. C.	3	1863	4	1863	5	Miss Eliza Heacock, matron.	6	Non-sect.	7	4	761
341	1	National Home for Destitute Colored Women and Children	2	Washington, D. C.	3	1870	4	1870	5	Sister Sarah	6	P. E.	7	1	600
342	1	St. John's Orphanage*	2	Washington, D. C.	3	1855	4	1856	5	Sisters of the Holy Cross	6	R. C	7	12	.....
343	1	St. Joseph's Orphan Asylum	2	Washington, D. C.	3	1828	4	1828	5	Sister Mary Blanche	6	R. C	7	14	1,500
344	1	St. Vincent's Female Orphan Asylum	2	Washington, D. C. (cor. 10th and G streets).	3	1871	4	1872	5	Rev. Walter A. Duncan	6	M. E. So.	7	4	438
345	1	Cherokee Orphan Asylum	2	Cherokee Nation, Ind. Ter.	3	.....	4	.....	5	.....	6	.....	7	.....	.....

*From Report of the Commissioner of Education for 1878. a Since suspended.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
1 Church Home for Orphan Boys	Under 10.....	12	Voluntary contributions.....	Tailoring, gardening, &c. . .	Good situations provided.
2 Church Home for Orphans.....	Under 10.....	18	Voluntary contributions.....	Dress making, cooking, dairy and laundry work; instruction in music with a view of having them become teachers.	Good situations provided.
3 Protestant Orphan Asylum	Under 13.....	No limit.....	Voluntary contributions.....	Sewing and housework for girls; boys have homes when able to work.	The majority are adopted; all furnished with comfortable clothing.
4 Orphans' Home of the Synod of Alabama.	2-15	Boys, 16; girls, no limit.	Voluntary contributions.....	Housework and farming.....	None.
5 Sacramento Protestant Orphan Asylum* ..	Under 14.....	.....	Subscriptions, donations, annual allowance of \$100 for each whole and \$75 for each half orphan.	.....	Adopted, taken by friends, indentured, or put out to service.
6 Ladies' Protection and Relief Society*.....	.....	.....	Appropriations, church contributions, gifts, bequests, and income from inmates.	Housekeeping	Homes are found in the city and country, and the managers take an interest in them.
7 Pacific Hebrew Orphan Asylum and Home Society.*	Under 14.....	.....	Donations, membership fees, bequests, &c.	None	Apprenticed to trades and supported until able to earn a livelihood.
8 St. Boniface's Orphan Asylum*.....	Under 14.....	.....	By parents, State, and contributions.	Housework, cooking, laundry work, and sewing.	Provided with homes, and some returned to parents.
9 San Francisco Roman Catholic Female Orphan Asylum.	6-16	14	State appropriation and contributions.	Dress making, sewing, &c.	Suitable situations are provided.
10 Woman's Union. Mission to Chinese Women and Children.	3-15	15	Voluntary contributions.....	.....	Placed at service.
11 Female Orphan Asylum	1-14	14	By charity	Domestic work, needle-work, and music.	Procure them good situations.
12 St. Vincent's Male Orphan Asylum	6-14	14	Partly by charity and State aid.	Kept at school	Sent to situations or adopted.

*From Report of the Commissioner of Education for 1878.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphans or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.		Industries taught.	Provision for children who have left the institution.
			12	13		
1	10	11	12	13	14	
13 Good Templars' Home for Orphans	Under 14.....	14	State appropriation, contributions, and members' dues.	None	Placed in homes.	
14 Pajaró Vale Orphan Asylum	6-12	14	Donations and State appropriations.	Domestic work	Placed in families.	
15 Bridgeport Protestant Orphan Asylum	3-12	12	Voluntary contributions	Household duties	Placed in families until 18, when they are to receive \$50.	
16 Hartford Orphan Asylum.....	Under 12.....	No limit	By endowment.....	Domestic work and farming.....	Homes found for them.	
17 Home for the Friendless	Girls, no limit; boys, under 7.....	Girls, no limit; boys, 7.....	Voluntary contributions .....	.....	Situations provided.	
18 New Haven Orphan Asylum.....	2-10	12-14	Contributions and small fund	Domestic work	Situations provided.	
19 St. Francis Orphan Asylum.....	2-12	Over 12	Voluntary contributions	Sewing and housework	Situations provided.	
20 Baptist Orphans' Home.....	Under 14.....	Boys, 14; girls, 16.....	Voluntary contributions	Housework, gardening, and shoemaking.....	Good homes found.	
21 Orphans' Home, North Georgia Conference	5-10	21	Contributions and proceeds of farm.....	Farming and housework	None.	
22 Appleton Church Home	2-14	16 or 18	Contributions and endowment	General housework	Homes secured and a good supply of clothing provided.	
23 Orphans' Home, South Georgia Conference	2-14	No limit	Voluntary contributions	Farming and domestic work.....	Homes secured in which they receive an education.	
24 Episcopal Orphans' Home	4-12	18	Subscriptions.....	Domestic work and sewing.....	A good wardrobe and situations provided.	
25 Union Society, Bethesda Orphan Home	4-15	No limit.....	Subscriptions of members, income from rents, &c.....	Farming and trades	Placed on farms.	
26 St. Joseph's Orphanage* .....	.....	.....	Contributions of Georgia Catholics.....	Farming, shoemaking, and printing.....	A good outfit; not sent out as servants.	
27 Chicago Home for the Friendless	No limit	No limit	Voluntary contributions	House duties, sewing, and knitting.....	These adopting are expected to give them two suits of clothing and \$150 or an equivalent.	
28 Chicago Protestant Orphan Asylum	Under 12.....	No limit	Contributions.....	.....	

29	Newsboys' and Bootblacks' Home*	Under 16.....	By contributions.....	Chair caning and repairing, Sewing and light housework.	Employment and homes found for them.
30	Nursery and Half-Orphan Asylum*	Under 12.....	Private contributions and small endowments.	All domestic work.....	Good homes are provided. Employment is found for them; they have the privilege of returning to the institution when in need of a home.
31	St. Joseph's Orphan Asylum.....	3-12	Voluntary contributions.....	None	Placed in good homes.
32	Ulrich Orphan Asylum*	2	Employment contributions, and pay for half-orphans.	Housework..... Farming..... Domestic duties, sewing, farming, and care of horses.	Returned to friends or placed in homes.
33	German Orphan Asylum.....	2-12	Church collections, society contributions, board of inmates, proceeds of farm, and charitable gifts.	Housework and sewing..... Sewing and housework.....	Permanent homes are provided. None.
34	Jacksonville Orphans' Home.....	Under 10.....	By charity.....	General house duties.....	Educated and placed in good homes.
35	Asylum of St. Casimir for Polish Children.	3-12	Contributions and collections.....	.....	Homes are found for them until after 18 years of age.
36	Soldiers' Orphans' Home.....	1-13	State appropriations.....	General housework and sewing.	Adopted or indentured; boys until 21, girls until 18.
37	Home for the Friendless*	No limit.....	Voluntary contributions.....	None	Placed in families.
38	Home of the Friendless*	.....	Appropriations and contributions.	Domestic work, sewing, knitting and farming.	Adopted, placed at service, sent to other institutions, or returned to friends.
39	Asylum for Friendless Colored Children ..	Under 12.....	Appropriation and contributions	General housework and sewing.	Placed in good homes.
40	German Protestant Orphan Asylum.....	Under 14.....	County appropriation and the German Protestant Orphan Association.	.....	.....
41	Indianapolis Orphans' Asylum.....	Under 12.....	Contributions and county appropriation.	.....	.....
42	Jeffersonville Orphan Asylum.....	Under 12.....	County appropriation and public charity.	.....	.....
43	Indiana Soldiers' Orphans' Home.....	Under 15.....	State appropriation.....	.....	.....
44	St. Joseph's Orphan Asylum.....	.....	Contributions, donations, board and tuition of children, proceeds of farm and garden.	.....	.....
45	St. Joseph's Orphan Asylum and Manual Labor School.	Till of age.....	Contributions and proceeds of farm.	.....	.....
46	Home of the Friendless.....	.....	City appropriation and contributions.	.....	.....
47	Wenlee Orphan Home.....	3-10	Contributions from diocese of Vincennes.	.....	.....
48	St. Vincent's Male Orphan Asylum	2-12	Voluntary contributions.....	.....	.....
49	German and English Asylum for Orphans and Destitute Children.	2-14	State appropriations.....	.....	.....
50	Soldiers' Orphans' Home and Home for Indigent Children.	No limit.....	Voluntary contributions.....	.....	.....
51	Home for the Friendless.....	2-15	Voluntary contributions.....	.....	.....
52	Kansas Orphan Asylum*	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	10 Age at which children may be admitted.	11 Age at which children are required to leave the institution.	How supported.	12 Industries taught.	13 Provision for children who have left the institution.
1	10	11	12	13	14
53	3-18	12-18	Collections and proceeds of farm.	Farming.....	Placed in good homes.
54	13-14	15	Contributions and endowment.	General household duties.....	Good homes provided.
55	Girls, 2-7; boys, 2-7	Girls, 18; boys, 21	Voluntary contributions.....	Household duties.....	
56	2	Girls, 18; boys, 21	Voluntary contributions.....	Housework and gardening.....	
57	Under 12.....	Boys, 14; girls, 18	Voluntary contributions.....	Sewing, knitting, and farming; Gardening and printing.....	Placed at trades and in families. Good situations are secured.
58	6-10	18	Contributions and endowment.....	Domestic work and sewing.....	Positions as teachers secured. Homes or situations secured. Good homes secured.
59	Under 10.....	No limit.....	Supported by society.....	None.....	
60	Under 10.....	No limit.....	Contributions.....	None.....	
61	14	No limit.....	Endowment and tuition fees.....	None.....	
62	3-13	No limit.....	Members' dues, voluntary contributions, and city appropriations.....	None.....	
63	No limit.....	No limit.....	Bequests, contributions, and donations.....	None.....	
64	3-14	16	Donations and labor of inmates.....	Sewing and housework.....	Provided with good homes.
65	.....	.....	By the school.....	Laundry work and sewing.....	
66	6-10	18	Contributions.....	Household duties and sewing.....	Clothing and a good situation. Homes or occupations provided.
67	5-12	18	Rent of property.....	.....
68	Under 15.....	18	Contributions.....	.....
69	Under 14.....	Boys, 14; girls, 18	City appropriations and voluntary contributions.....	.....	Placed at service or at trades. Placed in families or apprenticed to trades.
70	2-12	Boys, 14; girls, 16	Public charity.....	.....
71	Under 12.....	.....	.....	Tailoring, gardening, carpentry, shoemaking, cooking, laundry, and housework.....	

No.	Children's Home.	Boys, 8; girls, under 12.	No limit.	Contributions, endowment, and State appropriation.	Domestic duties and needlework.	Furnished with two snits of clothing.
72	Children's Home.			Appropriation and endowment.	Needlework, housework, and gardening.	
73	Bath Military and Naval Orphan Asylum.	2-	15	Voluntary contributions and labor.	Housework, sewing, and knitting.	Adopted or placed out at service
74	Female Orphan Asylum of Portland.	1-10	11	Annual subscriptions, donations, and invested funds.	Household duties, sewing, and knitting.	Placed in families or at trades.
75	Baltimore Orphan Asylum.	4-9	12-18	By subscriptions.	Sewing.	An outfit of clothing and a home.
76	Boys' Home.	9-18	21	Voluntary contributions and labor of inmates.	Handwork and science.	Under control of trustees until of age.
77	Christ Church Asylum.	5-9	18	Contributions and subscriptions.	Cooking and needlework.	Educated and fitted for business.
78	General German Orphan Asylum.	3-16	Boys, 14; girls, 16.	Donations and members' dues.	Housework and sewing.	Homes or situations are provided.
79	Hebrew Orphan Asylum of Baltimore.	4-10	Boys, 15; girls, 18.	Members' dues and donations.	Domestic work and sewing.	
80	Home of the Friendless.	No limit.		Appropriations, endowment, and subscriptions.	Domestic duties.	Homes are provided.
81	Johns Hopkins Colored Orphan Asylum*.	3-8		Endowment.	Housework and sewing.	Placed in homes or at trades.
82	St. Anthony's Asylum*.	7-14		Charitable collections and contributions.	Sewing and housework.	Placed in good families.
83	St. Mary's Female Orphan School.	5-9		Voluntary contributions and endowment.	None.	None.
84	St. Paul's Orphan Asylum*.	5-9		Endowment and contributions.	Farming.	None.
85	St. Peter's Asylum for Female Children*.	5-14	14	By subscriptions.	Household duties and sewing.	Provided with outfit of clothing and good home.
86	St. Vincent's Male Orphan Asylum.	8-16	21	Charitable donations.	General house duties and sewing.	Placed in homes.
87	Baltimore Manual Labor School for Indigent Boys.	3-8	18	Contributions.	Housework.	Adopted into families.
88	Home for Friendless Children in the Diocese of Boston.	2-7	18	Voluntary contributions.	Housework.	Placed in homes or returned to friends.
89	Protestant Episcopal Orphan Asylum.	Any age.	13-18	Donations, board of boys, and interest on permanent fund.	Housework and sewing.	Indentured, receive board and clothing, and \$50 when 18 years old.
90	Baldwin Place Home for Little Wanderers*.	3-10	12-14	By endowment.	Housework and sewing.	Homes found.
91	Boston Asylum and Farm School for Indigent Boys.	Under 10.	Boys, 7; girls, 18.	By contributions.	Housework.	
92	Boston Female Asylum.	5-15		Endowment, donations, and contributions.	Sewing and housework.	
93	Children's Friend Society.	5-15		Voluntary contributions.	Tailoring.	Suitable homes, clothes, and money.
94	Children's Mission to the Children of the Destitute in the City of Boston.*	4-13	No limit.	Contributions and proceeds of farm.	Farming and printing.	None.
95	House of the Angel Guardian.	3-14	No limit.	Contributions and income.	Household duties.	Adopted into families.
96	Dr. Martin Luther Orphans' Home.	Under 12.	No limit.	Voluntary contributions.		
97	St. Vincent's Orphan Asylum.					
98	Temporary Home for the Destitute.					

* From Report of the Commissioner of Education for 1878.

a. A. graded normal school for orphan girls; its statistics may also be found in Table III.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
100 Children's Home (Haverhill Children's Aid Society).	2-10	Girls, 18; boys, 16.	Contributions and endowment.	Needlework.	Placed in homes.
101 House of Providence.	Under 16.	Boys, 12; girls, no limit.	Contributions, proceeds from fairs, and industry of inmates.	General domestic duties and needlework.	Homes or employment secured.
102 Protectors of Mary Immaculate.	4-13	Boys, 11; girls, 12.	By contributions.	General housework, sewing, and knitting.	Good homes found.
103 Children's Aid Society.	Boys, under 7; girls, under 9.	15-16	Annual subscriptions, donations, and income from permanent fund.	Household duties and sewing.	Placed in homes.
104 New Bedford Orphans' Home.	5-11	16	Contributions.	Housework and sewing.	Indentured, and at end of service given \$50.
105 Newton Home for Orphan and Destitute Girls.	Under 16.		State appropriation.	Baking, dressmaking, farming, tailoring, and shoemaking.	Placed at service in families.
106 State Primary School.	2-10	Boys, 12; girls, no limit.	Contributions.	House duties and needlework.	Placed with good clothing and homes or returned to friends.
107 City Orphan Asylum.	18 months.	Boys, 7; girls, no limit.	Annual subscriptions and invested funds.	Housework to girls.	Homes secured.
108 Seamen's Orphan and Children's Friend Society.	Boys, 4-6; girls, 4-8.	No limit.	Subscriptions and endowment.	Housework.	Placed in homes or returned to friends.
109 Church Home for Orphan and Destitute Children.	Boys, under 8; girls, over 2.		Income from a fund and contributions.	Housework.	Adopted into families.
110 Children's Home.	2-10	16	Voluntary contributions.	Domestic duties.	Placed in families.
111 Orphans' Home (Children's Friend Society).	3-12		State appropriation.	Domestic work, farming, knitting, sewing, and shoemaking.	Placed in families or returned to counties.
112 State Public School.					

No.	Name of Institution	Age Group	Boys	Girls	Contributions	Source of Income	Remarks
113	Home for the Friendless	2-12	Boys, 16; girls, 13.	16	Domestic industries	Apprenticed or adopted.	
114	St. Anthony's Male Orphan Asylum*	5-12			Farm work.	Adopted or returned to friends.	
115	St. Vincent's Orphan Asylum	3-14			Domestic work, embroidery, knitting, and sewing.	Adopted or returned to friends.	
116	Home for the Friendless*	Girls, no limit; boys, under 14.				Returned to friends, adopted, or placed at service.	
117	Jackson Home for the Friendless and Industrial School.	Under 8	Boys at 8		Housework and sewing	Homes in families.	
118	Children's Home	2-12	No limit		None	None.	
119	St. Mary's Orphan Asylum	5-			Housework, knitting, and sewing.	Given good homes.	
120	St. Joseph's Orphan Asylum*	2-14	No limit		Gardening, housework, and sewing.	Good homes are secured.	
121	St. Paul Protestant Orphan Asylum				Vegetable gardening and farmwork.	Adopted or taken by friends.	
122	D'Evereux Hall*	4-13			All kinds of domestic work.	Placed in families or as clerks in stores.	
123	St. Mary's Orphan Asylum	3-8	15		Farming, housework, and drawing.	Placed in good homes.	
124	Female Orphan School	Under 16			Farming, housework, and sewing.	Adopted, sent to service, or returned to friends.	
125	Evangelical Lutheran Orphans' Home and Asylum.	12-15	18		Farming and tailoring		
126	Catholic Protectorate of St. Louis	Under 10			Sewing, housework, and drawing.	Placed with farmers or apprenticed to trades.	
127	German St. Vincent's Orphan Asylum*	3-60	No limit		Chair caning, sewing, and laundry work.		
128	House of the Good Shepherd	3-12				Returned to parents or put in homes.	
129	Mission Free School	3-15	13-15		General housework and sewing.	Outfit of clothing given.	
130	St. Bridget's Half-Orphan Asylum	3 and over	No limit		Domestic work, sewing, dressmaking, and knitting.	Situations provided.	
131	St. Joseph's Convent of Mercy	5-12			Domestic work, sewing, dressmaking, and knitting.	Adopted.	
132	St. Joseph's Male Orphan Asylum	5-11	12		Church collections, contributions, and labor of inmates.	Adopted, returned to friends, sent to St. Philomena's Industrial School, or placed at service.	
133	St. Mary's Female Orphan Asylum		13-14		Municipal and State appropriation.	Some placed in homes in the county and some at trades.	
134	Street Boys' Home*	13			Farming	Girls placed at service in families; boys, with farmers or mechanics.	
135	Central Wesleyan Orphan Asylum	3-15	Boys, 16; girls, 18.		None	Adopted or indentured.	
136	St. Louis Protestant Orphan Asylum	Under 12	Boys, 12; girls, no limit.		State appropriation.	Outfit of clothing and good situation.	
137	State Orphans' Home	Under 14	Boys, 14; girls, 18		Farming and housework		
138	Orphans' Home	1-10			Voluntary contributions		
139	New Hampshire Orphans' Home	3-14	18				

*The object of this school is to educate orphan girls as teachers.

*From Report of the Commissioner of Education for 1878.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
140 Children's Home.....	4-12	15	Board of children and subscriptions.	Domestic work and farming.	A home when out of employment.
141 Camden Home for Friendless Children.....	3-12	12	Voluntary contributions.....	None.....	Indentured until of age.
142 West Jersey Orphanage for Destitute Colored Children.....	2-8	Under 10.....	Contributions and endowment.....	None.....	Homes found for them.
143 Children's Friend Society.....	4-10	12	Contributions.....	None.....	Placed at service or at trades.
144 St. Mary's Female Orphan Asylum.....	2-14	17	By St. Mary's Parish.....	Domestic work and sewing.....	Placed at service or returned to friends.
145 Union Association, Children's Home of Burlington County.....	2-12	.....	By charity.....	.....	.....
146 Home for the Friendless.....	No limit.....	No limit.....	Voluntary contributions.....	Domestic duties and sewing.	Boys placed on farms and receive \$100 when 21; girls receive board and clothing when 18.
147 Newark Orphan Asylum a.....	2-10	12	Appropriations, contributions, and endowment.....	Domestic duties and needle work.	Adopted or placed in families.
148 St. Peter's Asylum.....	2-12	Boys, 18; girls, 12.....	Contributions and donations.....	.....	Placed in families.
149 Paterson Orphan Asylum Association.....	3-10	No limit.....	Contributions solicited by trustees and others.	Housework and gardening.	Homes in families or placed at trades.
150 St. Joseph's Orphan Asylum.....	2-10	No limit.....	Voluntary contributions.....	Needlework.....	Placed at service or at trades.
151 St. Mary's Orphan Asylum.....	2-12	14	Contributions and industry of inmates.	Domestic work and sewing.....	Placed in families.
152 Albany Orphan Asylum.....	2-12	.....	Interest on endowment, appropriations, and contributions.	Housework and gardening.	Girls bound until 18, receive \$50; boys until 21, receive \$100.
153 Orphans' Home of St. Peter's Church.....	2-14	14-16	Contributions from St. Peter's parish.	Housework and sewing.....	Adopted or placed at service and furnished with comfortable clothing.
154 St. Vincent's Male Orphan Asylum.....	3-12	14	County appropriation.....	Agriculture.....	.....
155 Cayuga Asylum for Destitute Children.....	2-12	.....	County appropriations, donations, and interest on permanent fund.	Domestic work, sewing, gardening, attention to horses and cows.	.....

156	Susquehanna Valley Home	2-14	16	County appropriations.....	Farming, printing, and shoe mending.	Homes found; those remaining after 16 are returned to superintendents of the poor.
157	Brooklyn Howard Colored Orphan Asylum*	2-10		Public charity	House duties.....	Indentured.
158	Home of the Good Shepherd.....			By sewing and other industries.	Embroidery and sewing....	Placed at service or returned to friends or guardians.
159	Orphan Asylum Society of the City of Brooklyn.*	3-12		Contributions, appropriations by board of education, and ex-cise license fees.	Sewing and housework ...	Adopted or indentured.
160	Orphans' Home, Church of the Holy Trinity	2-12	14	Donations, interest on invested funds.	Sewing, &c	Placed in good families.
161	Orphans' Home on the Church Charity Foundation of Long Island.	5-10	14	Endowment, contributions and in-city appropriations, and income from printing.	Domestic work, printing, and basket making.	Returned to friends or indentured to trades until 18.
162	St. John's Home*	2-14		By contributions and appropriations.	Engineering, baking, and use of sewing machine.	Situations are provided.
163	St. Joseph's Female Orphan Asylum*	2-14		Voluntary contributions, bequests, &c.	Domestic duties and sewing.	Transferred to Industrial School; some provided with situations.
164	Asylum of Our Lady of Refuge	5-16	No limit	Contributions, donations, and labor of inmates.	General housework, knitting, and sewing.	Situations procured or returned to friends.
165	Buffalo Orphan Asylum.....	Under 12	14	Board of children, contributions, and endowment.	General housework, knitting, and sewing.	Placed in homes.
166	Church Charity Foundation*			Voluntary contributions.....		Indentured or adopted.
167	Evangelical Lutheran St. John's Orphan Home.	2-12	15-18	Appropriations, contributions, and proceeds from farm.	Farming, housework, knitting, and sewing.	They have a permanent home in the institution to which they may return when sick or out of employment.
168	German Roman Catholic Orphan Asylum.	2-14	No limit	County appropriations, contributions, proceeds of fairs, &c.	Chair caning, sewing, knitting, and needlework.	Placed in good families; bonds of \$500 required as guarantee.
169	St. Vincent's Female Orphan Asylum.....	5-13		Appropriation, donations, &c	Sewing	Good homes are found.
170	Ontario Orphan Asylum	Under 13	13	Contributions and board of pauper children.	Gardening, housework, and sewing.	Homes found or returned to county house.
171	St. Mary's Orphan Asylum	3-15		By labor of inmates.....		
172	Orphan House of the Holy Saviour	Boys, 2-7; girls, 2-12.	Boys, 12; girls, 14.	Contributions and board of children.	Dressmaking, housework, and gardening.	Good homes carefully sought for them.
173	St. Mary's Orphan Asylum and School.....	3-16		Contributions and county tax....	General housework, knitting, sewing, &c.	Provided with homes or returned to parents.
174	St. Malachy's Home	2-12	14	County appropriations, donations, and labor of Sisters.	Housework and sewing....	Returned to friends or placed in homes.
175	Southern Tier Orphans' Home	Under 16	16	Board of children and contributions.		Education and support.
176	Hudson Orphan and Relief Association	2-16		Board of children, contributions, and endowment.	None	Indentured.
177	St. Johnland*			Endowment, donations, and subscriptions.	Tailoring, shoemaking, umbrella making, sewing, and laundry work.	

* From Report of the Commissioner of Education for 1878.

e Has four auxiliary societies, at Newark, New Brunswick, Bloomfield, and Morristown.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
178 Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	6-10	Boys, 17; girls, 18.	By contributions.....	All domestic duties, sewing, farming, gardening, printing, baking, and tailoring.	Privilege to return to the institution when sick or out of employment.
179 Home for the Friendless.....	Boys, 2-10; girls, 2-14.	Boys, 10; girls, 14.	Voluntary contributions.....	None.....	Placed in homes.
180 Colored Orphan Asylum.....	4-14	14-15	Board of inmates, contributions, and endowments.	None.....	Placed in families, indentured, or returned to friends.
181 Hebrew Orphan Asylum.....	Boys, under 10; girls, no limit.	No limit.....	Appropriation from city and subscriptions.	Printing and shoemaking.	Placed at service or at trades.
182 Home for the Friendless, American Female Guardian Society.	4-14	No limit.....	Appropriations, bequests, and contributions.	Domestic duties.....	Proper clothing and guardianship.
183 Hospital of New York Society for the Relief of Incurved and Crippled.	4-14	No limit.....	Appropriations, board of patients, and contributions.	Housework, sewing, and manufacture of surgical appliances.	When restored to health, they are enabled to support themselves or sent to orphan asylums.
184 Howard Mission and Home for Little Wanderers.	20 months and over.	No limit.....	Voluntary contributions.....	Sewing.....	Placed in good homes until 21 years of age.
185 Institution of Mercy.....	2	No limit.....	Appropriations, donations, and labor of inmates.	Laundry work and sewing	Placed in good homes, clothed, and privilege of returning.
186 Ladies' Deborah Nursery and Child's Protectory.	2-16	14	Contributions and city tax.....	Sewing.....	Boys placed at trades.
187 Ladies' Home Missionary Society (Five Points Mission).	.....	.....	Appropriations and contributions.	.....	.....
188 Leake and Watts Orphan House.....	3-12	14	Endowment.....	Household duties.....	Indentured or returned to friends.
189 New York Juvenile Asylum.....	7-14	.....	Appropriations and contributions.	Baking, sewing, and shoemaking.	Returned to parents.
190 New York Society for the Prevention of Cruelty to Children.	.....	.....	Donations, subscriptions, and members' dues.	.....	Provided with homes, returned to friends, or sent to suitable institutions.
191 Orphan Asylum Society of the City of New York.	2-10	12	Contributions and endowment..	None.....	Indentured or returned to friends.

192	Orphans' Home and Asylum of the Protestant Episcopal Church.	3-8	12	Voluntary contributions	Household duties and sewing.	Suitable homes found for them.
193	Roman Catholic Orphan Asylum.	4-9		Charitable contributions	Plain sewing.	Returned to friends.
194	Roman Catholic Orphan Asylum.	4-9		Charitable contributions	Housework and sewing.	Returned to friends.
195	Roman Catholic Orphan Asylum.	4-9		Charitable contributions		Returned to friends or sent to Peekskill Asylum.
196	St. Barnabas House.	Under 12		Voluntary contributions	Knitting, sewing, &c.	Apprenticed or placed at service; the children have the privilege of returning to the asylum when out of work.
197	St. Joseph's Asylum in the City of New York.	3	Boys, 13; girls, 16.	Appropriations, contributions, endowment, and subscriptions.		Good homes are found.
198	St. Mary's Free Hospital for Children a.	3-11	13	Voluntary contributions	Domestic work and use of sewing machine.	Situations found.
199	St. Stephen's Home for Children.	4-10	Boys, 12; girls, 18.	Charitable contributions	General housework and use of sewing machine.	Returned to friends.
200	St. Vincent de Paul Orphan Asylum.	4-10		Appropriations from excise fund, donations, and subscriptions.	Domestic duties and needlework.	Returned to parents or guardians.
201	St. Vincent's Home for Homeless Boys of All Occupations.*	3-10	14-15	Appropriations, board of children, donations, and endowment.	None	None.
202	The Sheltering Arms	4-10	12-14	Voluntary contributions	None	Homes are provided.
203	The Society for the Relief of Half-Orphan and Destitute Children.	4-10		Appropriations, contributions, and interest on permanent fund.	None	Placed at service.
204	Oswego Orphan Asylum*.	10-14	14		Domestic work, farming, shoemaking, and tailoring.	Homes provided or sent to county house.
205	Roman Catholic Orphan Asylum.	2-16	16	By county	None	Placed in families
206	Children's Home.	Boys, under 12; girls, no limit.	No limit	Voluntary contributions and board for pauper children.	None	
207	Home for the Friendless of Northern New York.	2-10	12	Appropriations, contributions, and endowment.	Basket making, gardening, housework, sewing, and shoemaking.	
208	Poughkeepsie Orphan House and Home for the Friendless.	Under 16		Charity and board of pauper children.	Housekeeping, sewing, gardening, and farming.	Adopted and indentured.
209	Western New York Home for Homeless and Dependent Children.*	3-12	14	By bequest.	Sewing and laundry work.	Suitable clothing for service.
210	St. Margaret's Home.	No limit		Donations, endowment, and subscriptions.	Housework, knitting, and sewing.	Good homes are found.
211	Church Home of the Protestant Episcopal Church.	Under 12	No limit	Appropriations from city and county, and contributions.	House duties	Placed at service or adopted
212	Rochester Orphan Asylum.	Under 13	13-14	Contributions, &c.	Domestic work, knitting, sewing, embroidery, &c.	Placed at trades.
213	St. Joseph's German Orphan Asylum.	3-14		Contributions, donations, &c.	Housework, sewing, &c.	Adopted or returned to friends.
214	St. Mary's Orphan Boys' Asylum.	1-14	14	Appropriations and endowment.	Housework, sewing, and trades.	Good homes provided or returned to friends.
215	St. Patrick's Female Orphan Asylum.	2-14			a. Temporarily closed	
216	Onondaga County Orphan Asylum.					

* From Report of the Commissioner of Education for 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1879—Continued.*

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
217 St. Joseph's Asylum and House of Providence.*	2-12	.....	By contributions.....	Manual labor for elder boys	Adopted, placed on farms or at trades.
218 St. Vincent de Paul's Asylum and School..	2-14	16-18	City and county appropriations, contributions, and collections.	Domestic work, knitting, and sewing.	Homes and situations provided.
219 St. Vincent's Female Orphan Asylum.....	3-12	No limit	By city and county.....	Domestic work, dressmaking, and plain sewing.	Placed in families or stores.
220 Troy Catholic Male Orphan Asylum.....	2-15	16	Appropriations and contributions.	Gardening and floriculture.	Homes in families.
221 Troy Orphan Asylum.....	3-10	12	Appropriations, contributions, and legacies.	None.....	Adopted or placed at service.
222 House of the Good Shepherd.....	Under 16.....	.....	County appropriations and contributions.	Domestic work, gardening, and sewing.	Adopted, indentured, or placed in homes.
223 Utica Orphan Asylum.....	2-14	14	Board for county children and endowment.	.....	Placed in homes or returned to friends.
224 Thomas Asylum for Orphan and Destitute Indian Children.*	Under 16.....	.....	By the State of New York.....	Farming, broom making, housework, and sewing.	None.
225 Jefferson County Orphan Asylum.....	2-16	16	County appropriations and endowment.	None.....	Placed at service or returned to guardians.
226 Society for Relief of Destitute Children of Seamen.	2-10	14	Contributions and endowment..	Gardening, housework, and sewing.	Adopted or placed at service.
227 Orphan Asylum.....	8-12	14	Contributions.....	Domestic duties.....	None.
228 St. James' Home.....	No limit	Boys, 15;	Contributions.....	Sewing.....	Placed in good homes.
229 German Methodist Orphan Asylum.....	Under 13.....	.....	Church contributions.....	Domestic work, knitting, sewing, &c.	Placed in good homes.
230 The Children's Home.....	Under 16.....	No limit	Contributions.....	None.....	Placed in homes.
231 Cincinnati Orphan Asylum.....	1-14	.....	Endowment and subscriptions..	House and laundry work,	Adopted and indentured.
232 Class of Preservation (Convent of the Good Shepherd).	5-15	.....	Voluntary contributions.....	plain sewing, and embroidery.	Placed in good situations.
233 German General Protestant Orphan Asylum.	2-12	13-18	Annual dues, contributions, and endowment.	House duties, knitting, sewing, &c.	Supply of clothing.
234 New Orphan Asylum for Colored Youth....	.....	.....	By donations.....	.....	None.

	1-13	13-18	Voluntary contributions.....	General domestic work, sewing, tailoring, farming, shoemaking, and baking.....	Placed at trades.
235 St. Aloysius Orphan Asylum			Contributions and income from property.		
236 Bethel Union			Endowment and contributions.		Adopted into good families. Provided with homes.
237 Cleveland Protestant Orphan Asylum*	Under 10.....	15	Contributions of members of the order.		Adoption.
238 Jewish Orphan Asylum, I. O. E. B.....	3-9	17	Industry of inmates and proceeds of fair.		Situations found for them.
239 St. Joseph's Orphan Asylum.....	5-15	15	Annual fair and labor of inmates	Household duties and needlework.	Placed in homes or returned to friends.
240 St. Mary's Orphan Asylum	3-11	21	By contributions.....	None	Homes found for them.
241 St. Vincent's Male Orphan Asylum	4-14	16	Self-supporting	Type setting and printing. Household duties and sewing.	Assisted in finding homes.
242 St. Joseph's Orphan Asylum	Under 14.....	16	Appropriation by State and county.	Domestic work and farming.	Edicated and well cared for; boys receiving \$200 when of age, girls \$150.
243 Montgomery County Children's Home	2-10	2-15	Contributions, endowment, and proceeds from farm.	General housework and sewing.	Placed in good homes.
244 Ebenezer Orphan Asylum	2-14		Contributions and county appropriations.	Gardening.....	Indentured until 16 years of age; afterwards none.
245 Children's Home of Butler County.....		No limit	By taxation.....	Housework, sewing, farming, and gardening.	Indentured or placed in homes.
246 Children's Home of Lawrence County	2-16		Endowment and county tax	Farming and general housework.	Indentured or adopted.
247 Warren County Orphan Asylum and Children's Home. ^a	Under 16.....	16	By taxation.....	House duties and farming. Gardening and household duties.	Homes in families.
248 Washington County Children's Home	Under 16.....		By charity	Domestic work and gardening.	Three suits of clothing.
249 Fairmount Children's Home	Under 16.....		County taxation	Farming and house duties.	Furnished with clothing and money according to merit, and placed at service.
250 Home for Friendless Children	Under 12.....		Contributions and labor of inmates.	Farming, sewing, knitting, &c.	Placed at service or trades and provided with sufficient clothing.
251 Scioto County Children's Home.....	Under 16.....	10-18		None	Adopted or returned to friends.
252 Citizen Hospital and Orphan Asylum.....	2-12				
253 German Evangelical Lutheran Orphans' Asylum.	2-14	Boys, 21; girls, 18.	By charity, contributions of members of orphan society, and proceeds of farm.		
254 Protestant Orphans' Home	Boys, under 10; girls, no limit.		Contributions.....		
255 St. Vincent's Orphan Asylum*	3-16	16	By contributions	Sewing and housework	Placed in good homes.
256 Ohio Soldiers' and Sailors' Orphans' Home			State appropriation.....	Domestic work, carpentry, farming, painting, printing, shoemaking, tailoring and telegraphy.	Indentured until of age. Adopted or taken by parents. Provided with clothing.
257 McIntire Children's Home.....	3-12	No limit	By endowment	None	
258 Children's Home (Ladies' Relief Society).....	Under 12.....	Boys at 12	Contributions.....	None	
259 House of the Good Shepherd	4-18	No limit	Charitable donations and labor of inmates.	Housework, sewing, and laundry work.	

^aFrom a return for 1878.

*From Report of the Commissioner of Education for 1878.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
260 Pittsburgh and Allegheny Home for the Friendless.	Boys, under 8; girls, under 13.	.....	Contributions, endowment, and board of inmates.	.....	.....
261 Protestant Orphan Asylum of Pittsburgh and Allegheny.*	Under 12.	.....	Contributions and endowment.	Housework, gardening, and sewing.	Placed with farmers, apprenticed, or reclaimed by friends.
262 St. Joseph's Orphan Asylum.....	Under 12.	Boys, 12; girls, 18.	Collections and contributions.	General housework and sewing.	Provided with good homes.
263 Bridgewater Soldiers' Orphan Home*.....	5 and over	.....	State appropriations.	Earning, sewing, and housework.	Returned to friends or provided with homes.
264 St. Paul's Orphan Home*.....	.....	.....	By contributions.	Printing, shoemaking, farming, and housework.	Indentured or returned to friends.
265 White Hall Soldiers' Orphan School.....	5-16	16	State appropriation.	Farming, gardening, &c.	Returned to friends.
266 Chester Springs Soldiers' Orphan School and Literary Institute.	6-16	16	State appropriation.	Housework and farming.	Returned to friends.
267 Dayton Soldiers' Orphan School.....	3-16	16	Appropriations.	Domestic work, sewing, knitting, farming, gardening, and shoemaking.	None.
268 Home for the Friendless.....	Under 12.	.....	Voluntary contributions.	General housework and cane seating.	Homes provided.
269 Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.	3-10	.....	Contributions.	.....	They receive two suits of clothing; the boys when of age also \$100.
270 Harford Soldiers' Orphan School.....	6-16	16	State appropriation.	General domestic work, farming and gardening.	Situations secured or returned to friends.
271 Home for the Friendless.....	5-18	18	Church contributions.	Housework, knitting and sewing.	Placed in homes.
272 Home for Friendless Children of the City and County of Lancaster.*	4-12	.....	County appropriation.	.....	Indentured.
273 McAllisterville Soldiers' Orphan School ..	Under 16.	16	State appropriations.	Farming, gardening, housework, sewing, and shoemaking.	The supervisory care of the institution.
274 Mansfield Soldiers' Orphan School.....	7-16	16	Appropriations.	Farming, housework, and sewing.	Homes provided.

275	Mercer Soldiers' Orphan School.....	5-16	16	State appropriation.....	General farmwork, gardening, housework, and sewing.	None in particular.
276	Emanu Orphan House	5-12	15	Endowment	Domestic duties and horticulture.	Good clothing and homes.
277	Mount Joy Soldiers' Orphan School*.....	5-16		Contributions.....	Sewing, domestic work, and farming.	Some are sent one year to normal school.
278	Aimwell School Association		No limit	Endowment.....	Sewing	None.
279	Baptist Orphanage.....			Voluntary contributions.....	General housework, sewing, &c.	Adopted, placed in homes, or returned to friends.
280	Bethesda Children's Christian Home.....	Boys, 2-6; girls, under 10.				
281	Burd Orphan Asylum of St. Stephen's Church.....	4-8	18	Endowment.....	Housework, sewing, &c.	An outfit of clothing, \$50, a trade or situation.
282	Church Home for Children*.....	3-9		Voluntary contributions	Housework, cooking, and sewing.	Places are found for them.
283	The Educational Home	3-11	13	State appropriation and board of children.	None	Transferred to Lincoln Institution, where they board, and situations are found for them.
284	Girard College for Orphans	6-10	14-18	Endowment	Baking, carpentry, gardening, and shoemaking.	Indentured.
285	Home for Destitute Colored Children.....	3-12		Annual contributions and endowment.	None	Indentured and three months' schooling required, besides \$50 and suitable clothing when of age.
286	Jewish Foster Home and Orphan Asylum	4½-10½	13	Bequests, contributions, members' dues, and endowments.	House duties, sewing and knitting.	Indentured, but remain under control of managers.
287	Lincoln Institution	Under 9.....	No limit	State appropriation, contributions, and labor of inmates.	Trades and other employments.	Provided with situations.
288	Newsboys' Aid Association.....	Under 16.....		Contributions.....	None	Placed on farms, in stores, or at trades.
289	Northern Home for Friendless Children*.....	3-12		By contributions.....	None	Indentured.
290	Philadelphia Orphan Asylum*.....	Boys, under 6; girls, under 8.		Endowment and annual contributions.	Housework and sewing.....	Indentured into families.
291	Presbyterian Orphanage in the State of Pennsylvania.....	3-8		Annual subscriptions.....	None	Adopted, indentured or transferred to Girard College.
292	Soldiers' Orphan Institute	Under 16.....	16	State appropriation	House duties, sewing, and shoemaking.	None.
293	Southern Home for Destitute Children.....	Girls, 3-12; boys, 3-8.		Contributions.....	None	Money and suitable clothing.
294	Union Temporary Home*.....			Endowment, subscriptions, and board of inmates.	Sewing and housework.....	Taken by parents or placed in good homes.
295	Western Home for Poor Children*.....	4-10		Contributions and interest on endowment.		Indentured or returned to friends.
296	Women's Christian Association of Pittsburgh and Allegheny.....					
297	Evangelical Association Home for Children.....	4-12	No limit	Voluntary contributions.....	None	Indentured.
298	St. Catharine's Female Orphan Asylum.....	2-14		Contributions.....	None	Placed at service.

* From Report of the Commissioner of Education for 1878.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
299 Home for Friendless Women and Children.	Under 14.	No limit.	Voluntary contributions.	.....	Indentured to responsible parties.
300 St. Vincent's Orphan Asylum	Under 12.	Boys, 12; girls, 18.	Contributions.	Knitting, sewing, &c.	Indentured or returned to friends.
301 Uniontown Soldiers' Orphan School.	Under 16.	16	State appropriation.	Farming, gardening, housework, sewing, shoemaking, broom making, &c.	.....
302 Emile Institution	.....	10	Interest on invested funds, legacies, and subscriptions.	.....	Indentured: girls until 18, receiving \$40; boys until 19, receiving \$75; the association adding \$30 to each.
303 The Shelter for Colored Orphans	Under 8.	.....	Contributions and endowment.	Household work and sewing.	Furnished two suits of clothing and placed in good homes.
304 Home for Friendless Children*	4-14	.....	County tax	None	Indentured and furnished with two suits of clothing.
305 Allegheny County Home	No limit	.....	Interest on fund, contributions, and State board of soldiers' orphans.	Household work, sewing, dress making, and tailoring.	Four months of schooling each year and bound in good homes until 18 years of age, when they receive two suits of clothing and \$25.
306 Bethany Orphan Home	Under 12.	.....	Contributions and endowment.	.....	Placed at domestic service.
307 Children's Home for Borough and County of York.*	No limit	Boys, 21; girls, 18.	Voluntary contributions	Housework	Adopted, apprenticed, or placed in homes.
308 Bristol Home for Destitute Children.	3 and over	.....	Donations, subscriptions, endowment, and interest on legacy.	Housework	Homes found for them.
309 St. Mary's Orphanage	Under 12.	No limit	By contributions	None	Placed in families.
310 Home for Friendless and Destitute Children.*	3 and over	.....	Contributions and endowment.	Housework and sewing	.....
311 Children's Friend Society	Under 12.	No limit	.....	.....	.....
312 Providence Association for the Benefit of Colored Children.	3-8	No limit	.....	.....	.....

313	St. Aloysius' Orphan Asylum	3-14	Boys, 13; girls, 10 No limit	Contributions	Housework, sewing, gardening, and floriculture.	Adopted or placed in situations.
314	Charleston Orphan House	3-12	14-16	City appropriation, contributions, and endowment.	Domestic duties, gardening, sewing, dressmaking, tailoring, &c.	Professions, trades, farming, and homes in families.
315	Hebrew Orphan Society*	10-20	No limit	By contributions, board, donations, and tuition	None	None.
316	Holy Communion Church Institute	5-13	17	Charitable donations and labor of inmates.	Domestic duties, sewing, farming, and printing.	Often given some occupation. Homes are found.
317	Thornwell Orphanage					
318	Palmcetto Orphan Home*	5-12		Voluntary contributions	Farming and gardening	Homes are provided.
319	Carolina Orphan Home* ^a	Under 12		Voluntary contributions	Sewing	Placed in good homes
320	Candfield Orphan Asylum*	Under 14		Church contributions		None.
321	Church Orphans' Home		Boys, 10; girls, 16	County appropriations and contributions.	Sewing, &c	Adopted and indentured.
322	Memphis Bethel*	Boys, under 10; girls, no limit.		Private charity	Household duties	
323	Nashville Protestant Orphan Asylum*	4-12	12	Contributions and endowment.	Cane seating	Outfit of clothing.
324	St. Mary's Orphan Asylum	4-12	18	Voluntary contributions	Housework and sewing	Placed in families.
325	Home for Destitute Children	Under 10	16	Contributions	Sewing and knitting	Outfit of clothing.
326	Providence Orphan Asylum	8-14	18	Contributions and interest on fund.	Household duties and sewing.	Placed at service.
327	Friedricksburg Female Orphan Asylum	3-15	16-18	Endowment	Farm work and domestic duties.	Placed in good homes.
328	Jackson Orphan Asylum	2-12	16	Annual contributions and donations.	Farming and cigar making	Apprenticed.
329	Norfolk City Female Orphan Asylum	5-12		By charity	Domestic work, sewing, and use of machine.	Placed at service in good homes.
330	Portsmouth Orphan Asylum	4-12	18-21	Endowment	Domestic duties, sewing, and knitting.	Outfit of clothing.
331	Richmond Male Orphan Asylum	3 and over	14	Voluntary contributions	General domestic work, sewing, and knitting.	Put to trade or placed at service.
332	St. Joseph's Orphan Asylum			Contributions	House duties, knitting, and sewing.	Adopted, indentured, or returned to friends.
333	St. Paul's Church Home	5-10	Boys, 12; girls, 14	Supported from St. Rose's Asylum.	General domestic work, sewing, and embroidery.	Placed in homes or situations.
334	St. Vincent's Roman Catholic Orphan Asylum.	2-14	No limit	Voluntary contributions	Farming, housework, and sewing.	Adopted into families.
335	Cadle Home and Hospital	2-12	No limit	Endowment	Housework and sewing	Adopted.
336	Milwaukee Orphan Asylum	Under 12	No limit	Voluntary contributions	Sewing and housework	Suitable homes selected.
337	St. Joseph's Asylum	Under 14	12-13	Voluntary contributions	Sewing and housework	Homes are found.
338	St. Rose's Orphan Asylum	Under 14		Voluntary contributions		
339	Taylor Orphan Asylum	Under 12		Voluntary contributions		
340	St. Zephan's Orphan Asylum	3-12		Voluntary contributions		
341	National Home for Destitute Colored Women and Children.	Under 12		Voluntary contributions		
342	St. John's Orphanage*					
343	St. Joseph's Orphan Asylum					

* From Report of the Commissioner of Education for 1878. ^a Since suspended.

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TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
344 St. Vincent's Female Orphan Asylum	7-12	14-18	Contributions and tuition	Dressmaking, shirt making, and fine sewing.	Five suits of clothing and a trade.
345 Cherokee Orphan Asylum	8-16	18	Endowed by the Cherokee National Council.	Agriculture and mechanical branches for boys; domestic work and sewing for girls.	None.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.						
				Sex.		Race.		Parent-age.		Orphanage.		Instruction; number taught—				Number of volumes.	Increase in the last school year.			
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.			Drawing.	Music.	
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Church Home for Orphan Boys		\$210		11		11		2	9	11			10	10	10					
Church Home for Orphans		774		45		45		38	7	45			41	38	38					
Protestant Orphan Asylum	\$6,000	4,000		22		41		0	34	20			28	18	26			0		0
Orphans' Home of the Synod of Alabama	0	2,334		18		19		37		7			50	50	50			300		200
Sacramento Protestant Orphan Asylum*		16,027		16		46		36	12	70			50	50	50			300		200
Ladies' Protection and Relief Society*	14,000	14,000		106		94		200		0			0	14	0			250		0
Pacific Hebrew Orphan Asylum and Home Society*	118,632	14,982		28		33		61	0	21			44	44	44			250		0
St. Boniface's Orphan Asylum*		37,941		22		26		48	0	46			87	200	319			40		0
St. Francis Roman Catholic Female Orphan Asylum.	800	1,000		319		319		51	0	6			51	51	51			100		0
Woman's Union Mission to Chinese Women and Children.	0	1,000		85		16		33	24	0			32	32	32			8		0
Female Orphan Asylum.	0	2,000		0		33		33	24	0			375	375	250			100		0
St. Vincent's Male Orphan Asylum	0	29,000		465		463		2	132	313			130	310	10			95		50
Good Templars' Home for Orphans	843	14,184		61		34		95	75	20			90	58	70			250		0
Pájaro Vale Orphan Asylum	0	8,135		93		93		0	16	73			4	93	20			0		15
Bridgeport Protestant Orphan Asylum.	0	2,500		20		12		32	0	13			32	20	26			0		0
Hartford Orphan Asylum	100,000	12,000		55		23		75	3	45			30	25	40			700		80
Home for the Friendless	2,000	3,500		3,509		3,509		0	0	0			0	0	0			0		0
New Haven Orphan Asylum	80,000	14,000		87		61		139	9	63			15	111	0			1,100		20
St. Francis Orphan Asylum	0	7,000		65		71		136	0	25			63	73	0			100		0
Baptist Orphan Asylum	0	7,000		6		20		26	0	25			1	19	6			100		0
Orphans' Home, North Georgia Conference	3,000	3,000		11		10		21	1	11			8	2	19			100		0
Appleton Church Home.	4,000	2,700		23		25		25	29	5			25	25	25			100		0
Orphans' Home, South Georgia Conference.	1,100	1,800		13		26		20	6	18			18	18	13			3,000		75
Episcopal Orphans' Home	0	1,800		0		21		0	21	0			0	17	17			0		0
Union Society, Bethesda Orphan Home.	0	6,000		53		53		53	8	5			36	17	49			0		0
St. Joseph's Orphanage*	2,400	4,000		68		68		68	0	60			6	60	6			0		0
Chicago Home for the Friendless	0	16,113		40		78		2	4	10			40	30	30			80		0
Chicago Protestant Orphan Asylum	0	9,275		81		44		121	4	12			113	22	70			250		0
Newsboys' and Bootblacks' Home*	0	13,578		69		64		64	5	34			69	69	69			0		0

* From Report of the Commissioner of Education for 1878.

α Of this \$21,000 are a bequest.

β Children are taught in the public schools of city.

	5,500	5,000	3,500	3,000	2,500	2,000	1,500	1,000	750	500	250	0	50	175	50	120	120	100	0	25
60 St. Vincent's Orphan Asylum.....	5,500	5,000	3,500	3,000	2,500	2,000	1,500	1,000	750	500	250	0	50	175	50	120	120	100	0	25
61 Kentucky Female Orphan School b	3,000	3,000	0	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
62 Cleveland Orphan Institution.....	3,000	3,000	0	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
63 Jewish Widows' and Orphans' Home	26,737	23,605	54	53	107	86	21	29	78	0	0	0	0	0	0	0	0	0	0	0
64 Asylum for Destitute Orphan Boys	0	54	0	54	0	54	0	15	39	0	54	54	0	15	39	0	54	54	0	300
65 Convict of the Good Shepherd.....	1,600	1,600	279	237	42	269	10	2	13	20	20	20	2	13	20	20	20	20	2	300
66 Half-Orphan Asylum*	4,400	4,400	100	100	0	94	94	0	0	0	0	0	0	0	0	0	0	0	0	300
67 Mt. Carmel Female Orphan Asylum	12,000	11,000	78	69	147	0	94	94	0	0	0	0	0	0	0	0	0	0	0	0
68 Poyras Female Orphan Asylum.....	0	106	112	218	0	104	24	136	92	0	145	145	145	50	218	50	218	50	218	0
69 The Protestant Orphans' Home.....	4,500	4,500	12	28	33	1	34	6	17	35	51	40	39	1	30	21	25	0	0	220
70 St. Joseph's German Orphan Asylum	8,109	8,109	32	20	32	44	8	17	35	32	20	19	19	30	21	25	0	0	1	300
71 St. Mary's Catholic Orphan Boys' Asylum*	31,000	2,889	205	204	27	27	24	3	5	15	24	20	19	24	20	19	24	20	19	27
72 Children's Home.....	8,000	8,500	70	56	126	67	53	4	16	22	67	67	67	53	4	16	22	67	67	300
73 Bath Military and Naval Orphan Asylum	9,992	2,241	0	29	29	0	4	29	0	29	0	0	0	0	0	0	0	0	0	57
74 Asylum of Our Lady of Lourdes	0	6,000	7,336	3,578	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	0
75 Female Orphan Asylum of Portland.....	4,000	7,000	1,778	1,622	47	0	47	0	47	0	47	0	47	0	47	0	47	0	47	0
76 Baltimore Orphan Asylum.....	17,000	4,000	3,100	11	40	0	51	51	0	10	30	0	30	13	17	19	39	0	0	35
77 Boys' Home.....	0	9,992	7,256	78	95	173	8	165	60	113	120	120	12	4	540	15	0	0	0	200
78 Christ Church Asylum.....	0	6,000	3,578	1,778	1,622	47	0	47	0	47	0	47	0	47	0	47	0	47	0	0
79 General German Orphan Asylum.....	0	4,000	7,336	3,578	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	0
80 Hebrew Orphan Asylum of Baltimore	0	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	0
81 Home of the Friendless.....	0	7,336	3,578	1,778	1,622	47	0	47	0	47	0	47	0	47	0	47	0	47	0	0
82 Johns Hopkins Colored Orphan Asylum*	0	11,000	1,056	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	0
83 St. Anthony's Asylum*	75,000	11,000	1,077	1,056	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	0
84 St. Mary's Female Orphan Asylum*	24,500	1,437	1,200	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	0
85 St. Paul's Orphan Asylum*	40,000	23,000	23,000	88	56	142	2	184	10	70	74	126	50	20	144	300	100	0	0	0
86 St. Peter's Asylum for Female Children*	207,000	13,500	13,500	101	101	101	95	6	25	51	101	101	101	101	101	101	101	101	101	0
87 St. Vincent's Male Orphan Asylum	25,000	11,700	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	0
88 Baltimore Manual Labor School for Indigent Boys.....	50,000	8,580	10,644	13	11	24	0	15	9	14	22	14	14	22	14	14	22	14	14	0
89 Home for Friendless Children in the Diocese of Easton.	0	27,043	26,763	155	155	155	2	2	2	2	2	2	2	2	2	2	2	2	2	0
90 Protestant Episcopal Orphan Asylum.....	11,000	2,000	2,300	19	8	25	2	25	21	6	0	27	27	27	27	27	27	27	27	0
91 Baldwin Place Home for Little Wanderers*	24,500	1,437	1,200	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	0
92 Boston Asylum and Farm School for Indigent Boys.....	40,000	23,000	23,000	88	56	142	2	184	10	70	74	126	50	20	144	300	100	0	0	0
93 Boston Female Asylum.....	207,000	13,500	13,500	101	101	101	95	6	25	51	101	101	101	101	101	101	101	101	101	0
94 Children's Friend Society.....	25,000	5,755	10,644	13	11	24	0	15	9	14	22	14	14	22	14	14	22	14	14	0
95 Children's Mission to the Children of the Destitute in the City of Boston.*	50,000	8,580	10,644	13	11	24	0	15	9	14	22	14	14	22	14	14	22	14	14	0
96 House of the Angel Guardian.....	0	2,000	2,000	19	8	25	2	25	21	6	0	27	27	27	27	27	27	27	27	0
97 Dr. Martin Luther Orphans' Home	0	12,462	12,462	0	150	150	130	36	84	6	0	130	100	120	6	0	0	0	0	0
98 St. Vincent's Orphan Asylum.....	0	5,000	3,324	22	53	1	43	11	21	30	3	43	38	38	0	53	0	0	0	0
99 Temporary Home for the Destitute.....	6,000	800	750	7	14	13	1	9	9	9	13	13	13	13	13	13	13	13	13	0
100 Children's Home (Haverhill Children's Aid Society)	1,200	12,135	11,450	36	25	61	61	61	61	61	10	42	3	42	42	42	42	42	42	0
101 House of Providence.....	0	5,000	3,324	22	53	1	43	11	21	30	3	43	38	38	0	53	0	0	0	0
102 Protectory of Mary Immaculate.....	0	60,000	4,079	20	16	26	0	32	4	10	23	3	25	25	21	21	21	21	21	0
103 Children's Aid Society.....	3,471	52,000	51,982	304	110	394	18	17	4	17	4	17	4	17	4	17	4	17	4	0
104 New Bedford Orphans' Home.....	0	6,000	6,000	29	36	65	0	58	8	32	33	0	48	20	20	0	0	0	0	0
105 Newton Home for Orphan and Destitute Girls.....	0	6,000	6,000	29	36	65	0	58	8	32	33	0	48	20	20	0	0	0	0	0
106 State Primary School.....	30,000	8,983	3,113	10	30	40	0	4	20	0	30	30	30	30	30	30	30	30	30	0
107 City Orphan Asylum.....	0	6,000	6,000	29	36	65	0	58	8	32	33	0	48	20	20	0	0	0	0	0
108 Seamen's Orphan and Children's Friend Society.....	0	6,000	6,000	29	36	65	0	58	8	32	33	0	48	20	20	0	0	0	0	0

*From Report of the Commissioner of Education for 1878. a Also \$2,000 in bills receivable. b A graded normal school for orphan girls; its statistics may also be found in Table III.

	4,500	10,000	3,500	24	16	38	2	40	16	22	31	14	18	40	450	44
139 New Hampshire Orphans' Home.....		10,000	3,500	24	16	38	2	40	16	22	31	14	18	40	450	44
140 Children's Home.....	4,500	2,100	1,502	9	8	17		17		11	0	(a)	(a)	0	0	0
141 Camden Home for Friendless Children.....	0	3,500	3,500	20	12	32	0	16	16		16	16	16	0	0	0
142 West Jersey Orphanage for Destitute Colored Children.....	3,500	1,300	1,000	10	6	0	16	16		8	21	0	25	25	0	0
143 Children's Friend Society.....	0	4,000	4,600	14	15	205		108	2	30	69	89	80	30	360	19
144 St. Mary's Female Orphan Asylum.....	13,000	2,939	2,939	22	4	25					20	20	20			
145 Union Association, Children's Home of Burlington County.....	25,940	3,634	3,634	60	17	77		50	30	32	39	7	54	0	0	0
146 Home for the Friendless.....	18,670	4,000	3,500	48	60	108		25	83	33	75	75	75	30	68	30
147 Newark Orphan Asylum.....		4,000	3,500	48	60	108		25	83	33	75	75	75	30	68	30
148 St. Peter's Asylum.....		4,933	4,894	44	21	05		0	28	37	12	3	51	42	42	150
149 Paterson Orphan Asylum Association.....		12,000	13,000	83	69	69		0	68	1	69	0	55	50	60	0
150 St. Joseph's Orphan Asylum.....	80,000	33,066	32,116	142	84	236		0	210	16	89	146	175	100	80	0
151 St. Mary's Orphan Asylum.....	1,375	11,573	11,320	110	0	25	25	25	25	0	25	25	25	0	250	25
152 Albany Orphan Asylum.....	13,500	7,194	7,200	67	27	83		11	86	8	15	65	0	60	300	50
153 Orphans' Home of St. Peter's Church.....	0	9,204	9,204	99	18	113	4	65	61	4	9	37	54	34	39	0
154 St. Vincent's Male Orphan Asylum.....	0	7,548	7,393	40	25	0		233	233	50	188	20	46	20	316	20
155 Cayuga Asylum for Destitute Children.....	0	42,497	42,497					233	233	50	188	20	46	20	316	20
156 Susquehanna Valley Home.....	0	36,272	36,272	204	149	353		98	255	44	309	309	137	353	600	135
157 Brooklyn Howard Colored Orphan Asylum*.....	41,659	36,272	36,272	204	149	353		98	255	44	309	309	137	353	600	135
158 House of the Good Shepherd.....	40,000	21,439	21,299	40	39	79		56	4	48	12	50	50	50	200	200
159 Orphan Asylum Society of the City of Brooklyn.....	0	693,192	692,018	708	0	708		0	166	542	179	392	600	512	708	40
160 Orphans' Home, Church of the Holy Trinity.....	0	(f)	(f)					0	143	348	480	480	430	0	0	0
161 Orphan Home on the Church Charity Foundation of Long Island.....	0	2,580	2,517	56	40	40		1	39	11	29	38	38	30	100	100
162 St. John's Home*.....	35,000	12,057	10,829	56	17	73		6	42	19	18	4	16	30	25	400
163 St. Joseph's Female Orphan Asylum*.....	0	8,692	8,516	21	27	48		0	8	87	63	32	0	82	82	35
164 Asylum of Our Lady of Refuge.....	0	9,279	8,878	58	37	95		0	33	82	21	94	86	86	72	0
165 Buffalo Orphan Asylum.....	0	15,343	15,284	72	43	115		0	109	8	17	93	2	61	62	61
166 Church Charity Foundation*.....	0	28,046	7,722	48	16	64		1	11	54	4	61	1	40	30	25
167 Evangelical Lutheran St. John's Orphan Home.....	0	2,883	2,886	12	32	42		2	42	2	11	29				
168 German Roman Catholic Orphan Asylum.....	0	8,362	8,323	5	21	26		0	26	0	11	15	0	23	23	19
169 St. Vincent's Female Orphan Asylum.....	0	16,266	16,266	99	61	100		8	152	16	143	1	130	96	88	0
170 Ontario Orphan Asylum.....	2,000	5,669	5,346	22	11	20		7	33	12	3	20	7	20	20	162
171 St. Johnland*.....	61,000	12,374	7,000	42	33	75		0	30	45	25	50				500
172 Orphan House of the Holy Saviour.....	0	8,471	8,475	38	23	61		0	61	47	14	0	61	61	61	600
173 St. Mary's Orphan Asylum and School.....	0	19,407	6,361	27	8	35		0	6	25	2	19	20	13	20	0
174 St. Maachy's Home.....	0	37,994	37,800	181	126	6		307	307	0	89	218	0	267	267	0
175 Southern Tier Orphans' Home.....	2,000	60,000	59,000	195	101	296				70	225	1	296	296	110	94
176 Hudson Orphan and Relief Association.....	61,000	72,211	72,211	(172)	172	0										800
177 St. Johnland*.....	0	40,726	40,726	84	85	169		49	120	12	41	1	169	169	172	200
178 Warburg Orphans' Farm School of the Evangelical Lutheran Church.....	0	0	0	0	0	0		0	0	0	0	0	0	0	0	400
179 Home for the Friendless.....	140,000	60,000	59,000	195	101	296										110
180 Colored Orphan Asylum.....	0	72,211	72,211	(172)	172	0										100
181 Hebrew Orphan Asylum.....	0	0	0	0	0	0										100
182 Home for the Friendless, American Female Guardian Society.....	0	0	0	0	0	0										200
183 Hospital of the New York Society for the Relief of Raptured and Crippled.....	0	0	0	0	0	0										400
184 Howard Mission and Home for Little Wanderers*.....	0	11,258	11,243	5	5	5		5	5	5	5	5	5	5	5	25

* From Report of the Commissioner of Education for 1878. c Has four auxiliary societies, at Newark, New Brunswick, Bloomfield, and Morristown. e The first of these figures includes income and the second includes expenditure for St. Joseph's Female Asylum. a Children attend public school. f See St. John's Home. b The object of this school is to educate orphan girls as d Includes an investment of \$7,500. teachers.

215	St. Patrick's Female Orphan Asylum	52,000	4,894	79	77	2	32	47	6	73	72	50	50	.....
216	Ontonaga County Orphan Asylum	15,500	12,000	105	78	176	17	124	26	99	166	166	165	3 850 25
217	St. Joseph's Asylum and House of Providence*	8,074	7,771	96	20	116	0	3	93	25	71	0	85	75 75 0
218	St. Vincent de Paul's Asylum and School	9,000	9,436	120	120	120	17	103	58	62	110	110	110	478
219	St. Vincent's Female Orphan Asylum	14,894	14,436	130	130	200	0	55	145	42	150	0	121	100 10
220	Troy Catholic Male Orphan Asylum	22,389	22,903	200	0	200	0	52	139	10	60	0	69	69 30 69
221	Troy Orphan Asylum	14,953	14,287	45	29	74	0	18	26	10	12	2	32	16 16 30
222	House of the Good Shepherd	3,006	3,446	13	31	44	0	18	26	10	12	2	32	16 16 30
223	Utica Orphan Asylum	161,789	9,172	109	47	146	10	61	38	7	73	0	83	83 40 156
224	Thomas Asylum for Orphan and Destitute Indian Children*	9,592	9,163	40	47	50	5	37	40	4	27	1	58	44 30 0 0
225	Jefferson County Orphan Asylum	6,300	5,900	53	12	62	0	42	69	20	0	100	100	85 0 111
226	Society for Relief of Destitute Children of Seamen	56,000	10,990	63	48	111	e5	133	0	138	138	138	138	138
227	Orphan Asylum	1,025	9,446	9,238	65	73	133	133	0	138	138	138	138	138
228	St. James Home	1,000	1,000	1,000	0	0	0	42	32	11	0	80	80	80
229	German Methodist Orphan Asylum	1,400	4,000	3,500	25	18	43	0	1	42	32	11	0	8
230	The Children's Home	12,000	33,921	13,333	63	45	188	0	65	23	7	40	3	50
231	Cincinnati Orphan Asylum	17,800	17,800	50	50	30	47	3	30	30	56	2	60	60
232	Class of Preservation (Convent of the Good Shepherd)	55,545	16,741	15,388	61	47	108	0	2	106	83	25	0	71
233	German General Protestant Orphan Asylum	0	12,000	11,000	24	8	0	32	32	0	28	4	20	15
234	New Orphan Asylum for Colored Youth	0	12,000	11,000	130	121	251	240	15	152	99	1	219	180
235	St. Aloysius Orphan Asylum	8,000	11,000	130	121	251	240	15	152	99	1	219	180	210
236	Bethel Union	50,000	9,000	34	25	56	3	29	30	11	42	6	30	16
237	Cleveland Protestant Orphan Asylum*	95,000	38,000	31,000	136	92	228	0	228	0	56	172	0	1,000
238	Jewish Orphan Asylum, I. O. B. B.	0	86	86	0	0	0	0	0	0	0	0	0	624
239	St. Joseph's Orphan Asylum	7,705	8,213	172	0	100	100	1	30	142	39	133	142	90
240	St. Mary's Orphan Asylum	0	86	86	0	0	0	0	0	0	0	0	0	100
241	St. Vincent's Male Orphan Asylum	11,376	11,376	74	29	103	2	8	40	2	36	39	42	42
242	St. Joseph's Orphan Asylum	5,361	5,204	32	18	50	40	10	15	35	55	47	42	47
243	Montgomery County Children's Home	0	1,849	22	19	40	1	7	34	5	20	24	20	15
244	Ebenezer Orphan Asylum	2,843	2,843	29	16	45	0	63	(48)	30	20	10	6	41
245	Children's Home of Butler County	4,100	4,100	50	13	63	63	10	72	6	22	3	50	25
246	St. Vincent's Home of Lawrence County	0	94	40	125	9	9	6	23	1	94	90	64	145
247	Warren County Orphan Asylum and Children's Home f	1,000	1,000	1,000	0	0	0	0	0	0	0	0	0	0
248	Washington County Children's Home	2,000	8,736	3,787	82	18	90	0	20	22	10	25	34	18
249	Fairmount Children's Home	0	2,000	3,787	82	18	90	0	20	22	10	25	34	18
250	Home for Friendless Children	0	2,000	3,787	82	18	90	0	20	22	10	25	34	18
251	Scoto County Children's Home	0	2,000	3,787	82	18	90	0	20	22	10	25	34	18
252	Citizen Hospital and Orphan Asylum	0	2,035	2,035	28	12	40	12	28	26	22	1	36	36
253	German Evangelical Lutheran Orphans' Asylum	0	3,687	2,928	20	14	32	2	22	12	3	30	1	20
254	Protestant Orphans' Home	1,000	165,881	126,803	360	240	600	482	104	107	412	450	450	450
255	St. Vincent's Orphan Asylum*	0	2,700	2,700	24	18	42	0	40	2	34	0	24	16
256	Ohio Soldiers' and Sailors' Orphans' Home	0	1,752	1,177	6	8	14	0	54	12	10	0	23	14
257	McIntire Children's Home	0	8,214	8,214	82	43	95	22	54	12	10	0	23	14
258	Children's Home (Ladies' Relief Society)	0	8,214	8,214	82	43	95	22	54	12	10	0	23	14
259	House of the Good Shepherd	0	8,214	8,214	82	43	95	22	54	12	10	0	23	14
260	Pittsburgh and Allegheny Home for the Friendless	0	8,214	8,214	82	43	95	22	54	12	10	0	23	14

* From Report of the Commissioner of Education for 1878.
 † The first of these amounts includes the income and the second the expenditure of the asylum at Peckskill, the Prince Street asylum, and the Fifth Avenue asylum, New York City, all being under the control of R. C. O. A. in the city of New York.
 ‡ See Roman Catholic Orphan Asylum on Madison avenue.
 c Temporarily closed for repairs.
 d Includes \$600 paid on real estate.
 e Indians.
 f From a return for 1878.
 g Children attend public school.

	109	23	132	0	72	52	72	52	132	1,200	0
289 Northern Home for Friendless Children*	12,628	12,211	45	0	20	0	0	28	28	28	0
290 Philadelphia Orphan Asylum*	2,679	2,393	16	0	285	285	240	44	1,900	0	
291 Presbyterian Orphanage in the State of Pennsylvania			181	0	0	100	100	100	0	0	
292 Soldiers' Orphan Institute	20,000	13,000	75	0	5	19	5	35	35	54	
293 Southern Home for Destitute Children			33	0	0	0	0	51	51	0	
294 Union Temporary Home*	14,050	4,861	10	0	8	11	0	13	19	16	
295 Western Home for Poor Children*	25,000	14,506	0	0	0	0	0	250	250	250	
296 Women's Christian Association of Pittsburgh and Allegheny*	2,137	2,104	10	0	14	36	14	22	32	32	
297 Benevolent Association Home for Children	0	2,000	0	0	2	5	15	0	0	0	
298 St. Catherine's Female Orphan Asylum	2,962	2,962	67	0	43	90	0	124	124	124	
299 Home for Friendless Women and Children	0	1,333	21	4	174	174	174	174	174	174	
300 St. Vincent's Orphan Asylum	25,000	25,000	100	17	9	8	0	17	17	17	
301 Uniontown Soldiers' Orphan School	7,336	7,336	19	0	1	0	0	79	79	79	
302 Emile Institution	40,000	53,855	26	12	38	0	0	38	38	38	
303 "The Shelter" for Colored Orphans			36	30	66	0	50	16	10	56	
304 Home for Friendless Children	3,923	4,264	31	16	47	0	41	6	3	31	
305 Allegheny County Home			3	5	0	5	0	1	3	2	
306 Bethany Orphan Home	5,750		7	7	0	4	3	7	6	5	
307 Children's Home for Borough and County of York*	13,550	11,000	16	13	2	14	0	5	25	25	
308 Bristol Home for Destitute Children	60,000	41,32	74	0	12	50	0	68	50	68	
309 St. Mary's Orphanage	19,775	4,945	8	24	24	0	0	3	4	24	
310 Home for Friendless and Destitute Children*	185,000	12,870	120	80	145	0	20	200	170	200	
311 Children's Friend Society	22,493	2,640	5	3	8	0	6	2	3	5	
312 Providence Association for the Benefit of Colored Children			8,000	21,000	144	97	241	0	70	171	
313 St. Aloysius' Orphan Asylum	2,407	1,945	7	17	24	23	1	12	12	12	
314 Charleston Orphan House	2,000	1,200	5	0	14	0	14	0	14	0	
315 Hebrew Orphan Society*	2,000	2,000	2	8	45	43	2	37	8	8	
316 Holy Communion Church Institute	2,000	2,000	15	35	50	0	0	39	11	3	
317 Thornwell Orphanage	0	500	11	22	33						
318 Palmetto Orphan Home*	5,633	5,633	30	50	80	65	15	2	70	60	
319 Carolina Orphan Home* ^a	48,547	4,000	43	47	90	90	44	40	60	25	
320 Canfield Orphan Asylum*	6,000	1,800	1	9	10	0	10	0	10	0	
321 Church Orphans' Home	1,600	2,900	3,000	8	1	9	9	12	13	24	
322 Memphis Bethel*	190,000	1,500	50	1	50	5	4	8	8	6	
323 Nashville Protestant Orphan Asylum*	25,000	5,000	0	0	0	0	0	0	0	0	
324 St. Mary's Orphan Asylum	56,000	3,000	0	0	0	0	0	0	0	0	
325 Home for Destitute Children	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	
326 Providence Orphan Asylum	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	
327 Fredericksburg Female Orphan Asylum	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	
328 Jackson Orphan Asylum	25,000	5,000	0	0	0	0	0	0	0	0	
329 Norfolk City Female Orphan Asylum	56,000	3,000	0	0	0	0	0	0	0	0	
330 Portsmouth Orphan Asylum	7,602	8,438	0	0	0	0	0	0	0	0	
331 Richmond Male Orphan Asylum	0	0	0	0	0	0	0	0	0	0	
332 St. Joseph's Orphan Asylum	0	0	0	0	0	0	0	0	0	0	
333 St. Paul's Church Home	0	0	0	0	0	0	0	0	0	0	
334 St. Vincent's Roman Catholic Orphan Asylum	0	0	0	0	0	0	0	0	0	0	
335 Cadde Home and Hospital	0	0	0	0	0	0	0	0	0	0	
336 Milwaukee Orphan Asylum	0	4,833	4,417	29	15	42	2	26	17	8	

* From Report of the Commissioner of Education for 1878.
^a Appropriation and expenditure \$150 per capita.
^b Estimated.

^c Also 10 old ladies.
^d \$150 for each child over 10 years and \$115 for each one under 10.
^e Since suspended.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1879—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.				
				Sex.		Race.		Parent-age.		Orphanage.		Instruction; number taught—				Number of volumes.	Increase in the last school year.	
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.			Drawing.	Music.
				18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	15	16	17															
337 St. Joseph's Asylum.....		\$9,000	69,000	62														
338 St. Rose's Orphan Asylum.....	\$0	12,196	11,036	11	17	23	0	0	80	70	75	75	0	105	100	120	5	7
339 Taylor Orphan Asylum.....	142,673	0	5,000	127	124	3	117	10	11	115	1	109	109	99	10	13	630	135
340 St. Emilian's Orphan Asylum.....	0			63	632	0	100	100	0	35	60	71	65	71	32	71	300	
341 National Home for Destitute Colored Women and Children.....				20	25	45					12	24						
342 St. John's Orphanage*.....				100	0	100	0	100	0	25	75	54	54	54	54	54	60	
343 St. Joseph's Orphan Asylum.....				130	130	39	91	86	44			130	130	120			250	50
344 St. Vincent's Female Orphan Asylum.....												118	118	118	68	118		
345 Cherokee Orphan Asylum.....	18,000		13,000	59	61												68	

* From Report of the Commissioner of Education for 1878. a Also 5 women.

TABLE XXII.—PART 2.—Statistics of infant asylums.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of nurses and other employes.		Total number of infants received since foundation.	
						Male.	Female.		
1		2	3	4	5	6	7	8	9
1 Little Sisters' Infant Shelter	San Francisco, Cal.	1874	1874	Mrs. George H. Ames, secretary	Non-sect.	3	3		
2 Day Nursery, Union for Home Work*	Hartford, Conn.	1872	1872	Mrs. Esther O. Dorman	Non-sect.	2	2		
3 Foundlings' Home	Chicago, Ill.	1872	1871	Dr. Geo. E. Shipman	Non-sect.			2,700	
4 Infant Foundling Asylum	Covington, Ky.			Sisters of St. Francis	R. C.				
5 St. Vincent's Infant and Foundling Asylum	Louisville, Ky.			Sister Julia	R. C.				
6 St. Vincent's Infant Asylum*	Baltimore, Md. (cor. Town- send and Division sts.)	1857		Sister Euphrasia		9			
7 Boston North End Mission (nursery department)	Boston, Mass. (291 North street)	1867		Rev. Samuel T. Frost	Non-sect.	2		300	
8 Massachusetts Infant Asylum	Boston, Mass. (Boylston Sta- tion)	1867	1867	Miss Elizabeth Clapp, matron	Non-sect.	10		916	
9 House of Providence	Detroit, Mich.	1872	1869	Sister M. Stella	R. C.	1		1,200	
10 Buffalo Widows' and Infants' Asylum	Buffalo, N. Y. (126 Edward street)	1842	1848	Sister M. Elizabeth Sinnott	R. C.	2		3,416	
11 Babies' Shelter*	New York, N. Y. (143 West Twenty-ninth street)		1873	Sister Catharine	P. E.	0		179	
12 Foundling Asylum of the Sisters of Charity*	New York, N. Y. (East Sixty- eighth street)	1869	1869	Sister M. Irene, superior	R. C.			10,000	
13 Nursery and Child's Hospital of the City of New York,* ^a	New York, N. Y. (Lexington avenue and Fifty-first st.)	1854	{1854/ 1870}	Mary A. Dubois, first directress	Non-sect.	10		18,912	
14 St. Barnabas Day Nursery	New York, N. Y.	1862	1858	Mrs. Sarah S. McCombe, president	Non-sect.	0		3	
15 Day Home	Troy, N. Y.	1862	1863	Mrs. Margaret Laflerty	P. E.	0		3	
16 Day Nursery for Children*	Philadelphia, Pa.	1873	1863	Mrs. M. J. Woods, matron	Non-sect.	0			
17 Lombard Street Day Nursery	Philadelphia, Pa. (430 Lon- bard street)	0	1878		Non-sect.	0			
18 Philadelphia Home for Infants*	Philadelphia, Pa.	1873	1873	Benjamin Reeder	Non-sect.	1		1	
19 St. Vincent's Home*	Philadelphia, Pa.	1868		Sister Mary Joseph	R. C.			16	
20 Rhode Island Children's Hospital and Nursery*	Providence, R. I.	1872		Miss S. I. Derby	Non-sect.			9	
21 St. Ann's Infant Asylum	Washington, D. C.	1863	1860	Sister Agnes Relhan	R. C.	2			

* From Report of the Commissioner of Education for 1878. ^a Includes country branch at West New Brighton, Staten Island.

TABLE XXII.—PART 2.—Statistics of infant asylums — Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1	Little Sisters' Infant Shelter.	10	54	12	13	14
2	Day Nursery, Union for Home Work*.	Under 8		Contributions By contributions Voluntary contributions.		Adopted in families.
3	Foundlings' Home.			Self supported.		Adopted or returned to friends.
4	Infant Foundling Asylum.	Under 7		Endowment, State appropriations, and contributions.	Kindergarten work.	
5	St. Vincent's Infant and Foundling Asylum.	2-5		Self supporting.		
6	St. Vincent's Infant Asylum*.	Under 9		Contributions, county appropriation and proceeds from fair.		
7	Boston North End Mission (nursery department).			Donations and board of children.		
8	Massachusetts Infant Asylum.			Contributions and per capita allowance from city and county.		
9	House of Providence.			By appropriations and contributions.		
10	Buffalo Widows' and Infants' Asylum.			By contributions.		
11	Babies' Shelter*.	1-6		By annual subscriptions.	Weaving, sewing, drawing, and other Kindergarten industries.	
12	Foundling Asylum of the Sisters of Charity*.	Under 2	Must be born within the limits of New York City.	By contributions.	None	Returned to friends. Provided with homes; the managers exercise a supervision over them.
13	Nursery and Child's Hospital of the City of New York.* ^a			By contributions.	None	Returned to friends, adopted, sent to other institutions or to the West.
14	St. Barnabas Day Nursery.			By contributions.		
15	Day Home.			By contributions.		
16	Day Nursery for Children*.	Under 8		By contributions.		
17	Lombard Street Day Nursery.			By voluntary contributions.		None.
18	Philadelphia Home for Infants*.	Under 3		By voluntary contributions.		Adopted or transferred to other institutions.
19	St. Vincent's Home*.	Under 5	Destitution.	Contributions.		Adopted or sent to Children's Home.
20	Rhode Island Children's Hospital and Nursery.*	Under 4		State appropriation.		
21	St. Ann's Infant Asylum.					

* From Report of the Commissioner of Education for 1878.

^a Includes country branch at West New Brighton, Staten Island.

TABLE XXII.—PART 2.—Statistics of infant asylums—Continued.

Name.	Amount of permanent fund.				Income.	Expenditure.	Present inmates.								Library.						
	15	16	17	18			Sex.		Race.		Parentage.		Orphanage.		Instruction; number taught—				Number of volumes.	Increase in the last school year.	
							Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.			Drawing.	Misc.
1 Little Sisters' Infant Shelter.....				18	\$5,969	\$5,274	19	20	38	0	38	2	25	26	27	28	29	30	31	32	33
2 Day Nursery, Union for Home Work*.....	\$2,000			20	1,014								8		(a)	(a)	(a)	(a)	(a)		
3 Foundlings' Home.....	0	5,073																			
4 Infant Foundling Asylum.....																					
5 St. Vincent's Infant and Foundling Asylum.....				59			69						125								
6 St. Vincent's Infant Asylum*.....	2,500	10,000	10,000	6			7	12	1					30	(a)	(a)	(a)	(a)	(a)		
7 Boston North End Mission (nursery department).....				63	19,662	20,143	44	104	3												
8 Massachusetts Infant Asylum*.....	39,858			13			11	24	19	5				38							
9 House of Providence.....	0			60	17,696		31	91	0												
10 Buffalo Widows' and Infants' Asylum.....	0	4,448		10	3,412		19	20	2	13	0										
11 Babies' Shelter*.....	0	248,848	281,637	721			791	482	30						60	60					140
12 Foundling Asylum of the Sisters of Charity*.....	50,000	134,482	117,504	317			459	772	4	312	464	29	382	1							
13 Nursery and Child's Hospital of the City of New York.* ^c				100			108	183	15	40	168	6	80	1							
14 St. Barnabas Day Nursery.....	35,100	3,093	2,461																		
15 Day Home.....	0		1,800	55			53	108	0						(a)	(a)	(a)	(a)	(a)		
16 Day Nursery for Children*.....	0	1,863	1,749	40			40														
17 Lombard Street Day Nursery.....	2,600	5,200	5,000	70			74	142	2												
18 Philadelphia Home for Infants*.....	0			9			7	16		12	4	0	4	0							
19 St. Vincent's Home*.....																					
20 Rhode Island Children's Hospital and Nursery.*.....				57			28	83	2												
21 St. Ann's Infant Asylum.....	\$5,000																				

* From Report of Commissioner of Education for 1878.

^a From Report of Commissioner of Education for 1878.
^b This number taught in Kindergarten.
^c Includes country branch at West New Brighton, Staten Island.

^d From appropriation.

^e Kindergarten teaching.

TABLE XXII.—PART 3.—Statistics of industrial schools.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religions denomination.	Number of officers, teachers, and assistants.		Total number of inmates founda- tion.
						Male.	Female.	
1 Industrial Home or Home for the Friendless*		1			6	7	8	9
2 Burr Mission Industrial School	Savannah, Ga.	1875	1875	Mrs. R. Q. Way	Non-sect.	1	2	151
3 Home Industrial School	Chicago, Ill. (389 Third ave.)	1864	1867	Miss Helen M. Hedron, teacher	Non-sect.	1	1	.....
4 Railroad Mission Industrial School	Chicago, Ill.	1868	.....	Mrs. J. Grant	Non-sect.	.....	.....	.....
5 Girls' Industrial School (Women's Christian Home Mission).	Peoria, Ill.	1876	1866	Miss F. C. Jones	Presb.	.....	25	.....
6 Busy Bee	Richmond, Ind.	.....	1867	Mrs. E. D. Hardin	Non-sect.	0	30	327
7 House of the Angel Guardian	Near Newport, Ky. (Highland avenue),	1876	1866	Mrs. Martha Valentine	Friends	.....	30	560
8 Industrial School	New Orleans, La.	.....	.....	Mother M. of St. Scholastica	R. C.	0	16	962
9 St. Elizabeth's House of the Good Shepherd	New Orleans, La.	.....	.....	Rev. Father Mariné, c. s. c., provincial.	R. C.	.....	.....	.....
10 Maine Industrial School for Girls	New Orleans, La.	.....	.....	Sister Mary of St. Rose, superior.	R. C.	.....	.....	.....
11 Probie Chapel Sewing School &c.	Hallowell, Me.	1872	1875	Sister Angelica	R. C.	20	.....	.....
12 St. Joseph's House of Industry	Portland, Me.	1866	.....	E. Rowell, manager	Non-sect.	3	113	.....
13 St. Mary's Industrial School for Boys	Baltimore, Md.	1866	1866	Mrs. A. E. Weston	Unitarian.	.....	6-8	.....
14 Industrial School for Girls	Camroll, Md.	1866	1866	Sister Josephina	R. C.	9	.....	500
15 Detroit Industrial School	Boston, Mass. (Dorchester district).	1854	1854	Brother Alexins	R. C.	.....	.....	1,230
16 Good Shepherd Industrial School for Girls	Detroit, Mich.	1859	1857	Miss H. K. Burns, matron	Non-sect.	0	1	212
17 Blind Girls' Industrial Home*	St. Paul, Minn.	1878	1869	Mrs. C. Van Husan, president	Non-sect.	.....	1	.....
18 Girls' Industrial Home*	St. Louis, Mo.	1855	1878	Mother Mary of St. Bernard	R. C.	3	.....	.....
19 Industrial School of the House of the Good Shepherd.	St. Louis, Mo. (17th street bet. Chestnut and Pine).	.....	1849	Mrs. M. A. Evans, matron	Non-sect.	0	1	8
20 Industrial Schools (St. Joseph's Convent of Mercy)	St. Louis, Mo.	.....	.....	Mrs. John S. Thomson	Non-sect.	1	.....	.....
21 Industrial Schools (Children's Friend Society)	Albany, N. Y.	1863	1857	Mother Mary de Pazzi	R. C.	.....	636	511
22 Brooklyn Industrial School Association and Home for Destitute Children.	Brooklyn, N. Y.	1854	1854	Armes Pryn, treasurer	Non-sect.	0	.....	.....
23 Industrial Schools (Children's Aid Society)*	Brooklyn, N. Y.	1860	1866	Mrs. S. B. McOord	Non-sect.	.....	.....	.....
24 Children's Aid Society Industrial Schools*	New York, N. Y. (19 East Fourth street).	1855	1854	Richard D. Douglass	Non-sect.	2	6	4,200
25 Five Points House of Industry	New York, N. Y. (155 W. 9th street).	1854	1851	John W. Skinner	Non-sect.	5	79	.....
26				William F. Barnard.	Non-sect.	.....	.....	32,008

No.	Name of Institution	Year	Principal	Religion	Teachers	Students
27	Industrial School of St. Augustine's Chapel	1870	Miss E. D. Eiminger	P. E.	41	
28	Industrial School of the United Relief Works of the Society for Ethical Culture		Dr. G. Bamberger, principal			
29	Industrial Schools of American Female Guardian Society.	1849	Mrs. L. B. Ely, principal	Non-sect.	0	69, 758
30	St. Joseph's Industrial Home	1858	Mother Mary Augustine	R. C.	27	1, 906
31	St. Vincent's Industrial School	1856	Sister Mary Helena	R. C.	10	
32	Wilson Industrial School for Girls	1854	Miss Emily Huntington, matron	Non-sect.	4	
33	The Industrial School of Rochester	1857	Miss C. A. Hamilton, matron	Non-sect.	2	295
34	House of the Good Shepherd	1870	Rev. E. Gay, Jr.	P. E.	1	800
35	Industrial School and Home (Children's Aid Society)	1865	William Sampson	Non-sect.	2	300
36	St. Luke's Sewing School	1870	Miss Sally McFarland	P. E.	5	150
37	Warren Street Mission Sewing School, No. 3	1877	Mrs. Catharine A. Ewing	Non-sect.	1	
38	Toledo Industrial School	1875	Miss M. C. Dickinson, president	Non-sect.	3	
39	House of Industry Colored School	1848	Jane S. Street, principal	Non-sect.	1	490
40	Industrial Home for Girls	1859	Mrs. Reeves, matron	Non-sect.	2	
41	Pennsylvania Industrial Home for Blind Women*	1868	Mrs. Morgan	Non-sect.		
42	West Philadelphia Industrial School of the Immaculate Conception.	1858	Mother Mary of St. Ignatius	R. C.	0	1, 200
43	Girls' Industrial Home	1879	Mrs. William Aiken, president	Non-sect.		69
44	School of the Good Shepherd	1879	Mrs. F. E. Buford	P. E.	1	100
45	Industrial Home School*	1872	Leverett Barnes	Non-sect.	1	3

* From Report of the Commissioner of Education for 1873. a Since closed. b For St. Joseph's Convent of Mercy. c Number of teachers only.

TABLE XXII.—PART 3.—Statistics of industrial schools—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
1 Industrial Home or Home for the Friendless.*	12 and over	A virtuous record.....	Donations from laundry....	Sewing, cooking, housework, and laundry work.	
2 Burr Mission Industrial School.....	No limit	Destitution.....	Endowment.....	Sewing, knitting, crocheting, &c.	
3 Home Industrial School.....				General housework, sewing, and knitting.	
4 Railroad Mission Industrial School.....	7-18		By First Presbyterian Church	Sewing.....	
5 Girls' Industrial School (Woman's Christian Home Mission).....	5-16		Voluntary contributions....	Sewing, knitting, &c.....	
6 Busy Bee.....	Under 16		Donations	Knitting, sewing, and needlework.	
7 House of the Angel Guardian.....	3-15		Contributions and labor of inmates.	House duties, fine sewing, embroidery, lace making, knitting, &c.	
8 Industrial School.....					
9 Industrial School (House of the Good Shepherd).					
10 St. Elizabeth's House of Industry.....					
11 Maine Industrial School for Girls.....	7-15		State appropriation and donations.	House trades.....	Homes in families.
12 Preble Chapel Sewing School &c.....	14	Must be of good character.	Contributions.....	Sewing.....	
13 St. Joseph's House of Industry.....			Industry of inmates.....	Dress and shirt making, millinery, tailoring, embroidery, and plain sewing.	Situations are provided for them.
14 St. Mary's Industrial School for Boys.....	8-16		Appropriations, contributions, and labor of inmates.	Farming, gardening, printing, shoemaking, tailoring, basket making, and other wicker work.	
15 Industrial School for Girls.....	6-10		Donations, subscriptions, and legacies.	All domestic duties, sewing, knitting, &c.	Girls are under guardianship of the managers until 21 years of age.
16 Detroit Industrial School.....		Poverty.....	Contributions and rents.....	House duties and sewing.....	
17 Good Shepherd Industrial School for Girls.....			Contributions, labor of inmates, and tuition fees.	Laundry work, fancy work, and plain sewing.	
18 Blind Girls' Industrial Home*.....		Graduate of Missouri Institution for Education of the Blind.	By labor of its inmates.....	Sewing, beadwork, lace making, crocheting, and chair seating.	

19	Girls' Industrial Home* Shepherd	2-12	.....	Subscriptions from managers	Sewing and housework	Indentured or adopted.
20	Industrial School of the House of the Good Mercy	10	.....	Contributions, industry of inmates, &c.	General housework, sewing, knitting, &c.	Provided with situations
21	Industrial Schools (Children's Friend Society)	4-14	.....	Contributions and interest on invested funds.	Domestic duties and sewing	Girls are put out to service.
22	Brooklyn Industrial School Association and Home for Destitute Children	2-14	.....	Voluntary contributions	.....	.....
23	Industrial Schools (Children's Aid Society)*	Under 21	.....	Endowment and contributions	Machine and hand sewing; a kitchen garden class of 25 children in one of these schools during the year 1879.	Placed in good families.
24	Children's Aid Society Industrial Schools*	.....	Destitution	State appropriations and contributions.	Sewing	Teachers look after them.
25	Five Points House of Industry	4 and over	.....	Appropriations and contributions.	Shoemaking, printing, sewing, and housework; there is here a kitchen garden in which were 30 scholars and 3 teachers in 1879.	Placed in homes or go to friends.
26	Industrial School of St. Augustine's Chapel	.....	Must attend chapel Sunday school.	Annual appropriation from the parish.	Hand and machine sewing, embroidery, and worsted work.	.....
27	Industrial School of the United Relief Works of the Society for Ethical Culture.	.....	.....	Appropriations from school fund and contributions.	Radimentary principles of mechanical operations.	.....
28	Industrial Schools of American Female Guardian Society.	5-21	.....	Appropriations, donations, and tuition fees.	Sewing	.....
29	St. Joseph's Industrial Home	3-10	.....	Industry of inmates and tuition fees.	House duties, knitting, sewing, and use of sewing machine.	Provided with a home, suitable clothing and a small sum of money.
30	St. Vincent's Industrial School	12 and over	.....	Contributions, rents, and income from invested funds.	Domestic work, dress and cloak making, and use of sewing machine.	.....
31	Wilson Industrial School for Girls	4-12	.....	Board of children, contributions, and income from invested funds.	Housework and sewing; a class of 24 children was taught daily in an hour and a half in the kitchen garden during the year 1879.	Provided with situations.
32	The Industrial School of Rochester	Under 15	.....	By donations	Housework	.....
33	House of the Good Shepherd	.....	Need of care and protection.	Voluntary contributions	Housework, farmwork, and gardening.	In homes until of age.
34	Industrial School and Home (Children's Aid Society)	4-16	.....	Contributions	Agriculture, housework, knitting, and sewing.	.....
35	St. Luke's Sewing School	6-15	.....	By contributions	Sewing	.....
36	Warren Street Mission Sewing School, No. 3	6-14	.....	Private	Sewing and housework	.....
37	Toledo Industrial School	.....	Indigence	Voluntary contributions	Sewing, laundry, and housework	Placed in situations.
38	House of Industry Colored School	6	.....	.....	.....	Given two suits of clothing.
39	Industrial Home for Girls	12 and over	.....	.....	.....	.....
40	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1878. a Since closed.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
41 Pennsylvania Industrial Home for Blind Women.*	Subscriptions and donations.	Cane seating, basket making, knitting, and sewing.	Placed in situations, families, or taken by friends.
42 West Philadelphia Industrial School of the Immaculate Conception.	5-21	.....	Labor of inmates and tuition fees.	Domestic work, dress making, embroidery, and use of sewing machine.
43 Girls' Industrial Home	2-12	.....	Contributions and labor of inmates.	Domestic work and sewing
44 School of the Good Shepherd	.....	.....	Sustained by the Protestant Episcopal Church.	Sewing for girls
45 Industrial Home School*	5-14	.....	Appropriations, board of inmates, and labor of inmates.	Carpentry, chair seating, sewing, and gardening.

* From Report of the Commissioner of Education for 1878.

TABLE XXII.—PART 3.—Statistics of industrial schools—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.		Race.		Parent- age.		Orphanage.			Instruction; number taught—				Number of volumes.	Increase in the last school year.	
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Fundlings.	Reading.	Writings.	Arithmetic.	Drawing.			Music.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1 Industrial Home or Home for the Friendless*.....	\$0,996	\$4,519	\$1,410	2	9	11				5	1		6	5	4			30	5
2 Burr Mission Industrial School.....		\$3,205	\$3,205	42	55					15								253	
3 Home Industrial School.....		100	150	10	20														
4 Railroad Mission Industrial School.....	100	150	150	200	200								0	0	0	0	0		0
5 Girls' Industrial School (Woman's Christian Home Mission).	0	0	0	0	303														0
6 Busy Bee.....	0	0	0	26	80					25	37								
7 House of the Angel Guardian.....	0	0	0	0	62														
8 Industrial School.....					25														
9 Industrial School (House of the Good Shepherd)					70														
10 St. Elizabeth's House of Industry.....		5,103	529		170													700	125
11 Maine Industrial School for Girls.....	0				37														
12 Preble Chapel Sewing School b.....					36					36									
13 St. Joseph's House of Industry.....		41,725	68,808	45	45					40	5							350	50
14 St. Mary's Industrial School for Boys.....		5,341	5,366	386	24					43	153							1,124	209
15 Industrial School for Girls.....	3,030	5,251	5,251	30	22														0
16 Detroit Industrial School.....				30	40														150
17 Good Shepherd Industrial School for Girls.....				7	7	0	3	4	6										
18 Blind Girls' Industrial Home*.....	5,500			0	600	60	50	25	7	15	0		60	40	30			100	
19 Girls' Industrial Home*.....		3,479	5,000	0	600	60	50	25	7	15	0		60	40	30			100	
20 Industrial School of the House of the Good Shepherd.																			
21 Industrial School (St. Joseph's Convent of Mercy)	0				600														
22 Industrial Schools (Children's Friend Society).....	14,800	2,598	2,589		(97)														0
23 Brooklyn Industrial School Association and Home for Destitute Children.	20,500	28,062	27,163	82	57														
24 Industrial Schools (Children's Aid Society)*.....		\$15,884	\$15,640	(210)	(210)	210	200	10	35				210	200	200	210	190		30

* From Report of the Commissioner of Education for 1878. a Appears to include report on these items of the Sabbath school with which the industrial school is connected. b Since closed. c Average. d For all branches of the society.

TABLE XXII.—PART 3.—Statistics of industrial schools—Continued.

No.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.						
					Sex.		Race.		Parent- age.	Orphanage.			Instruction; number taught—				Number of volumes.	Increase in the last school year.			
					Male.	Female.	White.	Colored.		Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.			Arithmetic.	Drawing.	Music.
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
25	Children's Aid Society Industrial Schools*		\$205,583	\$204,340	18,769	66,896															
26	Five Points House of Industry		33,138	33,138	7,810	2,212															2,614
27	Industrial School of St. Augustine's Chapel		636	636		682															1,000
28	Industrial School of the United Relief Works of the Society for Ethical Culture.																				
29	Industrial Schools of American Female Guardian Society.	\$0	16,377	32,302	3,023	2,913				742	1,484										1,400
30	St. Joseph's Industrial Home		46,116	46,110	271	405				43	450										250
31	St. Vincent's Industrial School				100																554
32	Wilson Industrial School for Girls	8,000	8,276	7,537	320					4	50										750
33	The Industrial School of Rochester	20,000	5,146	5,398	26					6	19										150
34	House of the Good Shepherd		5,000	5,000	20					19	41										600
35	Industrial School and Home (Children's Aid Society).	0		7,434	40																176
36	St. Luke's Sewing School				28																
37	Warren Street Mission Sewing School No. 3				54																
38	Toledo Industrial School		700	700	25					1	25										25
39	House of Industry Colored School				56					8	22										150
40	Industrial Home for Girls	0	2,352	2,598	0					26	26										0
41	Pennsylvania Industrial Home for Blind Women*	55,000	5,026	5,230	33																0
42	West Philadelphia Industrial School of the Immaculate Conception.	0			0					50	60										
43	Girls' Industrial Home	0	963	931	60					6	51										160
44	School of the Good Shepherd				24					66	38										66
45	Industrial Home School*	0	7,091	6,819	42					3	28										250

* From Report of the Commissioner of Education for 1878.

a In industrial schools and lodging houses during the year.

b Number living in house.

TABLE XXII.—List of homes and asylums for orphan or dependent children, infant asylums, and industrial schools from which no information has been received.

Name.	Location.
PART I.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.	
Asylum for Girls	Los Angeles, Cal.
St. Catharine's Orphan Asylum.....	Hartford, Conn.
St. James' Asylum	Hartford, Conn.
Watkinson's Juvenile Asylum and Farm School.....	Hartford, Conn.
Middlesex County Orphans' Home.....	Middletown, Conn.
Home for Friendless and Destitute Children.....	Wilmington, Del.
Atlanta Benevolent Home	Atlanta, Ga.
Methodist Orphans' Home	Atlanta, Ga.
Augusta Orphan Asylum	Augusta, Ga.
St. Mary's Orphan Asylum	Augusta, Ga.
Columbus Female Orphan Asylum.....	Columbus, Ga.
White Bluff Female Orphanage.....	White Bluff, Ga.
Swedish Orphan Asylum.....	Andover, Ill.
Protestant Deaconess's Orphan Home.....	Jacksonville, Ill.
Woodland Home for Orphan and Friendless	Quincy, Ill.
Home for the Friendless	Springfield, Ill.
Colored Orphan Asylum	Evansville, Ind.
Evansville Orphan Asylum	Evansville, Ind.
Ladies' Auxiliary Orphan Asylum Society.....	Evansville, Ind.
German Orphan Asylum	Dubuque, Iowa.
Protestant Orphan Asylum	Leavenworth, Kans.
Widows' and Orphans' Home.....	Covington, Ky.
Orphans' Home	Frankfort, Ky.
Masonic Widows' and Orphans' Home	Louisville, Ky.
Presbyterian Orphans' Home Society of Louisville.....	Louisville, Ky.
Orphans' Home Society.....	La Têche, La.
Louisiana Asylum	New Orleans, La. (cor. Tonti and Hospital streets).
Newsboys' Lodging Home.....	New Orleans, La.
St. Louis Female Orphan Asylum.....	New Orleans, La.
Orphans' Home	Bath, Me.
Henry Watson Children's Aid Society.....	Baltimore, Md.
Kelso Orphan Home	Baltimore, Md.
St. James' Home for Homeless Children	Baltimore, Md.
Boflin's Bower	Boston, Mass.
West End Sheltering Arms	Boston, Mass.
Shaw's Asylum for Mariners' Children	Jamaica Plain, Mass.
Home for Young Women and Children	Lowell, Mass.
N. E. County Home for Orphan and Homeless Children	Winchendon, Mass.
Ladies' Protestant Orphan Asylum.....	Detroit, Mich.
St. Vincent's Orphan Home.....	East Saginaw, Mich.
Orphan Asylum	Marquette, Mich.
German Orphan Asylum.....	St. Paul, Minn.
Home for the Friendless	Hannibal, Mo.
Home for the Friendless	St. Joseph, Mo.
Episcopal Orphans' Home	St. Louis, Mo.
Southern Methodist Orphan Home.....	St. Louis, Mo.
Nevada Orphan Asylum	Virginia City, Nev.
Orphan Asylum	Manchester, N. H.
St. Michael's Orphan Asylum.....	Jersey City, N. J.
Orange Orphan Home.....	Orange, N. J.
Children's Home	Trenton, N. J.
Davenport Female Orphan Institute.....	Bath, N. Y.
Brooklyn Union for Christian Work.....	Brooklyn, N. Y.
Orphans' Home	Brooklyn, N. Y.
St. Paul's Female Orphan Asylum or Industrial School.....	Brooklyn, N. Y.
St. Vincent's Home for Homeless and Destitute Boys.....	Brooklyn, N. Y.
Catholic Home	Buffalo, N. Y.
St. Mary's Orphan Asylum	Canandaigua, N. Y.
St. John's Orphan Asylum.....	Greenbush, N. Y.
Home of the Friendless	Lockport, N. Y.
Children's Home	Newburgh, N. Y.
Free Home for Destitute Young Girls	New York, N. Y. (41 Seventh ave.)
Montefiero Widow and Orphan Benefit Society.....	New York, N. Y. (64 E. Fourth st.)
Union Home and School	New York, N. Y.
St. John's Orphanage	Ogdensburg, N. Y.
Home for the Homeless.....	Utica, N. Y.
Children's Home.....	Alliance, Ohio.
Home for the Friendless and Female Guardian Society.....	Cincinnati, Ohio.
Union Bethel and Newsboys' Home.....	Cincinnati, Ohio.
Home for the Friendless.....	Columbus, Ohio.
St. Vincent's Orphan Asylum.....	Columbus, Ohio.
Orphans' Home.....	Dayton, Ohio.
St. Joseph's Orphan Home.....	Dayton, Ohio.
Clarke County Children's Home	Springfield, Ohio.
St. Joseph's Orphan Asylum	Erie, Pa.
Church Home	Lancaster, Pa.

TABLE XXII.—*List of homes and asylums for orphans, &c.*—Continued.

Name.	Location.
Home for the Friendless	Lancaster, Pa.
Fressler Orphan Home	Louisville, Pa.
Children's Asylum (Philadelphia Alms House)	Philadelphia, Pa.
Foster Home Association	Philadelphia, Pa.
St. Paul's Roman Catholic Orphan Asylum	Pittsburgh, Pa.
Orphans' Home of the Evangelical Lutheran Church	Rochester, Pa.
Orphans' Farm School	Zelienople, Pa.
Home for Destitute Children	Bristol, R. I.
Leath Orphan Asylum	Memphis, Tenn.
St. Peter's Orphan Asylum	Memphis, Tenn.
St. Paul's Church Home	Petersburg, Va.
Friends' Asylum for Colored Orphans	Richmond, Va.
Home for the Friendless	Fond du Lac, Wis.
German Orphan Asylum	Washington, D. C.
Washington City Orphan Asylum	Washington, D. C.
St. Vincent's Asylum and Industrial Home	Santa Fé, N. Mex.
PART 2.—INFANT ASYLUMS.	
Foundlings' Home	Detroit, Mich.
New York Foundling Asylum Society	New York, N. Y.
New York Infant Asylum	New York, N. Y.
PART 3.—INDUSTRIAL SCHOOLS.	
Boys' Industrial School	St. Paul, Minn.
Girls' Industrial School	St. Paul, Minn.
St. Joseph's Industrial School	Albany, N. Y.
St. Mary's Academy and Industrial School	Buffalo, N. Y.
Industrial Home	Kingston, N. Y.
Industrial Home of the Hebrew Orphan Asylum	New York, N. Y.
New York House and School of Industry	New York, N. Y.
Protestant Industrial School	Cincinnati, Ohio (88 E. Third st.).
Free Sewing School	Marietta, Ohio.
Industrial School	Mineral Ridge, Ohio.
Philadelphia Lying-in Charity and Nurse School	Philadelphia, Pa.

TABLE XXII.—*Memoranda.*

Name.	Location.	Remarks.
ORPHAN ASYLUMS.		
Male Orphan Asylum.....	Watsonville, Cal.....	See Pájaro Vale Orphan Asylum; identical.
Jefferson County Orphan Home.....	Madison, Ind.....	Not in existence.
German Baptist Bethesda.....	Louisville, Ky.....	Name changed to German Baptist Orphan Home.
House of the Good Shepherd.....	Baltimore, Md.....	See Reform Schools (Table XXI).
Orphan Asylum.....	Baraga, Mich.....	Not in existence.
Home for Friendless Children.....	Jersey City, N. J.....	See Children's Friend Society.
Concord Female Benevolent Association.....	Concord, N. H.....	Not educational.
St. Mary's Orphan Asylum.....	Albany, N. Y.....	Not found.
St. Stephen's Home.....	Buffalo, N. Y.....	Not in existence.
German Ladies' Society for the Support of Orphans and Widows.	New York, N. Y.....	Supports from 50 to 60 widows with their orphans in their own homes, and also works for full orphans in connection with Wartburg Orphan Farm School.
House of Charity and Farm.....	Oswego, N. Y.....	An almshouse for the city of Oswego.
Home for the Friendless.....	Rochester, N. Y.....	Devoted to care and support of old ladies, &c.; no children in home nor educational department.
St. Vincent's Male Orphan Asylum.....	Utica, N. Y.....	Chartered with the name of Protectorate and Peformatory for Destitute Children. See Table XXI.
Widows' and Orphans' Home.....	Rochester, Pa.....	Not in existence.
State Orphan Asylum.....	Columbia, S. C.....	Closed.
INDUSTRIAL SCHOOLS.		
City and County Industrial School.....	San Francisco, Cal.....	See Reform Schools (Table XXI).
Connecticut Training School for Nurses.....	New Haven, Conn.....	See Table XVII.
Industrial School of the Holy Cross.....	New Orleans, La.....	Superscded by a young ladies' boarding school in 1879.
Boston City Hospital Training School for Nurses.	Boston, Mass.....	See Table XVII.
Boston Training School for Nurses (Massachusetts General Hospital).	Boston, Mass.....	See Table XVII.
New England Hospital Training School for Nurses.	Boston, Mass.....	See Table XVII.
Bellevue Training School for Nurses.....	New York, N. Y.....	See Table XVII.
New York Hospital Training School for Nurses.	New York, N. Y.....	See Table XVII.
School for Nurses, Charity Hospital.....	New York, N. Y.....	See Table XVII.
House of the Good Shepherd.....	Syracuse, N. Y.....	Not an industrial school; reported as a hospital.
Training School for Nurses of the Woman's Hospital.	Philadelphia, Pa.....	See Table XVII.
Washington Training School for Nurses.....	Washington, D. C.....	See Table XVII.

TABLE XXIII.—Statistics of educational benefactions for 1879; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
University of Alabama.....	Tuscaloosa, Ala.	Thomas U. Peters	Courtland, Ala.
University of California	Berkeley, Cal.	Henry D. Cogswell.....	San Francisco, Cal. .
Colorado College.....	Colorado Springs, Colo. ....	.....	.....
Wesleyan University	Middletown, Conn. ....	.....	.....
University of Georgia	Athens, Ga. ....	.....	.....
Blackburn University	Carlinville, Ill. ....	.....	.....
University of Chicago	Chicago, Ill.	Various persons	Boston, Chicago, New York.
Northwestern University.....	Evanston, Ill.	William Deering and Ly- man J. Gage.	.....
Lombard University.....	Galesburg, Ill.	Various persons .....	.....
Illinois College	Jacksonville, Ill.	Mrs. Valeria G. Stone.....	Malden, Mass.
Lake Forest University.....	Lake Forest, Ill. ....	.....	.....
McKendree College.....	Lebanon, Ill.	Various persons .....	.....
Lincoln University	Lincoln, Ill. ....	.....	.....
Mt. Morris College	Mt. Morris, Ill. ....	.....	.....
Monmouth College.....	Monmouth City, Ill.	Many contributors .....	.....
Augustana College	Rock Island, Ill. ....	.....	.....
Westfield College.....	Westfield, Ill.	Various persons .....	.....
Franklin College.....	Franklin, Ind.	James Ernest.....	Terre Haute Ind.
Hartsville University.....	Hartsville, Ind. ....	.....	.....
Union Christian College	Meron, Ind.	Mrs. John Ellis, M. D.	Yellow Springs, Ohio
Earlham College.....	Richmond, Ind.	{ Eliza P. Gurney	{ Burlington, N. J.
Iowa College.....	Grinnell, Iowa	{ Sarah M. Taylor.....	{
German College.....	Mt. Pleasant, Iowa ..	Various persons .....	.....
Cornell College	Mt. Vernon, Iowa.	{ Rev. George B. Bowman.	California.
Tabor College.....	Tabor, Iowa	{ Various persons	Northeastern Iowa..
Western College	Western, Iowa .....	.....	.....
Highland University.....	Highland, Kans.	Various donors .....	.....
University of Kansas.....	Lawrence, Kans.	William Shaw	Pittsburgh, Pa.
Washburn College.....	Topeka, Kans.	Various persons .....	.....
Centenary College of Louisiana.	Jackson, La. ....	.....	.....
Straight University.....	New Orleans, La.	Mrs. Valeria G. Stone	Malden, Mass.
Bowdoin College.....	Brunswick, Me.	Henry Winkley.....	Philadelphia, Pa.

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and 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
\$600						\$300	In books.
8,068							Land and real estate to be sold for the purpose of founding and endowing the Cogswell Dental College of the University of California; also from rental of building, \$3,600 per annum, for the endowment of the "Cogswell chair of moral and intellectual philosophy;" also a certain sum for the aiding of poor students, to be known as the "Cogswell students' relief fund."
150,000	\$150,000						Purpose not specified.
7,500							For general endowment.
4,500							Purpose not specified.
8,000	8,000						Purpose not specified.
							For current expenses.
1,000	1,000						For the library, 800 volumes in American history and political economy.
20,000							To pay indebtedness.
30,000	5,000	\$25,000					Purpose not specified.
							The \$25,000 for buildings includes a certain amount for scholarships; the \$5,000 is for a lectureship.
8,500	7,000					1,500	Payment of indebtedness conditional on the entire debt being paid. The \$1,500 consists of donations to the museum valued at that amount.
25,000							Purpose not specified; \$2,000 went to the theological department.
3,000	3,000						"Purchase."
12,000	5,000	7,000					For buildings and endowment fund.
							Gifts from the churches supporting this college.
2,000	2,000						For current expenses.
1,000					\$1,000		For beneficiary aid, the principal not to be used.
1,500	1,500						For the endowment fund.
							Sixty volumes to the library.
600						500	} For the library, or for any other purpose preferred.
1,144	1,144					100	
600							To meet current expenses.
} 28,000	{ 3,000						Purpose not specified.
		25,000					Real estate valued at \$3,000 for endowment purposes.
1,740							To finish paying for the new chapel.
9,166	9,166						Purpose not specified.
500	500						For the general cause of education.
							To pay professors.
5,000	(5,000)						Gifts to the library, the museum of natural history, and the laboratory.
							Partly for endowment and partly for buildings. No condition except that the building erected for young women should be on the Mount Holyoke plan.
925	925						For general purposes.
25,000		25,000					For the erection of new buildings.
10,000	10,000						For general purposes, probably the same as reported in 1878.

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
9,000				\$1,000			Purpose of donations amounting to \$3,000 not specified.
				3,000				Purpose of gift of $1,500 not specified.
600							Purpose of gift of \$500 not specified.
11,000	11,000					500 100	The towns in the order named send each \$1,000 for the Bartlett, Woodman, and Symonds scholarships.
55,000	55,000						Paid in from subscription of \$25,000 by friends of the college. To be used for payment of the college debt when the whole amount subscribed shall have been collected.
2,000					2,000		For the endowment of the presidency of the college.
13,000	13,000						Two gifts of \$1,000 each for educating poor boys.
293,134	20,000	100,000				20,000	For general purposes.
	33,030						For the endowment of the divinity school.
	40,000		50,000				For a professorship of international law; subject to an annuity.
	11,455						To aid in the scientific work at the observatory.
		2,500					For the botanic garden and Arnold Arboretum.
		4,500					To improve the herbarium building.
	2,000						To establish a permanent fund; the income to benefit the medical school.
	1,000						For a pension system.
				100			To increase the scholarship founded by him.
	409						Dividend on bequest of \$5,000, for fire relief fund.
	500					200	To procure books for the library.
		500					To increase the salary of the professor of entomology.
	700						To the herbarium.
	500						For lecturer on political economy.
	500						For Chinese instruction.
	50						For increase of salary.
	50						
	90						Other gifts, value not given, for the observatory, library, &c.
							To purchase books for the laboratory.
19,000	12,000						For current expenses.
			2,000	5,000			For scholarships.
							A professorship of theology to be maintained out of the income of the fund left by will; present sum paid, \$2,000 a year.

for 1878, although not actually received until 1879. See table of educational benefactions for that year

TABLE XXIII.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Continued.			
Williams College	Williamstown, Mass.	Edward Clark	New York
		Hon. J. Z. Goodrich	Stockbridge, Mass ..
Hillsdale College	Hillsdale City, Mich.	Estate of M. L. Day.....	Boston, Mass
		David Dudley Field.....	New York
		L. L. Brown	South Adams, Mass.
		Charles A. Davison.....	New York.....
Hope College	Holland, Mich.....	Various persons	
Olivet College	Olivet, Mich	Estate of Mrs. Ellis.....	Nashua, N. H.
		N. Slaght	Greenville, Mich.....
		Mrs. Lucy E. Tuttle	Guilford, Conn.....
		Mrs. Samantha Hitchcock	Alpena, Mich.....
		Peyton Ranney	Kalamazoo, Mich ..
Carleton College.....	Northfield, Minn.....	Various persons	Maine, Massachu- setts, Michigan, and New York.
		E. W. Bryant	Minneapolis, Minn..
		E. M. Williams	Chicago, Ill.....
		Mrs. E. W. Blatchford....	
		Jewett estate	
		Mrs. W. W. Wilkinson	Cambridge, Mass ..
		Roland Mather	Hartford, Conn
Willie and Ned Strong			
Mississippi College	Clinton, Miss	Mrs. S. A. Pinkard	Jackson, Miss.....
University of Mississippi.....	Oxford, Miss.....	United States Executive Departments.	Washington, D. C ..
		Department of agricult- ure of Illinois.	Springfield, Ill
		Department of state of Mississippi.	Jackson, Miss
University of the State of } Missouri.	Columbia, Mo.....	Various persons.....	
Central College	Fayette, Mo	Different sources	
Drury College	Springfield, Mo	Mrs. V. G. Stone	Malden, Mass.....
		S. M. Edgell	St. Louis, Mo
		Rev. C. L. Goodell	St. Louis, Mo
		S. F. Drury	Olivet, Mich
		C. S. Greeley	St. Louis, Mo
		W. S. Houghton	Boston, Mass
		W. O. Grover	Boston, Mass
		N. J. Morrison	Drury College
		Douglas Putnam.....	Harmar, Ohio
		Unknown	
		Mrs. Persis Smith.....	St. Louis, Mo
Paul Roulet	Drury College		
Various persons	In different States ..		
St. Louis University	St. Louis, Mo.....	Various persons	
Stewartsville College	Stewartsville, Mo ..	Anonymous.....	

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$42,850	\$3,600	\$25,000				\$8,000	For cabinet of natural history. Amount probably used for some purpose in connection with Goodrich Hall.
							Purpose of gift of \$5,000 not specified. For a meridian circle.
8,000							Purpose of gift of \$1,000 not specified. Purpose of gift of \$250 not specified. Purpose not specified.
3,038	3,038						To meet current expenses.
4,540							Purpose not specified.
5,589	1,000					1,000	Volumes for the library valued at \$1,000.
	100						General endowment.
	3,000						Do.
	200						For current expenses.
	200						
500	79					10	Library endowment. Miscellaneous; probably for current expenses.
		500					To aid in erecting a cottage on the college campus.
							Large number of official documents sent to the library.
							Transactions of the department.
							Official documents of the State.
2,400	2,000	400					Donations to the Agricultural and Mechanical College, consisting of seeds, silk cocoons, cotton samples, agricultural journals, &c. To the library; official documents, college catalogues, newspapers, &c. The \$2,000 for increased endowment; \$400 for apparatus.
17,403							Purpose not specified.
50	50						In amounts from \$5 to \$250; purpose not specified. Reports, pamphlets, curiosities, &c to the library and museum. In cash for permanent endowment.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Continued.			
Doane College	Crete, Nebr	Various persons .....	.....
		James Smith	Philadelphia, Pa
		Charles Boswell	West Hartford, Conn
		W. O. Grover	Boston, Mass
		Philip Moen	Worcester, Mass
College of New Jersey	Princeton, N. J	Legatees of John C. Green .....	.....
Hamilton College	Clinton, N. Y	Mrs. V. G. Stone	Malden, Mass
Hobart College	Geneva, N. Y	William C. Pierrepont	Pierrepont Manor, N. Y.
Cornell University	Ithaca, N. Y	Miss Jennie McGraw	Ithaca, N. Y
		Henry W. Sage	Ithaca, N. Y
Columbia College	New York, N. Y	Ingersoll Rock Drill Co .....	.....
		Messrs. F. De Peyster and others. Divers persons .....	.....
Vassar College	Poughkeepsie, N. Y	R. H. McDonald	California
University of Rochester	Rochester, N. Y	Various sources .....	.....
		A lady friend .....	.....
Syracuse University	Syracuse, N. Y	The alumni .....	.....
University of North Carolina	Chapel Hill, N. C	Different persons .....	.....
		Various quarters .....	.....
Biddle University	Charlotte, N. C	Various churches and Sunday schools. United Presbyterian Church of Scotland	Scotland
Davidson College	Davidson College, N. Y. ....	.....	.....
Shaw University	Raleigh, N. C .....	.....	.....
Wake Forest College	Wake Forest Col- lege, N. C.	Many persons .....	.....
Buchtel College	Akron, Ohio	Hon. J. B. Buchtel	Akron, Ohio
Ashland College	Ashland, Ohio .....	.....	.....
Denison University	Granville, Ohio	B. Thresher	Dayton, Ohio
Marietta College	Marietta, Ohio	Truman Hillyer	Columbus, Ohio
		Various persons	Different States

benefactions for 1873, &c.—Continued.

Benefactions.							Object of benefaction and 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
} \$15,000	\$3,975	.....	.....	.....	.....	.....	Given in small sums for endowment, the interest only to be used. 321 shares of Burlington (Vt.) Gaslight Company; value, \$3,025. For endowment; the interest only to be used. Cash for endowment; the interest only to be used. Cash for endowment; the interest only to be used. Cash for endowment; the interest only to be used.
	8,025	.....	.....	.....	.....	.....
	2,000	.....	.....	.....	.....	.....
	500	.....	.....	.....	.....	.....
	500	.....	.....	.....	.....	.....
165,000	.....	.....	.....	.....	.....	.....	Purpose not specified, \$25,000 apparently for the library of the theological department.
30,000	30,000	.....	.....	.....	.....	.....	Endowment of a chair, the Stone professorship of natural history.
2,000	.....	\$2,000	.....	.....	.....	.....	For philosophical and chemical apparatus.
} a27,663	.....	663	.....	.....	.....	\$2,000	For museum cases and iron roofing. \$15,000 for general equipment and \$10,000 for grading grounds and laying stone walks. To the department of mining engineering, a rock drill and tripod valued at \$350.
	15,000	10,000	.....	.....	.....	.....
	.....	350	.....	.....	.....	.....
1,250	.....	.....	.....	.....	.....	900	Some 5,000 minerals for which \$900 were contributed.
6,000	.....	.....	.....	\$6,000	.....	.....	Donations, consisting of specimens, &c., to the department of chemistry.
5,700	5,700	.....	.....	.....	.....	.....	For scholarship.
} 40,119	25,000	.....	.....	.....	.....	.....	For current expenses. General fund; to be received at decease of lady. To endow a professorship; available when \$40,000 shall be secured. General fund; in small subscriptions.
	.....	.....	\$5,000	.....	.....	.....
	10,119	.....	.....	.....	.....	.....
} 7,320	.....	.....	.....	.....	\$1,200	.....	The University Library and the Dialectic and Philanthropic Societies received gifts of books, public documents, &c. For support of students. Fund, the interest of which is to be used to prepare students for missionary work in Africa.
	.....	.....	.....	.....	6,120	.....
560	.....	.....	.....	.....	.....	560	For the library.
700	.....	650	.....	.....	50	.....	\$650 for chapel; \$50 for support of those studying for the ministry.
16,000	4,000	12,000	.....	.....	.....	.....	\$4,000 on endowment fund and \$12,000 for the erection of Wingate Memorial Hall.
44,715	44,715	.....	.....	.....	.....	.....	To liquidate the college debt; conditional on the whole amount of debt, \$61,512, being obtained in good subscriptions.
8,000	(8,000)	.....	.....	.....	.....	.....	Building and endowment fund.
2,000	2,000	.....	.....	.....	.....	.....	For general endowment. Large subscriptions are to be gathered in for general endowment, \$100,000 being the objective point.
} 28,234	.....	.....	25,000	.....	.....	.....	For professorship. For current expenses.
	3,234	.....	.....	.....	.....	.....

a Evidently the same as reported in 1878.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.— Continued.			
Muskingum College	New Concord, Ohio	Various individuals	
Rio Grande College	Rio Grande, Ohio	{ Mrs. Permelia Wood	Rio Grande, Ohio
Wittenberg College	Springfield, Ohio	{ Sundry parties	
Urbana University	Urbana, Ohio		
Otterbein University	Westerville, Ohio		
Wilberforce University	Wilberforce, Ohio	Mr. Ware	Boston, Mass
Wilmington College	Wilmington, Ohio	30 different persons	Clinton Co., Ohio
University of Wooster	Wooster, Ohio		
Antioch College	{ Yellow Springs, { Ohio.	{ Legacy of Rev. D. Austin { Sundry persons	
McMinnville College	McMinnville, Oreg		
Philomath College	Philomath, Oreg ..	Mrs. Elizabeth Mason	
Willamette University	Salem, Oreg	Trustees of Portland Acad- emy.	Portland, Oreg
Pennsylvania College	Gettysburg, Pa	{ Lewis Carl	York, Pa
Haverford College	Haverford College, Pa.	{ Various others	
University at Lewisburg	Lewisburg, Pa	{ Joseph W. Taylor	Burlington, N. J
Mercersburg College	Mercersburg, Pa	{ Other gentlemen	
Westminster College	New Wilmington, Pa.	Various persons	
		Members of the Reformed Church of the U. S.	
		General subscriptions	
		{ Many persons	
		{ G. B. Linderman and oth- ers	
Lehigh University	South Bethlehem, Pa.	Hon. Asa Packer	Mauch Chunk, Pa
		{ Various persons	
Swarthmore College	Swarthmore, Pa	{ Samuel Willets	New York, N. Y
Washington and Jefferson Col- lege.	Washington, Pa	{ Joseph Wharton	Philadelphia, Pa
		Dr. F. Julius LeMoyné	Washington, Pa
Waynesburg College	Waynesburg, Pa		
Brown University	Providence, R. I	{ William F. Sayles	Providence, R. I
Newberry College	Newberry, S. C	{ Miss Amelia S. Knight	Providence, R. I
		Several persons	
Clafin University	Orangeburg, S. C	{ Hon. William Clafin	Massachusetts
		{ Other individuals	
		{ Freedmen's Aid Society { of the M. E. Church	
Southwestern Presbyterian } University. }	Clarksville, Tenn.	{ Wm. M. Stewart, dec'd	Clarksville, Tenn
		{ J. King, deceased	Louisiana

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$6,000	\$6,000						In small amounts for endowment.
1,153	1,014						To pay teachers and to increase the library.
3,000	3,000						For endowment of college.
1,500							Purpose not specified.
							Miscellaneous gifts; none of large amount.
100						\$100	For the museum; supplemental to one hundred dollars' worth of plaster casts given in 1877-'78.
2,000	2,000						To pay salaries.
							A few small gifts received.
7,500	5,000						The legacy not yet paid; conditions, that colored students be admitted, and no prizes awarded for special excellence; the whole to be used for the general purposes of the college.
2,000	2,500						Purpose not specified.
200	200						Contribution to endowment; for perpetual investment, interest only to be used.
15,000	15,000						For endowment. A block of city lots in Portland, Oreg. An irreducible fund, an equal amount to be raised by the university.
4,000			\$1,000				Purchase of scholarship.
8,500			3,000				Towards a professors' fund.
	3,500		5,000				To meet deficiencies.
3,500	3,500						Gifts to the museum.
							For use of college.
15,000							Purpose not specified.
							Gifts to the museum and different departments of the college.
						23,350	For the library.
2,023,350	1,500,000					500,000	The bequests of Judge Packer to the University amount in all to \$3,500,000. Of this sum \$1,500,000 were turned over to the endowment fund in 1879, and \$500,000 to the library.
							Books, reports, documents, &c., given to the library.
10,000		10,000					For meeting house, barn, &c.
21,000	20,000	1,000					The \$20,000 to endow a chair of applied mathematics, and \$1,000 for the outfit thereof.
10,000		10,000					Principally for building purposes.
51,000		50,000					For Sayles Memorial Hall.
				\$1,000			For Knight scholarship.
							Books and public documents to the library; coins, minerals, and fossils to the museum.
		6,000					To increase the property.
9,100	1,100						For current expenses.
	2,000						Gifts of money, books, minerals, coins, &c., to aid endowment and to add facilities for college work.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Hwassee College	Hwassee College, Tenn.	Citizens	Sweetwater, Tenn. .
Cumberland University.....	Lebanon, Tenn....	Several estates.....	Chicago and else- where.
University of Tennessee.....	Knoxville, Tenn..	Various persons	N. Y., Tenn., Utah, &c
Maryville College.....	Maryville, Tenn..	{ William Shaw	Pittsburgh, Pa.....
		{ P. Smith	Dayton, O.....
		{ Hon. William E. Dodge	New York
		{ Miscellaneous	
Central Tennessee College....	Nashville, Tenn..	{ Moharry Brothers	{ Shawnee Mound, Ind., Eaton, O., and Paxton, Ill.
Fisk University	Nashville, Tenn..	{ Amer. Miss. Assoc	New York
		{ Estate of R. R. Graves	Morristown, N. J.....
		{ William H. Vanderbilt	New York, N. Y.....
Vanderbilt University	Nashville, Tenn..	{ William H. Vanderbilt	New York, N. Y.....
		{ Various persons	
University of the South.....	Sewanee, Tenn....		
Greenville and Tusculum Col- lege.	Tusculum, Tenn..		
Southwestern University.....	Georgetown, Texas	Various persons	
Austin College	Sherman, Texas...		
University of Vermont and State Agricultural College.	Burlington, Vt....	Miss Mary Fletcher	Burlington, Vt.....
Middlebury College.....	Middlebury, Vt..	Rev. William Patton.....	New Haven, Conn..
Washington and Leo Univer- sity.	Lexington, Va....	Various sources.....	
Richmond College	Richmond, Va....	Anonymous	Virginia
Roanoke College.....	Salem, Va.....	{ Jacob Persinger	Roanoke County, Va
		{ Different persons	New York and Mas- sachusetts.
		{ W. W. Corcoran	Washington, D. C. .
University of Virginia.....	University of Vir- ginia, Va.	{ Various persons	
Bethany College	Bethany, West Va.	Many persons	
West Virginia University	Morgantown, West Va.	Various sources	
Beloit College.....	Beloit, Wis.....	{ R. Battell	New York
		{ Many contributors.....	
University of Wisconsin.....	Madison, Wis....	C. C. Washburn.....	Madison, Wis.....
Milton College.....	Milton, Wis.....		
Racine College.....	Racine, Wis.....	Rev. James DeKoven	Racine, Wis.....
Ripon College	Ripon, Wis.....	Anonymous	
University of Washington Ter- ritory.	Seattle, Wash. Ter.		

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$5,000		\$5,000					House and lot "deeded as in fee simple" for female education.
							Property in Chicago, and bequests (not yet received) for the benefit of the theological school.
							Specimens sent to the museum.
2,000	\$1,000 500 350 150						To meet current expenses.
3,300		3,000					To be used in the erection of the Me-harry Medical Building.
					\$300		To aid students in the theological department.
30,000	10,000 20,000 65,000						For the general purposes of the university.
							To build and furnish the theological hall.
100,000	35,000						Of this amount \$25,000 goes to Science Hall and \$10,000 to the gymnasium.
							Specimens to the museum and arboretum; books and paintings to the library.
812	812						For support of the university.
50		50					For building purposes.
							Donations to library, consisting of books, fossils, a portrait, &c.
							Several small amounts to the expense fund.
185,375	(185,000)					\$175	For the museum.
							This \$185,000 for the building and endowment of a general hospital was apparently given in 1878.
250						200	For the library.
							A bequest of \$250, for what purpose is not stated.
							Books and documents to the library.
2,000	2,000						Towards endowment fund. Conditional on the free education of ministers.
12,000	10,000 2,000						Bequest, in reversion, real estate valued at \$10,000 for maintenance of college.
1,000	1,000						Other gifts (\$2,000) in cash contributions for maintenance of college.
							Third instalment of a gift of \$5,000.
3,000	3,000						Documents and books to the library; also, donations to the school of general and industrial chemistry.
							For general aid and endowment.
							Different volumes to the library.
4,200	2,000 2,200						For general purposes.
25,000		25,000					For an astronomical observatory and instruments.
5,000	5,000						To pay debts.
38,000	38,000						This amount left by will for the general interests of the college; also a library of 3,500 volumes.
15,000	15,000						For the endowment fund.
50						50	Books and specimens in natural history, worth \$50.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
<i>SCHOOLS OF SCIENCE (mining, engineering, agriculture, &c.).</i>			
Arkansas Industrial University	Fayetteville, Ark.	Several sources	
Sheffield Scientific School of Yale College.	New Haven, Conn.	Various sources	
Maine State College of Agriculture and the Mechanic Arts.	Orono, Me	Hon. Abner Coburn	Skowhegan, Me.....
Massachusetts Agricultural College.	Amherst, Mass ...	Bequest of Henry Sweet..	Northampton, Mass..
Cooper Union for the Advancement of Science and Art.	New York, N. Y..	Various persons	
State Agricultural College.....	Corvallis, Oreg....	A. H. Brown	Baker City, Oreg....
Hampton Normal and Agricultural Institute. }	Hampton, Va	Various persons, 453 in all.	
<i>SCHOOLS OF THEOLOGY.</i>			
Alabama Baptist Normal and Theological School.	Selma, Ala.....	Various churches and persons.	Alabama.....
Theological department of Talladega College.	Talladega, Ala....	American Missionary Association.	
San Francisco Theological Seminary.	San Francisco, Cal.		
Yale Divinity School.....	New Haven, Conn.	Various sources	
Chicago Theological Seminary.	Chicago, Ill.....		
Presbyterian Theological Seminary of the Northwest. }	Chicago, Ill.....	{ Thomas A. Galt.....	{ Sterling, Ill.....
		{ Sundry persons	
Danville Theological Seminary.	Danville, Ky.....		
Bangor Theological Seminary..	Bangor, Me.....	Samuel Adams.....	Castine, Me.....
Woodstock College of Baltimore Cornty.	Woodstock Station, Md. }	{ The Smithsonian Institution.	{ Washington, D. C..
		{ The Agricultural Department.	
Bishop Green Associate Mission and Training School. }	Dry Grove, Miss..	{ James Saul	{ Philadelphia, Pa....
		{ Julia Merrit	{ New York, N. Y....
Natchez Seminary	Natchez, Miss.....		
Concordia College (Seminary) ..	St. Louis, Mo.....	{ German Evangelical Lutheran Synod.	{ Different States.....
		{ Synodical Publishing House.	
German Congregational Theological Seminary.	Crete, Nebr.....	Different persons	Nebraska.....

α A part of this amount

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
							Specimens to the museum; books and periodicals to the library.
\$70				\$20		\$50	Specimens to the zoological department, to the art school, and to the department of dynamic engineering.
1,000	\$1,000						\$50 for binding periodicals; \$20 for prizes for excellence in composition and declamation.
							General purposes of college.
							Volumes and pamphlets to the library.
50						50	Minerals valued at that amount.
	10,463						General donations.
	12,000			12,260			For annual scholarships.
		\$14,133					For the endowment fund.
58,658					\$2,617		For the building fund.
	507				1,678		For the beneficiary fund.
		5,000					For the Indian fund.
							For the Butler school.
							To purchase a farm.
							One Corliss steam engine and other donations of material.
1,500	1,500						In small sums for the support of teacher and students.
2,500	2,500						Receives about \$2,500 a year from this association.
6,000	6,000						\$4,000 for current expenses; \$2,000 for permanent investment.
10,000	10,000						For instruction in vocal culture and elocution.
9,000	9,000						This amount, and pledges of \$73,000 to be paid in 1880, will be used for endowments, general expenses, professorships, salaries, &c.
a7,619		\$2,500		\$2,500			{ To found a permanent scholarship, as an "embellishing fund."
							{ Purpose of donations, amounting to \$2,619, not specified.
1,000							A few books and pamphlets.
							Purpose not stated.
							Minerals, corals, and fossiliferous strata.
							Plants of the Russian and Indian flora and seeds.
							{ For current expenses and support of candidates for the ministry. The amount of gifts is not stated.
500	500						A few books, some clothing, and a little money, \$500 in all.
							This synod sustains the institution, pays professors, &c.
							Income from this house invested. Annual amounts not specified.
5,000					5,000		To educate young men for the ministry;

was evidently given in 1878.

TABLE XXIII.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont'd.			
Auburn Theological Seminary.	Auburn, N. Y.	Rev. J. B. Beaumont..... Estate of S. Benjamin..... Rev. L. Brooks.....	Elmira, N. Y..... Churchville, N. Y.....
Canton Theological School.....	Canton, N. Y.	Mrs. Mary Le Conte..... Estate of E. W. Sylvester..... H. Johnson, D. D..... Other persons..... Various persons.....	Lodi, N. Y..... Lyons, N. Y..... Auburn, N. Y.....
Union Theological Seminary. }	New York City, N. Y.	Hon. Edwin D. Morgan... Frederick Marquand..... D. Willis James..... M. K. Jesup..... Marcellus Hartley..... F. H. Cossitt..... John D. Rockefeller..... William Rockefeller..... Charles Pratt..... John B. Trevors.....	New York City, N. Y..... Cleveland, Ohio..... New York, N. Y..... Brooklyn, N. Y..... Yonkers, N. Y.....
Rochester Theological Seminary. }	Rochester, N. Y.	J. B. Hoyt..... Hon. Eli Perry..... Dr. Nathan Bishop..... S. S. Constant..... — Wolverton.....	Stamford, Conn..... Albany, N. Y.....
Union Biblical Seminary.....	Dayton, Ohio.....	Robert Smith and others.....	Polo, Ill.....
Western Theological Seminary.	Allegheny City, Pa.	Rev. C. C. Beatty.....	Steubenville, Ohio....
Moravian Theological Seminary	Bethlehem, Pa. ....	.....	.....
Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa.	Unknown.....	.....
Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C. ....	.....	.....
Union Theological Seminary. }	Hampden Sydney, Va.	{ Mrs. J. B. Ross..... Rev. A. Hart.....	Richmond, Va..... Virginia.....
SCHOOLS OF LAW.			
Union College of Law of the University of Chicago and Northwestern University. }	Chicago, Ill.	{ Callaghan & Co..... O. H. Horton..... Law faculty.....	Chicago, Ill.....
Law Department, State University of Iowa.	Iowa City, Iowa ..	.....	.....
Albany Law School.....	Albany, N. Y.	Thomas W. Olcott.....	Albany, N. Y.....
SCHOOLS OF MEDICINE.			
Medical College of Alabama ...	Mobile, Ala.....	Henry A. Schroeder.....	Mobile, Ala.....
Medical Institution of Yale College.	New Haven, Conn.	Legacy of Mrs. Keeso.....	New York.....
Woman's Medical College of the New York Infirmary. }	New York, N. Y. ..	{ Association for the Advancement of the Medical Education of Women.....	.....

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$9,690	\$1,000					\$1,000	To the library, 64 volumes of pamphlets. For the permanent fund and the library. The \$2,000 for a scholarship; permanent fund, \$1,000.
	1,000			\$2,000			
7,500	940			3,000			For a scholarship. For general purposes.
	500						
	250	\$5,000				\$2,500	
109,000						100,000	The \$5,000 for a divinity hall. The bequest to aid in the preparation of young men for the Universalist ministry. For library fund; gift in railway bonds. For an education fund.
	5,000						
	1,000						
	1,000						
	1,000						
156,000		38,000				25,000	For library building and chapel. To buy books for the library. For professorship of elocution. To endow a corresponding secretaryship. For Hebrew professorship.
	25,000		\$25,000				
			25,000				
26,646	14,000						For current expenses.
	2,000						
	1,000						
	1,000						
13,625	13,625						For endowment; the amount to be held sacred forever, the interest only to be used.
1,400	1,400						To promote theological education in accordance with policy of the Presbyterian Church.
5,000	5,000						Contributions by the churches for the current expenses of the seminary.
7,600	7,600						For endowment, the interest only to be used.
300							About \$3,500 for endowment, the remainder for current expenses.
175				100			In books for the library. A bequest of books.
				50			
				25			
2,000		2,000					Prize for best examination in the senior class.
200							Prize for best thesis in legal argument.
							For best junior examination.
2,137		200					A few volumes for the library.
525	525						To aid in the purchase and fitting up of a new law school building.
							To purchase physical apparatus. Purpose not specified.
							For extra instruction in physiology and materia medica; also 3 microscopes.
							The trustees gave rent, repairs, fuel, light, janitor, secretary's work, chemicals, &c.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF MEDICINE—Cont'd.			
Pennsylvania College of Den- tal Surgery.	Philadelphia, Pa. . .	{ Henry C. Cary	Philadelphia, Pa.
		{ Charles Hamilton	Philadelphia, Pa.
INSTITUTIONS FOR SUPERIOR IN- STRUCTION OF WOMEN.			
Georgia Baptist Seminary for Young Ladies.	Gainesville, Ga. . .	Various persons . . . . .	.....
La Grange Female College	La Grange, Ga.	Various persons . . . . .	.....
Jacksonville Female Academy	Jacksonville, Ill. . .	Various persons	Jacksonville and vi- cinity, Ill.
St. Mary's School	Knoxville, Ill.	Rev. C. W. Leffingwell	Knoxville, Ill.
De Pauw College	New Albany, Ind. . .	Hon. W. C. De Pauw	New Albany, Ind. . .
College of the Sisters of Beth- any.	Topeka, Kans. . . . .	.....	.....
Liberty Female College	Glasgow, Ky. . . . .	.....	Kentucky
Logan Female College	Russellville, Ky. . .	Hugh Barclay, sr	Russellville, Ky. . . .
Lasell Seminary for Young Women.	Auburndale, Mass	Several trustees	Boston and vicinity.
Smith College	Northampton, Mass.	.....	.....
Mt. Holyoke Female Seminary {	South Hadley, Mass.	{ Charles Boswell	Hartford, Conn
		{ Hon. E. A. Goodnow	Worcester, Mass.
Howard College	Fayette, Mo	{ Many individuals . . . . .	.....
Lindenwood Female College	St. Charles, Mo . . .	Judge S. S. Watson (de- ceased).	St. Charles, Mo
New Hampshire Conference Seminary and Female Col- lege.	Tilton, N. H.	{ Mrs. Hannah Baker . . . . .	.....
		{ Mrs. Sally Fowler, by will	.....
Packer Collegiate Institute	Brooklyn, N. Y. . . .	Various persons . . . . .	.....
Greensboro' Female College	Greensboro, N. C. . .	S. B. Chittenden and others	.....
Chowan Baptist Female Insti- tute.	Murfreesboro, N. C	Different parties . . . . .	.....
		W. W. Mitchell and others.	.....
Lake Erie Female Seminary	Painesville, Ohio. . .	{ Hon. Reuben Hitchcock	Painesville, Ohio. . . .
		{ Hon. W. H. Upsur	Akron, Ohio
Friends' Female College	Bryn Mawr, Pa	Dr. Joseph W. Taylor	Burlington, N. J
PREPARATORY SCHOOLS.			
Connecticut Literary Institu- tion.	Suffield, Conn. . . . .	.....	.....
Woodstock Academy	Woodstock, Conn.	Unknown	New York
Burlington University	Burlington, Iowa . .	Martha Rogers, by will	Middletown, Conn . .

Benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$1,500		\$1,000					} For the benefit of a building fund.
		500					
1,000					\$1,000		To educate girls, and especially orphans.
1,000		1,000					Contributed by the public for finishing the buildings.
2,000		2,000					For general improvements.
5,000		5,000					For the erection of a needed addition to the building-
1,800	\$1,800						\$800 for furnishing, \$1,000 for tuition, the amount to be used in the interests of the college.
4,000				\$4,000			For a scholarship.
1,500		1,500					To pay a debt on grounds and buildings.
5,000				5,000			In land, to found a scholarship, \$300 a year to be given in board or tuition to any girl named by his family.
26,000	26,000						To help cancel the debt.
3,000		3,000					For an art gallery.
} 1,600	{	600				\$1,000	Towards a permanent fund for library.
							To purchase additional land for semi-nary grounds.
							Gifts for the cabinets, art galleries.
							For library, repairs, and prizes. Amount not specified.
11,000					11,000		To aid indigent students.
} 3,000	{	100					To increase endowment.
		200				2,700	The income for young men preparing for the ministry.
							For current expenses.
							Books, pamphlets, public documents, coins, and specimens.
5,000							Purpose not specified.
12,500					12,500		To secure the institution fully and perpetually to the Baptist denomination; conditional on free tuition being afforded to one indigent girl perpetually for each \$1,000 contributed.
} 10,500	{	10,000					To forward endowment of \$50,000, to be used in aiding needy pupils, in procuring lecturers, library, cabinets, and apparatus. Conditional upon raising the remaining \$40,000 within 5 years from February 3, 1879.
		500					Towards the erection of a building to be used, when completed, as a Friends' College for Women.
450,000		450,000					
500							Purpose not specified. The interest only to be used.
200							Purpose not specified.
500	500						For endowment fund; interest to be used for school.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS—Continued.			
Phillips Academy	Andover, Mass	{ John C. Phillips .....	.....
English High School	Boston, Mass	{ Peter Smith .....	.....
Williston Seminary	{ Easthampton, Mass.	{ J. M. Sears .....	.....
St. Mark's School	{ Southborough, Mass.	{ John Byers .....	.....
Austin Academy	Centre Strafford, N. H.	{ William O. Grover and others .....	.....
Cazenovia Seminary	Cazenovia, N. Y.	{ Mrs. Sarah L. Myers	Yonkers, N. Y.
York Collegiate Institute	York, Pa	{ Ninety alumni and friends .....	.....
Rogers High School	Newport, R. I.	{ N. S. and John Simpkins	New York, N. Y.
Wayland University	Beaver Dam, Wis	{ Daniel Austin	Kittery, Me
.....	.....	{ James Callanan	Des Moines, Iowa
.....	.....	{ Governor Stanford	California
.....	.....	{ Many others .....	.....
.....	.....	{ Mrs. S. Alden	New York, N. Y.
.....	.....	{ Various persons .....	.....
.....	.....	{ Mrs. Mary A. King	Newport, R. I.
.....	.....	{ Other persons .....	.....
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Talladega College	Talladega, Ala	{ Mrs. Valeria G. Stone	Malden, Mass
Mills Seminary	Brooklyn, Cal	{ Various others .....	.....
Urban Academy	San Francisco, Cal	{ Peter Couatts	Mayfield, Cal
School of the Holy Cross	Santa Cruz, Cal .....	.....	.....
Wolfe Hall	Denver, Colo	{ Miss Catherine Wolfe	New York, N. Y.
Butler Female College and Male Institute	Butler, Ga	{ Other friends	Different States
Howard Normal Institute	Cuthbert, Ga	{ O. M. Colbert	Butler, Ga
Washington Female Seminary	Washington, Ga	{ J. H. Holsey .....	.....
German Evangelical Lutheran School	Addison, Ill	{ American Missionary Association .....	.....
Coe Collegiate Institute	Cedar Rapids, Iowa	{ Judge Wm. Reese	Washington, Ga
Lenox Collegiate Institute	Hopkinton, Iowa	{ T. M. Sinclair .....	.....
Oelwein Seminary	Oelwein, Iowa	{ T. M. Sinclair	Cedar Rapids, Iowa
Troy Academy	Troy, Iowa	{ Jackson Mettlin	Oelwein, Iowa
Alexander College	Burkesville, Ky	{ Citizens	Troy, Iowa
Threlkeld Select School	Lexington, Ky	{ J. T. Cathright .....	.....
Louisville Rugby School	Louisville, Ky	{ D. B. Kline	Louisville, Ky
.....	.....	{ W. K. Smith .....	.....
.....	.....	{ T. B. Threlkeld	Lexington, Ky
.....	.....	{ Prof. J. L. Campbell	Lexington, Va
Hallowell Classical and Scientific Academy	Hallowell, Me	{ Mrs. A. L. Stone	Malden, Mass
Nichols Academy	Dudley, Mass	{ Other persons .....	.....
Dean Academy	Franklin, Mass	{ H. J. Conant	Pawtucket, R. I.
St. Olaf's School	Northfield, Minn	{ Donor not mentioned .....	.....
.....	.....	{ C. Kettelsen, State treasurer	St. Paul, Minn

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$80,993	\$80,993						{ "Endowments of instruction, scholarships, and prizes."
1,275	{ 250					\$1,025	A few books for the library.
200						200	For library fund.
5,000	5,000						For a portrait.
							For the library.
							To support the school.
20,000	{ 12,000						{ To pay indebtedness and establish endowment; conditional on the debt being paid and no more permanent debts incurred.
	{ 1,000						
	{ 7,000						
1,000						1,000	For the library.
	{ 400						A piano valued at \$400.
				\$1,500			As a trust fund; the net income to be applied annually to the gift of a gold medal to the best Greek scholar for the year.
1,500							Engravings, photographs, raised map of Switzerland, chemicals, glassware, valuable books of reference, &c.
							Purpose not specified.
485							
15,000	{	\$15,000					To erect new building.
	{						Several hundred dollars in small amounts.
12,000				12,000			For debt and scholarships.
20		20					A set of maps to illustrate ancient history.
100							For use of one of the Sisters.
2,500	{	1,500					{ For building; also a donation of books.
	{	1,000					{ One clock valued at the amount specified.
25		25					To pay tuition of poor scholars, provided the school sends out teachers.
80						\$80	To pay tuition of poor children.
50						50	Purpose not specified; \$422 was a free contribution by members.
1,189							Purpose not specified.
1,100							For the general interests of the institution.
760	760						For school room.
10		10					To purchase apparatus.
100		100					
1,000				1,000			To endow scholarships.
35						35	For library and apparatus.
							One hundred fossil specimens for illustrations in geology.
25,000	{ 10,000						{ To pay indebtedness of school.
	{ 15,000						
5	5						For organ fund.
38,000							Purpose not specified.
50	50						Endowment fund.

TABLE XXIII.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Wesleyan Methodist Seminary.	Wasioja, Minn.	{ Various persons in the Middle and Western States. Wm. Lentz	{ } Ligonier, Ind.
Mt. Hermon Female Seminary.	Clinton, Miss.	Various persons .....	.....
Butler Academy	Butler, Mo. ....	.....	.....
Morrisville Collegiate Institute.	Morrisville, Mo.	Subscriptions .....	.....
Salem Academy	Salem, Mo.	{ D. Appleton & Co. Van Antwerp, Bragg, & Co. R. Clarke & Co., and others William Johnson	{ } New York, N. Y. Cincinnati, Ohio ...
Atkinson Academy	Atkinson, N. H. ....	.....	Atkinson, N. H.
Gilmanton Academy	Gilmanton, N. H. ..	Heirs of Hon. H. H. Y. Hackett.	Portsmouth, N. H. ...
Kearsarge School of Practice ..	Wilmot, N. H.	{ Hannah B. and Isaac B. Youngman. J. D. Condit	{ } Wilmot, N. H.
St. Stephen's School	Milburn, N. J.	{ E. S. Renwick	{ } Milburn, N. J.
Moorestown Academy	Moorestown, N. J. ..	.....	.....
Albany Academy	Albany, N. Y.	Thomas W. Oleutt	Albany, N. Y.
Adelphi Academy	Brooklyn, N. Y. ...	{ H. W. Wheeler	{ } Brooklyn, N. Y.
Munro Collegiate Institute	Elbridge, N. Y.	{ Thomas W. Hill	{ } Elbridge, N. Y. Auburn, N. Y.
Hudson Academy	Hudson, N. Y.	{ State donation. Residents	{ } Hudson, Albany, N. Y.
Franklin Academy	Malone, N. Y. ....	.....	.....
Chili Seminary	North Chili, N. Y. ..	Hon. W. A. Wheeler	Malone, N. Y.
De Garmo Institute	Rhinebeck, N. Y. ..	Mrs. Katharine Warner	Binghamton, N. Y. ...
Female Academy of the Sacred Heart.	Rochester, N. Y.	Citizens of Rhinebeck and graduates of school.	.....
Rochester Realschule	Rochester, N. Y.	Rochester Realschulverein.	Rochester, N. Y.
St. Andrew's Seminary	Rochester, N. Y.	Rev. H. De Regge	Rochester, N. Y.
Belvidere Academy	Belvidere, N. C.	Baltimore Association of Friends.	Baltimore, Md.
Mt. Pleasant Female Seminary	Mt. Pleasant, N. C. ..	.....	.....
Catawba High School	Newton, N. C.	Various friends .....	.....
Washington School	Raleigh, N. C. ....	.....	.....
Albany Enterprise Academy ..	Albany, Ohio .....	.....	.....
Postoria Academy	Postoria, Ohio	Gov. Foster and citizens.	Postoria, Ohio
Northern Ohio Collegiate and Business Institute.	South New Lyme, Ohio.	W. S. Deming and citizens.	South New Lyme, Ohio.
Ashland College and Normal School.	Ashland, Oreg. ....	.....	.....
Westtown Boarding School ...	Street Road, Pa. ...	Ruth Ann Cope	Philadelphia, Pa. ...
Tannehill College	Gainesboro', Tenn.	{ Judge M. B. Young	{ } Gainesboro', Tenn. ...
Edwards Academy	Greeneville, Tenn.	{ H. J. Harley, clerk of county court.	.....
Clear Spring Academy	Rhetown, Tenn. ...	Friends in the Northern States.	.....
Sabine Valley University	Hemphill, Tex.	Various persons .....	.....
.....	.....	Unknown .....	.....

Benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$500	\$500						Endowment and current expenses.
2,500	2,500						For repairs and payment of mortgage.
2,000		\$2,000					Additions to geological cabinet and library.
							To enlarge building.
							120 volumes to library.
12,000					\$12,000		To educate young men; not available until the death of his only daughter.
65						\$65	Books for library.
100	100						{ For payment of mortgage provided a permanent school be kept.
							Building and greater part of labor.
250		250					For school apparatus.
800						800	To purchase a collection of photographs illustrative of European art, scenery, &c.
30,000		30,000					{ To enlarge the building; probable cost \$25,000 to \$30,000.
550	{ 500	50					{ To be used by trustees as they see fit. \$50 was intended for purchasing apparatus.
826	{ 580					146	{ For books and apparatus. For portraits and oil paintings.
200				\$200			\$100 in subscriptions, purpose thereof not stated.
37	37						For prizes.
1,200		1,200					For general expenses.
100							A six-inch refracting telescope 10 feet long.
700	700					100	For chapel and library.
1,500		1,500					To keep a non-sectarian school and Kindergarten.
75						75	To defray expense of new building.
75	75						For education of indigent children.
3,000		3,000					To liquidate debt.
100						100	For erection of additional building.
300						300	For furniture and tuition.
20,000		20,000					For tuition.
2,700		2,700					Land and money for building.
8,500		8,500					For building and tuition.
15,000							The grounds, &c., valued at \$8,500, seem to be the gift referred to.
1,100						1,100	Purpose not specified.
1,500		1,500					{ Conditional on the rebuilding of the college or academy; the interest is then to be appropriated for the tuition of indigent students.
200		200					For payment on building.
2,000	2,000						For improvement in grounds and building.
							For general educational purposes.

TABLE XXIII.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Coronal Institute	San Marcos, Tex		
Beeman Academy	New Haven, Vt.	{ Mrs. Eliza Meacham Elam R. Jewett Thaddeus Fairbanks Charles L. Jones Charles F. Latham	New Haven, Vt.
St. Johnsbury Academy	St. Johnsbury, Vt.		Buffalo, N. Y.
Vermont Academy	Saxton's River, Vt.		St. Johnsbury, Vt.
Thetford Academy	Thetford, Vt.		Cambridge, Mass.
St. Mary Academy and Orphan Asylum.	Norfolk, Va.		
St. Philip's Church School	Richmond, Va.		
Storer College	{ Harper's Ferry, W. Va.	{ Rev. J. L. Sinclair Various persons	Lake Village, N. H.
Elroy Seminary	Elroy, Wis.		
Lake Geneva Seminary	Geneva, Wis.		
Albuquerque Academy	{ Albuquerque, N. Mex.	{ American College and Educational Society. Citizens	Boston, Mass. Albuquerque, N. Mex. New Mexico
St. Michael's College	Santa Fé, N. Mex.		
Cache Valley Seminary	Logan, Utah		
St. John's School	Logan, Utah		
Wahsatch Academy	Mount Pleasant, Utah.	Various persons	
School of the Good Shepherd	Ogden, Utah	Various friends	
Ogden Academy	Ogden, Utah		
Presbyterian Mission School	Payson, Utah	Churches and missionary societies.	Elizabeth, N. J., and Valparaiso, Ind.
Rocky Mountain Seminary	Salt Lake City, Utah.		
St. Mark's Grammar School	Salt Lake City, Utah.	Subscriptions from Sunday schools, churches, and individuals.	
Salt Lake Academy	Salt Lake City, Utah.	Various persons	New England.
Salt Lake Collegiate Institute	Salt Lake City, Utah.	Board of Home Missions ..	New York, N. Y.
Alden Academy	Anacortes, Fidalgo Island, Wash. Ter	Rev. Ed. Tade	Anacortes, Wash. Ter
INSTITUTIONS FOR THE DEAF AND DUMB.			
Clarke Institution for Deaf-Mutes. }	Northampton, Mass	{ Bequest of Whiting Street Mrs. Henry Lippitt	Northampton, Mass. Providence, R. I.
St. Joseph's Institute for Improved Instruction of Deaf-Mutes.	Fordham, N. Y.	Managers	
New York Institution for the Instruction of the Deaf and Dumb.	New York, N. Y.	E. Holbrook (deceased) ..	
Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y.	Mrs. Benj. F. Nathan	
Western New York Institution for Deaf-Mutes. }	Rochester, N. Y.	{ Hon. E. K. Hart	New York
Ohio Institution for the Education of the Deaf and Dumb. }	Columbus, Ohio.	{ Miss Sarah F. Perry Miss Maria Welles	Columbus, Ohio.
Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa.	Charlotte M. Eckfeldt	

benefactions for 1879, &c.—Continued.

Benefactions.							Object of benefaction and 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
\$125	\$125						For general purposes, telescope, and globe.
800	400			\$400			To found scholarship and increase permanent fund.
4,000	4,000						For current expenses.
10,000							Purpose not specified.
5,000					\$5,000		The income to be appropriated for tuition of indigent students.
500							Purpose not specified.
100	100						For clothing.
12,500			\$10,000				For professorship.
1,000	1,000		2,500				To liquidate indebtedness.
							Additions to museum.
1,000	1,000						For current expenses.
4,800		\$4,800					For erection of new college.
111							Purpose not specified.
520				520			For scholarships.
400	400						For current expenses.
1,500				1,500			For scholarships.
140				140			Scholarships.
80	80						For current expenses.
1,000	1,000						Endowment.
6,000					6,000		For free tuition.
1,500							Purpose not specified.
1,500	1,500						For salaries.
500	500						For academic uses.
1,500	1,000			500			For general purposes.
							Income to be used for prizes for improvement in articulation in use of written language, and penmanship.
3,385							Purpose not specified.
4,151							Purpose not specified.
1,000							Purpose not specified.
600						\$600	For purchase of books and ornamentation library.
							Valuable public documents.
150	100						To be held in trust as a perpetual fund, the income to be expended for periodical literature for the younger pupils.
250	50						Purpose not specified.

TABLE XXIV.—*Publications, educational, historical, &c., for 1879; compiled, from publishers' announcements, by the United States Bureau of Education.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
<p style="text-align: center;">ARCHEOLOGY, FINE ARTS, AND MUSIC.</p>					
<p>Grammar of Painting and Engraving. Translated from the French of Charles Blanc by Mrs. Kate N. Doggett. Illustrated. Third edition. The Star Singer. For singing schools, musical institutes, conventions, and societies. By Prof. S. W. Straub.</p>	<p>S. C. Griggs & Co.</p>	<p>Chicago, Ill.</p>	<p>8vo</p>		<p>\$3 00</p>
<p>Girls' High School Music Reader. By Julius Eichberg.</p>	<p>Jansen, McClurg & Co.</p>	<p>do</p>	<p>Obl. 16mo</p>	<p>192</p>	<p>60</p>
<p>Teachers' Manual, to accompany the second and third series of National Music Charts. By L. W. Mason and H. E. Holt.</p>	<p>Ginn & Heath</p>	<p>Boston, Mass.</p>	<p>4to</p>	<p>177</p>	<p>1 45</p>
<p>Artists of the Nineteenth Century and their Works. By Clara Erskine Clement and Laurence Hutton. 2 vols.</p>	<p>Houghton, Osgood & Co</p>	<p>do</p>	<p>12mo</p>	<p>{ 87+386+43 58+373+43 }</p>	<p>5 00</p>
<p>Hints for Pupils in Drawing and Painting. By Helen M. Knowlton. Illustrated.</p>	<p>do</p>	<p>do</p>	<p>16mo</p>		<p>2 00</p>
<p>The Philosophy of Music. By Wm. Pole. Vol. XV of Philosophical Library.</p>	<p>do</p>	<p>do</p>	<p>Cr. 8vo</p>	<p>15+316</p>	<p>3 50</p>
<p>M. F. Sweetser's Artist Biographies. 5 vols. New illustrated edition. Some Practical Hints on Wood Engraving. By W. J. Linton. Illustrated.</p>	<p>do</p>	<p>do</p>	<p>16mo</p>		<p>1 50</p>
<p>Our American Artists. By S. G. W. Benjamin. With 36 illustrations.</p>	<p>Lee & Shepard</p>	<p>do</p>	<p>Sq. 16mo</p>	<p>5+92</p>	<p>1 25</p>
<p>Illustrations of the History of Art. Edited by E. A. Seemann. American edition, published under the supervision of S. R. Koehler:</p>	<p>D. Lothrop & Co</p>	<p>do</p>	<p>4to</p>		<p>1 50</p>
<p>Ser. 1.—Architecture, Sculpture, and the Industrial Arts among the Nations of Antiquity. With 39 plates.</p>	<p>L. Prang & Co</p>	<p>do</p>	<p>Obl. folio</p>		<p>1 50</p>
<p>Ser. 2.—Architecture and Sculpture of the Early Christian, Romanesque, and Gothic Periods; [also] Architecture and Ornamentation of the Mohammedan Nations. With 96 plates.</p>	<p>do</p>	<p>do</p>	<p>Obl. folio</p>		<p>2 25</p>
<p>Ser. 3.—Architecture and Sculpture of the Renaissance Period and of Modern Times. With 48 plates.</p>	<p>do</p>	<p>do</p>	<p>Obl. folio</p>		<p>2 00</p>
<p>Ser. 4.—The Industrial Arts among the Oriental Nations and the Nations of Europe from the Middle Ages down to Modern Times. With 42 plates.</p>	<p>do</p>	<p>do</p>	<p>Obl. folio</p>		<p>1 75</p>
<p>Ser. 5.—History of Painting from the Time of the Egyptians to the Close of the Eighteenth Century. With 60 plates.</p>	<p>do</p>	<p>do</p>	<p>Obl. folio</p>		<p>2 50</p>
<p>Studying Art Abroad, and How to do it Cheaply. By May Alcott Nieriker.</p>	<p>Roberts Bros</p>	<p>do</p>	<p>16mo</p>	<p>87</p>	<p>50</p>
<p>Musical Guide. By W. S. Tilden</p>	<p>Thompson, Brown & Co</p>	<p>do</p>	<p>8vo</p>	<p>10+122</p>	<p>57</p>
<p>Biblelets and Curios. By Frédéric Voss. With a glossary of technical terms.</p>	<p>D. Appleton & Co.</p>	<p>New York, N. Y.</p>	<p>16mo</p>	<p>116</p>	<p>75</p>
<p>Great Lights in Sculpture and Painting. By S. D. Doremus.</p>	<p>do</p>	<p>do</p>	<p>12mo</p>		<p>1 00</p>
<p>Ruskin on Painting. With a biographical sketch.</p>	<p>do</p>	<p>do</p>	<p>18mo</p>		<p>60</p>
<p>The Magazine of Art Gift-Book. Comprising vols. 1 and 2 of the Magazine of Art.</p>	<p>Cassell, Pettey, Galpin & Co</p>	<p>do</p>	<p>EX. cr. 4to</p>	<p>550</p>	<p>5 00</p>
<p>Doré Bible Gallery. Containing 100 illustrations by Gustave Doré.</p>	<p>Fine Art Pub. Co.</p>	<p>do</p>	<p>4to</p>	<p>200</p>	<p>6 00</p>

Art in America. By S. G. W. Benjamin. Illustrated.	Harper & Bros.	do	Sq. 8vo.	214	4 00
The North American of Antiquity. By John T. Short.	do	do	8vo	5-544	3 00
Renaissance in Italy.—The Fine Arts. By J. A. Symonds.	Henry Holt & Co.	do	8vo		8 50
Instruction in Art Wood Engraving. By S. G. Fuller.	Industrial Pub. Co.	do	12mo.		30
Grammar of Japanese Ornament and Design. By T. W. Cutler. To be completed in 4 parts. Parts 1 and 2. Each 12 plates.	W. Lindemann.	do	4to.	72	4 00
Conversations on Art. By Thomas Couture. From the French, by S. E. Stewart.	G. P. Putnam's Sons.	do	16mo.	10 + 252	1 25
Putnam's Art Hand-Books. Edited by Susan N. Carter:					
IV.—Art of Figure Drawing. By C. H. Weigall. 17 illustrations.	do	do	16mo.	53	50
V.—A System of Water-Color Painting. By Aaron Penley. From 38th London edition.	do	do	Sq. 16mo.	1 + 68	50
Roman Days. By Victor Rydberg. From the Swedish, by Alfred Corning Clark. Illustrated.	do	do	12mo.	21 + 332	2 00
The Masters of Genre Painting. By F. Wedmore. With 16 illustrations.	Scribner & Welford.	do	12mo.		3 00
China Painting in America. By Camille Pitou. Album, no. 2; Japan. With 15 plates.	John Wiley & Sons	do			2 00
Law of Fesole. By John Ruskin. For use of schools. Vol. 1. Illustrated.	do	do	12mo.		2 00
Music Made Easy. By Rob. Challoner.	G. D. Newhall & Co.	Cincinnati, Ohio	8vo	13 + 164	50
The Etcher's Guide. By Thomas Bishop. With 5 plates.	Janetzky & Co.	Philadelphia, Pa.	16mo.	4 + 75	1 00
Zesthetics. By Eugène Véron.	J. E. Lippincott & Co.	do	Cr. 8vo.	22	1 75
BIBLIOGRAPHY AND LITERATURE.					
New Method for the Study of English Literature. By Louise Mærtz.	S. C. Griggs & Co.	Chicago, Ill.	12mo.	101	1 00
Orator's Manual. By G. L. Raymond. Second edition.	do	do	12mo.	342	1 50
First Two Books of Milton's Paradise Lost; and Lycidas. Edited, with notes, by Homer B. Sprague. Text book for students.	Ginn & Heath.	Boston, Mass.	12mo.	32 + 113 + 13	65
Shakespeare's Works. With introduction and notes, for the use of schools, by Rev. H. N. Hudson. (Annotated English Classics:)				+ 5-38	
Julius Cæsar	do	do	Sq. 16mo	205	65
King Richard the Second.	do	do	Sq. 16mo	181	65
Merchant of Venice.	do	do	Sq. 16mo	207	65
Tragedy of Hamlet.	do	do	Sq. 16mo	18 + 258	75
Selections from the Greek Lyric Poets. With introduction and notes by Henry M. Tyler.	do	do	12mo.	5 + 184	1 05
American Poems. Selected for home and school reading from works of Longfellow, Whittier, Bryant, Holmes, Lowell, and Emerson.	Houghton, Osgood & Co.	do	16mo.	8 + 455	1 25
Shakespeare. A biographic and aesthetic study. By George H. Calvert. With portrait.	Lee & Shepard.	do	16mo.	212	1 50
The Great Speeches and Orations of Daniel Webster. With an essay on Webster as a master of English style. By Edwin P. Whipple.	Little, Brown & Co.	do	8vo	63 + 707	3 00
Reading as a Fine Art. By Ernest Legouvé. Translated from the ninth edition.	Roberts Bros.	do	16mo.	97	50
Syllabus of a Course of Lectures on the Science and Art of Teaching. By Wm. Harold Payne.	C. Humphrey	Adrian, Mich.	8vo	9 + 65	35
Rhetorical Method. By Henry W. Jameson. For use in schools and academies.	G. I. Jones & Co.	St. Louis, Mo.	8vo	107	75
Short History of German Literature. By James K. Hosmer. Second edition.	A. S. Barnes & Co.	New York, N. Y.	8vo	11 + 628	2 00
Chambers's Cyclopedia of English Literature. New edition. Edited by Robert Carruthers. 8 vols.	G. I. Jones & Co.	St. Louis, Mo.	24mo.		3 00
	American Book Exchange	New York, N. Y.			

TABLE XXIV.—*Publications, educational, historical, &c., for 1879, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1					
BIBLIOGRAPHY AND LITERATURE—Continued.					
Chambers's Cyclopædia of English Literature. New edition. Edited by Robert Carruthers. 4 vols.	American Book Exchange	New York, N. Y.			
Library Magazine of Select Foreign Literature. Acme edition. 2 vols.	do	do	10mo.	4+768	\$1 00
The Art of Speech: Studies in Poetry and Prose. By L. T. Townsend, D. D.	D. Appleton & Co.	do	18mo	3+800	
Thomas Carlyle: His Life—His Books—His Theories. By Alfred H. Guernsey.	do	do	10mo.	3-201	60
Classical Writers. Edited by John Richard Green:					30
<i>Turpides.</i> By J. P. Mahaffy	do	do	10mo.	144	60
<i>Milton.</i> By Stopford A. Brooke.	do	do	10mo	2+168	60
<i>Azarias.</i>	do	do	12mo.	6+214	1 25
Development of English Literature. Old English Period. By Brother Azarias.	do	do	12mo.	27+453	1 75
Education as a Science. By Alexander Bain, LL. D.	do	do	10mo.	128	45
English Composition. By John Nichol, M. A. (Literature primer, edited by J. Green.)	do	do	12mo.	138	60
The English Language and Its Early Literature. By J. H. Gilmore, A. M.	do	do	8vo	2 50	
Essays, Critical and Miscellaneous. By Lord Macaulay. New edition. In 2 vols.	do	do			
The American Catalogue [of books in print and for sale July 1, 1876]. Edited by F. Leyboldt and L. E. Jones. Vol. 1. Authors and titles.	A. C. Armstrong & Son	do			
Macaulay's Essays. With a biographical and critical introduction. By E. P. Whipple. 3 vols.	do	do		3000	3 75
Dictionary of English Literature. By W. Davenport Adams. New edition. Do	Cassell, Petter, Galpin & Co.	do	Cr. 8vo.	776	2 00
First Sketch of English Literature. By Henry Morley. New edition. For use in colleges and high schools.	do	do	Foolscap 4to	912	4 00
Plutarch's Lives. Translated by John Dryden and others. Revised and corrected. 3 vols.	do	do	Cr. 8vo	600	2 00
Taine's English Literature. Translated from the French by H. Van Laun. Complete revised edition.	T. Y. Crowell	do	12mo.	730	4 50
English Literature: Modern Period. Edited by John Morley:	John W. Lovell	do	12mo.		1 50
English Men of Letters. Edited by John Morley:	do	do	32mo.		40
Edmund Burke. By John Morley	do	do	12mo	5+214	75
Robert Burns. By Principal Shairp	do	do	12mo	3+205	75
Daniel Defoe. By William Minto	do	do	12mo	75	75
Goldsmith. By William Black	do	do	12mo.	7+152	75
Hume. By T. H. Huxley	do	do	12mo.	6+206	75
Milton. By Mark Pattison	do	do	12mo		75

Spencer. By R. W. Church. Thackeray. By Anthony Trollope.	do do	do do	12mo. 12mo.	449	75 75 1 75
Lessons from my Masters—Carlyle, Tennyson, and Ruskin. By Peter Bayne.	do	do	32mo.	227	Paper, 25
A Primer of Spanish Literature. By Mrs. Helen S. Conant.	do	do	12mo.	319	1 50
Samuel Johnson. Edited by E. T. Mason	do	do	Sq. 16mo	3 + 218	70
Shakespeare's Works. Edited, with notes, by Wm. J. Rolfe:	do	do	Sq. 16mo	174	70
Comedy of the Winter's Tale. Illustrated	do	do	Sq. 16mo	214	70
Comedy of Twelfth Night. Illustrated	do	do	Sq. 16mo	483, 419	3 50
Tragedy of Othello. Illustrated	do	do	8vo	154	80
Studies of the Greek Poets. By John A. Symonds. 2 vols.	do	do	24mo.	184	20
Chautauqua Library of English History and Literature.	do	do	8vo	4 + 50	50
Chautauqua text book No. 6	do	do	8vo	16 + 403	1 50
Putnam's Library Companion. Annual supplement to The Best Reading.	do	do	12mo.	9 + 418	2 25
Vol. 2.	do	do	8vo	191	5 00
Reading Book of English Classics. By C. W. Leffingwell, D. D.	do	do	8vo	383	8 00
Studies in German Literature. By Bayard Taylor. With introduction by Geo. H. Bober.	do	do	8vo	11-200	5 00
Bibliotheca Americana. By Joseph Sabin. Paris 61 and 62. (McClean to Markham)	do	do	8vo	18 + 550	2 50
Bibliotheca Americana. By Joseph Sabin. Paris 67 and 68. (Mémoire to Minnesota.)	do	do	12mo.	19 + 424	2 00
Bibliotheca Americana. By Joseph Sabin. Portrait and map	do	do	8vo	23 + 665	2 40
Cæsar: A Sketch. By James A. Froude. Portrait and map	do	do	12mo.	9 + 384	1 50
Goethe and Schiller. By Prof. Hjalmar H. Boyesen	do	do	12mo	2 + 92	1 75
Manual of English Literature. By H. Morley. Revised by Moses Coit Tyler	do	do	4to.	1468	Paper, 25
Famous Books. By W. Davenport Adams	do	do	12mo.	11 + 10-372	1 50
A Study of Shakespeare. By A. C. Swinburne	do	do	16mo.	1	00
Bibliotheca Americana. Supplement for 1879. Edited by Rob't Clarke & Co	do	do	16mo.	10 + 192	1 00
Complete Works of William Shakespeare. Collated and compared with editions of Halliwell, Knight, Collier, and others. With life by Charles Knight. Illustrated.	do	do	16mo.	3 + 192	1 00
The Art of Reading. By Ernest Leconte. Translated, and illustrated with biographical notes, by Edward Ioth.	do	do	16mo.	4 + 194	1 00
Annotated Poems of Standard Authors. By Rev. E. T. Stevens, M. A., and Rev. D. Morris, B. A. For use in schools. 1 vol. Illustrated.	do	do	8vo	16 + 9-555	5 00
Foreign Classics for English Readers. Edited by Mrs. Oliphant: Calderon. By E. J. Hasell	do	do	8vo	506	1 50
Moliere. By Mrs. Oliphant	do	do	12mo.	20 + 112 + 752	4 25
Montaigne. By Rev. W. Lucas Collins, M. A.	do	do	8vo		
Rabelais. By Walter Besant, M. A.	do	do			
Great Authors of all Ages. By S. Austin Allibone, LL. D.	do	do			
The Philosophy of the Human Voice. By James Rush, M. D. Seventh revised edition.	do	do			
Dictionary of Poetical Quotations. By J. T. Watson. New edition.	do	do			
Porter & Coates	do	do			
Warren F. Draper	do	do			
Andover, Mass.	do	do			

DICTIONARIES AND ENCYCLOPEDIAS.

Hebrew and Chaldee Lexicon to the Old Testament. By E. Davies, Ph. D., LL. D. Revised by Ed. C. Mitchell, D. D. With English-Hebrew index.

TABLE XXIV.—*Publications, educational, historical, &c., for 1879, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
I	2	3	4	5	6
DICTIONARIES AND ENCYCLOPEDIAS—Continued.					
Webster's American Dictionary of the English Language. Revised, enlarged, and improved by Chauncey A. Goodrich, D. D., and Noah Porter, D. D., LL. D. With appendix of tables, supplement of nearly 5,000 new words, and new pronouncing biographical dictionary. Illustrated.	G. and C. Merriam.....	Springfield, Mass.....	4to.....	72 + 1852	\$12 00—\$20 00
Chambers's Encyclopædia. From the last (1879) Edinburgh and London edition. In 20 volumes. Vols. I-V.	American Book Exchange.....	New York, N. Y.....	16mo.....	{ 12 + 794 1 + 794 1 + 802 1 + 862 1 + 862 }	\$10 for complete work.
Appleton's Annual Cyclopædia. New series, vol. III. Whole series, vol. XVIII.	D. Appleton & Co.....	do.....	Large 8vo.....	896	\$5 00
Cooley's Cyclopædia of Practical Receipts, and Collateral Information in the Arts, Manufactures, Professions, and Trades. Sixth edition. Revised and partly rewritten by Richard V. Tusson. In 2 volumes. Vol. I.	do.....	do.....	8vo.....	4 50	
A Glossary of Biological, Anatomical, and Physiological Terms. By Thomas Dunnham.	do.....	do.....	Sm. 8vo.....	1 00	
Encyclopædia Britannica. Ninth edition. Vols. IX and X.	Samuel L. Hall.....	do.....	8vo.....	5 00	
Harper's Latin Dictionary. Founded on the trans. of Freund's Latin-German Lexicon. Edited by E. A. Andrews, LL. D. Revised, enlarged, and partly rewritten by Charlton F. Lewis, Ph. D., and Charles Short, LL. D.	Harper & Bros.....	do.....	Roy. 8vo.....	2033	8 50
Dictionary for the Pocket. (French-English and English-French.) By John Bellows.	Henry Holt & Co.....	do.....	32mo.....	3 00	
Young Folks' Cyclopædia of Common Things. By John D. Champlin, jr. Illustrated.	do.....	do.....	8vo.....	3 00	
Etymological Dictionary of the English Language. By Rev. Walter W. Skeat. Part I. To be completed in 4 parts.	Macmillan & Co.....	do.....	4to.....	176	2 50
Dictionary of Scientific Terms. By Wm. Roessler. Illustrated.	G. P. Putnam's Sons.....	do.....	8vo.....	1 75	
Pocket Classical Dictionary. By F. G. Ireland.	do.....	do.....	24mo.....	75	
Biblio-Theological Lexicon of New Testament Greek. By Prof. Hermann Cremer.	A. D. F. Randolph & Co.....	do.....	4to.....	2 + 144	6 50
Etymological and Pronouncing Dictionary of the English Language. By Rev. Jas. Stormonth.	Scribner & Welford.....	do.....	Cr. 8vo.....	775	3 75
The Year Book of Education for 1879. Second annual supplement to Cyclopædia of Education.	E. Steiger.....	do.....	4to.....	6 + 566	2 00
Dictionary of Chemistry and Allied Branches of other Sciences. By H. Watts. Third supplement. Part I.	R. Worthington.....	do.....	8vo.....	898	13 50
People's Pronouncing and Defining Dictionary. By S. Johnson and J. Walker.	W. T. Amies.....	Philadelphia, Pa.....	Roy. 8vo.....	4 00	
Webster's Dictionary of the English Language. Illustrated.	do.....	do.....	4to.....	5 00	

Student's Pocket Medical Lexicon. By Elias Longley	do	24mo.	303	1 00
A Popular Guide to the Terms of Art and Science. By C. Bankes Brookes.	do	Large 12mo.	227	1 50
EDUCATION.				
Lectures before the American Institute of Instruction at Fabyan's, White Mountains, July 8-11, 1879. With journal of proceedings.				
The Public Library and the Common Schools. By Charles F. Adams, Jr.	Boston, Mass	12mo.	80 + 167	1 00
First Principles of House-hold Management and Cookery. By Maria Par- loa. Text book for schools and families.	do	8vo	51	25
	do	16mo.	11 + 133	75
Reading Club and Handy Speaker. Edited by G. M. Baker. Nos. 6 and 7.	do	16mo.	{ 4 + 102	50
	do		{ 4 +	
F. Adams' Free School System of the United States.	do			1 75
Teaching Reading in Public Schools. By Alex. Melville Bell.	Salem, Mass	12mo.	2 + 17	15
Hand-Book for the Kindergarten. With 75 lithographic plates. Plates revised from "Paradise of Childhood," with directions and suggestions by the Florence Kindergarten.	Springfield, Mass	Sq. 8vo.	16	2 00
Kindergarten's Manual of Drawing. By N. Moore. 17 plates	do	4to	83	
The Paradise of Childhood. By Edward Wiebe. A manual for self-instruc- tion in Friedrich Froebel's educational principles. With 74 plates of il- lustrations. New edition.	do	Sq. 8vo.		
Complete Word Speller	Buffalo, N. Y.	8vo	56	10
Ballard's Pieces to Speak, and How to Speak Them. No. 1	New York, N. Y.			25
Child's Book of Language. A graded series of lessons and blanks in 4 numbers. By J. H. Stickney.	do			15
Genus of Thought. By Charles Northend, A. M. 1,000 choice selections	do			10
Primary Copy Books. Model series. Six numbers, with Wakeman's Sliding Copies. By J. H. Stickney.	do			75
Hand-Book of Requirements for Admission to the Colleges of the United States. Edited by A. F. Nightingale.	do	12mo.	233	Per doz., 90
Gould's Good English; or, Popular Errors in English. By Edward S. Gould. 1 vol. New edition.	do	8vo		1 00
Dialogues and Conversations. By Emily S. Oakey. Designed for the use of schools.	do	12mo.		1 25
Higher Education and a Common Language. By Philip Gilbert Hamerton. Atlas series, No. 9.	do	16mo.	3 + 209	75
Independent Writing Speller. By J. Edwin Phillips. 3 books, primary, intermediate, and advanced.	do	8vo	120	40
Classical Educationist. Edited by W. H. McDougall.	do	Each sq. 8vo.	24, 24, 32	Paper, ea., 15
Acting and Oratory. By J. E. Frohisher. Designed for public speakers, teachers, &c. Illustrated.	do	12mo.	2 + 256	1 25
Dick's Recitations and Readings. Nos. 9 and 10.	do	8vo	415	2 00
School Festival Songs	do			50
Comic Speeches and Recitations. Designed for schools and literary circles by H. Elliott, McBride	do	Obi. 8vo	2 + 62	75
	do	16mo.	184	30
Humorous Dialogues. Designed for school exhibitions, &c., by H. Elliott McBride.	do	16mo.	192	30
Crabb's English Synonyms. New edition, with additions and corrections.	do	8vo	856	2 50
Neopleonography. By Jas. Richardson. New method of short-hand.	do	12mo.	10	50

TABLE XXIV.—Publications, educational, historical, &c., for 1879, &c.—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1					
EDUCATION—Continued.					
Aids to Family Government; or, From the Cradle to the School, according to Froebel. By Bertha Meyer. Translated from second German edition by M. L. Holbrook, M. D.; [also] The Rights of Children and the True Principles of Family Government, by Herbert Spencer.	M. L. Holbrook & Co.	New York, N. Y.	12mo.	2-208	Paper, \$0 50
The School Garden. By Erasmus Schwab. Translated from the fourth German edition by Mrs. Horace Mann.	do	do	12mo.	100	Paper, 50
Child's Catechism of Common Things. By J. D. Chauplin, Jr.	Henry Holt & Co.	do	16mo.	4 + 289	60
Normal Word Book. By John Swett	Ivison, Blakeman, Taylor & Co.	do	12mo.	106	18
Swinerton's New Word Analysis.	do	do	do	40	5 00
Education, its Principles and Practice as Developed by George Combe. Edited by W. Jolly.	Macmillan & Co.	do	8vo.	do	do
The Metaphysics of the School. By Thomas Harper.	do	do	8vo.	80 + 592	5 00
School Cookery Book. By C. E. Guthrie Wright.	do	do	16mo.	158	45
The Teacher: Hints on School Management. By J. R. Blakiston.	do	do	12mo.	16 + 91	1 00
The Phrase Book of Practical Phonography. By James E. Munson.	J. E. Munson	do	12mo.	178	2 00
Chautauque Text-Books:					
No. 10.—What is Education? By Prof. W. F. Phelps	Phillips & Hunt	do	32mo.	do	10
No. 11.—Socrates. By Prof. W. F. Phelps	do	do	32mo.	do	10
No. 12.—Pestalozzi. By Prof. W. F. Phelps	do	do	18mo.	do	20
No. 13.—Anglo-Saxon. By Prof. Albert S. Cook	do	do	do	57	do
No. 14.—Horace Mann. By Prof. W. F. Phelps	do	do	32mo.	do	10
No. 15.—Froebel. By Prof. W. F. Phelps	do	do	32mo.	do	10
The Lesson System. By Simeon Gilbert	do	do	12mo.	96	60
Art of Cooking. By Matilda Lees Dods. Edited by Henriette de Condé Sherman.	G. P. Putnam's Sons	do	Sq. 16mo	7 + 226	1 25
Little Lessons for Little Housekeepers. Lessons given at Wilson Industrial School.	A. D. F. Randolph & Co.	do	do	do	25
Hints towards a National Culture for Young Americans. By S. S. Boyce	E. Steiger	do	12mo.	4 + 67	50
How to Learn Short-Hand. By Arthur M. Baker	S. R. Wells & Co.	do	Obi. 24mo	43	25
Art of Questioning. By Joshua G. Fitch.	Davis, Bardeen & Co.	Syracuse, N. Y.	24mo.	47-80	15
Half a Hundred Songs for the School-Room and Home. By Hattie Sanford Kussell.	do	do	16mo.	3 + 103	35
National Education in Italy, France, Germany, England, and Wales. By C. W. Bennett, D. D.	do	do	8vo	28	15
On the Promise of Methods of Teaching. By J. H. Hoose.	do	do	16mo.	37 + 376	1 00
Self-Instructor in Penmanship. By C. R. Wells	do	do	do	do	1 00
Unconscious Tuition. By F. D. Huntington	do	do	Sq. 24mo	45	15

	16mo.....	48	12
A. Fonetie Furst Redur. By T. R. Vickroy. Printed in the alphabet and spelling on the Speling Reform Asabiokshun. Eclectic Readers. By W. H. McGuffey. Revised edition. 5 vols:			
First Reader.....	.....do	96	16
Second Reader.....	.....do	160	30
Third Reader.....	.....do	208	42
Fourth Reader.....	.....do	256	50
Fifth Reader.....	.....do	352	72
Manuals for Teachers. 5 numbers			
Webb's Manual of Etymology	Philadelphia, Pa	Each,	50
One Hundred Choice Selections in Poetry and Prose. Edited by P. Garrett. Nos. 16 and 17.	.....do	Each	25
Lessons in Phonography. By Wm. E. H. Searey	.....do	.....	2 00
Lippincott's Phonic Chart. Arranged by Mary McCurdy. With explanatory text book.	.....do	.....	.....
Comprehensive Spelling. By Geoffrey Buckwalter.	.....do	160	30
Primary Spelling. By Geoffrey Buckwalter.	.....do	80	22
Principles of Elocution and Vocal Culture. By Benj. W. Atwell. Fourth edition.	Providence, R. I.	108	25
Phonology and Orthoeppý. By Albert Salisbury	Madison, Wis.	61	50
(See Dictionaries.)			
(See Archæology, Fine Arts, and Music.)			
FINE ARTS.			
GENERAL SCIENCE.			
The Embryonic System of Nature. By James Milleson, M. D.	Indianapolis, Ind	104	1 00
Outlines of Elementary Chemistry. By Arthur B. Morrill	Portland, Me	4 + 99	1 00
Half-Hour Recreations in Popular Science. Edited by Dana Estes. Second series. Illustrated	Boston, Mass	18 + 445	2 50
Graded Science Outlines. By Allen F. Wood. 4 vols.	.....do	.....	20
Catalogue of Scientific Serials of All Countries, 1633-1876. By Samuel H. Scudder.	Cambridge, Mass	12 + 158	4 00
Our Planet: its Past and Future. By Wm. Denton. Eighth edition.	.....do	.....	1 50
The Evolution of Man. From the German of Ernst Hæckel. With numerous illustrations. In 2 volumes.	Wellesley, Mass	344	5 00
Freedom in Science and Teaching. From the German of Ernst Hæckel. With a prefatory note by T. H. Huxley, F. R. S.	New York, N. Y.	.....	1 00
The Fairy-Land of Science. By Arabella B. Buckley. Illustrated.	.....do	30 + 121	.....
The Human Species. By A. De Quatrefages	.....do	8 + 244	1 50
Modern Chromatics, with Applications to Art and Industry. By Ogden N. Root. 130 illustrations.	.....do	10 + 498	2 00
The Moon: Her Motions, Aspect, Scenery, and Physical Conditions. By Richard A. Proctor, B. A. New edition. Illustrated.	.....do	.....	2 00
Popular Science Monthly. Bound volumes, XIV and XV.	.....do	.....	3 50
Supplement to Popular Science Monthly. Numbers 13 to 20. Vol. III	.....do	.....	Each, 3 50
			2 75

TABLE XXIV.—*Publications, educational, historical, &c., for 1879, &c.—Continued.*

Name of book and of author.	2	3	4	5	6
Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
GENERAL SCIENCE.—Continued.					
Solar Light and Heat; the Source and the Supply. Gravitation: with explanations of planetary and molecular forces. By Zach. Allen, LL. D. With illustrations.	D. Appleton & Co.	New York, N. Y.	8vo	15 + 241	\$1 50
The Study of Rocks. By Frank Rutley. Illustrated	do	do	16mo	379	1 75
A Treatise on Chemistry. By H. E. Roscoe, F. R. S., and C. Schorlemmer, F. R. S. Illustrated. Vol. II, Part I.—Metals. 1 volume.	do	do	8vo	504	3 00
Flowers of the Sky. By Richard A. Proctor. Illustrated.	A. C. Armstrong & Son.	do	16mo	4 + 295	1 00
Easy Lessons in Popular Science; and Hand-Book to Pictorial Chart. By James Monteith. Maps and illustrations.	A. S. Barnes & Co	do	12mo	6 + 252	1 00
Light Science for Leisure Hours. By R. A. Proctor.	J. Fitzgerald & Co	do	4to	48	Paper, 15
Annual Record of Science and Industry for 1878. Edited by Prof. Spencer F. Baird.	Harper & Bros	do	8vo	17 + 715	2 00
Recreations in Astronomy. By Rev. H. W. Warren, D. D. Illustrations and maps.	do	do	12mo	13 + 284	1 75
Astronomy for Schools and Colleges. By Simon Newcomb, LL. D., and Edward S. Holden. Illustrated. (American science series.)	Henry Holt & Co	do	Large 12mo	512	2 50
Practical Hints on Use of Microscope. By John Phil. Illustrated. Abridged for beginners.	Industrial Publishing Com-pany.	do	12mo	125	30
Rhymes of Science: Wise and Otherwise. By O. W. Holmes and others.	do	do	12mo	66	50
Section Cutting: Guide to Preparation and Mounting of Sections for Microscope. By Sylvester Marsh.	do	do	12mo	96	75
Elementary Lessons on Sound. By W. H. Stone. Illustrated.	Macmillan & Co	do	16mo	11 + 101	80
Science Lectures at South Kensington. By W. Spottiswoode and others. Vol. 2.	do	do	8vo	7 + 344	1 75
Scientific Lectures. By Sir John Lubbock. Illustrated	do	do	8vo	10 + 187	2 50
Treatise on Application of Generalized Coordinates to the Kinetics of a Material System. By H. W. Watson and S. H. Burbury.	do	do	8vo	8 + 104	1 50
Modern Meteorology. Six lectures by Rob. I. Mann and others. Colored plates.	D. Van Nostrand	do	12mo	.....	1 50
Van Nostrand's Science Series. Nos. 40-49:	do	do	24mo	133	50
Transmission of Power by Compressed Air. By Rob. Zahner, M. E.	do	do	24mo	139	50
Strength of Materials. By Wm. Kent, C. E.	do	do	24mo	.....	50
Voussoir Arches, Applied to Stone Bridges, Tunnels, &c. By Wm. Cain.	do	do	24mo	.....	50
Wave and Vortex Motion. By Thomas Craig	do	do	24mo	.....	50
Turbine Wheels. By W. P. Trowbridge.	do	do	24mo	88	50
Thermodynamics. By Prof. H. T. Eddy.	do	do	24mo	.....	50
Ice-Making Machines. By M. Ledoux. From the French	do	do	24mo	.....	50

Linkages; the Different Forms and Usages of Articulated Links. By J. D. C. de Roos.	do	87
Theory of Solid and Braided Elastic Arches. By Wm. Charn.	do	172
Elements of the Mathematical Theory of Fluid Motion. By Thomas Chait.	do	208
Student's Mythology. By C. A. White. For the use of schools and academies. New edition, revised and corrected.	do	2 + 315
Pleasant Ways in Science. By Prof. R. A. Proctor	do	2 25
Science at Home. By Jas. R. Nichols, A. M., M. D.	do	1 25
Qualitative Analysis. By J. H. Appleton	do	75
Young Chemist. By J. H. Appleton	do	75
Laboratory Teaching; or, Progressive Exercises in Practical Chemistry. By C. L. Bloxam. Fourth edition. 89 illustrations.	do	261
Elements of Modern Chemistry. By Adolph Wurtz. Translated and edited from the fourth French edition by W. H. Greene, M. D. Illustrated. 8 lectures on Popular and Scientific Subjects. By the Earl of Cathness.	do	687
First Steps in Chemical Principles. By Henry Leffman, D. D.	do	2 + 174
Haeckel's Genesis of Man. Review of Haeckel's Anthropogenie, by Lester F. Ward.	do	52
	do	64
GEOGRAPHY.		
A History of Ancient Geography Among the Greeks and Romans from the Earliest Ages to the Fall of the Roman Empire. By E. H. Bunbury. With 20 illustrative maps. 2 vols.	New York, N. Y.	16 80
Brief Geography of Onondaga County, New York. By C. W. Bardeen. For the use of public schools.	Syracuse, N. Y.	48
Home Atlas. 30 maps in colors. Index of 4,000 references.	Philadelphia, Pa.	30 maps + 32
Portable Atlas. 30 maps in colors. Index	do	30 maps, 55
Universal Atlas for School and Home. Revised in accordance with treaty of Berlin, 1878.	do	18
HISTORY.		
Constitutional and Political History of the United States. By H. v. Holst. From the German, by John J. Lalor and A. B. Mason. Vol. 2: 1828-1846.	Chicago, Ill.	714
Young Folks' History of England. By Charlotte M. Yonge. Illustrated.	Boston, Mass.	415
Young Folks' History of Germany. By Charlotte M. Yonge. Map and illustrations.	do	474
Young Folks' History of Greece. By Charlotte M. Yonge. Illustrated.	do	427
Young Folks' History of Rome. By Charlotte M. Yonge. Illustrated.	do	443
The Life and Epoch of Alexander Hamilton. By George Shea.	do	1 50
John C. Hamilton's Life of Alexander Hamilton. A History of the Republic of the United States. Fourth edition. 7 vols.	Houghton, Osgood & Co	4 30
The Princeton Book; History of Princeton College in all its Departments and Relations. 69 heliotype illustrations.	do	25 00
Reader's Hand-Book of the American Revolution. By Justin Winsor	do	18 00-30 00
History of England. By A. P. Stone	do	1 25
Pictorial History of Texas. By Rev. Homer S. Thrall	do	55
Class-Book History of England. By Rev. David Morris. Illustrations and maps. From fifteenth English edition.	St. Louis, Mo	861
History of the Romans under the Empire. By Charles Merivale. New edition. 7 vols. in 4.	New York, N. Y	11 + 532
	do	7 00

TABLE XXIV.—Publications, educational, historical, &c., for 1879, &c.—Continued.

Name of book and of author.	1	2	3	Size of book.	Number of pages.	Price.
History—Continued.						
Presticorto Times. By Sir John Lubbock. Illustrated. New and revised edition.						
Constitutional History of England. Since the accession of George III, 1760-1860. With a new supplementary chapter, 1860-1871. By Sir Thomas Erskine May. 2 vols.		D. Appleton & Co.	New York, N. Y.	8vo	1100	\$5 00
English History in Short Stories. Revised edition. Colored plates		A. C. Armstrong & Son	do	Cr. 8vo		3 50
History of the Reformation. By J. H. Merle d'Aubigné. Translated by W. S. B. Cates. New edition. Illustrated. 8 vols.		A. S. Barnes & Co. Robert Carter & Bros.	do do	16mo 12mo	181	1 00 8 00
Decisive Events in History. By Thomas Archer. Illustrated.		Cassell, Petter, Galpin & Co.	do	Sq. 8vo	12 + 178	1 75 8 00
History of the Russo-Turkish War. By Edmund Ollier. 600 illustrations. 2 vols.		Clark & Maynard	do			1 35
Leighton's History of Rome. By J. J. Anderson		do	do			1 00
Popular History of the United States. By J. J. Anderson		F. F. Collier	do	8vo	254	1 00
Religion and Science; their Union Historically Considered. By Maurice Konayne.		Collins & Bro	do	12mo	6 + 129 + 11	70
Short Outline History of the United States. By D. B. Scott, Jr.		T. Y. Crowell	do	12mo		5 00
History of England from the Accession of James II. By Thomas Babington (Lord) Macaulay. 5 vols.		do	do	12mo		6 00
Rollin's Ancient History. New edition, revised and corrected. 4 vols. From Egypt to Palestine. By S. C. Bartlett, D. D., LL. D. Maps and illustrations.		Harper & Bros.	do	8vo	555	3 50
Half-Hour History of England. By Mandell Creighton, M. A.		do	do	32mo	5 + 221	40
History. By Thomas Babington (Lord) Macaulay		do	do	32mo	5—206	40
History of England from the Invasion of Julius Cesar to the Revolution in 1688. By David Hume. New edition. 6 vols.		do	do	8vo		12 00
History of Our Own Times. By Justin McCarthy. Part I.		do	do	4to		20
History of the Church of England. By G. G. Perry, M. A. With a sketch of the Protestant Episcopal Church in the United States by J. A. Spencer, S. T. D.		do	do	Cr. 8vo		2 50
History of the English People. By John Richard Green, M. A. Vol. 3. With maps.		do	do	8vo	6 + 451	2 50
Modern France. By George M. Towle		do	do	32mo	5—146	40
Motley's Histories. By John Lothrop Motley, LL. D., D. C. L.:		do	do	8vo	9 + 579	6 00
The Rise of the Dutch Republic. With portrait. 3 vols.		do	do	8vo	2 + 582	8 00
History of the United Netherlands. With portraits. 4 vols.		do	do	8vo	2 + 664	4 00
Life and Death of John of Barneveld, Advocate of Holland. Illustrated. 2 vols.		do	do	8vo		

Origin of the English Nation. By Edward A. Freeman, D. C. L., LL. D.	do	32mo.	5-172	40
Readings from English History. Edited by John Richard Green, M. A., LL. D. Three parts in 1 vol.	do	12mo.	9 + 140	1 50
Freeman's Historical Course: History of England. By Edith Thompson. New edition. With 6 maps.	Henry Holt & Co.	16mo.		1 10
History of France. By C. M. Yonge. With 12 maps.	do	16mo.	20 + 274	1 00
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History of Germany. By William Zimmerman. Translated by Hugh Craig. In 52 parts. Illustrated.	do	8vo		Each
Ancient History. By Dr. Leonhard Schmitz, Ph. D. LL. D. With chronological tables.	H. J. Johnson			50
Knights' History of England. First American edition. 8 vols.	John W. Lovell		580	1 25
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Principles of Hebrew Grammar. By Edward C. Mitchell, D. D.	do	8vo	20	15
Comical French Grammar. By Edward J. Drury. Illustrated.	do	16mo.	104	1 00

Paper,

TABLE XXIV.—*Publications, educational, historical, &c., for 1879, &c.*—Continued.

Name of book and of author.	1	2	3	4	5	Price.
LANGUAGE.—Continued.						
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Keop's Essential Uses of the Moods in Greek and Latin.		do	do	12mo.	6 + 103	80
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A Study of the Principal Latin Rhymes Other than the Hexameter. By Jos. W. Clough.		do	do	8vo	431	2 00
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Fisher's Three Pronunciations of Latin.		New England Publishing Co.	do	do		15
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First French Reading Lessons. By Alfred Hennequin.		Printing and Publishing Co.	Ann Arbor, Mich.	12mo.	10 + 215	1 25
Elementary Lessons in Historical English Grammar. By Rev. Richard Morris, D. D. Containing accidence and word formation.		D. Appleton & Co	New York, N. Y.	18mo.		1 00
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Kreis 3, with vocabulary		do	do	do		40
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	Second book.	do	do	104		Paper,

Caesaris de Bello Gallico Commentariorum lib. 2, 3. Edited for use of schools by W. Gunion Rutherford.	Macmillan & Co	do	do	24mo	34 + 104	40
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TABLE XXIV.—Publications, educational, historical, &c., for 1879, &c.—Continued.

Name of book and of author.	1	2	3	4	Number of pages.	Price.
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(See Bibliography and Literature.)

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TABLE XXIV.—*Publications, educational, historical, &c., for 1879, &c.—Continued.*

Name of book and of author.	1	Name of publisher.	2	3	Place of publication.	4	Size of book.	Number of pages.	Price.
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Practical Arithmetic for Intermediate, Grammar and Common Schools. By E. Olney.					New York, N. Y.		8vo.	107	38
Notes on Elements of (Analytical) Solid Geometry. By C. S. Venable. In 2 parts.					do.		8vo.	11 + 329	1 60
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Key to Ray's Intellectual and Practical Arithmetics.					do.		16mo.		50
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No. 8.—Mechanical Drafting. Plane Problems.					Buffalo, N. Y.				25
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Mechanics. By Robert S. Ball. Illustrated.					do.		10mo.	9 + 170	60
Practical Physics. Molecular Physics and Sound. By Frederick Guthrie. Illustrated.					do.		10mo.	7 + 156	60
Lesson on Thermodynamics. By Rob. E. Baynes. With plates.					do.		12mo.	11 + 205	2 75
Treatise on Natural Philosophy. By Sir W. Thomson and P. G. Tait. Vol. 1, part 1. New edition.					do.		8vo.	17 + 508	4 50
Encyclopedia of Industrial Arts. Part 1. Edited by Ernest Spon.					do.				75
Tables of the Principal Speeds in Mechanical Engineering, expressed in metres, in a second. By P. Keetayef. Translated by Sergius Kern.					E. & F. N. Spon.		16mo.	19	Paper, 20

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TABLE XXIV.—*Publications, educational, historical, &c., for 1879, &c.—Continued.*

Name of book and of author.	1	2	Place of publication.	Size of book.	Number of pages.	Price.
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Vade Mecum of Equine Anatomy. By A. Liantard, M. D.						
Aids to Anatomy. By Geo. Brown.						\$1 75
Aids to Forensic Medicine and Toxicology. By W. D. Hemming.						50
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Bibliotheca Medica. By Rob. Clarke & Co. Second edition.						386
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Chronological History of Plants. By Charles Pickering, M. D.....	Little, Brown & Co.....	4to.....	1238	15 00
Modus Operandi of the Cell Formation of Animal and Vegetable Life. By Eliza A. Burnham. Illustrated.	E. A. Burnham.....	24mo.....	153	60
Commercial Products of the Sea; or, Marine Contributions to Food, Industry, and Art. By P. L. Simmonds. Illustrated.	D. Appleton & Co.....	12mo.....	4 + 484	1 75
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TABLE XXIV.—Publications, educational, historical, &c., for 1879, &c.—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
I					
NATURAL HISTORY.—Continued.					
A Manual of Paleontology. By H. A. Nicholson. For the use of students. Second edition, revised and enlarged. 2 vols.	Scribner & Welford.....	New York, N. Y.....	8vo.....	5.....	\$16 80
The History of Coal. By Rev. T. Wiltshire.....	E. and F. N. Spon.....	do.....	8vo.....	36	40
Life History of Our Planet. By Wm. D. Gunning.....	R. Worthington.....	do.....	Cr. 8vo.....	1109	1 50
Museum of Natural History. By Sir John Richardson and others. With a History of the American Fauna by Joseph B. Holden, M.D. Illustrated. 4 vols.	do.....	do.....	4to.....	1109	24 00
Insect Lives. By Julia P. Ballard. Illustrated.	Robert Clarke & Co.....	Cincinnati, Ohio.....	Sq. 12mo.....	97	1 00
Natural History of the Agricultural Ant of Texas. By H. Christopher McCook. With 24 plates.	Academy of Natural Sciences.....	Philadelphia, Pa.....	4to.....	310	4 00
Cecil's Books of Natural History. By Selim H. Peabody. Illustrated.	Claxton, Remson & Haffelfinger.....	do.....	12mo.....	15 + 674	1 75
Birds of the Colorado Valley. By Dr. Elliott Coues. Part I. Passeres to Laniidae. With bibliographical appendix. 70 illustrations.	Government Printing Office.....	Washington, D. C.....	8vo.....	19 + 807	.....
PHILOSOPHY AND LOGIC.					
The Study of Psychology: its Object, Scope, and Method. By George H. Lewes. Third series of Problems of Life and Mind.	Houghton, Osgood & Co.....	Boston, Mass.....	8vo.....	189	2 00
Lectures on the Psychology of Thought and Action, Comparative and Human. By W. D. Wilson, D.D. Second edition, revised and enlarged.	Andrus & Church.....	Ithaca, N. Y.....	12mo.....	3 + 392	2 00
The Data of Ethics. By Herbert Spencer.....	D. Appleton & Co.....	New York, N. Y.....	12mo.....	8 + 288	1 50
Lectures on the History of Ancient Philosophy. 2 vols. By Wm. Archebutler. Edited with notes by Wm. Herworth Thompson.	do.....	do.....	12mo.....	137	75
Ethics; or, Science of Duty. By John Estlin.....	Rob. Carter & Bros.....	do.....	12mo.....	2-436	2 50
Man & Moral Nature. By R. M. Bucke, M.D.....	G. P. Putnam's Sons.....	do.....	12mo.....	415	1 75
The Final Philosophy, as Issuing from the Harmony of Science and Religion. By Charles Woodruff Shields, D.D., LL.D. Second edition, revised.	do.....	do.....	8vo.....	19 + 209	3 00
The Emotions. By James McCosh, D.D., LL.D. 1 vol.	Charles Scribner's Sons.....	do.....	8vo.....	8 + 611	2 00
Philosophy, Historical and Critical. By André Lefevre. Translated, with introduction by A. H. Keane.	do.....	do.....	Cr. 8vo.....	538	1 75
PHYSICS.					
(See Mechanics and Physics.)					
POLITICAL AND SOCIAL SCIENCE.					
Progressive Japan: Study of Political and Social Needs of the Empire. By General Le Gendre.	A. L. Bancroft & Co.....	San Francisco, Cal.....	8vo.....	370	Paper, 3 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1879, &c.*—Continued.

Name of book and of author.	1	2	3	4	5	6
		Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
THEOLOGY.—Continued.						
Supernatural Revelation: or, First Principles of Moral Theology. By Rev. T. R. Birks.		Macmillan & Co	New York, N. Y.	8vo.	16 + 240	\$3 00
General and Christian Elements of Theology. By Luther T. Townsend, D. D.		Phillips & Hunt	do	12mo.	50	1 50
Lectures on Preaching. By Bishop Matthew Simpson, D. D., LL. D.		do	do	12mo.	50	1 50
Outlines of Christian Ethics. By J. P. La Croix.		do	do	12mo.	79	1 75
Studies in Theism. By Borden P. Bowne.		do	do	12mo.	444	1 50
Great English Churchmen. Biographical studies to illustrate annals, character, teaching and influence of the Church of England. By W. H. Davenport Adams.		Pott, Young & Co.	do	12mo.	4 + 444	1 50
The Ages before Moses: A series of lectures on the Book of Genesis. By John Monro Gibson.		A. D. F. Randolph & Co.	do	Sq. 12mo.	258	1 25
Four Lectures on Some Epochs of Early Church History. By Charles Merivale, D. D.		do	do	12mo.	4 + 212	1 50
Final Theology. By Rev. Leicester A. Sawyer. Vol. 1. Introduction to the New Testament; Historic, Theologic, and Critical.		M. B. Sawyer & Co.	do	12mo.	420	2 00
Commentary on the Holy Scriptures. By J. P. Lange. Translated, enlarged, and edited by Dr. Philip Schaff. Old Testament. Vol. 3. Numbers and Deuteronomy.		Charles Scribner's Sons.	do	8vo.	6 + 192 + 272	5 00
Conference Papers; or, Analyses of Discourses, Doctrinal and Practical. By Charles Hodge, D. D.		do	do	8vo.	15 + 373	3 00
Conflict of Christianity with Heathenism. By Gerhard Uhlhorn, D. D. Edited and translated from the third German edition by Egbert C. Smyth and C. J. H. Ropes.		do	do	8vo.	508	2 50
A Critical and Doctrinal Commentary upon the Epistle of St. Paul to the Romans. By W. G. T. Shedd, D. D.		do	do	8vo.	7 + 439	3 00
Faith and Rationalism, with short supplementary essays on related topics. By Geo. P. Fisher, D. D.		do	do	12mo.	188	1 25
Practical Theology. By J. J. van Oosterzee. Translated and adapted to the use of English readers by Maurice J. Evans.		do	do	8vo.	10 + 620	3 50
The Evangelical Church. By Rev. H. Tullidge.		T. Whittaker.	do	8vo.	749	2 50
Homiletical Aids for the Christian Year.		do	do	12mo.	393	2 00
Life Lessons from the Book of Proverbs. By Wm. Stevens Perry, D. D. Third edition.		do	do	12mo.	361	1 50
Anglo-American Bible Revision. By Members of the American Revision Committee.		American Sunday School Union.	Philadelphia, Pa.	12mo.	192	75

TABLE XXV.—Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the year 1879.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Petty, Solomon	Volcano, Cal	221, 186	Mechanical calculator.
Case, Orlando D.	Hartford, Conn	216, 307	School desk.
Honey, Frederic R.	New Haven, Conn	221, 559	Parallel ruler.
Judd, Albert D.	Wallingford, Conn	221, 965	Inkstand.
Bullock, Walter H.	Chicago, Ill	215, 878	Microscope.
Field, Joseph C., and W. B. Farrar.	Chicago, Ill	215, 339	Pneumatic perforating pen.
Jackson, David	Chicago, Ill	222, 190	School desk.
Kane, Thomas	Chicago, Ill	217, 289	Blackboard.
Mott, John M.	Chicago, Ill	214, 175	Ink well lid.
Sherwood, John B.	Chicago, Ill	213, 503	School desk.
Umbdenstock, Michael	Chicago, Ill	217, 250	Device for securing books to covers.
Williams, James D.	Chicago, Ill	220, 742	Ink well.
Shepard, Morrill A.	Lebanon, Ill	213, 138	Producing heat and ventilation.
Fitch, Derick H.	Tuscola, Ill	219, 631	Galvanic battery.
Wolfe, Marion P.	Crawfordsville, Ind.	220, 265	Book case.
Bradford, William A.	Goshen, Ind	214, 092	School desk.
Breckenridge, Joseph W.	La Fayette, Ind.	211, 375	Pneumatic stencil pen.
Hitchcock, James M.	Michigan City, Ind.	214, 822	Device for teaching arithmetic.
Wallace, James P.	Burlington, Iowa	222, 847	Pen.
Allen, Lucius P.	Clinton, Iowa	219, 563	Removable book cover.
Fluke, Charles L.	Davenport, Iowa	223, 126	Writing tablet.
Clinton, Edward H., and W. Prather.	Iowa City, Iowa	220, 057	Combined slate pencil sharpener and slate frame.
Knight, J. Lee	Topeka, Kans.	214, 510	Device for calculating percentage, &c.
Caldwell, Charles S.	Wichita, Kans	216, 654	Copy holder.
Garland, James G.	Biddeford, Me	222, 888	Apparatus for moistening the atmosphere.
Mosher, Thomas B.	Portland, Me	218, 764	Ruler.
Chambers, J. Wright.	Baltimore, Md	218, 663	Automatic attachment for key board musical instruments.
Gary, Edward S.	Baltimore, Md	214, 122	Heat regulator.
Schaefer, Ludwig B., and H. Hennings.	Baltimore, Md	215, 399	Scholar's companion.
Carter, John W.	Boston, Mass	217, 926	Ink bottle.
Dodge, Edwin L.	Boston, Mass	218, 718	Automatic heat regulator for furnaces.
Nichols, Robert C.	Boston, Mass	222, 200	Inkstand.
Carley, Horaco S.	Cambridgeport, Mass	213, 385	Mencilage holder and distributor.
Otis, James K.	Cambridgeport, Mass	213, 587	School desk or settee.
Nott, Aaron B.	Fairhaven, Mass	212, 258	House ventilator.
Gilman, Jonathan W. C.	Malden, Mass	222, 350	Copy book.
Gilman, Jonathan W. C.	Malden, Mass	215, 219	Copy book cover.
Hill, Benjamin B.	Springfield, Mass	215, 520	Blotting sheet.
Briggs, William M.	Stoughton, Mass	222, 126	Calculator.
Bennett, Jacob B.	Lansing, Mich	217, 922	Stenciling pen.
Rankin, James S.	Muskoda, Mich	211, 521	School desk.
Allen, Francis W., and D. Crane.	Saginaw, Mich	211, 489	Pencil.
Child, J. Wallace.	Kansas City, Mo	220, 400	School desk.
Ham, Henry H., jr	Portsmouth, N. H.	214, 128	Mechanical calculator.
Koester, C. F.	Hoboken, N. J.		
Reichhelm, Edward P.	Jersey City Heights, N. J.	223, 007	Crucible furnace.
Downes, Charles H.	Jersey City, N. J.	218, 503	Stylographic fountain pen.
Haring, John C.	Jersey City, N. J.	214, 820	Pencil case.
Wakeman, Jotham W.	Jersey City, N. J.	212, 772	Copy book.
Ellsworth, Henry W.	Madison, N. J.	217, 733	Copy book.
Todd, Edward.	Madison, N. J.	218, 905	Stylographic fountain pen.
Drake, Mahlon S.	Newark, N. J.	217, 350	Device for carrying books, &c.
Scheffler, Theodore.	Paterson, N. J.	212, 627	Instrument for drawing arcs of circles.
Cochrane, Charles E.	Rutherford, N. J.	216, 657	File holder.
Allen, Horatio	South Orange, N. J.	217, 671	Terrestrial globe.
Cooley, Lester W.	Binghamton, N. Y.	220, 346	Heater for dwellings.
Card, Benjamin F.	Brooklyn, N. Y.	223, 112	Meter for measuring electricity.
Dubber, John F.	Brooklyn, N. Y.	219, 451	Combined portfolio and writing tablet.
Ehrenberg, Charles A.	Brooklyn, N. Y.	215, 899	Solution for galvanic batteries.
Heubach, Henry	Brooklyn, N. Y.	214, 566	Adjustable key board for musical instruments.
Johnson, Frank G.	Brooklyn, N. Y.	212, 945	Blackboard.
Johnson, Frank G.	Brooklyn, N. Y.	222, 911	Book case.
Johnson, Frank G.	Brooklyn, N. Y.	212, 946	Exercising machine.
Knudson, A. A.	Brooklyn, N. Y.	221, 074	Electric conductor.
Rosquist, George.	Brooklyn, N. Y.	216, 460	Perspective drawing apparatus.
Trum, Emanuel J.	Brooklyn, N. Y.	223, 193	Blotter.
Windrath, Carl	Buffalo, N. Y.	214, 541	Combined copying and recording machine.

TABLE XXV.—Improvements in school furniture, apparatus, &c.—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Arkell, James (assignor to Juvet & Co.).	Canajoharie, N. Y. . . .	220, 462	Time globe.
Wells, Charles E.	Clifton Springs, N. Y. . . .	217, 499	Device for teaching penmanship.
Juvet, Louis P.	Glen's Falls, N. Y.	220, 480	Time globe.
Bangs, George H.	New York, N. Y.	214, 082	Electric motor.
Benson, Henry C.	New York, N. Y.	217, 256	Inkstand.
Brower, Bloomfield.	New York, N. Y.	222, 811	Inkstand.
Da Cunha, George W.	New York, N. Y.	215, 333	Drawing board.
Eckhard, Charles	New York, N. Y.	216, 318	Book cover.
Gear, Alonzo S.	New York, N. Y.	221, 959	Calisthenic motor.
Greig, Bennet	New York, N. Y.	216, 177	Paper file.
Hoffman, Joseph	New York, N. Y.	215, 521	Lead and crayon holder.
Hoffman, Joseph	New York, N. Y.	213, 570	Soluble ink per.
Hoffman, Joseph	New York, N. Y.	213, 571	Pen holder.
Hopkins, George M.	New York, N. Y.	219, 477	Galvanic battery.
Lorton, Alfred H.	New York, N. Y.	212, 612	Blackboard holder.
Lorton, Alfred H.	New York, N. Y.	212, 613	Blackboard.
Macdonough, James	New York, N. Y.	216, 046	Numbering machine.
McGill, John W.	New York, N. Y.	220, 632	Pencil attachment.
Mulford, Daniel L.	New York, N. Y.	211, 104	Mucilage holder.
Redding, William F.	New York, N. Y.	211, 307	Inkstand.
Rogers, L. H.	New York, N. Y.	220, 943	Electrical conductor.
Schilling, William J.	New York, N. Y.	217, 490	Mucilage holder.
Tuttle, Edward A.	New York, N. Y.	212, 284	Exercising machine.
Young, Edward R., and G. A. Goeller.	New York, N. Y.	216, 484	Holder for books, &c.
Halleck, Samuel P.	Oriskany, N. Y.	215, 916	Device for teaching arithmetic.
Gundlach, Ernst	Rochester, N. Y.	211, 507	Microscope.
Gundlach, Ernst	Rochester, N. Y.	222, 132	Eye piece and objective for telescopes and microscopes.
Faber, John E.	Port Richmond, N. Y.	220, 591	Lead pencil.
Danner, John	Canton, Ohio	212, 903	Book case.
Jaberg, John.	Cincinnati, Ohio	211, 663	Pedal for musical instruments,
Dow, Dwight S., and M. C. Brown.	Cleveland, Ohio	213, 981	Book-keeping apparatus.
Cott, Charles M.	Columbus, Ohio	214, 890	Writing tablet blotter.
Clayton, Henry	Dayton, Ohio	217, 446	Combined pencil sharpener, eraser, and tablet.
Hoffman, Rutledge T.	Eaton, Ohio	215, 620	School and other desks.
Hoover, James	Gratis, Ohio	217, 617	Electric motor.
Friedlander, Herman	Marietta, Ohio	220, 600	Sponge cup.
Graybill, Jacob	Massillon, Ohio	220, 136	Pen, pencil, and ink case.
Henkel, George H.	Middletown, Ohio	219, 399	Ink well for school desks.
Way, Breading G., and W. A. Rankin.	New Lisbon, Ohio	212, 073	Book cover protector.
McNeill, James	New Paris, Ohio	218, 306	Apparatus for teaching word analysis.
Baird, Maurice E., and J. W. Macy.	Troy, Ohio	220, 783	Perforating pen.
Marble, William J.	Wilmington, Ohio	220, 163	Sectional book case.
Engers, Peter	Dorseyville, Pa	211, 722	Musical note tablet.
Hill, Charles F.	Hazleton, Pa.	216, 676	School desk.
Maxwell, Allen J.	Meadville, Pa.	216, 799	Blank book.
Kennedy, Ebenezer F.	Oil City, Pa.	217, 880	Music holder and leaf turner.
Adair, James	Philadelphia, Pa.	218, 614	Inkstand.
Bastet, Louis	Philadelphia, Pa.	211, 213	Galvanic battery.
Heysinger, Isaac W.	Philadelphia, Pa.	212, 141	Fountain attachment for writing pens.
Holden, Warren	Philadelphia, Pa.	222, 047	Drawing table.
Imlay, William L.	Philadelphia, Pa.	218, 273	Stenciling pen.
King, George C.	Philadelphia, Pa.	215, 133	Counting register.
Le Conte, John L.	Philadelphia, Pa.	217, 466	Electric induction coil.
Thomson, Elihu, and E. J. Houston.	Philadelphia, Pa.	220, 507	Galvanic battery coll.
Thomson, Elihu, and E. J. Houston.	Philadelphia, Pa.	220, 948	Process and apparatus for the storage of electricity.
Wheeler, Elbridge	Philadelphia, Pa.	221, 133	Electrical conductor.
Drake, Charles H.	Shamokin, Pa.	213, 402	Removable book cover.
Appleton, William	Providence, R. I.	221, 715	Pen and pencil case.
Cushman, Henry T.	North Bennington, Vt.	219, 151	Slide pencil holder.
Stone, Marvin C.	Falls Church, Va.	219, 127	Combined pencil sharpener and pencil point protector.
Biehers, Garnett R.	Farmville, Va.	213, 613	Pen holder.
Schafer, Daniel.	Parkersburg, W. Va.	218, 067	Writing table.
Ashton, Frank	Wheeling, W. Va.	215, 389	Exercising machine.
Lapham, Daniel W.	Washington, D. C.	214, 405	Paper file.
Shimoneck, William C.	Washington, D. C.	218, 404	Gymnastic apparatus.
Smith, Eldridge J.	Washington, D. C.	212, 995	Book case.

TABLE XXV.—Improvements in school furniture, apparatus, &c.—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Fritsch, Karl, and J. Forster Mackinnon, Duncan	Vienna, Austria . . . Stratford, Ontario, Canada.	214, 501 217, 888	Telescope. Stylographic fountain pen.
Worthington, Thomas P. . . .	Blackpool, England.	211, 741	Apparatus for describing circles.
Spear, Jacob W.	London, England. . . .	214, 726	Pen and pencil case.
McIlvenna, Felix, and W. P. Thompson.	Liverpool, England.	218, 893	Drawing and tracing apparatus.
Wilson, William S.	Sunderland, Eng- land.	216, 774	Galvanic battery.
Fresco, Joseph A.	Angers, France	222, 687	Combined pencil and line measurer.
Stalman, Eduard.	Buckau, Magde- burg, Germany.	217, 827	Counting register.
De Faber, Lothaire	Stein, near Nurem- berg, Germany.	213, 884	Pencil.
Fuller, George	Belfast, Ireland. . . .	219, 246	Calculator.

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[NOTE.—The reader is respectfully invited to consult the prefatory note on page 3, from which it will be seen that the arrangement of this report is such as to obviate the necessity for many entries which would otherwise find place in this index.]

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